DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

A Thesis

Presented as the Partial Fulfillment of the Requirements to Obtain *Sarjana Pendidikan* Degree in English Language Education

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2015

APPROVAL SHEET

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A THESIS

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DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN

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Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on November 2015 and declared to have fulfilled the requirements to obtain *Sarjana Pendidikan* degree in English Language Education.

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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 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, 09 November 2015

Penulis,

Muh. Yusuf Arif Nur Rahmat

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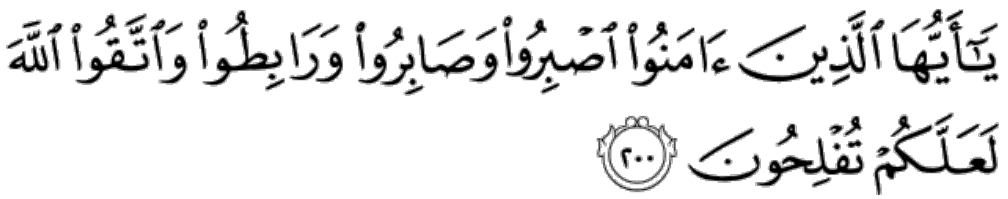
DEDICATIONS

I dedicated this thesis to:

My beloved father, Hazar Sofyan
My beloved mother, Diana Utari
My sister, Hasna Zulfa Nurfauziah

MOTTOS



O you who have believed, persevere and endure and remain stationed and fear Allah that you may be successful.

(Q.S. Ali Imran: 200)

Lihat, Dengar, Rasakan

(Sheila On 7)

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Yogyakarta, 09 November 2015

The writer,

Muh. Yusuf Arif Nur Rahmat

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DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

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ABSTRACT

The objectives of this research were (1) to identify the target and learning needs of Grade VIII students of SMP Negeri 2 Playen in learning English writing; (2) to find out the characteristics of appropriate media for teaching writing to Grade VIII students of SMP Negeri 2 Playen, and (3) to develop digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen in the second semester.

This was a research and development (R & D) study. The subjects were Grade VIII students of SMP Negeri 2 Playen, Classes VIII A and VIII C that consisted of twenty three boys and thirty eight girls. The research procedure adapted the ADDIE model proposed by Taylor (2004) with some modifications. The steps were conducting the needs analysis, analyzing the results of the needs analysis questionnaire and interview, creating course grid, designing flowchart and storyboarding, developing the first draft of the interactive multimedia, evaluating the first draft by an expert and revising it based on the feedback from the evaluation. The instruments to collect the data were the needs analysis questionnaire, interview, and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and qualitatively using the steps from Miles and Huberman (1994: 10). Meanwhile, the results of the expert judgment were analyzed through descriptive statistics.

Based on the results of the needs analysis, the students needed to have a writing activity in the form of completing missing words in a recount text. They also wanted to identify grammatical mistakes in a recount text. The writing input that the students preferred was from some pictures, tables, graphics, or diagrams related to the text. Moreover, the students found it difficult to write a correct sentence. They also seemed hard to choose correct vocabulary to write in English. Regarding the characteristics of the appropriate digital comics, it was noticed that they preferred teenagers as the characters in the digital comics. They also liked reading digital comics which was colorful. They also stated that Comic Sans was suitable as the type of fonts in the digital comics. This study developed digital comics as learning media which consisted of three units. Each unit consists of six parts which are packed into 20-21 activities. The research findings showed that the developed digital comics was appropriate. The mean scores for material and media aspects were 98.75% and 100%, which were very good.

CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, English has an important role in the international communication among people from different countries and gives big impacts to all aspects of life. Many people use English to communicate with others to achieve their needs. In Indonesia, English, especially in the educational context, has become a compulsory subject to be learned since the students are in the junior high school. Both students and teachers are required to master English in order to be able to adjust the real life situation in the globalization era.

Since English is taught as a compulsory subject, English teachers must consider the curriculum used in the teaching-learning process. Recently, the curriculum used in schools is Curriculum 2013. The teachers should take into account the development of the materials in their teaching based on the core competences and the basic competences appropriately for each level. One of the objectives of the English learning for the junior high school stated in the core competences is processing, presenting, and thinking in the concrete area (applying, describing, combining, modifying, and creating) and in the abstract area (writing, reading, counting, drawing, and composing) in accordance with the materials taught in the school and other sources with the same point of view. Therefore, the students are given a wide chance to express their ideas and to obtain as much knowledge as they want.

Afterwards, in teaching English, the teachers must introduce the skills to their students. The skills are listening, speaking, reading, and writing. They can also be divided into two cycles; those are spoken cycles for listening and speaking and written cycles for reading and writing. Ideally, all of those have to be taught as integration (Brown, 2001). Then, one of the English teaching cycles which is important is written cycles i.e., reading and writing skills. In this cycle, the teaching of reading and writing is better to be conducted simultaneously. The activities of reading help students to have incidental contact with the roles of grammar. In addition, students will develop a sense for the structure of the language from what they read. Meanwhile, the writing activities help students to develop phonic knowledge and enhance reading fluency. Particularly in writing, junior high school students should have the competence to produce written texts. The texts are commonly found in various forms based on the daily life contexts such as procedure, descriptive, recount, report, and some short functional texts.

Based on the preliminary observation in Class VIII A at SMP Negeri 2 Playen, the researcher found that the teaching-learning process ran quite well. The teacher taught English by using a course book and *LKS* to accomplish the basic competences. She also used various techniques in teaching writing to encourage the students understanding the materials. Nevertheless, to support the teaching-learning process, the learning resources are still possible to be developed to vary the teaching. It is strengthened by the facilities given. There is a language laboratory that can be maximally functioned to create and develop interactive learning media. The media

can be simply in the form of software such as learning applications, films, songs, and other beneficial media and devices, so the teacher and the students can access them by using computer. Recently, digital comics are widely employed as learning media since teenagers tend to like reading comics. Therefore, developing digital comics as learning media via Lectora Inspire is a good choice to allow the teachers to vary the materials because it is simple and the students will be motivated to learn English with the media.

B. Identification of the Problem

Based on the preliminary observation, the researcher identified some problems in relation to the language learning materials. Those are related to learning sources, learning materials development, and the teacher's competence. The first problem is regarding to the learning sources. There are many English materials that can be used. The materials are easy to find and both the teachers and the students can even access the internet to find other supportive materials from websites. However, in SMP Negeri 2 Playen, the learning material used in the teaching-learning process is *Lembar Kerja Siswa* (LKS). It is actually good to use *LKS* in teaching English, but it does not really help the students acquiring their needs. There should be some other interesting materials which are in line with the learning and student needs.

The second issue is about the learning materials development. Recently, as stated in Curriculum 2013, the learning materials should follow the current teaching approach which is scientific approach. In this approach, it is important that media

should meet the students' needs, help them to produce the target language, and also enhance the students' creation and innovation when they use the media. Therefore, the researcher tries to make digital comics as learning media to help the students achieving their needs besides the use of *LKS*.

The last problem is related to the teacher's competence. Some experts suggest that teachers may use some techniques which are appropriate for the learning needs. Freeman (2000: ix) states that by knowing their roles, teachers can choose to teach differently from the way they were taught. They can see why they are attracted to certain methods and repelled by others. Teachers are able to make choices that are informed, not conditioned. Moreover, Arends (1998) in Freeman (2000: x) adds that effective teachers who are more experienced and expert have a large, diverse repertoire of best practices which presumably helps them deal more effectively with the unique qualities and idiosyncrasies of their students.

In SMP Negeri 2 Playen, the teacher delivered the materials through the use of *LKS*. Firstly, the teacher introduced the materials by using Power Point presentation. Then, she asked her students to focus on the *LKS*. She developed the communication with the students via topics in *LKS*.

C. Limitation of the Problem

As explained before, there are some problems appeared in the teaching-learning process during the observation. Therefore, the researcher limits the problems into two parts. The first part is the media must be appropriate for the basic

competences (*Kompetensi Dasar*) especially for writing a recount text. The media meet the target and learning needs based on the needs analysis. The second part is that the media must give opportunities to the students to produce the target language and also to enhance the students' creation and innovation when they use the media.

Developing digital comics as learning media is one of numerous ways to answer the problems. Through this medium, the students are provided with interesting stories, picture series, games, and so forth. Hence, this study focuses on developing digital comics by using Lectora Inspire. This learning material is designed for Grade VIII students especially in learning recount texts.

D. Formulation of the Problem

Based on the limitation of the problem, the problems of this research are formulated as follows.

1. What are the target and learning needs of Grade VIII students of SMP Negeri 2 Playen in learning to write English?
2. What are the characteristics of appropriate media for teaching writing to Grade VIII students of SMP Negeri 2 Playen?
3. What are the appropriate digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen in the second semester?

E. Objectives of the Research

The objectives of the research are:

1. to identify the target and learning needs of Grade VIII students of SMP Negeri 2 Playen in learning to write English;
2. to find out the characteristics of appropriate media for teaching writing to Grade VIII students of SMP Negeri 2 Playen;
3. to develop digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen in the second semester.

F. Significance of the Research

This study is expected to give some contributions to the teaching-learning process of English for the following parties:

1. For English teachers

This research can encourage them to design learning materials by integrating materials in the course book with the use of technology.

2. For students

This research can stimulate their motivation and interest in learning English and make them become more active in the teaching-learning process.

3. For the researcher

This research can develop the researcher’s ability in developing English materials, especially creating digital comics using Lectora Inspire.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Writing

Writing is one of the skills in the English teaching and learning: listening, speaking, reading, and writing. It can be classified as a productive skill. In this part, there are some explanations of the nature of writing which involves the definition of writing, micro- and macro-skills of writing, writing process, teaching writing at the junior high school, and writing assessment.

a. Definition of Writing

Writing is a language skill which is classified into a productive skill. Here, many experts propose the definition of writing. Spratt, Pulverrness, and Williams (2005: 26) state that writing is one of the productive skills which communicates a message by making signs on a page by forming letters or words then joining them to make words, sentences, or a series of sentences. It means that writing is not only writing sentences but also delivering a message that the readers want to know through them. Elbow (1973) in Brown (2001: 337) explains that writing is a way to end up thinking something that the writers could not have started out thinking. Writing is a transaction with words in which the writers are free from what to think, feel, and perceive.

Meanwhile, Boughey (1997) in Harmer (2005: 260) emphasizes that writing is a cooperative activity. He states that group writing allows the teachers

to give more detailed and constructive feedback since they are dealing with a small number of groups rather than many individual students. It means that collaboration in writing activity can help students to produce ideas, evaluate better, and motivate them.

Writing is not only as an individual product but also can be as a social and cultural act. Hamp-Lyons and Kroll (1997) in Weigle (2002: 19) assert that writing is an act that takes places within a context which accomplishes a particular purpose and is shaped for its intended audiences. Learning writing involves more than simply learning grammar and vocabulary. It may involve examining the kinds of issues such as how individual writers represent themselves in a text, how one text influences subsequent text, etc. (Weigle, 2002: 20).

Johnson (2001: 285) states that not everyone learns to write; it has to be taught. People can learn speaking naturally in their daily life. Nevertheless, people need more guidance in learning writing because it needs extra energy and is more complex skill compared to speaking.

Based on the definitions mentioned above, it can be concluded that writing is a productive language skill which helps the writers to express their ideas, feelings, and thoughts in the written form. It is a means of communication which bridges the writers' ideas with the readers' perspectives.

b. Micro- and Macro-skills of Writing

Brown (2004: 220) distinguishes writing skill into two i.e., microskills and macroskills. The microskills apply more appropriately to imitative and intensive

types of writing while the macroskills are essential for responsive and extensive types of writing. Brown (2004:221) defines the microskills of writing in detail, as follows: producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (tense, agreement, pluralization), patterns, and rules, expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

Afterwards, Brown (2004:221) also mentions the macroskills of writing, as follows: using the rhetorical forms and conventions of written discourse, appropriately accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguishing between literal and implied meanings when writing, correctly conveying culturally specific references in the context of the written text, and developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Writing Process

In order to communicate messages clearly to the audience, the writer should write well. The writer should follow some steps in writing. This idea is described by Harmer (2004: 4-5). He explains writing as a process which involved four steps. The first step is planning. In planning, the writers plan what they are going to write and think about the purpose, audience and content structures of the writing. The second step is drafting. It is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding the ideas. The third step is editing. The writers reflect the texts by reading what they have written and revising it when there are some mistakes or inappropriate statements. The last is producing final version. Final version is the final product of writer's writing after passing some stages i.e. planning, drafting, and editing.

Then, Graves (1983) in Johnson (2008) proposes the five-step of writing process. The first step is called prewriting. The goal in this step is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas. The next step is drafting. Drafting is the writers' first attempt to capture ideas on paper. The third step is revising. It is the heart of the writing process. Here the writers look for flow and structure. The writers reread paragraphs and move things around. The next step is editing. This is the stage where grammar, spelling, and punctuation errors are corrected. The last step is publishing and sharing. This stage is where

the students' writing is shared with the audiences. Writing becomes real and alive at this point.

Lastly, Jenkinson in Palmer et al (1994) suggests that the writing process may necessarily be done by learners through the following steps.

a) Pre-writing activities

Learners are given a few optional topics. Brainstorming ideas follow up after the topic has been chosen. Ideas must not run away from the chosen topic.

b) Writing a draft

The draft is the raw product. It is the first work.

c) Peer review of the draft

Learners will have to find someone in their age to review the draft. Some errors and mistakes concerning grammatical errors and mistakes, organization of ideas, subject and verb concordance, verb agreement, tenses, etc. may be spotted. Peers are expected to convey their view regarding the draft in more comfortable manner for the learners to accept, instead of teachers.

d) Revising/editing

The draft is then revised by following the suggestions from the reviewer.

e) Writing the final draft

After that, the revised draft is copied to another clean piece of paper as the final product.

d. Teaching Writing at the Junior High School

Teaching English as a foreign language in the junior high school has a purpose which is aimed to provide the students to acquire communicative competence and be able to use the language to communicate with others in their daily life either in oral or written form. This is organized by the curriculum used in Indonesia. Recently, the curriculum used in Indonesia is Curriculum 2013. As stated in *Peraturan Menteri Pendidikan dan Kebudayaan* number 68 year 2013, Curriculum 2013 is developed by the standard-based education and the competency-based curriculum. Curriculum 2013 follows: (1) the teaching-learning process done by teachers (taught curriculum) in the form of the process which is developed into the teaching-learning process in the school, the class, and the society; and (2) the students' learning experiences (learned-curriculum) which are appropriate for the students' background knowledge, the characteristics of the students, and the students' ability.

Curriculum 2013 is also called as outcomes-based curriculum because its design is based on several competences. It means that the curriculum development is directed toward the competency achievement formulated in *SKL (Standar Kompetensi Kelulusan).* It also means that the assessment of study and curriculum result is measured by the competences achievement. So, the success of the curriculum is determined by the students' competences achievement formulated in the curriculum document.

The following is the competences that should be achieved by the students.

1) The competences as content curriculum are stated as core competence which will be elaborated in basic competence.
2) Core competence is a portrait about competences in several aspects i.e., attitude, knowledge, and skill (cognitive and psychomotoric) which should be learnt by the students in a level of education, class, and lesson through basic competence organized in an instruction.
3) Basic competence is a competency which should be learnt by the students for a theme for elementary schools, and for lessons in class for junior, senior, and vocational high schools.
4) Core competence and basic competence are focused on the attitude and the intellectual.
5) Core competence has a role as organizing elements of basic competences. It means that all basic competence and learning process is developed to achieve the competences in core competence.
6) Basic competence is based on the accumulative principle, reinforced, enriched among lessons in an educational level.
7) A syllabus is developed as the instructional plan for a theme in elementary school and a lesson for high schools.
8) A lesson plan is developed from each basic competence directed for particular classes and lessons.

Meanwhile, junior high school students can be categorized as teenagers. In the teaching and learning process, teenagers actually have a great capacity to learn, a great potential to develop their creativity, and a passionate commitment to things which interest them. Harmer (1998:39) states that the most important thing for teenagers is the search for individual identity, because this search provides the key challenge for this age group. Identity has to be forged among classmates and friends. Moreover, peer approval is also important as well as attention of the teacher which is crucial. Thus, in teaching writing for junior high school students, the teacher needs to use relevant and engaging material to reinforce their self-esteem and to make them conscious of their need for identity.

Related to this, Brown (2001: 346-355) has listed the principles for designing writing techniques, namely:

1) applying some practices that can develop students as good writers
2) using the process and product approach in the same proportion
3) explaining the background of culture and literacy to be involved in writing
4) using reading activities to support writing
5) supplying many authentic writing activities
6) applying some stages of writing, such as prewriting, drafting, and revising stages
7) trying to provide interactive techniques in writing
8) responding to and correcting the result of students' writing

9) giving students with instruction on the theoretical, formal conventions of writing.

In this study, the researcher focuses on the development of digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen which is based on the core competence and basic competences of junior high school in accordance with Curriculum 2013. The core competence and basic competences used by the writer are presented below.

Table 1: **Junior High School Core Competence and Basic Competences**

Kompetensi Inti	**Kompetensi Dasar**
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.13. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.14. Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
	4.15. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

As stated in *Peraturan Menteri Pendidikan dan Kebudayaan* number 81a year 2013, the teaching and learning process follows the scientific approach. There are five stages in applying scientific approach; observing, questioning, collecting information, associating, and communicating. The first stage is

observing. In this stage, the activities are focused on maximizing the listening and reading ability. The students read the materials by analyzing the social function of the text, the structure of the text, the linguistic features of the text, and the short functional text in the form of texts, videos, or tape recordings. The next stage is questioning. This stage is the process of constructing knowledge through the group discussion. The students have to develop their curiosity and their critical thinking of the materials. The students are expected to be more active in the teaching and learning process.

In line with these, Leibman-Kleine (1987) in Nation (2009) suggests the techniques for observing and questioning a topic into three groups. The first group consists of open-ended and free ranging activities where all ideas are considered or the learners follow whatever path their mind takes. The typical activities on this group are brainstorming and quick writing. The second group consists of systematic searching procedures such as questioning or filling in an information transfer diagram. The last group consists of techniques which help learners to gather and organize ideas at the same time.

The third stage of applying scientific approach is collecting information. In this stage, the students try to express the information that they obtain in the class and try to use them in their daily life. Furthermore, associating is the process of developing the ability of grouping and comparing various ideas and activities which then include them into a piece of memory. Ideally, the way the students collect and associate the information gives them a chance to put their own ideas and their own thought into their writing. Nation (2009: 119) states that the way

ideas are organized can add uniqueness to the piece of writing. There are two possible ways of approaching the organization of academic writing. They are ranking the ideas according to a useful criterion and classifying the ideas into groups.

The last stage is communicating. It is aimed to develop the ability to present all knowledge and ability either in oral and written form. Commonly, the students are able to say what they want to write but they have difficulties in putting it into the written form. Nation (2009: 119) states that a possible cause is the difference between the writing systems of the learners' first language and the second language. Another cause may be lack of practice in writing in any language. Therefore, each cause requires different techniques to deal with it and teachers have to take into account how to discover the causes and how to deal with them.

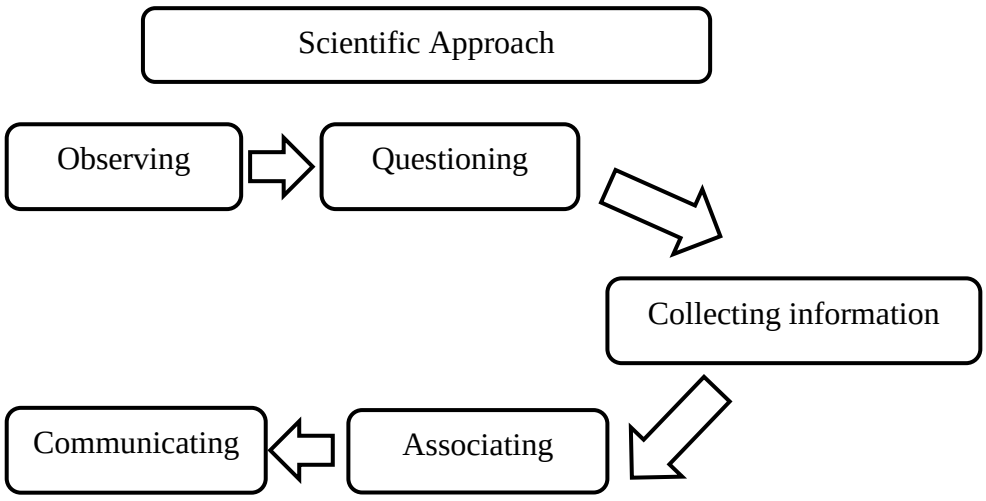

Figure I: **The Teaching and Learning Process based on Curriculum 2013**

e. Writing Assessment

The assessment in the English teaching and learning is also an important component. As stated in *Peraturan Menteri Pendidikan dan Kebudayaan* number 65 year 2013, the assessment of the teaching-learning process in Curriculum 2013 uses the authentic assessment which tests the readiness of the students, the whole teaching-learning process, and the result of the study. The result of the authentic assessment is used by the teachers to plan a remedial test, an enrichment test, or a counseling service. Moreover, the result of the authentic assessment is also used as the material for evaluating the teaching-learning process. The evaluation process can be done through giving questionnaires, doing observations, taking notes, and having reflections.

In teaching English writing, the writing assessment must involve at least two basic components. They are one or more writing tasks or instructions that explain test takers what to write, and a tool of the writing samples evaluation that test takers produce (Weigle, 2002: 2). Meanwhile, Brown (2004: 221-237) divides the design of writing assessment tasks into three parts based on the types of writing performance. Those are the design for imitative writing tasks, intensive (controlled) writing tasks, and responsive and extensive writing tasks.

In this research, the researcher focuses on designing assessment tasks for intensive (controlled) writing to measure the students' writing skill. This assessment highlights the students' competences in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic

purpose. Hence, Brown (2004: 225) mentions some tasks that are categorized into intensive writing assessment. The tasks are presented below.

1) Dictation and Dicto-Comp

Dictation in writing is a type of assessment in which students as test takers must listen to stretches of discourse. Meanwhile, dicto-comp is a form of controlled writing related to dictation. This task encourages the students to rewrite the paragraph based on what their teacher read.

2) Grammatical Transformation Tasks

The tasks are used to measure students' grammatical competence. The activities are changing the tenses in a paragraph, changing full forms of verbs to reduced forms, changing statements to *yes/no* or *wh*-questions, changing questions into statements, combining two sentences into one using a relative pronoun, changing direct speech into indirect speech, and changing active to passive voice.

3) Picture-Cued Tasks

The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. The examples of the picture-cued tasks are describing pictures using some chosen words, describing sequence activities shown in pictures, and writing short sentences.

4) Vocabulary Assessment Tasks

These tasks are used to assess the vocabulary mastery in writing. The major techniques used are defining and using a word in sentences.

5) Ordering Tasks

The tasks ask students to order a scrambled set of words into a correct sentence.

6) Short Answer and Sentence Completion Tasks

It involves reading performance to answer the questions and complete the statements.

Further, one of the decisions made in determining a system for scoring the writing tasks is what type of rating scale will be used (Weigle, 2002: 109). There are three main types of rating scales. The first type is primary trait scales. In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment (Weigle, 2002: 110). For each writing task, a scoring rubric is created which includes (1) the writing task; (2) a statement of the primary rhetorical trait elicited by the task; (3) a hypothesis about the expected performance on the task; (4) a statement of the relationship between the task and the primary trait; (5) a rating scale which articulates levels of performance; (6) sample scripts at each level; and (7) explanations why each script was scored as it was.

Meanwhile, the next rating scale is holistic scoring. The holistic scoring is the assigning of a single score to a script based on the overall impression of the script. In this type, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria (Weigle, 2002: 112).

Then, the third type of rating scale is analytic scoring. In this type, scripts are rated on several aspects of writing rather than giving a single score. The scripts are rated on some components such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes provide more detailed information about a test taker's performance in different aspects of writing (Weigle, 2002: 114).

2. Recount Text

As mentioned in the previous chapter, junior high school students should have the competence to produce written texts. The texts are commonly found in various forms in the daily life contexts such as procedure, descriptive, recount, report, and some short functional texts. In this study, the researcher focuses on developing media for teaching recount text writing. Therefore, it is better to look at some definitions of a recount text proposed by some experts.

Knapp and Watkins (2005: 223) state that a recount text is a sequential text that does little more than sequence a series of events. It can be considered as the simplest type of narrative genre. Anderson and Anderson (1997: 48) also add that a recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Anderson and Anderson (1997) also classify the features of a recount text. They are as follows:

a. A first paragraph

It introduces background information about who, what, where, and when or it is called as an orientation.

b. A series of paragraphs

It usually retells the events in the order in which they happened.

c. A conclusion

It may include a personal comment (not always necessary).

d. The linguistic feature

The linguistic features usually found in a recount are as follows:

- proper nouns to identify those involved in the text
- descriptive words to give details about who, what, when, where, and how
- the use of the past tense to retell the events
- words that show the order of events, e.g. first, next, then, etc.

3. Interactive Multimedia

a. Definition of Interactive Multimedia

Multimedia will help learners to identify or explain something. There are some experts who give their explanations dealing with multimedia. Reddi and Mishra (2003: 4) state that multimedia is defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that is more beneficial for the user than any individual elements. Then, Mayer (2005: 2) also points out multimedia learning as learning

from words (spoken or printed text) and pictures (illustrations, photos, maps, graphics, animation, or video).

b. Elements of Interactive Multimedia

Sutopo (2003) states that multimedia consists of several elements including texts, graphics, images, audio, and videos. The following are the brief explanation of each multimedia element.

1) Text

A text is kind of data that are easy to save and control. It can be in the forms of words, letters, or narrations. It can also be combined to make an interactive and dynamic instruction.

2) Graphics

Graphics are written through symbols and images. The reason of implementing graphics in the presentation of multimedia is that the graphics have more interesting images. They will attract students' attention and give them motivation.

3) Images

Images are visual symbols that are used to explain data or information. Pictures will make better images or visualization of the instructional materials.

4) Audio

Audio can be voices, natural sounds, music, and sound effects. This can stimulate the students' motivation in learning.

5) Videos

Videos are pictures that appear on after another sufficiently rapid to give the illusion of continuous motion. The presented video can also improve students' interest in learning. The movement from series of pictures in the layer that makes a visual effect in the screen, called as animations, is the same type of video.

c. Interactive Multimedia in the Teaching-learning Process

Khoo (1994) summarizes some advantages of using interactive multimedia in the classroom. They are:

1) Reducing learning time

According to some research, interactive multimedia/videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to the immediate interaction and constant feedback which provides excellent reinforcement of concepts and content.

2) Reducing cost

The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced.

3) Instructional Consistency and Fairness

Instructional quality and quantity are not compromised as technology based interactive instruction which is consistent and reliable.

4) Increasing retention

The interactive approach provides a strong learning reinforcement and increases content retention over time.

5) Mastery of learning

A good interactive system can ensure the learning of the prerequisites by learners before continuing to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.

6) Increasing motivation

Immediate feedback and personal contrive over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

7) More interactive learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept the instruction.

8) Privacy Individual Learning Styles

This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

9) Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and to choose what and how much information we want and when we want it.

Therefore, there are many benefits of the use of interactive multimedia in the teaching-learning process. The interactive multimedia can make the teaching-

learning process effective, flexible, and interesting. The students will also be motivated to learn.

d. Multimedia for Teaching Writing

The development of multimedia technology is the most exciting innovation in the globalization era. The growth of multimedia technology in this era has changed many aspects in life. One of them is in educational context. Educational multimedia courseware and applications are in many ways similar to printed textbooks and other teaching and reference materials in that they come in a wide range and variety (Norhayati and Siew, 2004).

Afterwards, the use of multimedia in teaching and learning process can create interesting learning environment. Using multimedia to teach writing English is expected to change students' attitude toward English learning and teaching process and improve their writing skill and interest in writing. Currently, multimedia is associated with CALL (Computer Assisted Language Learning). According to Warschauer (1996), multimedia refers to integrative CALL which is the current approach of CALL. Integrative CALL is based on multimedia computers and the internet that combine text, graphics, sound, animation, and video that can be accessed from a PC using CD-ROMs or the internet.

There are numerous CALL programs which support L2 writing instruction that vary in their appearance, their effectiveness, and the teaching approach. A good example is *Click into English* developed for Australian Adult Migrant Education Service (Hyland, 2003: 162-164). *Click into English* is a series of

instructional sequences built around models, texts from different genres. Each sequence highlights grammatical features of the genre and leads the learner through a series of screens with different practice and self test multiple choices, gap fill, and drag and drop activities. This program allows students to recall the text at any time, to get instant feedback on their answers, consult pop-up screens for genre information and usage advice, and access a dictionary through hyperlinks in the text itself. *Click into English* also provides an environment for students to work either alone or with teacher support (Hyland, 2003: 164).

4. Digital Comics for Language Learning

In this study, the researcher focuses on developing digital comics as learning media for teaching recount text writing for Grade VIII students at SMP Negeri 2 Playen in the second semester. Therefore, in this part, there are some explanations which are relevant to digital comics such as the definition of digital comics, the advantages of digital comics in language learning, and digital comics for teaching writing.

a. Definition of Digital Comics

Before the explanations of the definition of digital comics for language learning are presented, it is better to discuss the definition of comic strip. In Meskin (2007), Eisner and McCloud give some definitions of comic. Eisner (2007) states that a comic is just a sequential art. It means that the definition does not touch the use of comic which is conveying a story. In the same tendency, McCloud (2007) states that a comic is images that put together in purposeful

sequence to produce an aesthetic response of the viewer. From those explanations, it can be concluded that a comic is just a sequences of picture which is served in an aesthetic way without conveying the story.

Harvey (2010) in Pimenta et al (2010) offers an opposing definition which is compared to McCloud's. Harvey states that a comic consists of story embedded with pictures or expositions in which words (often lettered into the picture area within speech balloons) usually give the meaning of the pictures and vice versa. Then, Mahamood in Muniran (2008) asserts that comics are illustrations that enclose story telling texts and pictures in boxes or panels. After the discussion of the definitions of comic is presented, the discussion will be continued by discussing the definition of digital comics.

Recently, the term of digital comics has been widely known around the world. Albert (2014) defines digital comics as full comic books that are available to be downloaded or viewed on the internet. They can be downloaded in three formats. The format is *.pdf* which is the popular Adobe Portable Document Format and uses a *.pdf* reader to view the file. Most companies use *.pdf*'s to send out their review copies as they are more secure format than the other two. Then, the other two formats are similar in how they operate and are known as *.cbr* and *.cbz* files. They use *rar* and *zip* compression format respectively. These two file formats are the preferred way for illegal or pirated comic books as they are usually just scanned *.jpg* image files that others can access and manipulate.

b. Advantages of Comic for Language Learners

Telling stories by building comic strips is a way to strengthen struggling students' emerging English-language skills and makes the difficult job of language learning to be much more enjoyable experience. Zimmerman (2010) explains that there are some advantages of comics for language learners. The first advantage is a comic strip is a perfect vehicle for learning a language. Each strip consisted of three or four panels provides a finite, accessible world in which funny or compelling characters live and go about their lives. Readers with limited reading skills are not as overwhelmed in dealing with the size of a comic strip as they can be with a book of many pages. Then, comic strips also do not require long sentences or paragraphs to tell a good story. Only few words are required for the characters to go about their lives and reveal their stories.

c. Digital Comics for Writing Activities

In this era, comic strips have been being issued by some experts for their use in language classroom. Almost of the experts state that comic strips can enhance the students' ability to master the language. McVicker (2007) states that comics can assist teachers to provide the visual literacy media in teaching language. Visual literacy means a vision competency that can be developed by assimilating some sensory experiences at the same time. It is said so since comic strips contain pictures and texts in a reading text. In reading comic, the students will use not only one sensory experience which is seeing the picture but also reading the text. This support of visual literacy skills will assist the students to

develop strategies in acquiring words, improving phonic skills, and building the vocabulary construction. Meanwhile, Kroll (2001) in Drolet (2010: 11) states that writing assignments should be aimed to give the students a medium for self expression so that they feel invested in the work. The students need to practice with different forms of texts to develop their writing ability. Norton and Vanderheyden (2003) in Drolet (2010: 11) add that comic strips can be a good prompt for writing.

There are numerous studies in accordance with the use of comic strips for L2 writing activities. One of the studies is conducted by Drolet (2010). She uses comic strips as a topic for writing. Drolet (2010: 11) states that students will increase their knowledge of discoursive forms and how they are used in everyday writing by writing a letter to the editor of a local paper to express their opinion. In the course of the lesson, students will look at the purposes of writing a letter to the local paper. Students will read an authentic comic strip that represents a real life issue and then explore the different points of view regarding the issues. Finally, they will apply their understanding of the structure of an opinion letter by writing their own letter to express their views on the issue.

B. Relevant Studies

To support the literature review above, the researcher provides some relevant studies related to the development of interactive learning media and digital comics. One of them is a study conducted by Norhayati and Siew (2004). They state that the interactive multimedia reveals an interesting and exciting tool

for teaching and learning. It may be used in class as a demonstration tool. On an individual basis, it helps to reach the pedagogic goals. They conclude that the interaction is the key feature and consists of quizzes, games, animation, etc.

Another study is conducted by Marianthi, Boloudakis, and Retalis (2007). They analyze the use of digital hypermedia comic books in education. They present three points of the importance of using digital comics in education. The first point is the students will think deeply about every piece of information they communicate (words or picture) and also about their interplay and relation. The next point is internet will provide the communication and collaboration among the students and will break through barriers of geography, gender, age, language, culture, aesthetics, politics, economics, and technology. The last point is computer technology will make the whole process a lot easier, taking advantage of plurimedia. They conclude that digital comics can be a vital tool in preparing students for a digital future while integrating imagery from photography and video and featuring audio soundtracks, animation, hyperlinks, and interactivity.

Since the evidences are available, the researcher believes that the interactive learning multimedia has many positive effects in the teaching and learning process. Therefore, the researcher will develop digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen.

C. Conceptual Framework

Teaching English in the junior high school is different from teaching English for children, adults, or adolescent. Teaching teenager is a process that needs appropriate materials which must suit the learners' needs. It is because the students have characteristics which need different treatment in the teaching process. They prefer to learn something interesting, and tasks that are easily to understand. Therefore, they need interesting materials which will attract them to learn English.

During the observation, the researcher found that the students need more interesting media. They need media which contain videos, pictures, scaffold activities, and so forth. By developing digital comics as learning media, the teaching-learning process of English is expected to be more interesting and the students will be motivated to learn English.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

The aim of this study is to enhance the effectiveness of digital comic as learning media that can be used for the educational purposes. The research of this study is classified into Research and Development (R & D). Wallace (2006: 114) defines that Research and Development is a strategy that includes extant knowledge from theory and empirical research into a product that can be used for the improvement of practice. Gall, Gall, and Borg (2003: 569) also explain that the findings of this research are used to design new products and procedures which are then systematically field-tested, evaluated, and refined until they meet the specified criteria of effectiveness, quality, or similar standard.

Gall, Gall, and Borg (2003: 570) figure out the cycles of educational research and development which consist of ten steps. The following is the model of ten steps in educational research and development.

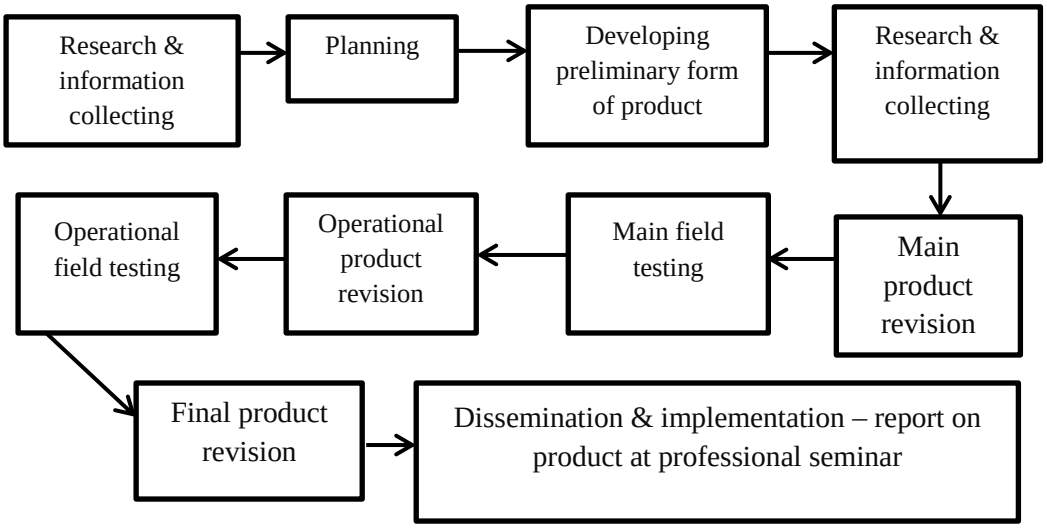

Figure II: **The Model of Ten Steps of Research and Development**

The product of the research is digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen.

B. Setting of the Research

This research was conducted in SMP Negeri 2 Playen. SMP Negeri 2 Playen is located in Gunungkidul, Daerah Istimewa Yogyakarta which is 35 km from the capital city of Daerah Istimewa Yogyakarta. This school has twelve classrooms in good condition and has some supporting facilities such as multimedia laboratory, library, science laboratory, mosque, canteen, pond, and school yards.

C. Population and Sample

The population of this research was Grade VIII students of SMP Negeri 2 Playen. There are four classes in Grade VIII and each class consists of thirty one to thirty two students. The classes that became the subject of this research were Classes VIII A and VIII C. The respondents of this research were sixty one students consisting of twenty three boys and thirty eight girls.

D. Instruments of the Study

Questionnaire and interview were used to collect the data from the students and the experts. The first instrument was questionnaire. There were two types of questionnaire. They were the needs analysis questionnaires and the expert judgment questionnaires. The needs analysis questionnaires were distributed to

the students to get the data of the target and learning needs of Grade VIII students of SMP Negeri 2 Playen.

Table 2: **The Organization of the Questionnaire for the Students**

No.	Aspects	Item Number	The Purpose of the Questions	References
1.	General information of the students	1,2,3	To find the general information about the students	Graves (2000: 103)
Target Needs				
2.	Goals	4	To find out the purpose of learning English	Nunan (2004: 41) Hyland (2003: 117)
3.	Wants	5,6	To find out the students' needs based on their point of view.	Hutchinson and Waters (1987: 56)
4.	Lacks	7,8	To find out the students' difficulties in writing	Hutchinson and waters (1987: 55)
Learning Needs				
5.	Input	9	To find out some information about what kind of input that the students want in learning English	Nunan (2004: 47-52), Hyland (2003: 117)
6.	Procedures	10	To find out the activities that the students want in learning English	Nunan (2004: 52-56)
7.	Setting	11,12	To find out the activities that should be carried out in the classroom	Hutchinson and Waters (1987: 60), Hyland (2003: 117)
8.	Teacher's role	13	To find out the teacher's role in the teaching-learning process of English	Nunan (2004: 64-70)
9.	Learners' role	14	To find out the learners' role in the teaching-learning process of English	Nunan (2004: 64-70)
10.	Digital comics for language learning	15,16,17, 18	To find out the characteristics of good digital comics for language learning	McCloud (2006: 8-57)

The second questionnaire gained feedback and suggestion to improve the design from the material and media expert. The material expert analyzed the contents and the instructional quality while the media expert analyzed the technical quality of the product.

Table 3: **The Organization of the Questionnaire for the Material Expert**

No.	Aspects	Item Number	The Issues of the Questions	References
Part A. Content Quality				
1.	Material coverage	6	The content of multimedia accomplishes the target and learning needs.	Nunan (2004: 41-42)
2.	Relevance to the core competence	1	The core competence and the materials are relevant.	BSNP (2014)
3.	Relevance to the basic competences	2	The basic competences and the materials are relevant.	BSNP (2014)
4.	The match between the indicators and the basic competences	3-4	The indicators match the basic competences.	BSNP (2014)
5.	Material presentation	5,12	The materials presented in the media are suitable and well-organized.	
6.	The language used	10,11	The language used in the material is appropriate for the students' level.	Feez and Joice (2002: 140)
7.	The balance of materials and activity items	8,9,16,17	The materials and the activities are balanced and consistent.	Nunan (2004: 41-42)
8.	Quality of activity items	13-15	The activities are varied and well-sequenced.	Nunan (2004: 41-42)
Part B. Instructional Quality				
10.	The clear learning instruction	7	The tasks are delivered by using clear instruction	Nunan (2004: 174)
11.	The completeness of the materials	18	The tasks are sequenced from the dependent task to the independent one.	Brown (2001: 142)

(*continued*)

(*continued*)

12.	The order of the tasks	19	The tasks are developed from the easy activities to the complex activities.	Nunan (2004: 85-90)
13.	Feedback	20	Evaluation and feedback towards the materials are available	

Table 4: **The Organization of the Questionnaire for the Media Expert**

No.	**Components**	**Item Number**	**The Issues of the Questions**	**References**
1.	Screen design	21	The screen design and the slide of the multimedia are appropriate and effective.	Stemler (1997: 2-3)
		24	The composition of the color in the multimedia is suitable.	Stemler (1997: 2-3)
		22-23	The text placement of the multimedia is suitable.	Stemler (1997: 2-3)
2.	Navigation	25-27	The navigation of the multimedia is easy to be used and suitable.	Stemler (1997: 5-6)
3.	Graphic and animation	28-30	The graphic of the multimedia is noticeable and eye-catching.	Stemler (1997: 9-10)
4.	Digital comic design	31-33	The content of the story attains the learning objectives.	McCloud (2006: 8-57)
		34	The fonts used in the digital comics are suitable and readable.	McCloud (2006: 8-57)
		35	The characters in the digital comics are appropriate with learners' age.	McCloud (2006: 8-57)

Afterwards, the interview guidelines were also organized to get the information from the English teacher about her view related to the target and learning needs and also the development of digital comics for teaching recount text writing.

E. Research Procedure

In this study, the researcher adapted the ADDIE model proposed by Taylor (2004). The name of ADDIE stands for Analyze, Design, Develop, Implement, and Evaluation. However, the researcher only used 4 steps in this research i.e., Analyze, Design, Develop, and Evaluation. The steps are explained below.

1. Analyze

In this stage, the problems were identified. Then, the researcher analyzed the audience, the core and basic competences in the curriculum, and the technology that was used to develop the product and the media that were used to deliver the product. The researcher conducted the needs analysis by doing observation in the form of questionnaires and interview.

2. Design

After the data were obtained, the topic of the study was created. The researcher defined the objectives. The next step was designing course grid, flowchart, and storyboard. Flowchart is a symbol or picture which illustrates the server of steps representing a processing activity. It usually links one page to another. Flowchart serves as a road map of interactive learning media. Meanwhile, storyboarding describes how every screen in the presentation will be displayed. It refers to the operation shown in the flowchart.

3. Develop

The methods of the instruction including all media that are used were chosen. The researcher developed the materials into digital comics using Comic Life 3, Lectora Inspire, Microsoft Office Picture Manager, etc. The result was called the first product. Then, it was consulted with the material expert and media expert. The information collected was used to revise the product.

4. Evaluation

The researcher consummated the product by looking at the feedback and suggestion from the media and material expert. It was called the final product.

F. Data Collection Techniques

In this study, the researcher used two kinds of questionnaire. They were the needs analysis and the expert judgments. The purpose of the needs analysis questionnaire was to get the information about the target and learning needs. All the questions in the first questionnaire were in the form of close-ended questions. This type can be used to display the data in the form of frequency, percentages, or in term of central tendency.

The purpose of the expert judgment questionnaires was to get the data from the expert about the development of the materials. There were two types of questionnaire for the expert judgment i.e., the questionnaire to the material expert and the media expert. The results of both questionnaires were used to revise the product.

The researcher also used interview guidelines to collect the data. The questions in the interview were in the form of informal conversational interview.

This type increases salience and relevance of the questions. The interviews are built on and emerge from the observations (Cohen, Manion, and Morisson, 2000: 271). This technique will list the issues to be explored during the interview. To obtain the target and learning needs, the researcher conducted an interview with the English teacher of SMP Negeri 2 Playen.

G. Data Analysis Techniques

As mentioned above, the researcher used two instruments to obtain the data. The first instrument was the questionnaires. The researcher used two kinds of questionnaire. The first was the needs analysis questionnaires. The results of the needs analysis questionnaire were analyzed into percentage. The percentage is gained from the dividend of the frequency by the total of respondents which is multiplied by 100%.

$$P = \frac{f}{N} x\ 100$$

P = percentage (%)

f = frequency

N = number of respondents

100% = fix number

For the second questionnaires of expert judgment, the data were coded by a four-point scale which is known as the Likert scale. They are strongly agree which is coded by number 4, agree for number 3, disagree for number 2, and strongly disagree for number 1.

Then, the results of the questionnaires of expert judgment were analyzed by calculating the percentage using the formula:

$$P = \frac{f}{N} x\ 100$$

P : percentage (%)

f : collected scores

n : number of cased

Furthermore, the results of the calculation were converted into criteria of feasibility proposed by Sugiono (2012). If the result is more than 60%, the product is considered feasible. The criteria are as follows.

Table 5: **Percentage of Feasibility Criteria for Material Aspects**

Scores	**Categories**
81% - 100%	Very poor
61% - 80%	Poor
41% - 60%	Fair
21% - 40%	Good
≤ 20%	Very good

Table 6: **Percentage of Feasibility Criteria for Media Aspects**

Scores	**Categories**
81% - 100%	Very poor
61% - 80%	Poor
41% - 60%	Fair
21% - 40%	Good
≤ 20%	Very good

Meanwhile, for the data from the interview, the researcher applied qualitative data analysis. As stated in Miles and Huberman (1994: 10), there are some steps to analyze data as follows.

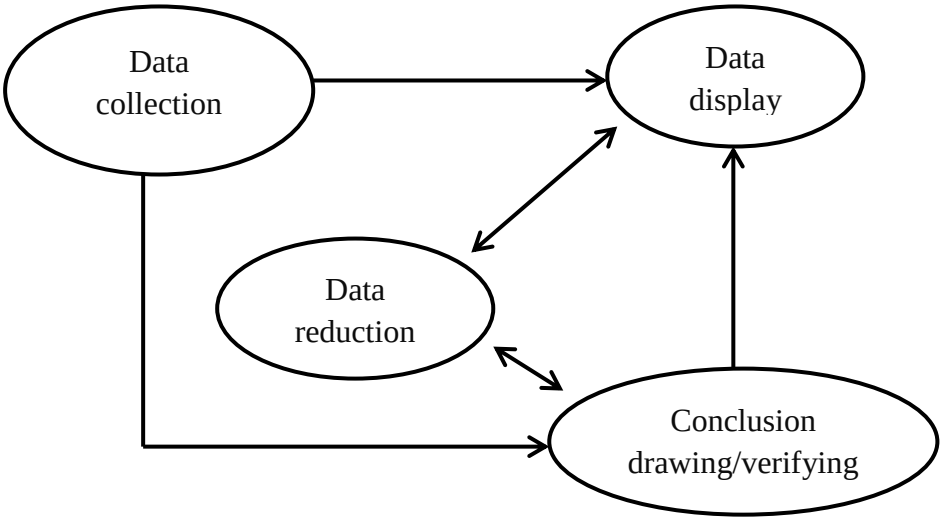

Figure III: **The Steps of Qualitative Data Analysis**

The first stage was data collecting which was deducted to the needs analysis. In the deduction stage, there were some actions that are performed. The actions were selecting, focusing, simplifying, abstracting, and transforming data. The next stage was data displays which guided to the conclusion or verification.

Two kinds of the data analysis are gathered to obtain target and learning needs of the materials and to get an evaluation from experts in relation to the materials and media made by the researcher.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Needs Analysis

The needs analysis was conducted to get the information of the target and learning needs by distributing the needs analysis questionnaire and doing an interview with the English teacher. The detailed results of the needs analysis are presented as follows.

a. The Description of the Respondents

The needs analysis questionnaire was distributed to two classes i.e. the students of Classes VIII A and VIII C of SMP Negeri 2 Playen in the 2014/2015 academic year. The respondents of this research were sixty one students consisting of twenty three boys and thirty eight girls. Their ages ranged from thirteen to fourteen years old.

Table 7: **Data of the Respondents of the Research**

Group of Respondents	Sex		Age	
	Male	Female	13	14
Class VIII A students	9	22	23	8
Class VIII C students	14	16	21	9

b. The Results of the Needs Analysis Questionnaire

To get the target and learning needs, the researcher divided the questionnaire into four aspects and then it was subdivided into ten parts. The first aspect was to

look for the general information of the students. In this part, the researcher provided three questions. The next aspect was to find out the target needs. Here, he looked for learners' goals in learning English writing, learners' wants of the writing activities, and learners' view about difficulties in learning English. There were five questions in the second part.

The third aspect was to find out the learning needs consisting of input, procedures, setting, teacher's role, and the learners' role. There were six questions in this part. The last aspect was to look for the development of digital comics for language learning. There were four questions in this part. Hence, the following is the detailed result of the needs analysis questionnaire.

1) General Information of the Students

To find out the target and learning needs, it is necessary to gather information about the current state of the learners, where they stand in terms of their language ability, learning preferences, and the desired goals or change, and also where they would like to be or what they want to achieve, change, and so forth (Graves, 2000: 103). Therefore, the researcher provided three questions in the questionnaire which include the desired goals of learning English and the current state of their language ability.

The following table is the detailed information of the current state of the learners.

Table 8: **General Information of the Students**

Question	Items	N	F	%
My goals in learning English are	a. To be able to pass the National Examination	61	47	77.9%
	b. To acquire knowledge of the language function such as introducing myself, giving opinion, inviting someone, etc.		44	72.1%
	c. To get good mark in the study report		26	42.6%
	d. To be able to communicate with English to others in both spoken and written manner		36	59.0%
	e. Etc.		1	1.6%
What do you think about the English writing activities?	a. Easy to do	61	3	4.9%
	b. Quite easy to do		32	52.5%
	c. Difficult to do		26	42.6%
	d. Very difficult to do		0	0.0%
How are the writing activities in your class?	a. Very interesting	61	0	0.0%
	b. Interesting		27	44.2%
	c. Neutral		32	52.5%
	d. Uninteresting		2	3.3%

Table 8 describes that 77.9% of the respondents stated that their goal of learning English was to be able to pass the National Examination while forty four respondents stated that they wanted to acquire knowledge of the language function such as introducing myself, giving opinion, inviting someone, and so on. Afterwards, there were thirty two respondents or 52.5% thought that the English writing activities

in the junior high school were quite easy to do while 42.6% selected neutral answer in giving their opinion about the English writing activities.

Moreover, as shown in Table 8, there were thirty two respondents or 52.5% that gave neutral answer about the writing activities in their class while 44.2% informed that the writing activities in their class were interesting and 3.3% disagreed that the writing activities were interesting.

2) Target Needs

Target needs are what learners need to do in the target situation. Target needs are related to some terms such as goals, wants, and lacks. The detailed information of the target needs is presented as follows.

a) Goals

Richards (2001) in Hyland (2003: 117) emphasizes that the goal of a task is the general intention that lies behind it, relating the task to the objectives of the unit and beyond these to those of the syllabus. Teachers always need to consider what they want students to achieve when designing tasks so that they can effectively prepare them for authentic writing situations. Table 9 presents the learners' goal of learning English writing.

Table 9: **Learners' Goals in Learning English Writing**

Question	Items	N	F	%
My goals in learning English writing are	a. Increasing my ability for writing a text or organizing a text	61	39	63.9%

(*continued*)

(*continued*)

	b. Writing a text by using correct grammar, punctuation, and vocabulary		48	78.7%
	c. Increasing knowledge about the use of grammar correctly		43	70.5%
	d. Writing a text related to the text discussed		25	41.0%
	e. Etc.		0	0.0%

As shown in Table 9, there were 78.7% of the respondents set their goal of learning English writing as to be able to write a text by using correct grammar, punctuation and vocabulary. Meanwhile, forty three respondents wanted to be able to increase their knowledge about the use of grammar correctly.

b) Wants

Hutchinson and Waters (1987: 56) define wants as what the learners wish to learn. The descriptions of the learners' wants in learning English writing especially writing a recount text are as follows.

Table 10: **Learners' Wants of the Writing Activities**

Question	Items	N	F	%
In my opinion, the interesting topic to learn a recount text is	a. My wonderful experiences	61	23	37.7%
	b. My childhood		22	36.1%
	c. The biography of my favorite idol		15	24.6%
	d. Etc.		1	1.6%
In the writing activities especially in writing a recount text, I want to have activities such as	a. Writing a recount text related to the picture given	61	39	63.9%
	b. Completing the missing words in a text		21	34.4%

(*continued*)

(*continued*)

	c. Identifying grammatical mistakes in a recount text		20	32.8%
	d. Changing present tense into past tense in a recount text		6	9.8%
	e. Etc.		0	0.0%

Table 10 presents that 37.7% of the respondents chose "my wonderful experiences" as the topic for learning a recount text while 36.1% preferred "my childhood" as the topic for learning a recount text. Afterwards, in designing the writing activities especially in writing a recount text, there were thirty nine respondents or 63.9% chose the activity like writing a recount text related to the picture given. It is also presented that 34.4% of the respondents needed to have a writing activity in the form of completing missing words in a recount text and 32.8% of them wanted to identify grammatical mistakes in a recount text.

c) Lacks

Lacks can be defined as the gap between what the students know already and what they need to know (Hutchinson and Waters, 1987: 62). Table 11 presents the learners' point of view about their difficulties in learning English.

Table 11: **Learners' View about Difficulties in Learning English**

Question	**Items**	**N**	**F**	**%**
I usually find difficulties when I am writing such as	a. Writing a correct sentence	61	44	72.1%
	b. Using appropriate grammar		36	59.0%
	c. Choosing vocabulary correctly		30	49.2%

(*continued*)

(*continued*)

	d. Organizing a text		24	39.3%
	e. Etc.		0	0.0%
When you find a problem during writing a text, what do you usually do?	a. Asking my teacher	61	13	21.3%
	b. Asking my friends		10	16.4%
	c. Opening books, dictionary, or other sources		18	62.3%
	d. Etc.		0	0.0%

Table 11 shows that there were 72.1% finding it difficult to write a correct sentence. It seemed that writing a correct sentence became the biggest difficulty to write in English. Using appropriate grammar also had been a problem since 59.0% of them said that it was difficult to write using appropriate grammar. Meanwhile, the learners seemed hard to choose correct vocabulary to write in English. It can be seen from the table that thirty respondents agreed with such a statement. There were also twenty four respondents felt that it was difficult to organize a text in writing.

Although there were many difficulties in writing, the learners could do some actions to overcome the problems. Mostly, the respondents opened books, dictionaries, or other resources when they found difficulties during writing a text. It is shown by Table 11 in which 62.3% of them chose the option. Meanwhile, some of them, 21.3%, preferred to ask the teacher when they could not find the solutions. Then, ten respondents tried to ask to their friends if they found difficulties in writing.

3) Learning Needs

Learning needs can be defined as what learners need to do to learn something. To obtain the learning needs, the researcher classified the learning needs into four aspects. The aspects are input, procedures, setting, teacher's role, and learners' role. There were six questions provided in the questionnaire. The following is the description of the learning needs.

a) Input

Nunan (2004: 47-52) defines input as the spoken, written, and visual data that learners work with in the course of completing a task. The description of the needs of the respondents related to the learning input is as follows.

Table 12: **Writing Input**

Question	Items	N	F	%
The learning input that I want to learn English writing is	a. Examples of discussed text in the writing practices	61	7	11.4%
	b. Examples of pictures, tables, graphics, or diagrams related to the text		28	46.0%
	c. Vocabulary used in a discussed text with its explanation		24	39.3%
	d. The use of grammar related to the topic discussed		2	3.3%

Table 12 presents that 46.0% of the respondents wanted to be given some examples of pictures, tables, graphics or diagrams related to the text while 39.3% wanted to be given the vocabulary used in a discussed text with its explanation. Then, seven respondents wished to learn some examples of discussed text in the writing

practices and two respondents wanted to learn the use of grammar related to the topic discussed.

b) Procedures

Nunan (2004: 52) states that procedures specify what learners will actually do with the input that forms the point of departure of the learning task. In this research, the researcher focused on the development of digital comics in learning English writing. Therefore, the following table presents the writing activity based on the learners' wants.

Table 13: **Writing Activity**

Question	Items	N	F	%
In learning English writing, I want to have activities such as	a. Arranging sentences into a good paragraph	61	17	27.9%
	b. Writing a text related to the input given		8	13.1%
	c. Identifying the grammatical mistakes in a text.		16	26.2%
	d. Arranging words into a good sentence		25	41.0%
	e. Completing a sentence/paragraph/sentence		34	55.7%
	f. Etc.		0	0.0%

The table shows that there were many activities the learners wanted to do in the writing class. Most of them, 55.7%, wanted to complete a sentence or paragraph in the writing class. Arranging words into a good sentence seemed to be the other activity which the learners liked since 41.0% of them chose the option. Meanwhile, there were seventeen respondents or 27.9% said that they liked arranging sentences

into a good paragraph. In addition, sixteen respondents wanted activities which are identifying the grammatical mistakes in a text. Another option was writing a text related to the input given in which eight respondents said that they wanted such an activity.

c) Setting

Setting refers to the classroom arrangements which also require consideration of whether the task is to be carried out wholly or partly outside the classroom. (Nunan, 2004: 71). There are two aspects related to the setting. They are the preferred learning mode and the preferred place to learn. The descriptions of the preferred setting are presented below.

Table 14: **Setting**

Question	Items	N	F	%
I feel comfortable when the teaching-learning process of English is in	a. The classroom	61	29	47.6%
	b. The language laboratory		3	4.9%
	c. The library		1	1.6%
	d. Outside the classroom (in the school park)		28	45.9%
	e. Etc.		0	0.0%
I like doing a task	a. Individually	61	5	8.2%
	b. In pairs		5	8.2%
	c. In a small group (3-4 students)		51	83.6%

Table 14 informs that 47.6% of the respondents enjoyed the teaching-learning process of English that is in the classroom while 45.9% preferred to learn English outside the classroom like in the school park. Afterwards, in accordance with the preferred learning mode, most of them, 83.6%, asserted that they like doing task in a

small group (3-4 students) while 8.2% equally informed that they like doing task individually or in pairs.

d) Teacher and Learners' Role

Teacher and learners' roles are two-side coin. Nunan (2004: 64) explains that role refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants. Table 15 and 16 describe the teacher's role and the learners' role based on the students' opinions.

Table 15: **Teacher's Role**

Question	Items	N	F	%
In teaching English, I want my teacher to	a. Give explanation clearly about the materials through question and answer technique with his/her students	61	12	19.7%
	b. Give some examples with the explanation before he/she gives exercises and tasks		38	62.3%
	c. Give me motivation when I am doing a task		5	8.2%
	d. Encourage me to develop my creativity in doing tasks		6	9.8%
	e. Etc.		0	0.0%

As shown in Table 15, there were thirty eight respondents or 62.3% wanted their teacher to give some examples with the explanation before he/she gives exercises and tasks during the teaching-learning of English while 19.7% of them

stated that the teacher should give explanation clearly through question and answer technique with his/her students. Then, six respondents wanted their teacher to encourage them to develop their creativities in doing tasks and five respondents said that the teacher has to give them motivation when they are doing tasks and exercises.

In addition, this part also shows the preferred role of the learners in the teaching-learning process of English from the learners' point of view.

Table 16: **Learners' Role**

Question	Items	N	F	%
In the teaching-learning process of English, I will	a. Actively ask some questions when I find difficulties and also express my own ideas when there is something which does not match with my own point of view	61	11	18.0%
	b. Listen to the teacher's explanation thoroughly		20	32.8%
	c. Use my imagination and my creativity in doing tasks and exercises		3	4.9%
	d. Discuss the materials with my teacher and my friends		25	41.0%
	e. Be guided by the teacher when I am doing a task		2	3.3%

Table 16 shows that there were 41.0% of the respondents stated that they want to discuss the materials with their teacher and their friends. Meanwhile, 32.8% of them preferred to listen to the teacher's explanation thoroughly during the teaching-learning process of English.

4) The Development of Digital Comics for Language Learning

In this research, the researcher developed the learning materials using digital comics. Therefore, he investigated some aspects related to the development of digital comics for language learning. Those are the placement of the panel, the characters, the color composition, and the type of fonts used in the digital comics. To accommodate those aspects, there were four questions provided in the questionnaire to find the learners' opinions about the development of digital comics for language learning. The descriptions of the learners' point of view about digital comics for language learning are presented below.

Table 17: **Digital Comics Design (The Placement of the Panel)**

Question	Items	N	F	%
The placement of panels that I like when reading digital comics is	a. Vertical	61	4	6.6%
	b. Horizontal		5	8.2%
	c. The combination of vertical and horizontal		52	85.2%

Table 17 shows that there were fifty two respondents or 85.2% choosing the combination of vertical and horizontal in the placement of the panel. Meanwhile, 8.2% of them chose the horizontal placement of the panel and 6.6% for the vertical placement of the panel.

Table 18: **Digital Comics Design (The Characters)**

Question	Items	N	F	%
Characters that I like in the digital comics are	a. Children	61	9	14.8%
	b. Teenagers		44	72.1%
	c. Adults		2	3.3%
	d. Animals or plants		5	8.2%
	e. Etc.		1	1.6%

Afterwards, there were forty four respondents or 72.1% that considered choosing teenagers as the characters in the digital comics. It is also presented in Table 18 that 14.8% of the respondents wanted children to be the characters in the digital comics. Then, 8.2% of them chose animals or plants as the characters and 3.3% chose adult characters. There was a respondent wanted superhero as the characters in the digital comics.

Table 19: **Digital Comics Design (The Color Composition)**

Question	Items	N	F	%
I like reading digital comics that is	a. Colorful	61	53	86.9%
	b. Black and white only		8	13.1%

As shown in Table 19, there were fifty three respondents or 86.9% that liked reading digital comics which is colorful while 13.1% of them felt comfortable to read digital comics only on black and white pages.

Table 20: **Digital Comics Design (The Type of Fonts)**

Question	Items	N	F	%
The type of fonts that is suitable in digital comics is	a. Times New Roman (A b C d E 1 2 3 4 5)	61	15	24.6%
	b. Comic Sans (A b C d E 1 2 3 4 5)		36	59.0%
	c. Calibri (A b C d E 1 2 3 4 5)		3	4.9%
	d. Arial (A b C d E 1 2 3 4 5)		4	6.6%
	e. Lucida Handwriting (A b C d E 1 2 3 4 5)		3	4.9%

Moreover, to find out the leaners' opinions about the development of digital comics, the type of fonts used in digital comics is also an important aspect to be observed. Table 20 shows that 59.0% of the respondents stated that Comic Sans is suitable as the type of fonts in the digital comics. Then, fifty respondents or 24.6% chose Times New Roman as the type of fonts in digital comics.

c. Interview Results

To find out the teaching-learning process, the learners' ability in detail, and the obstacles in teaching English, the researcher interviewed one of the English teachers in SMP Negeri 2 Playen. The interview session was held on Monday of October 27, 2014. There were six questions provided in the interview. The first question was about the time allocation of the teaching-learning process of English in a semester. The researcher asked the teacher whether the time allocation given was sufficient to acquire the core and the basic competences or not.

I : Pada tahun pelajaran 2014/2015, berapakah alokasi waktu pembelajaran Bahasa Inggris pada satu semester? Apakah cukup untuk mencapai kompetensi inti dan kompetensi dasar yang telah ditentukan? (*In the 2014/2015 academic year, how many hours are allocated for teaching English in a semester? Is it enough to attain the core and basic competences?*

ET : Dibandingkan dengan KTSP yang 6 jam per minggunya, saat ini kegiatan pembelajaran hanya dibatasi 4 jam sehingga tidak cukup untuk mencapai target yang sudah ditentukan. Sampai akhir Oktober, baru 3 chapter yang sudah terlaksana sedangkan pada semester ini ditargetkan 6 chapter harus dapat tercapai. (*Compared to KTSP which had 6 hours per week, the teaching-learning process is now limited only 4 hours per week so it is not enough to acquire the target. Until the end of October, there were only 3 chapters done while we have to finish 6 chapters in this semester*.)

(*Interview excerpt from Appendix C on page 107)*

In the interview excerpts above, the teacher emphasized that the time allocation given was not sufficient to acquire the target needs because she only had four hours per week to teach English while in the last year she had six hours to teach English per week. Then, she had tried to hasten the material but in fact, the students could not follow the course. Consequently, all materials which had been planned could not be delivered altogether.

The next question was about the students' writing ability. The researcher needed to know the writing competences of the students of Classes VIII A and VIII C. She said that there was a student in Class VIII A who had good writing competence because of the background of his mother who is an English teacher. In general, the writing competences of the students of Classes VIII A and VIII C still needed the teacher's guidance.

Afterwards, the researcher asked about kind of writing activities held in a meeting.

I : Biasanya, aktivitas apa saja yang ibu berikan dalam pembelajaran menulis Bahasa Inggris? (*What kind of activities do you usually apply in the writing class?*)

ET : Aktivitas yang sering saya berikan misalnya menyusun kata menjadi kalimat, kalimat menjadi paragraf, baru kemudian menyusun teks. Biasanya, materi yang saya sampaikan untuk siswa kelas A dan C itu sama namun levelnya sedikit berbeda karena kemampuan siswa juga sedikit berbeda. (*The activities that I always give to my students are arranging words into a sentence, sentences into a paragraph, and then writing a text. Usually the materials given to the students are same but I distinguish the level of difficulty because the different abilities between Class VIII A students and VIII C students*.)

(*Interview excerpt from Appendix C on page 107)*

From the information above, the teacher usually created writing activities such as arranging words into sentences, sentences into a paragraph, and then writing a text. Afterwards, she always gave the same material to her students in Class VIII A and VIII C but she distinguished the level of difficulty because of the different abilities between the students of Classes VIII A and VIII C. To increase vocabulary, she also said that she sometimes held a test to check the students' vocabulary mastery.

Furthermore, the question was about the learning kits used by the teacher to teach English. She said that she used some course books to teach English. She also used an LCD projector to deliver the materials and sometimes she employed her students to find the materials from the internet. After that, the researcher asked the teacher about the obstacles in teaching English writing.

I : Apa saja kendala yang ibu temui selama kegiatan belajar-mengajar menulis bahasa Inggris? (*What are the obstacles that you usually find in the teaching English writing?*)

ET : Biasanya, kendala yang saya temui pada saat mengajar itu tentang materi yang ada di buku. Saya ambil contoh, ketika siswa diminta untuk mengamati gambar sesuai dengan tahapan-tahapan kegiatan belajar di Kurikulum 2013, siswa mengalami kesulitan untuk memahami apa yang dimaksudkan gambar tersebut bahkan *malah* mereka bertanya yang melenceng jauh dengan topik yang sedang dibahas saat itu. Pada akhirnya, saya mencoba untuk menggunakan materi dari buku lain untuk membantu siswa memahami materi yang sedang dipelajari. (*Generally, the obstacle I met in teaching English is about the materials in the course book. Take an example! When I asked the students to notice a picture, they found difficulties to understand what is the meaning of the picture even they asked about something which was not discussed. Finally, I tried to use another source book to assist them understanding the materials discussed.*)

(*Interview excerpt from Appendix C on page 108)*

The interview excerpts above show that the obstacle of the teaching-learning process of English was the material given in the course book. Students were difficult to understand the material discussed because they did not know what they had to do. As a result, the teacher had to find another course book to assist the students to comprehend the material discussed.

Lastly, the researcher asked the teacher's opinion about the development of digital comics in the teaching-learning process of English if it is applied in SMP Negeri 2 Playen.

I : Bagaimana tanggapan ibu mengenai pengembangan media belajar berbasis komputer dalam kegiatan belajar mengajar Bahasa Inggris jika diterapkan di SMP Negeri 2 Playen? (*What do you think about the development of digital comics in the teaching-learning process of English if it is applied in SMP Negeri 2 Playen?*)

ET : Pada dasarnya penggunaan multimedia interaktif bisa diterapkan disini karena sudah terdapat laboratorium bahasa dan mungkin siswa lebih tertarik jika proses pembelajaran Bahasa Inggris menggunakan komputer dan tidak melulu berada di dalam kelas. (*Basically, the use of digital comics can be applied in this school because there is a language laboratory and the students are more interested if the teaching-learning process uses computers and is not merely in the classroom.*)

(*Interview excerpt from Appendix C on page 108)*

Based on the information above, the teacher said that the use of digital comics was able to be applied in SMP Negeri 2 Playen. It was supported by the facilities provided. There is a language laboratory that can be maximally functioned. The teacher also said that the students were more interested if the teaching-learning process sometimes held outside the classroom.

2. Digital Comics Design

After conducting the needs analysis and analyzing the results of the needs analysis questionnaire and interview, the researcher then applied the next stage of ADDIE model namely designing the digital comics. There are three parts in designing the digital comics. The first part is creating a course grid. The course grid of the material is created based on the data obtained from the result of the needs analysis and the core and basic competences in Curriculum 2013. Then, the researcher designed the flowchart of the digital comics. This is a process of conceptualizing the map of the digital comics. The last part is the researcher created the general display of every scene of the digital comics based on the flowchart.

a. Course Grid

The first part of designing digital comics is creating a course grid. The course grid was designed based on the result of the needs analysis questionnaire and interview and also referred to the curriculum used in Indonesia that is Curriculum 2013. It consisted of core and basic competences, topic of the materials, indicators, learning materials, learning activities, and sources. There are three units developed in the digital comics. Here, the brief description of the course grid for each unit is presented as follows.

1) Course grid for Unit 1

The topic of the course grid for Unit 1 is "*My Wonderful Experiences*". The course grid was derived from the core and basic competences in Curriculum 2013. The core competences used in Unit 1 are core competences 1, 2, 3, and 4 and the basic competences used in Unit 1 are basic competences 1.1, 2.2, 3.11, and 4.13. This unit is intended for students to be able to write negative form of the simple past tense to tell about past experiences, to write interrogative sentences to ask about past events, and to write an email that tells past events accurately and appropriately. The focused grammar are the simple past tense (regular and irregular verbs), the negative form of the simple past tense and the interrogative sentences in the simple past form. This unit consists of twenty activities which are packed in six parts of learning activity. The detailed description of the course grid for Unit 1 is in Appendix D on page 110-113.

2) Course grid for Unit 2

The topic of the course grid for Unit 2 is "*15 Days Traveling Indonesia*". The course grid was derived from the core and basic competences in Curriculum 2013. The core competences used in Unit 2 are core competences 1, 2, 3, and 4 and the basic competences used in Unit 2 are basic competences 1.1, 2.3, 3.12, 4.14, and 4.15. The purposes of Unit 2 are to make students to be able to identify the purpose of a recount text, to identify the structure and linguistic features of a recount text, to use appropriate time conjunctions, and to write recount events using the simple past tense accurately and appropriately. The focused grammar are the simple past tense (the use of regular and irregular verbs) and time conjunctions. There are twenty one activities provided in this unit which are distributed to six parts of learning activity. The detailed description of the course grid for Unit 2 is in Appendix D on page 114-117.

3) Course grid for Unit 3

The topic of the course grid for Unit 3 is "*Changes for the Better Future*". The course grid was derived from the core and basic competences in Curriculum 2013. The core competences used in Unit 3 are core competences 1, 2, 3, and 4 and the basic competences used in Unit 3 are basic competences 1.1, 2.3, 3.12, 4.14, and 4.15. The objectives of Unit 3 are to encourage students to be able to identify the purpose and the structure of a recount text, to write negative form and interrogative sentences to tell someone about past events, and to write personal experiences using the simple past tense accurately and appropriately. The focused grammar are the

simple past tense (the use of regular and irregular verbs), the uses of the simple past tense, the negative form of the simple past tense and the interrogative sentences in the simple past form. Twenty one activities are provided in this unit which are distributed to six parts of learning activity. The detailed description of the course grid for Unit 3 is in Appendix D on page 118-121.

b. Flowchart

After designing the course grid of the materials, the researcher created flowchart. Flowchart is a symbol or picture which illustrates the server of steps representing a processing activity. It usually links one page to another. In this digital comics, there are five main parts in Main Menu. Those are core and basic competences, information of the program and the author, topics, user guide, and references.

The first part in Main Menu is core and basic competences. This menu shows the list of core and basic competences used as the basis of the development of the digital comics. The second part in Main Menu is the information of the program. This menu describes the detailed information of the developed digital comics and also shows the author's profile. The next part is the topics developed in this media. There are three units that were developed based on the theme. Each unit consisted of six parts. They are Lead-in, Observing, Questioning, Collecting Information, Associating, and Communicating Activity. In each unit, there are some information that the users can learn about the knowledge of English language learning, the

information of interesting places in Indonesia, and the information of some influenced scientists in the current century. It can be shown in “Do you know?” pages in the beginning of each activity.

User guide in Main Menu shows the instruction on how to use the media. There are some important buttons that the users have to learn before using the media. The last part in Main Menu is references menu. It displays the sources of the materials. The detailed information of the flowchart in this digital comics is displayed in Appendix E on page 123.

c. Storyboarding

The next step of designing digital comics is making storyboarding. Every screen in the storyboarding describes the teaching-learning activities. The placement of panels is neatly arranged and the explanation of each activity is clearly described. There are 156 slides which consist of thirteen slides for the main part of the digital comics, forty three slides for Unit 1, fifty four slides for Unit 2, and forty six slides for Unit 3. The detailed illustration of the storyboarding in this digital comics is presented in the Appendix E on page 124.

3. Digital Comics Development

In designing the digital comics, the researcher began by creating the comics and then designing the screen and the layout of the program. After that, the detail of the screen design of the program was created. The following is the detailed information of the first draft of the digital comics.

a. Home screen

The home screen is the opening page of the program. It consists of three parts: the title of the program, the *Enter* button, and the *Exit* button. Below is the first design of the home screen in the digital comics.

Figure IV: **The First Design of the Home Screen**

b. Main menu

In the Main Menu page, there are five options. Those are *Core and Basic Competences*, *About*, *Topics*, *User Guide*, and *References*. The following is the first design of the Main Menu screen in the digital comics.

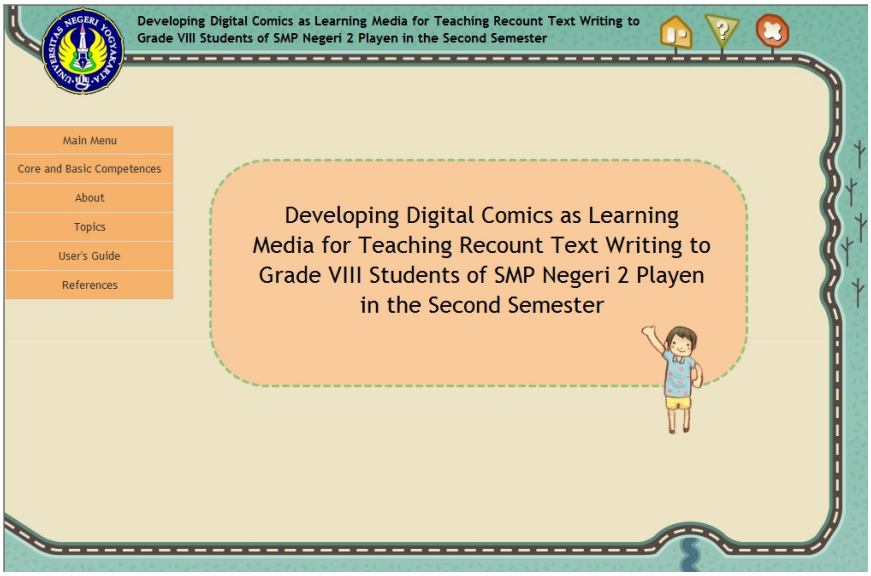

Figure V: **The First Design of the Main Menu**

1) Core and Basic Competences

The content of the page presents the list of core and basic competences as the basis of the developed materials. Figure VI shows the first design of the Core and Basic Competences in the digital comics.

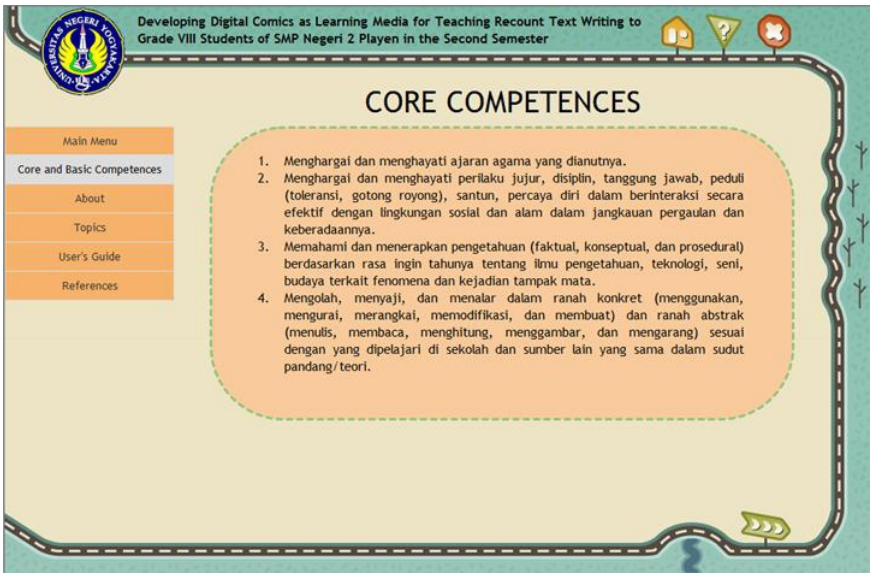

Figure VI: **The First Design of the Core and Basic Competences**

2) About

This page consists of two options: About the Program and Profile of the Author. This page describes the detailed information of the multimedia developed and also shows the author's profile. The following is the first design of the Information of the Program in the digital comics.

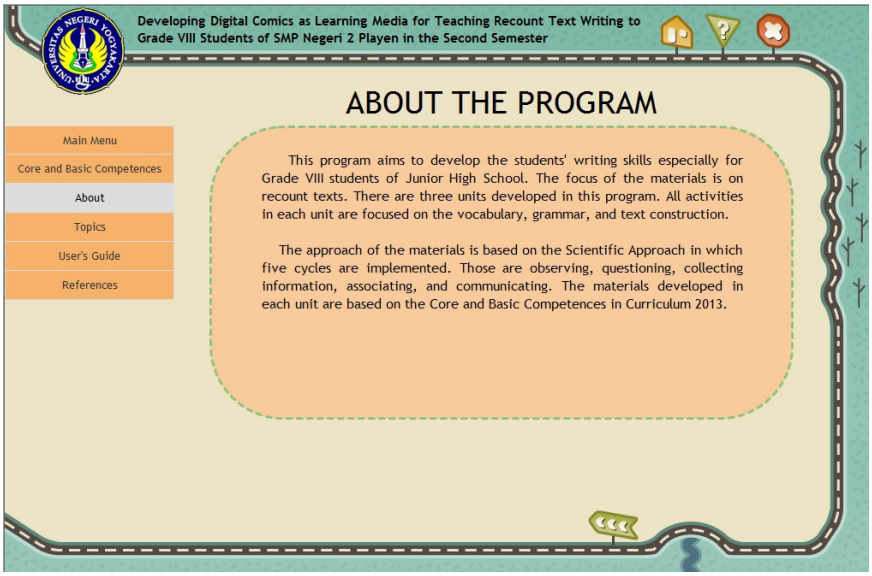

Figure VII: **The First Design of the Information of the Program**

3) User Guide

This page shows the instruction on how to use the media. There are some important buttons that the users have to learn before using the media. Here is the first design of the User Guide in the digital comics.

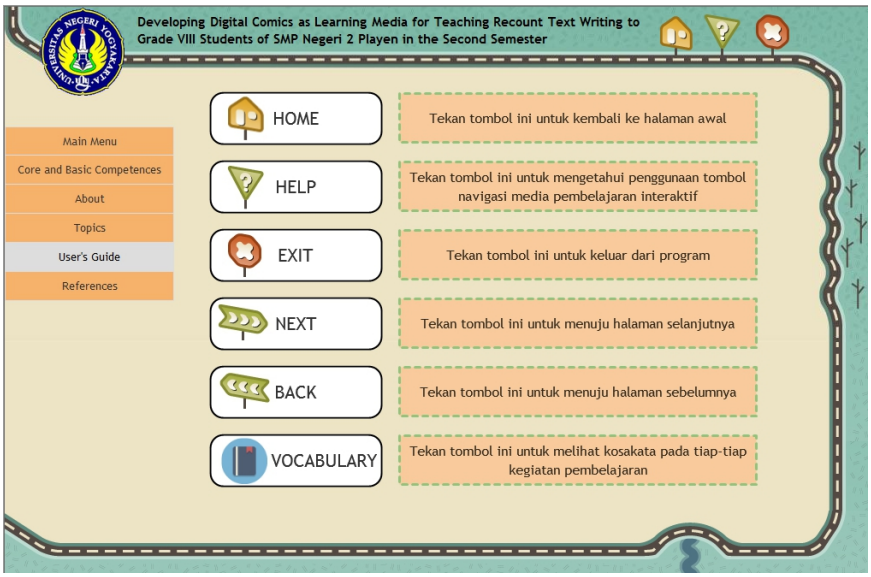

Figure VIII: **The First Design of the User Guide**

4) References

This page consists of three pages. It displays the sources of the materials. Figure IX shows the first design of the References in the digital comics.

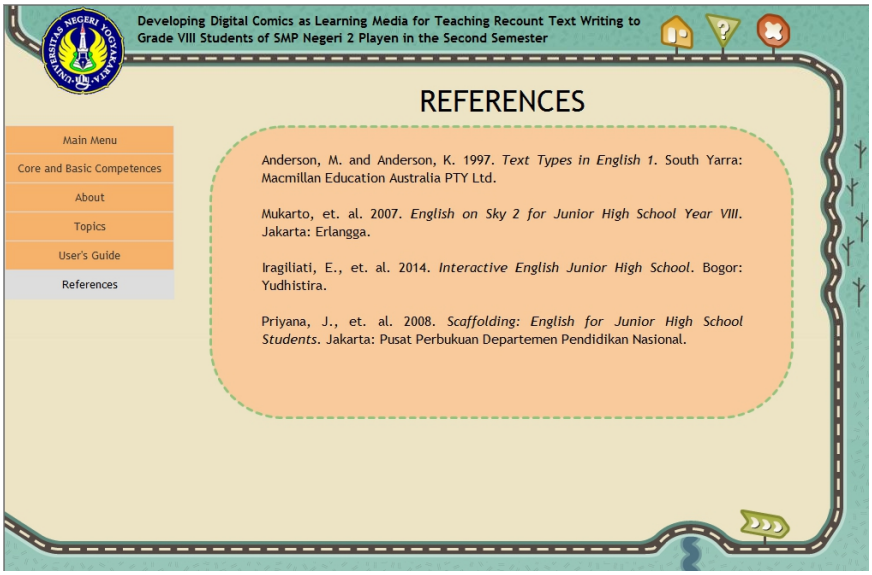

Figure IX: **The First Design of the References**

c. Topics

The Topics page presents the units that were developed based on the theme. There are three options provided in this page: Unit 1 (*My Wonderful Experiences*), Unit 2 (*15 Days Travelling Indonesia*), and Unit 3 (*Changes for the Better Future*). Here is the first design of the Topics in the digital comics.

Figure X: **The First Design of the Topics**

Each unit consisted of six parts. They are Lead-in, Observing, Questioning, Collecting Information, Associating, and Communicating activity. In each unit, there are some information that the users can learn about the knowledge of English language learning, the information of interesting places in Indonesia, and the information of some influenced scientists in the current century. It can be shown in "Do you know?" pages in the beginning of each activity.

In the first activity, the learners read a conversation and answer some questions that lead them to the topic they will learn. This is the Lead-in activity. Here is the first design of the Lead-in activity in the digital comics.

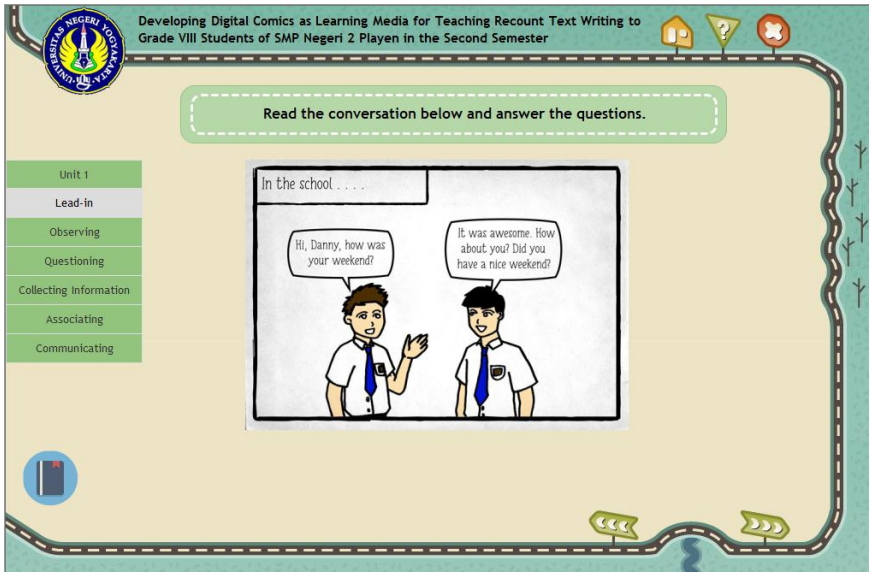

Figure XI: **The First Design of the Lead-in activity**

The next activity was the Observing activity. The learners read a recount text, answer some questions, and do vocabulary exercise. This activity introduces the topic by giving a recount text and encourages the learners to find some information to help

them to go to the next activity. The following is the first design of the Observing activity in the digital comics.

Figure XII: **The First Design of the Observing activity**

In the third activity, the learners are asked to write some information in the entry field about things that they do not know and/or they want to know further based on the previous activity that had been done. After that, they answered some questions based on their background knowledge. This is categorized as the Questioning activity. Figure XIII presents the first design of the Questioning activity.

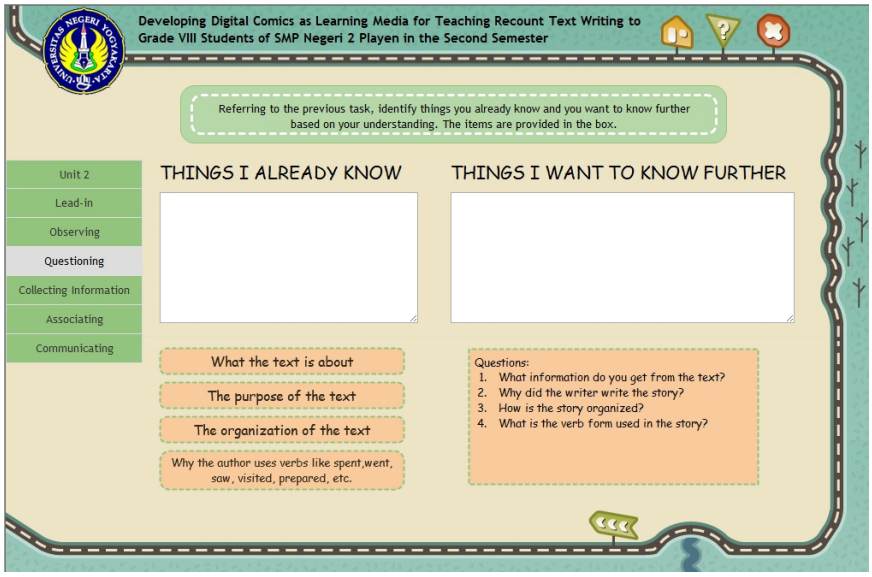

Figure XIII: **The First Design of the Questioning activity**

The aims of the observing and questioning activities are to make the learners able to predict and brainstorm information as well as prepare the learners to establish a link between their background knowledge with the new information.

Afterwards, the fourth activity is called the Collecting Information activity. In this stage, the learners read and discuss some explanation of a recount text and the simple past tense. The learners also do some tasks such as identifying the organization of a recount text, completing some missing words in a recount text, writing a dialogue related to the use of negative form and interrogative sentences in the past form, and so on. Figure XIV shows the first design of the Collecting Information activity in the digital comics.

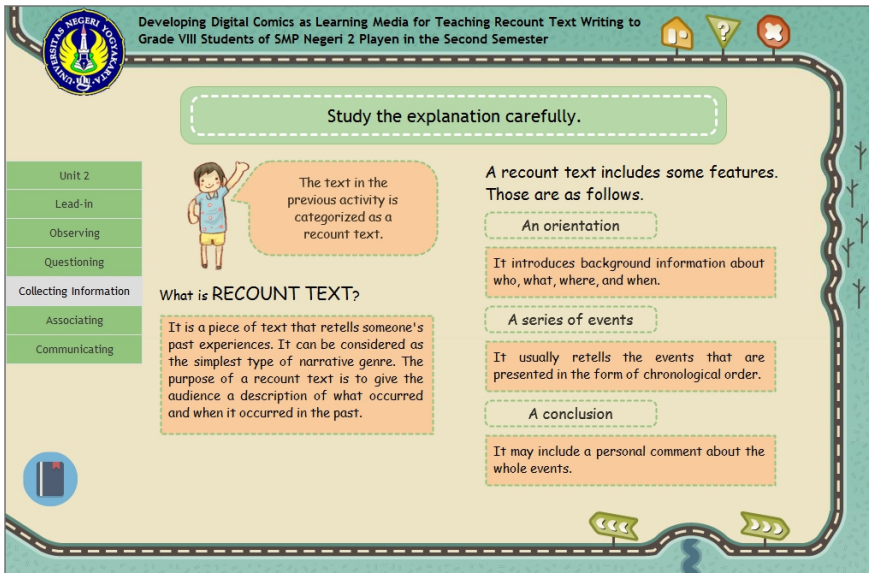

Figure XIV: **The First Design of the Collecting Information activity**

In the fifth activity, the learners do some exercises to try out what they have learned from the previous activities. This is the Associating activity. Here is the first design of the Associating activity in the digital comics.

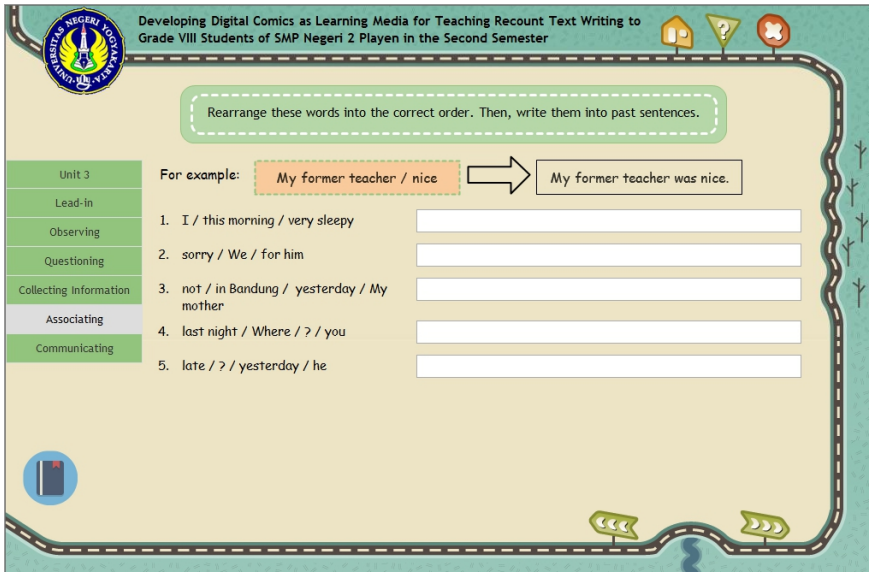

Figure XV: **The First Design of the Associating activity**

Lastly, the learners write a recount text. It is aimed to develop the learners' ability to present all knowledge and ability in the written form. This activity is called

Communicating activity. The following is the first design of the Communicating activity in the digital comics.

Figure XVI: **The First Design of the Communicating activity**

4. Digital comics Evaluation

After the first draft of the digital comics was developed, the product was evaluated by an expert judgment. The expert judgment conducted evaluation about the appropriateness of the product in terms of the material and the media aspect. It aimed to see whether the product had been appropriate or not to be applied as the material for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen. The expert gave the judgment by filling in the questionnaire which applied the four-scale of Likert scale. There was also an open-ended question for the expert to give comments and suggestions related to the material and media aspect of the digital comics.

Considering the efficiency of time, there was only an expert who asked to evaluate both material and media aspects. The expert was Ella Wulandari, M.A., a lecturer of English Education Department, Yogyakarta State University who had nine years experience of teaching and obtained her Master's degree from Canberra University, Australia. By looking at the experience and expertise of the evaluator, her judgment was considered to be valid. The evaluation was held on September 29th, 2015. The details of the evaluation are described below.

a. Data Analysis

In the evaluation, the data were collected by using the expert judgment rating scale. The questionnaire was divided into two aspects: material and media aspects.

1) Data from the Expert Judgment related to Material Aspects

The questionnaire for material evaluation consisted of twenty statements categorized into two groups: content and instructional quality. The results of the material evaluation are described in Table 21.

Table 21: **The Appropriateness of the Material Aspects**

No.	Statements	Score	Criteria
1.	The developed materials fit the core competences in Curriculum 2013.	4	Very Good
2.	The developed materials fit the basic competences in Curriculum 2013.	4	Very Good
3.	The learning objectives which will be achieved in each unit cover the basic competences.	4	Very Good
4.	The material arrangement fits the learning objectives which will be achieved in each unit.	4	Very Good

(*continued)*

(*continued*)

5.	Learners get clear information about the learning objectives and language focus which will be achieved in each unit.	4	Very Good
6.	The developed materials fit the learners' needs for learning English writing.	4	Very Good
7.	The developed materials are easy to understand.	4	Very Good
8.	The developed materials have already followed the Scientific Approach.	4	Very Good
9.	The texts used have been in conformity with the one of the text type in the basic competences (recount text).	4	Very Good
10.	Language used fit appropriate English grammar rules.	3	Good
11.	The ways to show ideas, thoughts, or materials use a clear and understandable language.	4	Very Good
12.	Topics in the digital comics are presented attractively and suitable with the learners' needs.	4	Very Good
13.	The developed materials consist of knowledge, abilities, and attitudes that support the learners' life skills.	4	Very Good
14.	The developed materials support learners' initiation and creativity to give ideas and thoughts in the written form.	4	Very Good
15.	The developed materials are highly relevant to the learners' daily life.	4	Very Good
16.	There are examples and exercises which are suitable with the material explained in each unit.	4	Very Good
17.	The materials are completed with appropriate explanations and vocabulary lists.	4	Very Good
18.	The teaching-learning process is started from guided activities and ended with free writing activities.	4	Very Good
19.	The teaching-learning processes are systematically arranged, starting from the easiest one to the most difficult one.	4	Very Good
20.	Evaluation and feedback towards the materials learned in each unit are available.	4	Very Good
	Total score	79	
	Score (%)	98.75%	
	Category	Very Good	

As shown in Table 21, the score from the expert judgment related to the material aspects is 98.75%. According to the Quantitative Data Conversion proposed by Sugiono (2012), the score belongs to the very good category because its position is in the interval 81% - 100%. The expert considered that this first draft of the digital comics is feasible as the writing materials for teaching recount text in the teaching-learning process to Grade VIII students of SMP Negeri 2 Playen with some revision.

2) Data from the Expert Judgment related to Media Aspects

The questionnaire for media evaluation consisted of fifteen statements categorized into four groups: screen design, navigation, graphic and animation, and digital comics design. The detailed results of the media evaluation are described in Table 22.

Table 22: **The Appropriateness of Media Aspects**

No.	Statements	Score	Criteria
Screen Design			
21.	The background of the multimedia is suitable.	4	Very good
22.	The type and the size of font are appropriate so they are readable.	4	Very good
23.	There are not too many type of font.	4	Very good
24.	The combination of the font colors and the layout are suitable.	4	Very good
Navigation			
25.	The buttons to run the multimedia fit their functions.	4	Very good
26.	The buttons are understandable.	4	Very good
27.	The buttons are placed consistently.	4	Very good
Graphic and Animation			
28.	The placement of menu bar is appropriate, consistent, and easy to use.	4	Very good

(*continued*)

(*continued*)

29.	The arrangement of the texts, pictures, and the instructions are neatly arranged and do not distract the learner's concentration.	4	Very good
30.	The answer keys can help learners knowing their results.	4	Very good
Digital Comics Design			
31.	The content of the story attains the learning objectives.	4	Very good
32.	The stories are appropriate with the text decided.	4	Very good
33.	The plots of the comics are understandable.	4	Very good
34.	The fonts used in the digital comics are suitable and readable.	4	Very good
35.	The characters in the digital comics are appropriate with learners' ages.	4	Very good
	Total score	60	
	Score (%)	100%	
	Category	Very Good	

Table 22 presents that the score from the expert judgment related to the media aspect appropriateness is 100%. According to the Quantitative Data Conversion proposed by Sugiono (2012), the score belongs to the very good category because its position is in the interval 81% - 100%. The expert decided that this first draft of the interactive learning multimedia is suitable to be implemented as the media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen.

b. Revision of the Product

1) Revisions of Unit 1

In order to improve the quality of the developed learning materials, the experts gave some suggestions and recommendations to revise some aspects of the

developed learning materials. Generally, the expert suggested that the first draft of the materials needed to be revised in terms of the language by revising several grammar mistakes found in the instruction of the learning materials. The expert also suggested to the researcher to add a semi-guided activity in Unit 1. Table 23 describes the points of revisions of Unit 1 and the revisions.

Table 23: **The Revisions of Unit 1**

Parts of the unit	Point to revise	Revision
Task 1	No revision	No revision
Task 2	Read the story about someone's experience when fishing for the first time carefully.	Read the story carefully about someone's experience when fishing for the first time.
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	Look at the pictures carefully. Then, complete the sentences with the correct verbs in the balloons.	Look at the pictures carefully. Then, complete the sentences with the correct verbs in the boxes.
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision

2) Revision of Unit 2

In order to improve the quality of the developed learning materials, the expert gave some suggestions and recommendations to revise some aspects of the developed learning materials. The expert suggested to the researcher to add a semi-guided activity in this unit.

3) Revision of Unit 3

Based on the result of the expert judgment, there is no further revision for Unit 3. Therefore, the first draft and the final product of the digital comics for Unit 3 are the same.

B. Discussion

This part presents the discussion of the research findings. This research took place at SMP Negeri 2 Playen and the respondent of the research was sixty one students consisting of Classes VIII A and Class VIII C. In order to develop an appropriate product for them, a needs analysis was conducted to get the information of the target and learning needs concerning the digital comics in terms of material and media aspects.

The needs analysis was conducted on October 21st, 2014 by distributing questionnaires to the learners and doing an interview with the English teacher. The needs analysis questionnaire is generally developed to find out the target and the learning needs in terms of the teaching-learning process of English writing skill and the characteristics of appropriate digital comics that can be applied to support the

teaching-learning process of writing. The statements in the need analysis questionnaire include some aspects such as the general information of the learners (Graves, 2000: 103), the student goals (Hyland, 2003: 117), wants (Hutchinson and Waters, 1987: 56), lacks (Hutchinson and Waters, 1987: 62), input (Nunan, 2004: 47-52), learning procedures (Nunan, 2004: 52), setting (Nunan, 2004: 71), teacher and learner's role (Nunan, 2004: 64), and digital comics design. Meanwhile, the interview was also held to find out the teaching-learning process, the learners' ability in detail, and the obstacles in teaching English from the teacher perspective.

Based on the results of the needs analysis, it shows that most learners' goal of learning English was to be able to pass the National Examination. The learners' goal to learn English writing skills was to be able to write a text by using correct grammar, punctuation and vocabulary. Then, the learners needed to have a writing activity in the form of completing missing words in a recount text. They also wanted to identify grammatical mistakes in a recount text. The topics that the students preferred to learn a recount text were about personal experiences and childhood memories. Moreover, the learners found it difficult to write a correct sentence. The learners also seemed hard to choose correct vocabulary to write in English.

The writing input that the learners preferred was from some pictures, tables, graphics or diagrams related to the text. In the teaching-learning process of English writing, the learners wanted to complete a sentence or paragraph. Arranging words into a good sentence seemed to be the other activity which the learners liked. Furthermore, the learners enjoyed the teaching-learning process of English that is in

the classroom. In accordance with the preferred learning mode, the learners liked doing tasks in a small group (3-4 students). Then, the learners chose that the role of the teacher was giving some examples with the explanation before he/she gives exercises and tasks during the teaching-learning of English and the role of the learners was discussing the materials with their teacher.

In this research, the researcher developed the learning materials using digital comics. Therefore, he investigated some aspects related to the development of digital comics for language learning. The learners chose the combination of vertical and horizontal in the placement of the panel. Afterwards, the learners preferred teenagers as the characters in the digital comics. The learners also liked reading digital comics which is colorful. Lastly, the learners stated that Comic Sans is suitable as the type of fonts in the digital comics.

After conducting the needs analysis and analyzing the results of the needs analysis questionnaire and interview, the researcher then applied the next stage of ADDIE model namely designing the digital comics. There are three parts in designing digital comics. Those are creating course grid, designing flowchart, and arranging the general display of every scene of the digital comics based on the flowchart. There are three units developed in this digital comics. Each unit consisted of 20-21 activities. These activities were developed using the principles for designing writing techniques proposed by Brown (2001: 346-355).

The titles of each unit are "*My Wonderful Experiences*", "*15 Days Travelling Indonesia*", and "*Changes for the Better Future*." In Unit 1, the learners are expected

to be able to write negative form of the simple past tense to tell about past experiences, to write interrogative sentences to ask about past events, and to write an email that tells past events accurately and appropriately. Then, the purposes of Unit 2 are to make learners to be able to identify the purpose of a recount text, to identify the structure and linguistic features of a recount text, to use appropriate time conjunctions, and to write recount events using the simple past tense accurately and appropriately. In Unit 3, the learners are encouraged to be able to identify the purpose and the structure of a recount text, to write negative form and interrogative sentences to tell someone about past events, and to write personal experiences using the simple past tense accurately and appropriately. In this research, the researcher focused on designing assessment tasks for intensive writing to measure the students' writing skill. Therefore, the researcher created the tasks based on the intensive writing assessment (Brown, 2004: 225).

Afterwards, the developed digital comics consists of five main parts. Those are core and basic competences, information of the program and the author, topics, user guide, and references. The first part is core and basic competences. This menu shows the list of core and basic competences used as the basis of the development of the digital comics. The second part is the information of the program. This menu describes the detailed information of the multimedia developed and also shows the author's profile. The next part is the topics developed in this media. There are three units that were developed based on the theme. User guide in Main Menu shows the instruction on how to use the media. There are some important buttons that the users

have to learn before using the media. The last part in Main Menu is references menu. It displays the sources of the materials.

After accomplishing the first draft of the digital comics, the product was evaluated by an expert judgment. The expert judgment conducted evaluation about the appropriateness of the product in terms of the material and the media aspect. It aimed to see whether the product had been appropriate or not to be applied as the material for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen. The expert gave the judgment by filling in the questionnaire which applied the four-scale of Likert scale. There was also an open-ended question for the expert to give comments and suggestions related to the material and media aspect of the digital comics.

The results of the materials evaluation showed that the developed materials were very good. However, there were several parts of the materials that had to be revised. Generally, the expert suggested that the first draft of the materials needed to be revised in terms of the language by revising several grammar mistakes found in the materials. The expert also suggested for the researcher to add some semi-guided activities in Unit 1 and Unit 2. As the needed revision had been made, the materials were considered as the final draft. The final draft of the materials is available in the Appendix I on page 250-327.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions in this research were drawn from the findings and discussion presented in the chapter IV. The objectives of this research were (1) to identify the target and learning needs of Grade VIII students of SMP Negeri 2 Playen in learning to write English; (2) to find out the characteristics of appropriate media for teaching writing to Grade VIII students of SMP Negeri 2 Playen, and (3) to develop digital comics as learning media for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen in the second semester.

Then, there are three aspects considered in the conclusion. The first aspect is related to the target and learning needs. Then, the steps of developing the digital comics are also the important aspect to be discussed. The last aspect is the results of the evaluation of the developed digital comics for teaching recount text writing to Grade VIII students of SMP N 2 Playen in the second semester.

1. Target and learning needs

Based on the results of the needs analysis, it shows that most learners' goal of learning English was to be able to pass the National Examination. The learners' goal to learn English writing skills was to be able to write a text by using correct grammar, punctuation and vocabulary. Then, the learners needed to have a writing activity in the form of completing missing words in a recount text. They also wanted to identify grammatical mistakes in a recount text. The topics that the

students preferred to learn a recount text were about personal experiences and childhood memories. Moreover, the learners found it difficult to write a correct sentence. The learners also seemed hard to choose correct vocabulary to write in English.

The writing input that the learners preferred was from some pictures, tables, graphics or diagrams related to the text. In the teaching-learning process of writing English, the learners wanted to complete a sentence or paragraph. Arranging words into a good sentence seemed to be the other activity which the learners liked. Furthermore, the learners enjoyed the teaching-learning process of English that is in the classroom. In accordance with the preferred learning mode, the learners liked doing tasks in a small group (3-4 students). Then, the learners chose that the role of the teacher was giving some examples with the explanation before he/she gives exercises and tasks during the teaching-learning of English and the role of the learners was discussing the materials with their teacher.

In this research, the researcher developed the learning materials using digital comics. Therefore, he investigated some aspects related to the development of digital comics for language learning. The learners chose the combination of vertical and horizontal in the placement of the panel. Afterwards, the learners preferred teenagers as the characters in the digital comics. The learners also liked reading digital comics which is colorful. Lastly, the learners stated that Comic Sans is suitable as the type of fonts in the digital comics.

2. The steps of developing the digital comics

This research was classified into Research and Development (R & D). This research adapted the ADDIE design model proposed by Taylor (2004) with some modifications. The steps were conducting the needs analysis, analyzing the results of the needs analysis questionnaire and interview, creating a course grid, designing flowchart and storyboarding, developing the first draft of the digital comics, evaluating the first draft by an expert and revising it based on the feedback from the evaluation. The instruments to collect the data were the needs analysis questionnaire, the interview, and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and qualitatively using the steps from Miles and Huberman (1994: 10). Meanwhile, the results of the expert judgment were analyzed through descriptive statistics. The researcher developed the materials into the digital comics using Comic Life 3, Microsoft Office Picture Manager, and Lectora Inspire.

3. The results of the evaluation of the developed digital comics for teaching recount text writing

The developed digital comic consists of five main parts. Those are core and basic competences, information of the program and the author, topics, user guide, and references. There are three units that were developed based on the theme. Each unit consisted of 20-21 activities which packed into six parts. They are Lead-in, Observing, Questioning, Collecting Information, Associating, and Communicating activity.

Based on the results of the evaluation of the material and media expert, it could be concluded that the developed digital comics was appropriate to be implemented as the learning materials for teaching recount text writing to Grade VIII students of SMP Negeri 2 Playen. The mean score based on the materials evaluation in the aspects of content and instructional quality was 98.75% which belonged to the very good category. Besides, the mean score based on the media evaluation in the aspects of screen design, navigation, graphic and animation, and digital comics design was 100% which belonged to the very good category.

Nonetheless, there were several parts of the materials that need to be revised. The expert generally suggested that the first draft of the materials needed to be revised in terms of the language by revising several grammar mistakes found in the materials. The expert also suggested for the researcher to add some semi-guided activities in Unit 1 and Unit 2. As the needed revision had been made, the materials considered as the final draft.

B. Suggestions

There are some suggestions proposed to the English teachers, Grade VIII students, and other digital comic developers.

1. For English teachers

English teachers are expected to develop various classroom activities by employing Information Communication and Technology in the teaching-learning process. The use of the digital comics in the classroom is a means of teaching recount text writing to make the teaching-learning process effective and create a

fun learning environment in order to increase students' motivation in learning English. Hence, English teachers should understand how to operate the digital comics and also manage the implementation of the program before using it.

2. For Grade VIII students

After creating the digital comics, the researcher expects to Grade VIII students to use the media appropriately. They are able to access any materials and activities provided in this program. Based on the target and learning needs, they can get the knowledge of recount text writing in fun ways. Therefore, Grade VIII students are expected to be able to maximize their English ability especially their writing ability.

3. For other digital comic developers

Considering the improvement of the digital comics, there are some suggestions for other digital comics developers.

a. The activities should be varied in order to make the digital comics more interesting.
b. The digital comics as learning media for teaching recount text listening, speaking, and reading should also be developed.

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APPENDIX A

QUESTIONNAIRES AND INTERVIEW GUIDELINES

KUESIONER ANALISIS KEBUTUHAN BELAJAR SISWA

Angket ini digunakan untuk mengetahui kebutuhan siswa yang diperlukan dalam pengembangan media pembelajaran bahasa Inggris berbasis computer untuk siswa kelas VIII SMP Negeri 2 Playen.

A. Profil Siswa

Isilah data pribadi Anda secara lengkap di bawah ini.

Nama/Kelas	:	**Tanda Tangan**
Jenis Kelamin	:	
Umur	:	

B. Potensi Siswa

Petunjuk Penggunaan

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

1. Tujuan saya belajar Bahasa Inggris di sekolah adalah . . . . (*Jawaban boleh lebih dari satu)*
   a. Memperoleh hasil yang maksimal pada ujian nasional
   b. Mendapatkan pengetahuan tentang fungsi kebahasaan dalam Bahasa Inggris seperti cara memperkenalkan diri, mengungkapkan pendapat, mengundang teman, dan lain-lain
   c. Mendapat nilai bagus di rapor
   d. Mampu berkomunikasi secara lisan dan tertulis dengan baik di kehidupan sehari-hari
   e. Lainnya
   _____

2. Apakah pendapat Anda tentang kegiatan *writing* (menulis) menggunakan Bahasa Inggris?
   a. Mudah untuk dilakukan
   b. Cukup mudah untuk dilakukan
   c. Sulit untuk dilakukan
   d. Sangat sulit untuk dilakukan

3. Bagaimana kegiatan *writing* (menulis) di kelas Bahasa Inggris selama ini?
   a. Sangat menyenangkan
   b. Menyenangkan
   c. Biasa saja
   d. Tidak menyenangkan

4. Tujuan yang ingin saya capai dalam kegiatan *writing* (menulis) adalah . . . . (*Jawaban boleh lebih dari satu)*
   a. Meningkatkan kemampuan dalam membuat teks atau mengorganisasi teks
   b. Menulis sebuah teks dengan menggunakan tata bahasa (*grammar*), tanda baca dan kosakata yang tepat
   c. Meningkatkan pengetahuan mengenai penggunaan tata bahasa (*grammar*) dengan benar
   d. Menulis teks sesuai dengan jenis teks yang dipelajari
   e. Lainnya
   _____

5. Topik yang saya sukai dalam belajar teks *recount* adalah . . . .
   a. Pengalaman berlibur yang menyenangkan
   b. Kehidupan masa kecil
   c. Pengalaman hidup tokoh idola yang saya sukai
   d. Lainnya

   _____

6. Dalam kegiatan *writing* (menulis) teks *recount*, saya menginginkan kegiatan seperti . . . . (*Jawaban boleh lebih dari satu*)
   a. Membuat teks *recount* sesuai dengan gambar yang ditampilkan
   b. Melengkapi teks *recount* rumpang
   c. Mengidentifikasi kesalahan tata bahasa (*grammar*) pada teks *recount*
   d. Mengganti kata kerja dalam bentuk *present tense* menjadi *past tense* pada teks *recount*
   e. Lainnya

   _____

7. Kesulitan yang saya alami dalam kegiatan *writing* (menulis) adalah . . . . (*Jawaban boleh lebih dari satu*)
   a. Membuat kalimat yang benar sesuai dengan kaidah penulisan
   b. Menggunakan tata bahasa (*grammar*) yang tepat
   c. Memilih kosakata yang tepat sesuai dengan konteks
   d. Mengorganisasi teks
   e. Lainnya

   _____

8. Ketika menemui kesulitan pada saat diberikan tugas *writing* (menulis), apa yang biasanya Anda lakukan?
   a. Bertanya pada guru
   b. Bertanya pada teman
   c. Membuka buku, kamus, atau sumber lain
   d. Lainnya

   _____

9. Input pembelajaran yang saya inginkan untuk kegiatan *writing* (menulis) adalah dalam bentuk . . . .
   a. Model teks yang dipelajari dalam latihan menulis
   b. Gambar, tabel, grafik, atau diagram yang bersangkutan dengan teks
   c. Kosakata yang akan digunakan dalam teks dan disertai dengan penjelasannya
   d. Tata bahasa (*grammar*) yang berkaitan dengan teks

10. Dalam belajar *writing* (menulis), saya lebih menyukai kegiatan seperti . . . . (*Jawaban boleh lebih dari satu*)
    a. Menyusun kalimat menjadi paragraph yang padu
    b. Menulis teks yang tepat sesuai dengan input teks yang diberikan
    c. Mengidentifikasi kesalahan tanda baca dan tata bahasa pada teks yang ditulis
    d. Menyusun kata menjadi kalimat yang benar
    e. Melengkapi kalimat/paragraf/teks rumpang
    f. Lainnya

---

11. Saya lebih merasa nyaman jika proses belajar mengajar Bahasa Inggris dilakukan di . . . .
    a. Ruang kelas
    b. Laboratorium bahasa
    c. Ruang perpustakaan
    d. Luar kelas seperti taman atau pinggir kelas
    e. Lainnya

---

12. Saya lebih suka mengerjakan latihan dan tugas yang diberikan secara . . . .
    a. individu
    b. berpasangan
    c. berkelompok (3-4 orang)

13. Dalam pembelajaran Bahasa Inggris, saya lebih menginginkan jika guru . . . .
    a. Memberikan penjelasan mengenai suatu materi dengan cara bertanya jawab dengan siswanya
    b. Memberikan contoh dan penjelasan sebelum memberikan latihan soal atau tugas
    c. Memberikan motivasi saya setiap mengerjakan latihan soal dan tugas
    d. Mendorong dan mengarahkan saya untuk mengembangkan kreatifitas saya dalam mengerjakan soal
    e. Lainnya

---

14. Pada saat proses belajar mengajar berlangsung, saya lebih suka . . . .
    a. Aktif mengajukan pertanyaan ketika saya sedang mengalami kesulitan dan memahami suatu materi dan berpendapat ketika ada suatu hal yang tidak sesuai dengan pemikiran saya
    b. Mendengarkan penjelasan guru dengan seksama
    c. Menggunakan imajinasi dan kreatifitas saya dalam mengerjakan soal dan latihan
    d. Berdiskusi mengenai materi yang sedang dipelajari bersama-sama dengan guru dan teman sekelas
    e. Selalu dituntun oleh guru setiap mengerjakan tugas

15. Bentuk panel yang saya suka dalam membaca komik adalah . . . .
    a. Vertikal
    b. Horizontal
    c. Kombinasi vertical dan horizontal

16. Tokoh di dalam cerita komik yang saya senangi adalah karakter . . . .
    a. Anak-anak
    b. Remaja
    c. Dewasa
    d. Binatang/tumbuhan
    e. Lainnya

---

17. Saya lebih suka membaca komik dengan warna . . . .
    a. Warna-warni
    b. Hitam putih

18. Jenis huruf yang saya senangi ketika membaca komik adalah . . . .
    a. Times New Roman (A b c d e 1 2 3 4 5)
    b. Comic Sans (A b C d E 1 2 3 4 5)
    c. Calibri (A b C d E 1 2 3 4 5)
    d. Arial (A b C d E 1 2 3 4 5)
    e. Lucida Handwriting (A b C d E 1 2 3 4 5)

*** ☺ ☺ ☺ Terimakasih ☺ ☺ ☺ ***

DAFTAR PERTANYAAN WAWANCARA

1. Pada tahun pelajaran 2014/2015, berapakah alokasi waktu pembelajaran Bahasa Inggris pada satu semester? Cukupkah untuk mencapai kompetensi inti dan kompetensi dasar yang telah ditentukan?
2. Bagaimanakah kemampuan siswa di tiap kelas yang Anda ajar khususnya dalam kemampuan menulis mereka?
3. Dalam kegiatan *writing*, aktivitas apa saja yang Anda berikan?
4. Alat belajar apa saja yang Anda gunakan dalam mengajar Bahasa Inggris? Apakah itu cukup untuk membantu kelancaran proses belajar mengajar Bahasa Inggris?
5. Apa saja kendala yang berkaitan dengan penggunaan media atau alat belajar untuk kegiatan belajar mengajar bahasa Inggris?
6. Bagaimana menurut Anda tentang pengembangan multimedia interaktif untuk membantu siswa memahami materi Bahasa Inggris?

APPENDIX B

THE RESULTS OF NEEDS ANALYSIS QUESTIONNAIRE

No.	Questions	Frequency	N	Percentage (%)
General Information of the Students				
1.	My goals in learning English are . . . . (*You may choose more than one answer*)			
	a. To be able to pass the National Examination	**47**	**61**	**77.9**
	b. To acquire knowledge of the language function such as introducing myself, giving opinion, inviting someone, etc.	44	61	72.1
	c. To get good mark in the study report	26	61	42.6
	d. To be able to communicate with English to others in both spoken and written manner	36	61	59.0
	e. Etc.	1	61	1.6
2.	What do you think about the English writing activities?			
	a. Easy to do	3	61	4.9
	b. Quite easy to do	**32**	**61**	**52.5**
	c. Difficult to do	26	61	42.6
	d. Very difficult to do	0	61	0.0
3.	How are the writing activities in your class?			
	a. Very interesting	0	61	0.0
	b. Interesting	**27**	**61**	**44.2**
	c. Neutral	32	61	52.5
	d. Uninteresting	2	61	3.3
Goals				
4.	My goals in learning English writing are . . . . (*You may choose more than one answer*)			
	a. Increasing my ability for writing a text or organizing a text	39	61	63.9
	b. Writing a text by using correct grammar, punctuation, and vocabulary	**48**	**61**	**78.7**
	c. Increasing knowledge about the use of grammar correctly	43	61	70.5
	d. Writing a text related to the text discussed	25	61	41.0
	e. Etc.	0	61	0.0
Wants				
5.	In my opinion, the interesting topic to learn a recount text is			
	a. My wonderful experiences	**23**	**61**	**37.7**
	b. My childhood	22	61	36.1
	c. The biography of my favorite idol	15	61	24.6
	d. Etc.	1	61	1.6
6.	In the writing activities especially in writing a recount text, I want to have activities such as . . . . (*You may choose more than one answer*)			
	a. Writing a recount text related to the pictures given	**39**	**61**	**63.9**
	b. Completing the missing words in a text	21	61	34.4
	c. Identifying grammatical mistakes in a recount text	20	61	32.8
	d. Changing the present tense into the past tense in a recount text	6	61	9.8
	e. Etc.	0	61	0.0
Lacks				
7.	I usually find difficulties when I am writing like . . . . (*You may choose more than one answer*)			
	a. Writing a correct sentence	**44**	**61**	**72.1**

	b. Using appropriate grammar	36	61	59.0
	c. Choosing vocabulary correctly	30	61	49.2
	d. Organizing a text	24	61	39.3
	e. Etc.	0	61	0.0
8.	When you find a problem during writing a text, what do you usually do?			
	a. Asking my teacher	13	61	21.3
	b. Asking my friends	10	61	16.4
	c. Opening books, dictionary, or other sources	**18**	**61**	**62.3**
	d. Etc.	0	61	0.0
Input				
9.	The learning input that I want to learn English writing is			
	a. Examples of discussed text in the writing practices	7	61	11.4
	b. Examples of pictures, tables, graphics, or diagrams related to the text	**28**	**61**	**46.0**
	c. Vocabulary used in a discussed text with its explanation	24	61	39.3
	d. The use of grammar related to the topic discussed	2	61	3.3
Procedures				
10.	In learning English writing, I want to have activities such as . . . . (*You may choose more than one answer*)			
	a. Arranging sentences into a good paragraph	17	61	27.9
	b. Writing a text related to the input given	8	61	13.1
	c. Identifying the grammatical mistakes in a text	16	61	26.2
	d. Arranging words into a good sentence	25	61	41.0
	e. Completing a sentence/paragraph/sentence	**34**	**61**	**55.7**
	f. Etc.	0	61	0.0
Setting				
11.	I feel comfortable when the teaching-learning process of English is in			
	a. The classroom	**29**	**61**	**47.6**
	b. The language laboratory	3	61	4.9
	c. The library	1	61	1.6
	d. Outside the classroom (in the school park)	28	61	45.9
	e. Etc.	0	61	0.0
12.	I like doing a task			
	a. Individually	5	61	8.2
	b. In pairs	5	61	8.2
	c. In a small group (3-4 students)	**51**	**61**	**83.6**
Teacher's Role				
13.	In teaching English, I want my teacher to			
	a. Give explanation clearly about the materials through question and answer technique with his/her students	12	61	19.7
	b. Give some examples with the explanation before he/she gives exercises and tasks	**38**	**61**	**62.3**
	c. Give me motivation when I am doing a task	5	61	8.2
	d. Encourage me to develop my creativity in doing tasks	6	61	9.8
	e. Etc.	0	61	0.0

Learners' Role				
14.	In the teaching-learning process of English, I will			
	a. Actively ask some questions when I find difficulties and also express my own ideas when there is something which does not match with my own point of view	11	61	18.0
	b. Listen to the teacher's explanation thoroughly	20	61	32.8
	c. Use my imagination and my creativity in doing tasks and exercises	3	61	4.9
	d. Discuss the materials with my teacher and my friends	**25**	**61**	**41.0**
	e. Be guided by the teacher when I am doing a task	2	61	3.3
Digital Comics Design (The Placement of the Panel)				
15.	The placement of panels that I like when reading digital comics is			
	a. Vertical	4	61	6.6
	b. Horizontal	5	61	8.2
	c. The combination of vertical and horizontal	**52**	**61**	**85.2**
Digital Comics Design (The Characters)				
16.	Characters that I like in the digital comics are			
	a. Children	9	61	14.8
	b. Teenagers	**44**	**61**	**72.1**
	c. Adults	2	61	3.3
	d. Animals or plants	5	61	8.2
	e. Etc.	1	61	1.6
Digital Comics Design (The Color Composition)				
17.	I like reading digital comics that is			
	a. Colorful	**53**	**61**	**86.9**
	b. Black and white only	8	61	13.1
Digital Comics Design (The Type of Fonts)				
18.	The type of fonts that is suitable in digital comics is			
	a. Times New Roman (A b C d E 1 2 3 4 5)	15	61	24.6
	b. Comic Sans (A b C d E 1 2 3 4 5)	**36**	**61**	**59.0**
	c. Calibri (A b C d E 1 2 3 4 5)	3	61	4.9
	d. Arial (A b C d E 1 2 3 4 5)	4	61	6.6
	e. *Lucida Handwriting (A b C d E 1 2 3 4 5)*	3	61	4.9

APPENDIX C

INTERVIEW TRANSCRIPT

Day/date : Monday/October 27, 2014
Time : 10.00 – 10.35 WIB
Place : OSIS room, SMP Negeri 2 Playen

I : Interviewer ET : English teacher (Mrs. Puji Lestari, S.Pd)

I : Assalamu'alaikum warahmatullahi wabarakatuh, ibu. Perkenalkan nama saya Yusuf, mahasiswa jurusan Pendidikan Bahasa Inggris UNY. Saya berencana akan mengadakan penelitian mengenai pengembangan multimedia interaktif untuk pengajaran menulis teks recount kelas 8 ibu. Ada beberapa pertanyaan yang akan saya tujukan, bu.

ET : Wa'alaikumsalam warahmatullahi wabarakatuh. Baik mas, silahkan. Sebisa saya akan saya bantu.

I : Baik, bu. Pertama-tama yang ingin saya tanyakan adalah pada tahun pelajaran 2014/2015, berapakah alokasi waktu pembelajaran Bahasa Inggris pada satu semester? Apakah cukup untuk mencapai kompetensi inti dan kompetensi dasar yang telah ditentukan sebelumnya?

ET : Dibandingkan dengan KTSP yang 6 jam per minggunya, saat ini kegiatan pembelajaran hanya dibatasi 4 jam sehingga tidak cukup untuk mencapai target yang sudah ditentukan. Sampai akhir Oktober saja mas, baru 3 chapter yang sudah terlaksana sedangkan pada semester ini ditargetkan 6 chapter harus dapat tercapai.

I : Melihat kondisi seperti itu, apakah ibu sudah dapat mengatasi permasalahan tersebut?

ET : Kalau siswa diajak berlari untuk mengejar materi nanti dampakanya tidak ada materi yang dapat ditangkap atau dipahami. Ya mungkin solusinya ya dijalani sebisanya saja. Kemarin ketika ada perkumpulan MGMP, ternyata permasalahannya sama yaitu mengenai alokasi waktu yang kurang jadi ya diselesaikan secukupnya saja.

I : Oh, begitu ya bu. Kemudian bu, saya ingin menanyakan mengenai kemampuan menulis siswa dengan menggunakan Bahasa Inggris. Apakah sudah cukup baik atau masih banyak hal yang perlu dilatih?

ET : Mengenai kemampuan siswa, di kelas A itu ada seorang siswa yang menonjol kemampuannya dikarenakan *background* orangtuanya yang seorang guru Bahasa Inggris. Tetapi, secara keseluruhan kemampuan menulis siswa ya masih kurang.

I : Nah, biasanya aktivitas apa saja yang ibu berikan dalam pembelajaran menulis Bahasa Inggris?

ET : Aktivitas yang biasanya sering saya berikan misalnya menyusun kata menjadi kalimat, kalimat menjadi paragraph, baru kemudian menyusun teks. Biasanya, materi yang saya

sampaikan untuk siswa kelas A dan C itu umumnya sama, namun level yang diberikan sedikit berbeda karena kemampuan siswa juga sedikit berbeda.

I : Untuk mendukung kegiatan belajar-mengajar tersebut, alat belajar yang digunakan ibu tuh hanya buku saja atau ada yang lain?

ET : Iya, buku ada, terkadang menggunakan LCD, cari materi di internet juga atau mungkin siswa membawa hasil kerja dari tugas yang diberikan sebelumnya yang kemudian dibahas pada hari selanjutnya.

I : Nah, kira-kira apa saja kendala yang ibu temui selama kegiatan belajar mengajar menulis bahasa Inggris?

ET : Biasanya, kendala yang saya temui pada waktu mengajar itu tentang materi yang ada di buku. Saya ambil contoh, ketika siswa diminta untuk mengamati gambar sesui dengan tahapan-tahapan kegiatan belajar di Kurikulum 2013, siswa mengalami kesulitan untuk memahami apa yang dimaksudkan gambar tersebut bahkan malah mereka bertanya yang melenceng jauh dengan topik yang sedang dibahas saat itu. Pada akhirnya, saya mencoba untuk menggunkan materi dari buku lain untuk membantu siswa memahami materi yang sedang dipelajari.

I : Untuk pertanyaan terakhir bu, nah, disini kan saya akan mengembangkan media belajar berupa multimedia interaktif, bagaimana tanggapan ibu mengenai pengembangan media belajar berbasis komputer dalam kegiatan belajar mengajar Bahasa Inggris jika diterapkan di SMP Negeri 2 Playen?

ET : Pada dasarnya penggunaan multimedia interaktif bisa diterapkan disini karena sudah terdapat laboratorium bahasa dan mungkin siswa lebih tertarik jika proses pembelajaran Bahasa Inggris menggunakan komputer dan tidak melulu berada di dalam kelas.

I : Oh, begitu ya, Bu. Terimakasih ya bu telah bersedia meluangkan waktu untuk diwawancara terkait media yang akan saya kembangkan.

APPENDIX D

COURSE GRID

DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

THE COURSE GRID
UNIT 1

School : SMP Negeri 2 Playen
Subject : English
Grade/Semester : VIII/2
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya. 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksankan komunikasi transaksional dengan guru dan teman. 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya. 4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/Topic	Indicators	Learning Materials	Learning Activities	Sources
Unit 1 – ***My Wonderful Experiences***	Students are able to: • Write negative form of the simple past tense to tell about past experiences. • Write interrogative sentences to ask someone about their past events. • Write an e-mail that tells about past events using the simple past tense, negative form of the simple past tense, and interrogative sentences.	• **Explanation of the simple past tense that includes regular and irregular verbs** The simple past tense is used to tell events, situations or experiences that happened in the past. Here is the pattern. ***S +V_2 (past form)*** Examples - **I visited** Pindul cave yesterday. S V_2 - **We played** football together. S V_2 We usually add the following adverbs in the simple past tense to clarify something that happened in the past: - Yesterday, - Last week/month/Sunday, - Two days ago, - . . . . days/months/years ago. There are two types of verbs in the simple past tense. Those are regular and irregular verbs. We usually form the regular verbs by adding *–ed* to the verb. However, we cannot add *–ed* to some verbs in the simple past tense. They are often called irregular verbs.	**Lead-in Activity** • Students read a conversation and then answer the questions to identify what they want to learn in Unit 1. **Observing** • Students read a story about someone's past experiences. • Students find the correct statements based on the previous text and then do the vocabulary exercise. **Questioning** • Students list what they know and what they want to know further and answer some questions that lead them to the topic discussed. **Collecting Information** • Students read the explanation of the simple past tense and also the use of regular and irregular verbs. • Students practice using the simple past tense by completing a text with the suitable verbs.	• Anderson, M. and Anderson, K. 1997. *Text Types in English 1*. South Yarra: Macmillan Education Australia PTY Ltd. • Mukarto, et.al. 2007. *English On Sky 2 for Junior High School Year VIII*. Jakarta: Erlangga. • Priyana, J., et.al. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. • Richards, J.C., Hull, J. and Proctor, S. *Interchange 3rd Edition*. New York: Cambridge University Press. • Wachidah, S. and Gunawan, A. 2014.

		• **Explanation of negative form of the simple past tense** In negative sentences, we use ***did not*** (***didn't***). After ***didn't***, we always use the simple present tense. • **Explanation of interrogative sentences in the form of the simple past tense** We use *did* in yes/no questions. Here are the examples of interrogative sentences in the simple past tense. - *Did* you call me last night? - *Did* Anna go to the park last Sunday? To answer yes/no questions, we use the following ways. - Yes, I *did*. - No, she/he *didn't*. • **Explanation of a recount text.** a. The definition and the purpose of a recount text Recount text is a piece of text that retells someone's past experiences. It can be considered as the simplest type of narrative genre. The purpose of a recount text is to give the audience a description of what occurred and when it occurred in the past.	• Students read and discuss the explanation of negative form and how to use interrogative sentences (yes/no question) in the simple past tense. • Students practice using negative form of the simple past tense and interrogative sentences by completing the conversations to make good statements and interrogative sentences. • Students read and discuss the explanation of a recount text and its features. • Students do self-evaluation about what they have learned in the collecting information section. . **Associating** • Students change the verbs in a letter or an e-mail from the simple present tense into the simple past tense. • Students arrange jumbled paragraphs into a meaningful text by matching paragraphs with the pictures.	*Bahasa Inggris; When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Wardiman, A., et.al. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. • Widiati, U., et.al. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

		b. The structure of a recount text. The recount text consists of: 1. An orientation It usually introduces background information about who, what, where, and when. 2. A series of events It usually retells the events that are presented in the form of chronological order. 3. A conclusion It may include a personal comment about the whole events.	**Communicating** • Students, in pairs, write an e-mail based on the pictures and some guided questions. • Students write an e-mail about their past experiences to their friend by using the simple past tense correctly.	

DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

THE COURSE GRID
UNIT 2

School : SMP Negeri 2 Playen
Subject : English
Grade/Semester : VIII/2
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/Topic	Indicators	Learning Materials	Learning Activities	Sources
Unit 2 – ***15 Days Travelling Indonesia***	Students are able to: • Identify the purpose, structure, and linguistic features of a recount text. • Use appropriate time conjunctions. • Use the simple past tense to write a recount text.	• **Explanation of a recount text.** a. The definition and the purpose of a recount text Recount text is a piece of text that retells someone's past experiences. It can be considered as the simplest type of narrative genre. The purpose of a recount text is to give the audience a description of what occurred and when it occurred in the past. b. The structure of a recount text. The recount text consists of: 1. An orientation It usually introduces background information about who, what, where, and when. 2. A series of events It usually retells the events that are presented in the form of chronological order. 3. A conclusion It may include a personal comment about the whole events. c. The linguistic features of a recount text. - The use of proper nouns and pronouns to identify people, animals, and things that involved in the text.	**Lead-in** • Students read a conversation and then answer the questions to identify what they want to learn in Unit 2. **Observing** • Students read a recount text. • Students answer comprehension questions and do the vocabulary exercise. **Questioning** • Students list what they know and what they want to know further and answer some questions that lead them to the topic discussed. **Collecting Information** • Students read the explanation of the structure of a recount text. • Students discuss and practice identifying the structure of a recount text. • Students discuss the language features of a recount text. • Students complete the missing	• Anderson, M. and Anderson, K. 1997. *Text Types in English 1*. South Yarra: Macmillan Education Australia PTY Ltd. • Mukarto, et.al. 2007. *English On Sky 2 for Junior High School Year VIII*. Jakarta: Erlangga. • Priyana, J., et.al. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. • Wachidah, S. and Gunawan A. 2014. *Bahasa Inggris; When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

		- The use of the simple past tense to retell the events. - The use of action verbs to describe detail information about the events. - The use of adverb and adverbial phrases to indicate place and time. - The use of adjectives to describe nouns. • **Explanation of the simple past tense that includes regular and irregular verbs** The simple past tense is used to tell events, situations or experiences that happened in the past. Here is the pattern. ***S +V_2 (past form)*** Examples - **<u>I</u> <u>visited</u>** Pindul cave yesterday. S V_2 - **<u>We</u> <u>played</u>** football together. S V_2 We usually add the following adverbs in the simple past tense to clarify something that happened in the past: - Yesterday, - Last week/month/Sunday, - Two days ago, - . . . . days/months/years ago. There are two types of verbs in the simple past tense. Those are	words in a recount text. • Students analyze the use of regular and irregular verbs in a recount text. • Students change some words from the simple present tense to the simple past tense. • Students discuss the explanation of time conjunctions in a recount text. • Students do self-evaluation about what they have learned in the collecting information section. **Associating** • Students complete a text by changing some words from the simple present tense into the simple past tense. • Students match some sentences to the pictures based on the clues (time conjunctions) given. • Students arrange jumbled paragraphs into a meaningful recount text. **Communicating** • Students write some sentences about their past experiences and	

		regular and irregular verbs. We usually form the regular verbs by adding *–ed* to the verb. However, we cannot add *–ed* to some verbs in the simple past tense. They are often called irregular verbs. • **Explanation of time conjunctions** When you read a recount text, you will find words or phrases used to start, connect a sentence with the next one, and end an explanation. They are called time conjunctions or connecting words. Those words and phrases are: - First, - Then, - After that, - Finally,	then share the result to their friends. After that, each of them analyze their friends' works and correct the mistakes. • Students write a simple recount text based on the topic given.	

DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

THE COURSE GRID
UNIT 3

School : SMP Negeri 2 Playen
Subject : English
Grade/Semester : VIII/2
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/Topic	Indicators	Learning Materials	Learning Activities	Sources
Unit 3 – ***Changes for The Better Future***	Students are able to: • Identify the purpose and the structure, of a recount text. • Write negative form and interrogative sentences in the simple past tense. • Use the simple past tense to write their personal experiences.	• **Explanation of a recount text.** a. The definition and the purpose of a recount text Recount text is a piece of text that retells someone's past experiences. It can be considered as the simplest type of narrative genre. The purpose of a recount text is to give the audience a description of what occurred and when it occurred in the past. b. The structure of a recount text. The recount text consists of: 1. An orientation It usually introduces background information about who, what, where, and when. 2. A series of events It usually retells the events that are presented in the form of chronological order. 3. A conclusion It may include a personal comment about the whole events. • **Explanation of the simple past tense that includes regular and irregular verbs** The simple past tense is used to tell events, situations or experiences that happened in the past. Here is the	**Lead-in** • Students read a story about someone's past experiences and then answer the questions to identify what they want to learn in Unit 3. **Observing** • Students read a recount text. • Students choose whether the sentences are true or false based in the previous text and then do the vocabulary exercise. **Questioning** • Students list what they know and what they want to know further and answer some questions that lead them to the topic discussed. **Collecting Information** • Students read the explanation of the structure of a recount text. • Students discuss and practice identifying the structure of a recount text. • Students read the explanation of the simple past tense and also the	• Anderson, M. and Anderson, K. 1997. *Text Types in English 1*. South Yarra: Macmillan Education Australia PTY Ltd. • Iragiliati, E., et.al. 2014. *Interactive English Junior High School*. Bogor: Yudhistira. • Priyana, J., et.al. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. • Wachidah, S. and Gunawan A. 2014. *Bahasa Inggris; When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

		pattern. ***S +V_2 (past form)*** Examples - **I visited** Pindul cave yesterday. S V_2 - **We played** football together. S V_2 We usually add the following adverbs in the simple past tense to clarify something that happened in the past: - Yesterday, - Last week/month/Sunday, - Two days ago, - . . . . days/months/years ago. There are two types of verbs in the simple past tense. Those are regular and irregular verbs. We usually form the regular verbs by adding *–ed* to the verb. However, we cannot add *–ed* to some verbs in the simple past tense. They are often called irregular verbs. • **Explanation of the uses of the simple past tense** 1. Completed action in the past 2. Duration in the past The simple past tense can be used with a duration which starts and ends in the past. Duration is a longer action often indicated by expressions such as for five years, for two hours, all day, etc.	use of regular and irregular verbs. • Students practice using the simple past tense by completing a text with the suitable verbs. • Students read and discuss the explanation of the uses of the simple past tense. • Students read and discuss the explanation of negative form of to be and how to use interrogative sentences of to be in the simple past tense. • Students practice using negative form of the simple past tense and interrogative sentences by completing the conversations to make good statements and interrogative sentences. • Students do self-evaluation about what they have learned in the collecting information section. **Associating** • Students arrange jumbled words into good sentences in the past form. • Students match the time expression with the sentence fragment • Students match the paragraphs to	

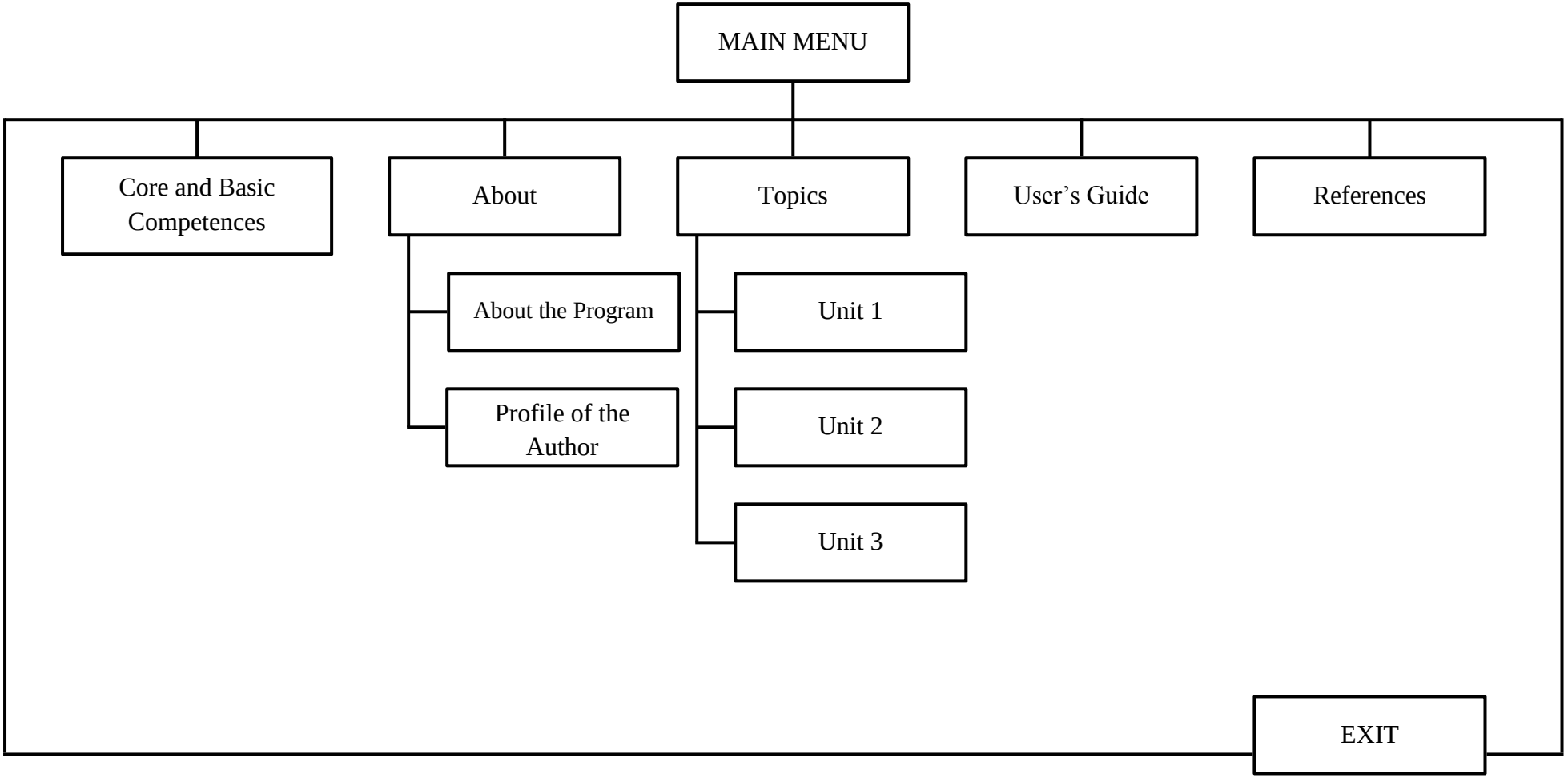
		3. Habits in the past The simple past tense can also be used to describe a habit which stopped in the past. It can have the same meaning as '*used to*'. We often add expressions such as when I was child, when I was younger, etc. 4. Past facts or generalizations The simple past tense can be used to describe past facts or generalizations that are no longer true. This is quite similar to the meaning of '*used to*'. • **Explanation of to be in the simple past tense and its negative form** To be has its past form that are was and were. The past forms of to be are used when the sentence has no verb. They are used when the sentence uses an adjective and/or an adverb as complement. We use ***was not*** (***wasn't***) and/or ***were not*** (***weren't***) in negative sentences. • **Explanation of interrogative sentences in the form of the simple past tense** We can use *was/were* in the interrogative sentences of to be in the simple past tense.	the pictures based on the clues given. **Communicating** • Students find some information about the figures given and write them down with their own words. • Students write about their personal experiences by using the simple past tense.	

APPENDIX E

FLOWCHART AND STORYBOARDING

DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

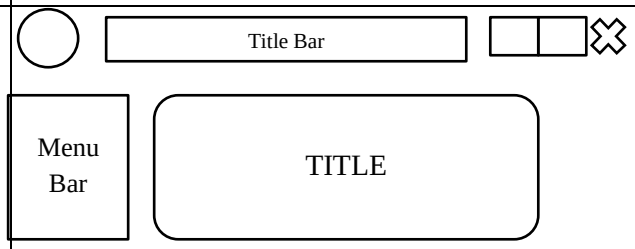
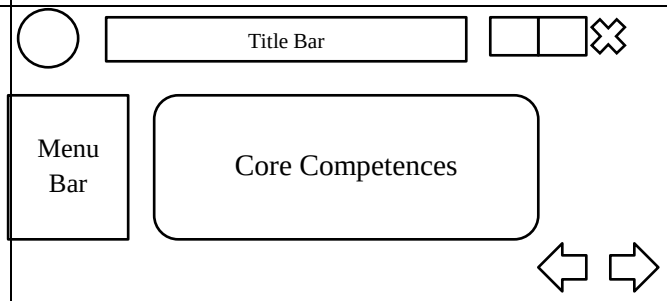
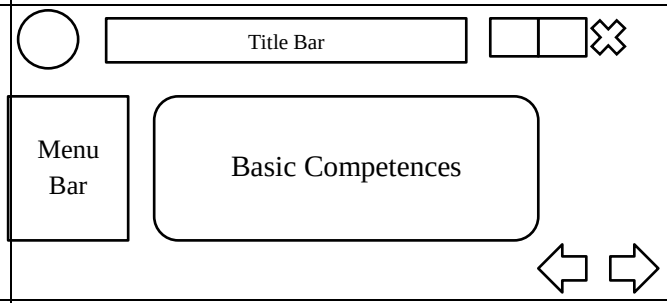
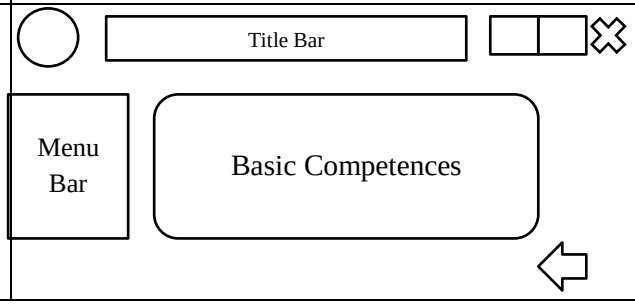
FLOWCHART

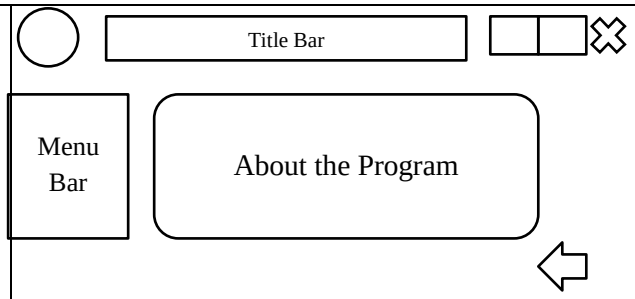
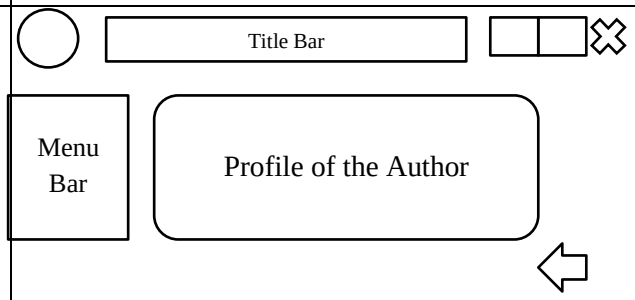
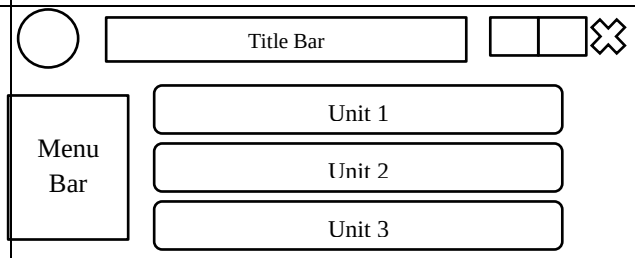
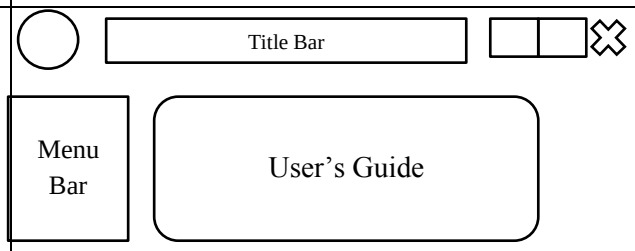
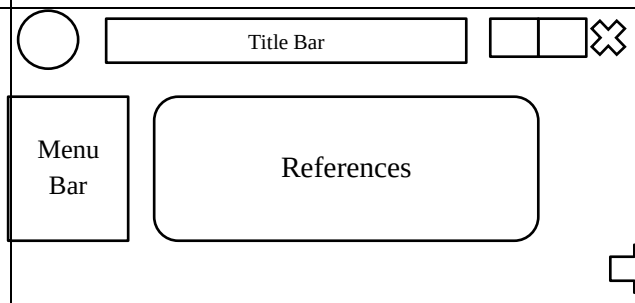
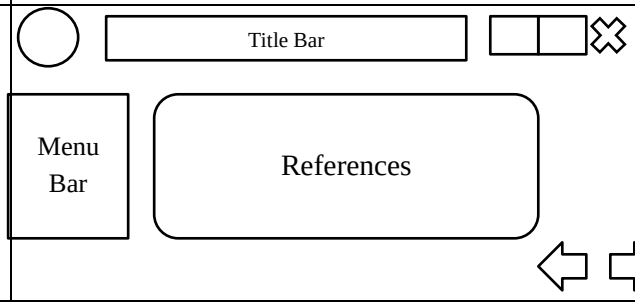


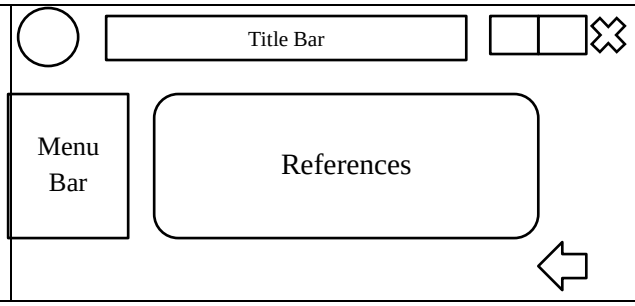
DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

STORYBOARDING

Main Menu

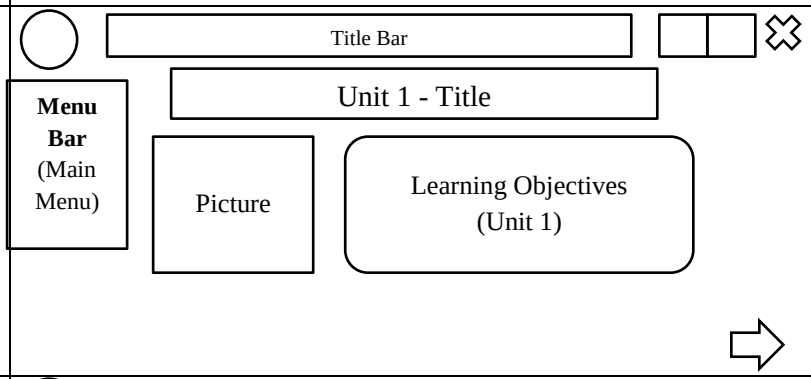
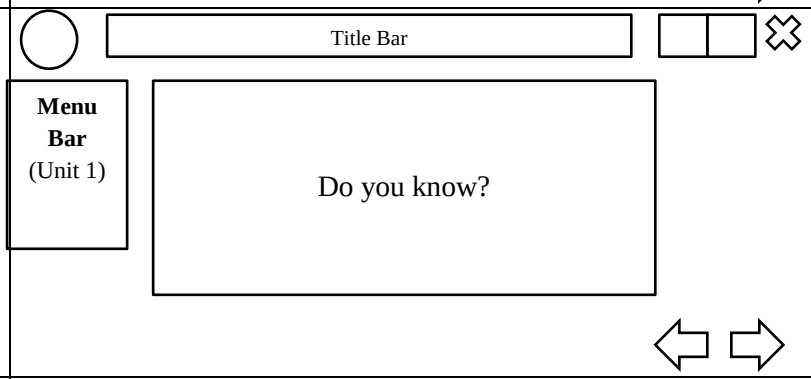
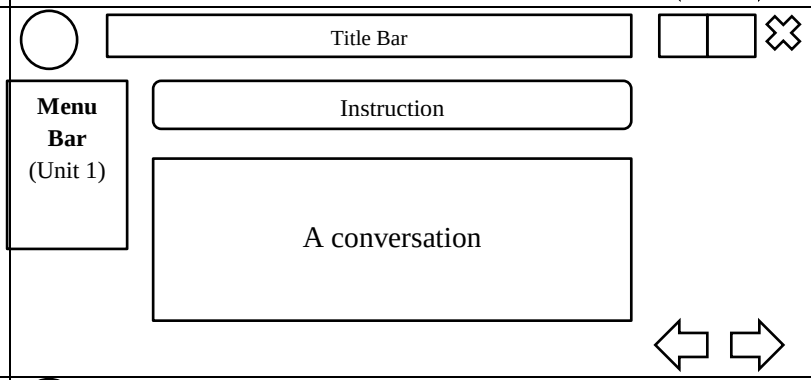
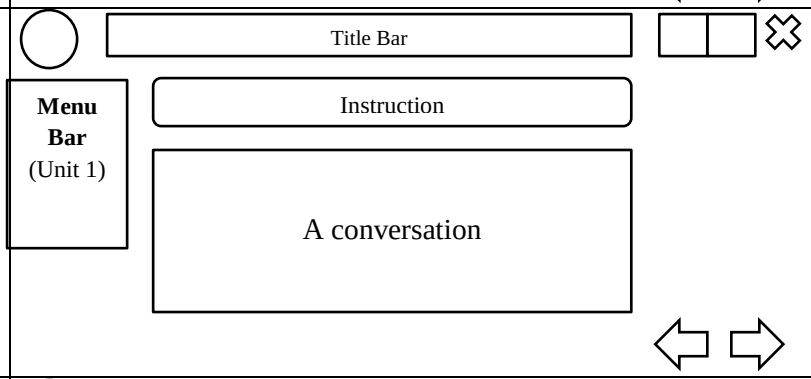
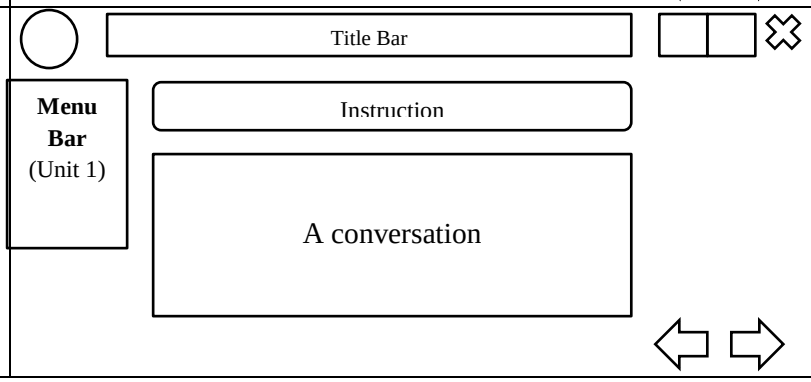
Scene	Visual	Explanation
Slide 1 Home		
Slide 2 Main Menu		This scene consists of five parts in Main Menu. The users click the choices in the menu bar to go to the page.
Slide 3 Core and Basic Competences (Page 1)		It presents the list of core competences as the basis of the developed material.
Slide 4 Core and Basic Competences (Page 2)		It presents the list of basic competences as the basis of the developed material.
Slide 5 Core and Basic Competences (Page 3)		It presents the list of core competences as the basis of the developed material.

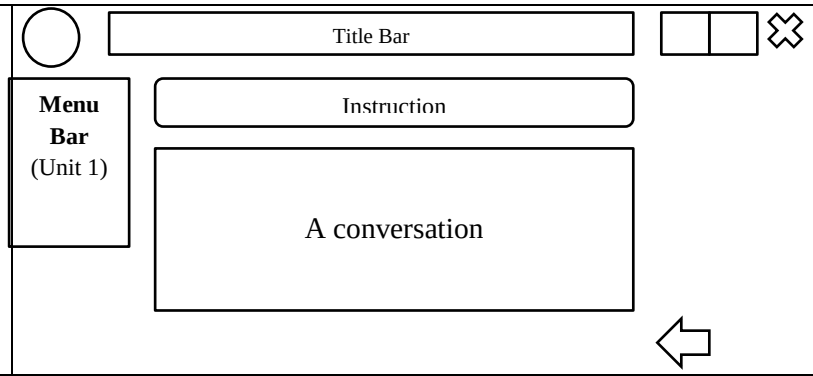
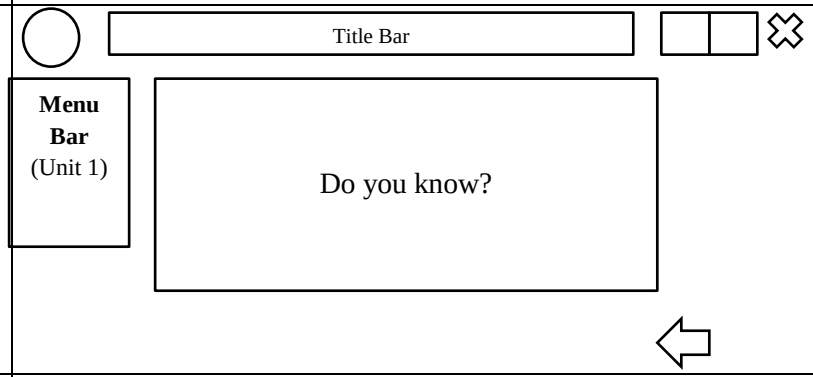
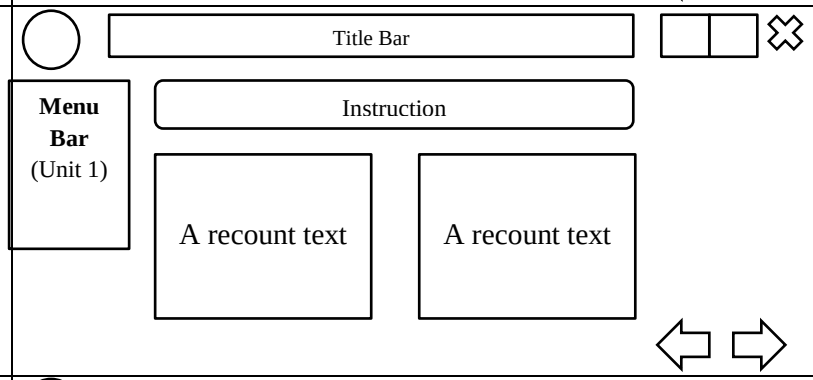
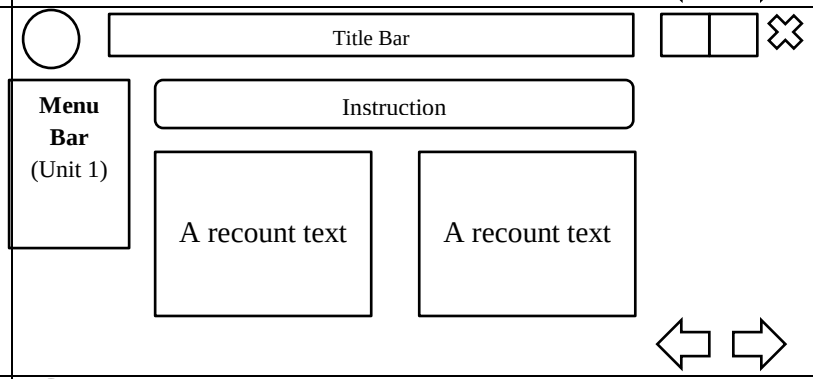
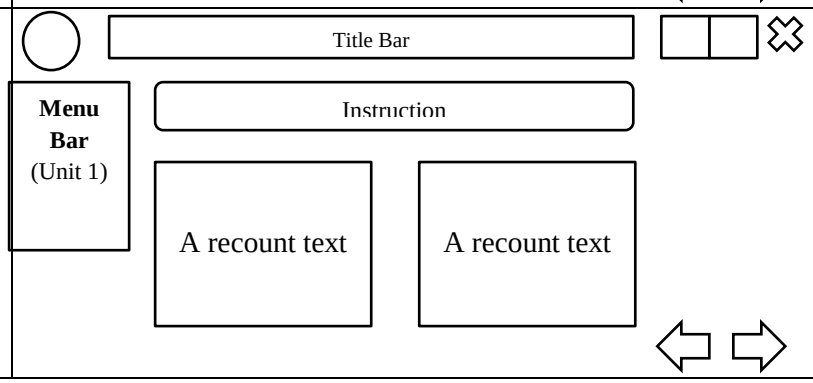
Slide 6 About (Page 1)		The description of the developed digital comics is shown.
Slide 7 About (Page 2)		It shows the description of the profile of the author.
Slide 8 Topics		This scene shows the topics developed in this media. There are three units provided.
Slide 9 User's Guide (Page 1)		It shows the instruction on how to use the media.
Slide 10 References (Page 1)		It displays the sources of the materials.
Slide 11 References (Page 2)		The sources of the materials are displayed in this scene.

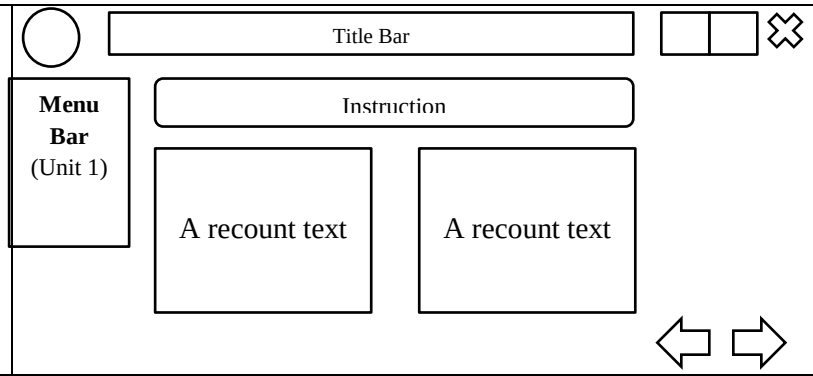
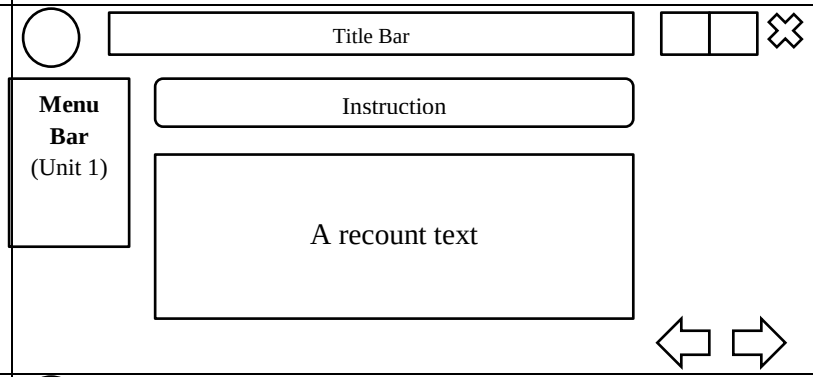
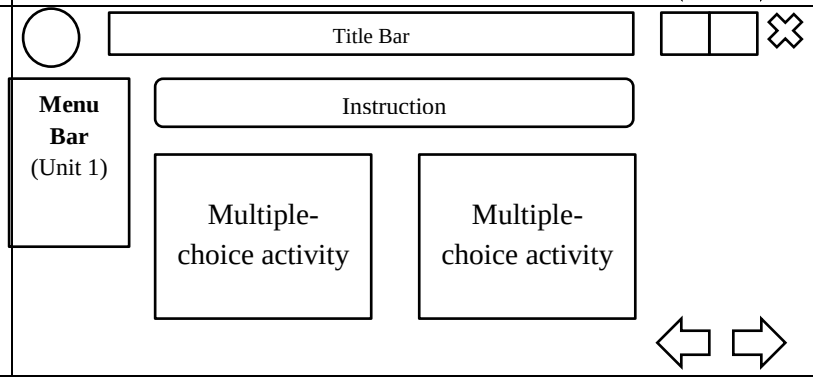
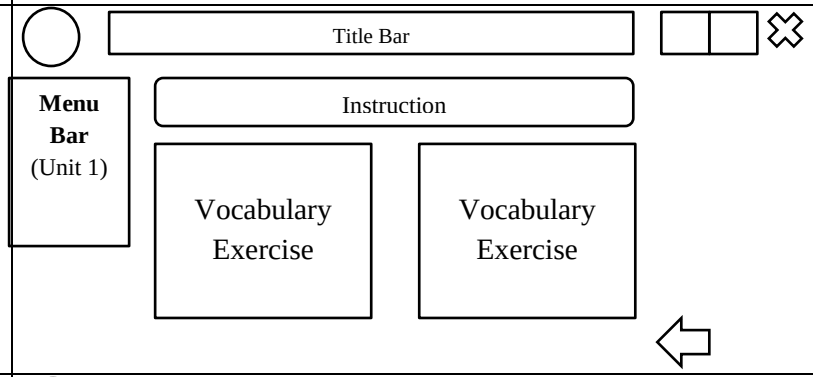
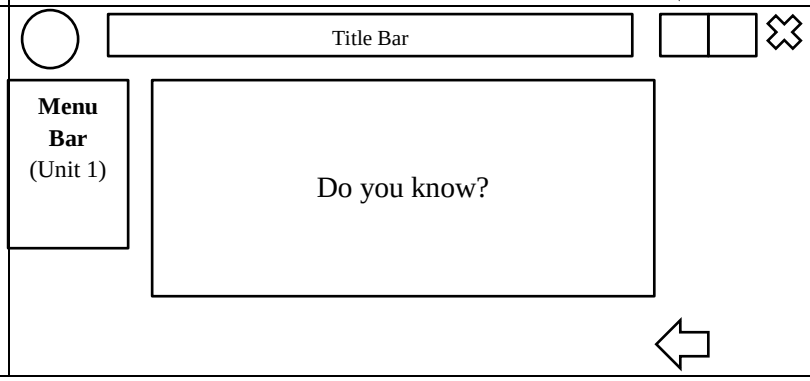
Slide 12 References (Page 3)		The sources of the materials are displayed in this scene.

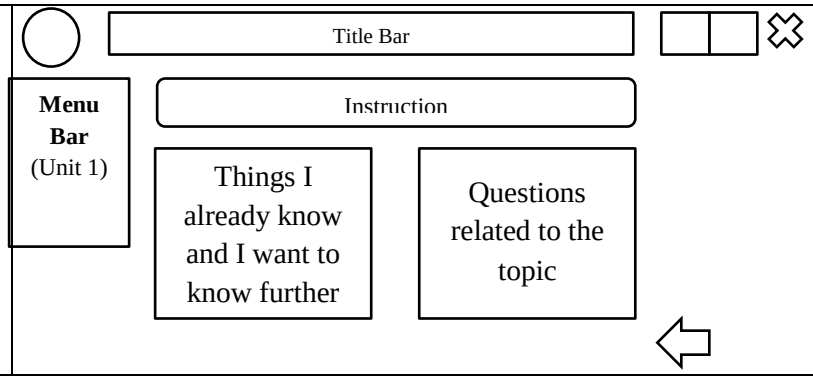
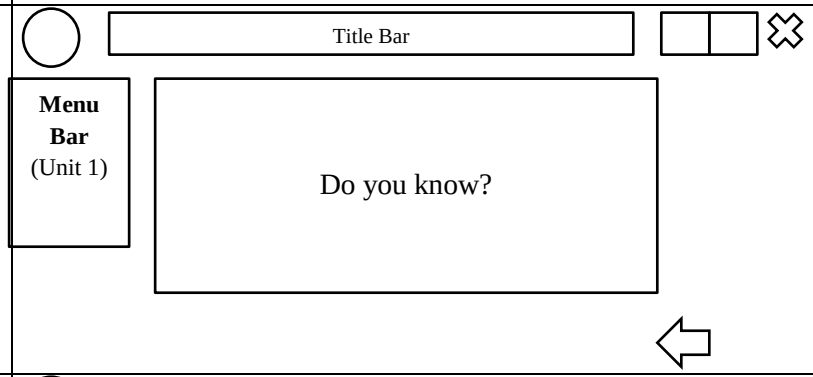
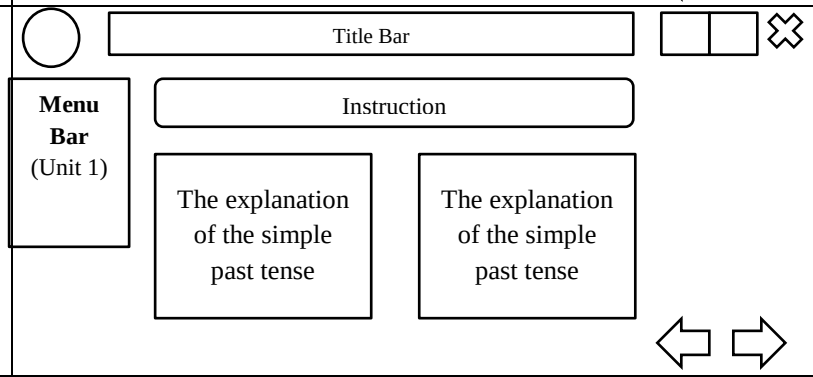
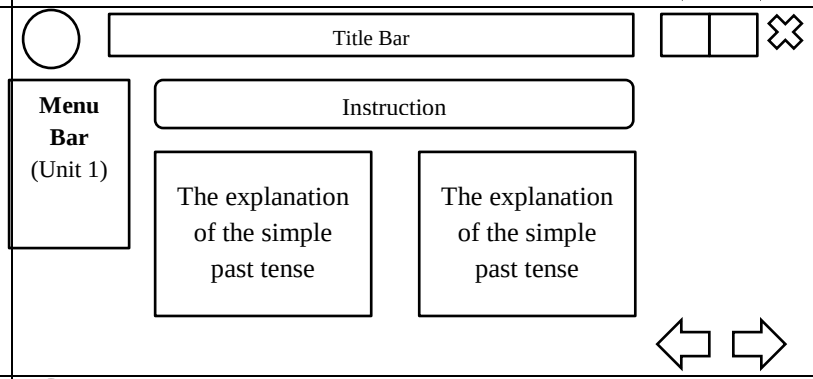
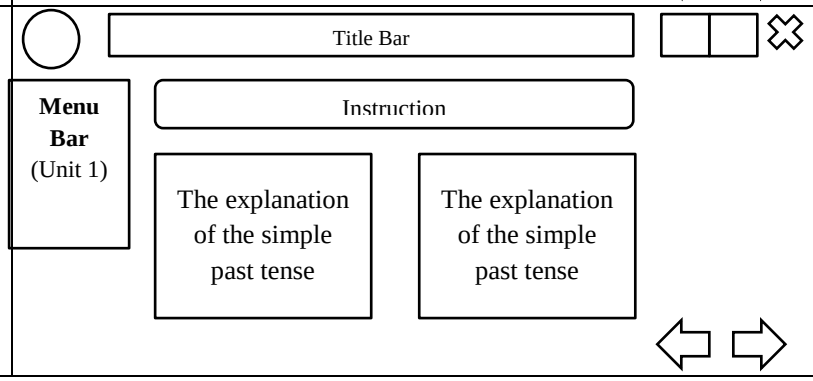
STORYBOARDING

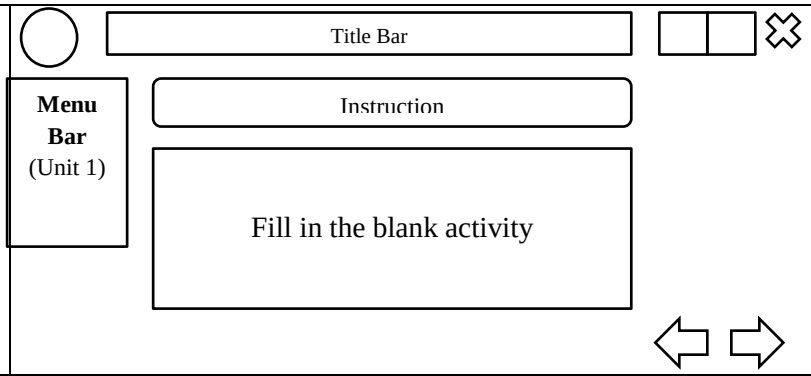
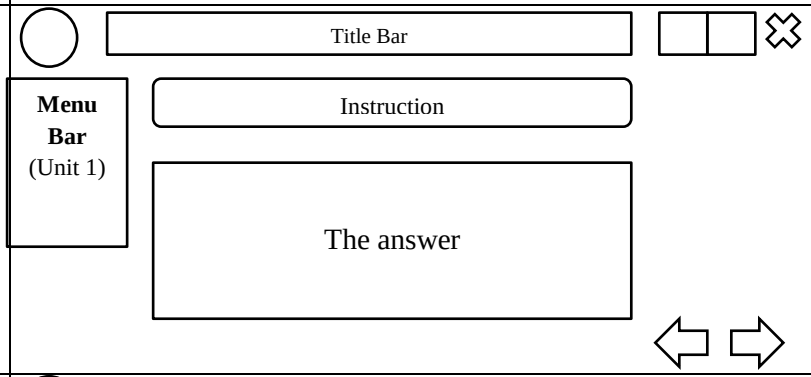
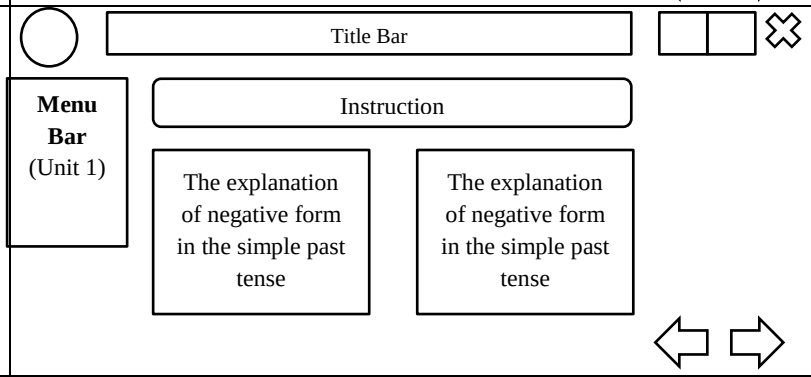
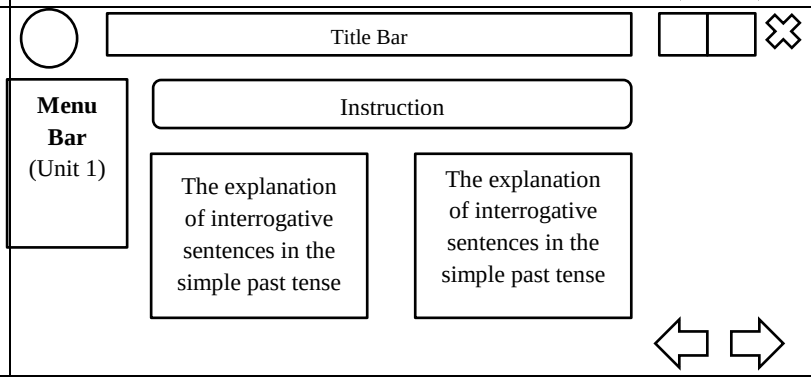
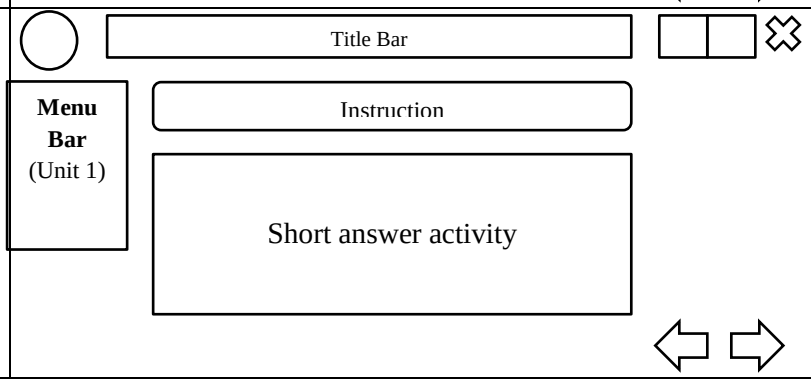
UNIT 1 – MY WONDERFUL EXPERIENCES

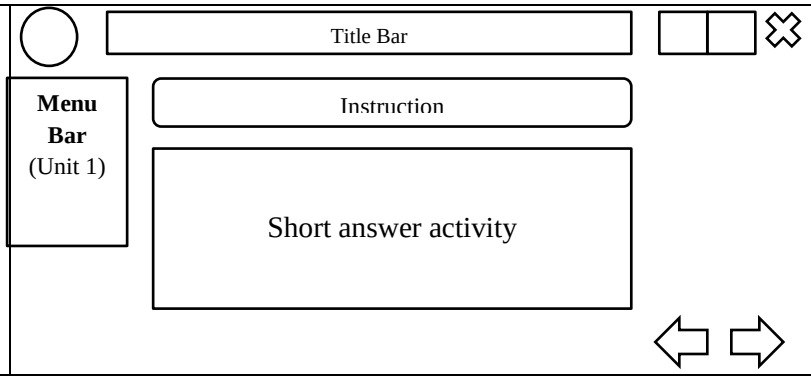
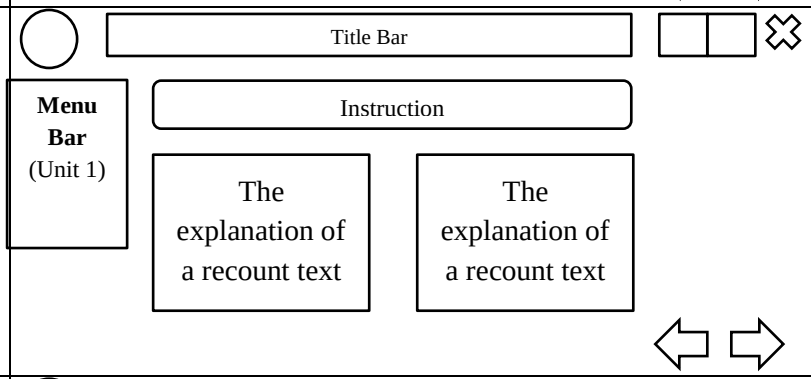
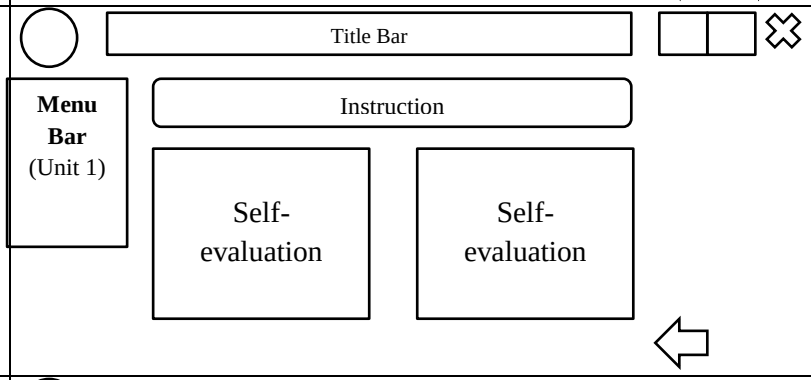
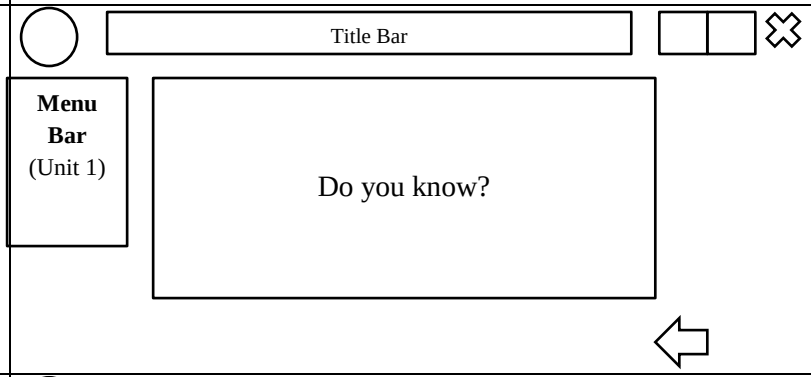
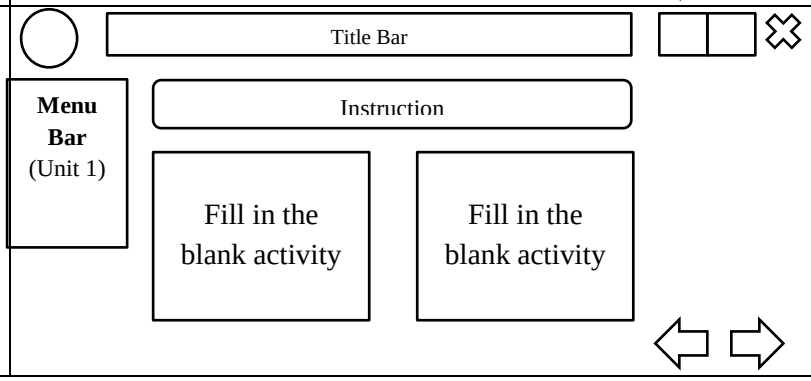
Scene	Visual	Explanation
Slide 1 Cover		The learning objectives of Unit 1 are clearly explained in this scene
Slide 2 Do you know? (Lead-in)		The information of English language learning is displayed in this scene.
Slide 3 Lead-in (Page 1)		The users read a conversation that will lead them to the topic discussed.
Slide 4 Lead-in (Page 2)		The users read a conversation that will lead them to the topic discussed.
Slide 5 Lead-in (Page 3)		The users read a conversation that will lead them to the topic discussed.

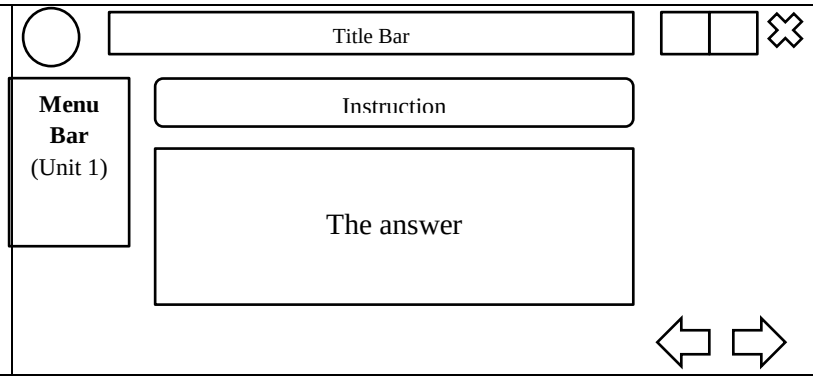
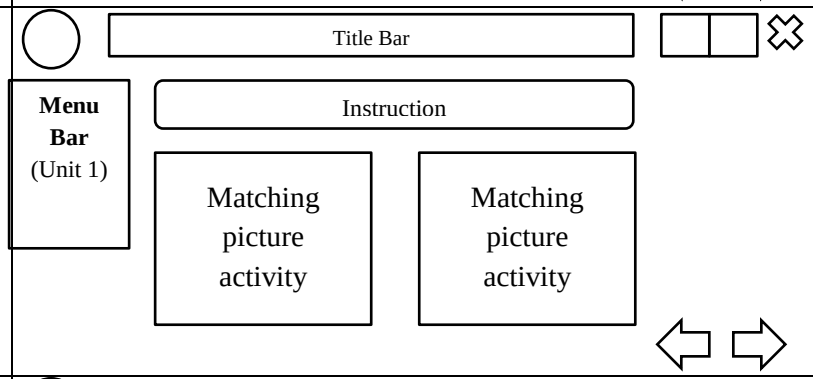
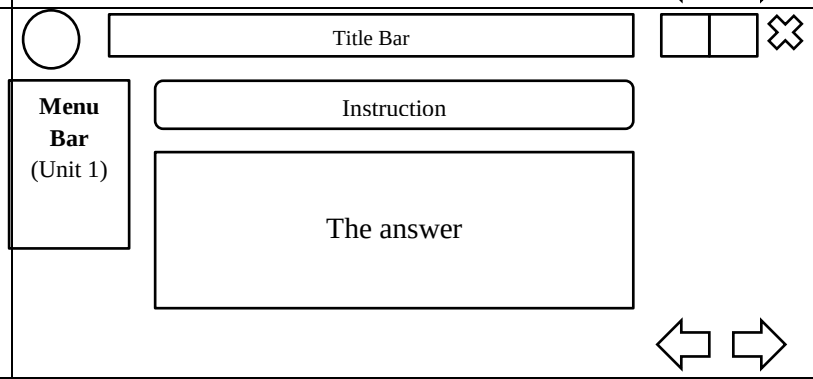
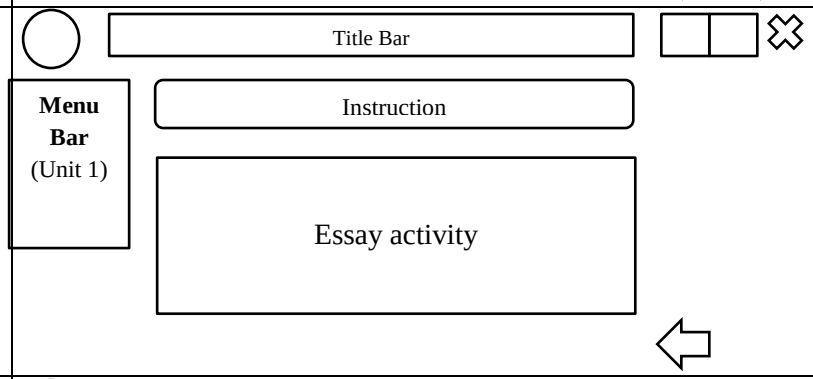
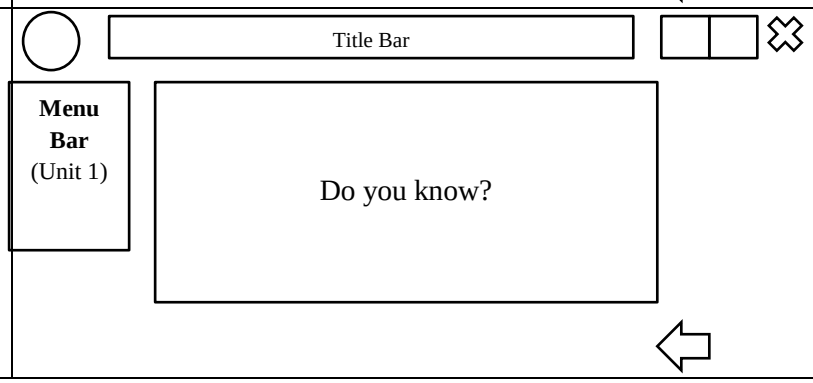
Slide 6 Lead-in (Page 4)		The users read a conversation and answer some questions that will lead them to the topic discussed.
Slide 7 Do you know? (Observing)		The information of English language learning is displayed in this scene.
Slide 8 Observing (Page 1)		The users read a recount text carefully.
Slide 9 Observing (Page 2)		The users read a recount text carefully.
Slide 10 Observing (Page 3)		The users read a recount text carefully.

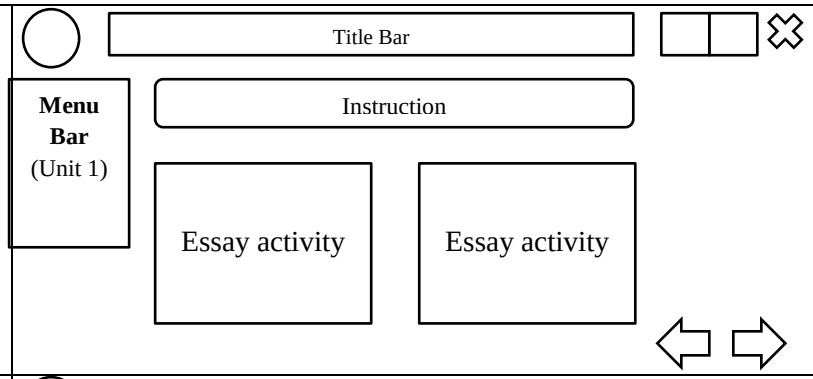
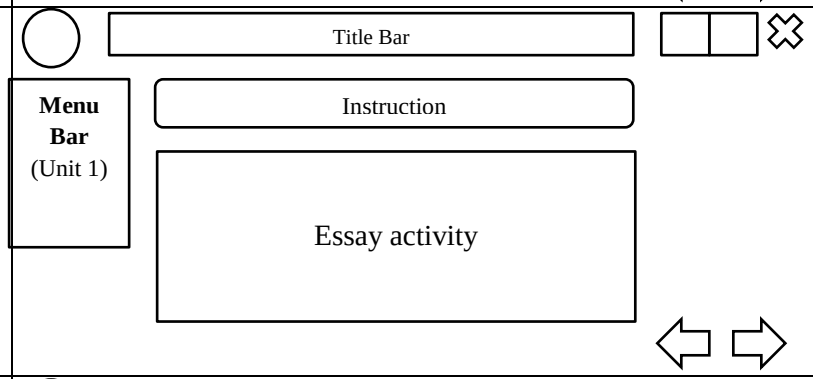
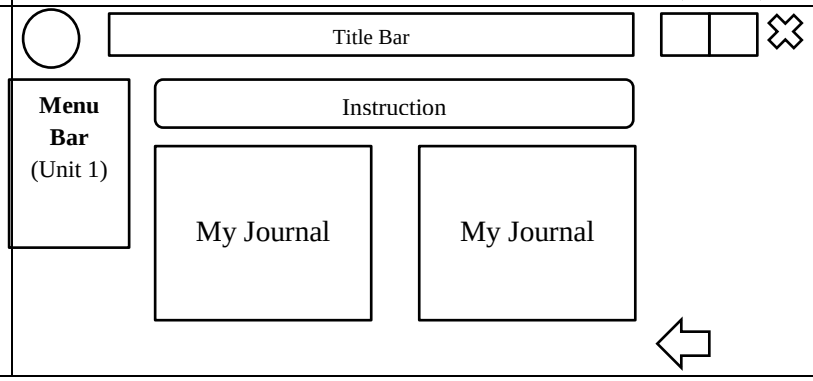
Slide 11 Observing (Page 4)		The users read a recount text carefully.
Slide 12 Observing (Page 5)		The users read a recount text carefully.
Slide 13 Observing (Page 6)		The users choose the correct statements based on the previous text. If they want to check their answers, they just click the 'Submit' button.
Slide 14 Observing (Page 7)		The users do a vocabulary exercise.
Slide 15 Do you know? (Questioning)		The information of English language learning is displayed in this scene.

Slide 16 Questioning		The users list things they already know from reading the previous task and list things they want to know further.
Slide 17 Do you know? (Collecting Information)		The information of English language learning is displayed in this scene.
Slide 18 Collecting Information (Page 1)		The users read the explanation of the simple past tense.
Slide 19 Collecting Information (Page 2)		The users read the explanation of regular and irregular verbs.
Slide 20 Collecting Information (Page 3)		The users read the explanation of regular and irregular verbs.

Slide 21 Collecting Information (Page 4)		The users complete a text with the correct verbs.
Slide 22 Collecting Information (Page 5)		It presents the answer of the previous task.
Slide 23 Collecting Information (Page 6)		The users read the explanation of negative form in the simple past tense.
Slide 24 Collecting Information (Page 7)		The users read the explanation of interrogative sentences in the simple past tense.
Slide 25 Collecting Information (Page 8)		The users complete some conversations to make good interrogative sentences and good statements.

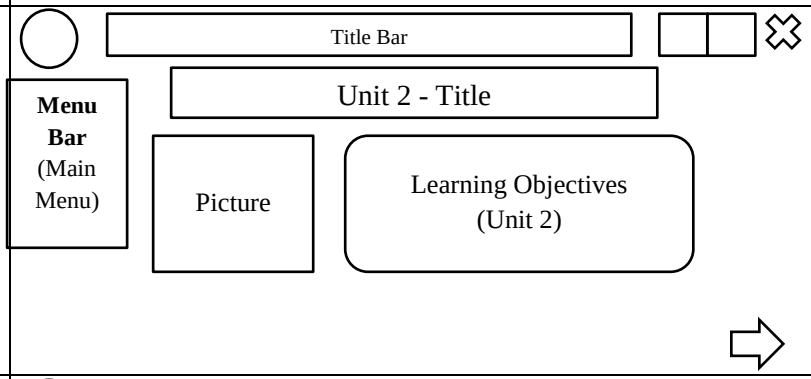
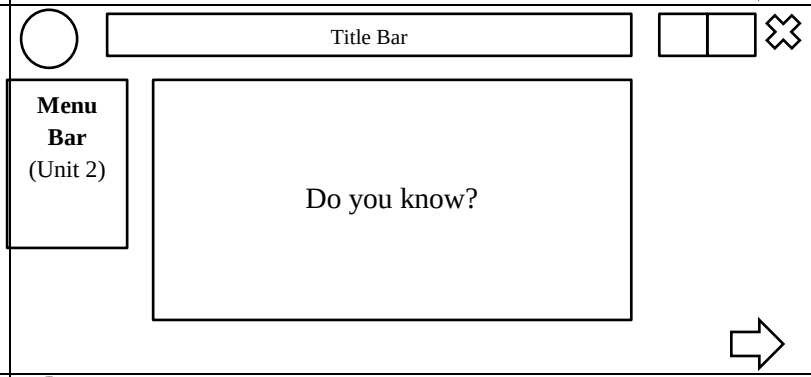
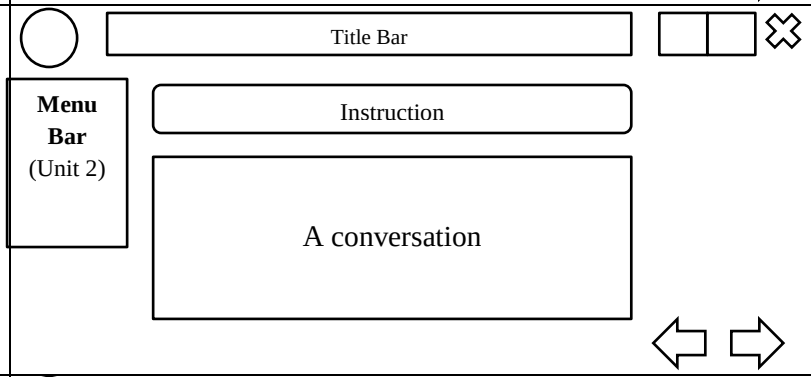
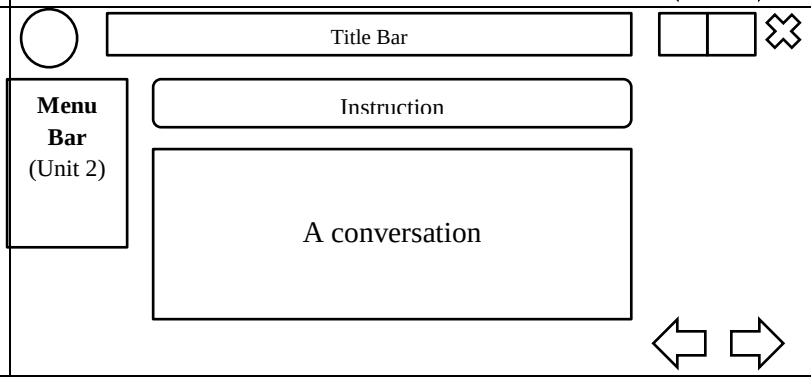
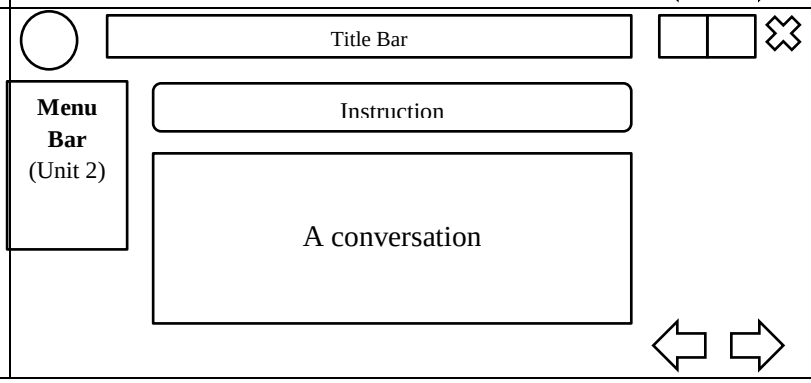
Slide 26 Collecting Information (Page 9)		The users complete some conversations to make good interrogative sentences and good statements.
Slide 27 Collecting Information (Page 10)		The users read the explanation of a recount text and its language features.
Slide 28 Collecting Information (Page 11)		The users do self-evaluation of the materials.
Slide 29 Do you know? (Associating)		The information of English language learning is displayed in this scene.
Slide 30 Associating (Page 1)		The users complete a text by changing the simple present tense into the simple past tense.

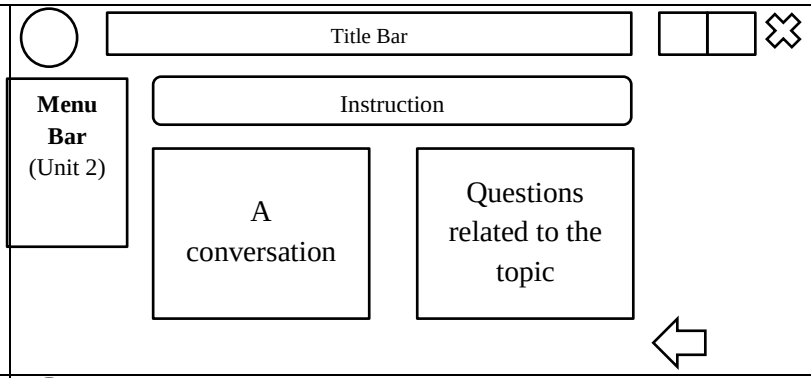
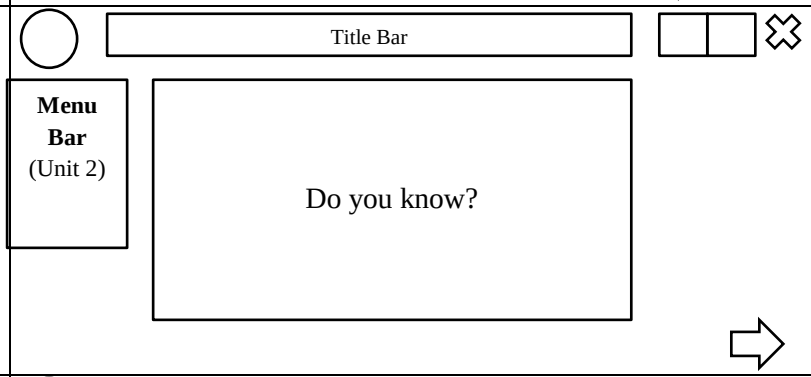
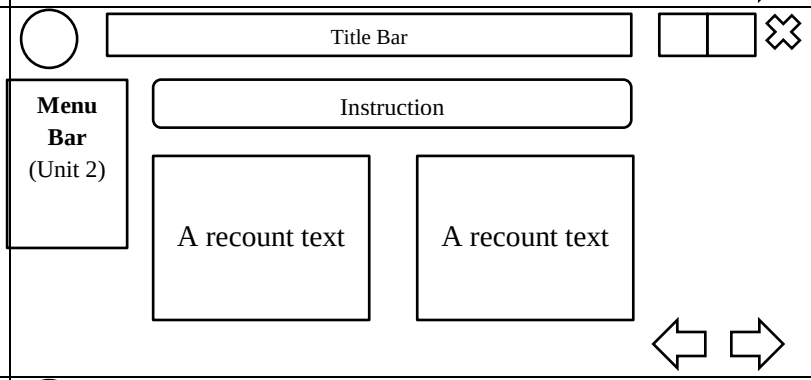
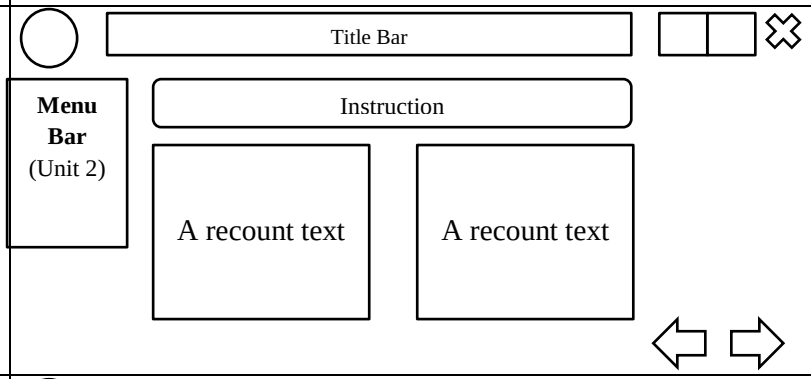
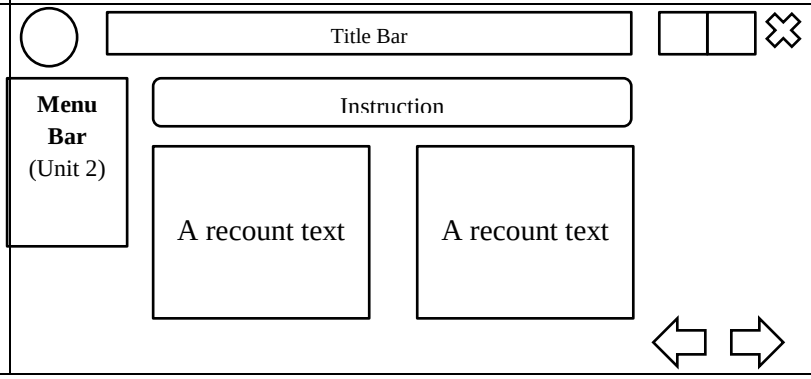
Slide 31 Associating (Page 2)		It presents the answer of the previous task.
Slide 32 Associating (Page 3)		The users match the pictures with the statements based on the clues given.
Slide 33 Associating (Page 4)		It presents the answer of the previous task.
Slide 34 Associating (Page 5)		The users continue writing a story based on the previous paragraph.
Slide 35 Do you know? (Communicating)		The information of English language learning is displayed in this scene.

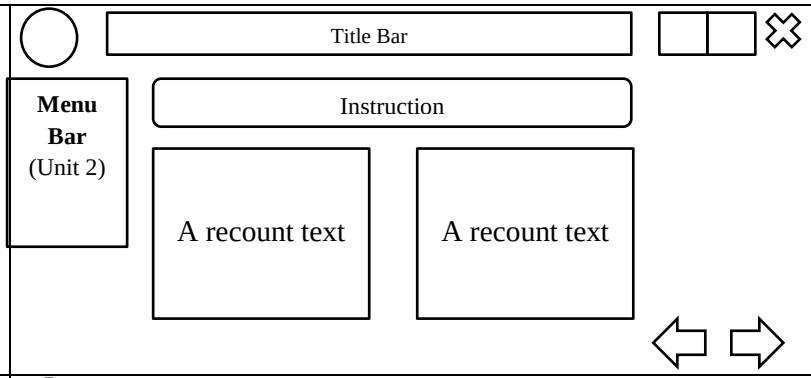
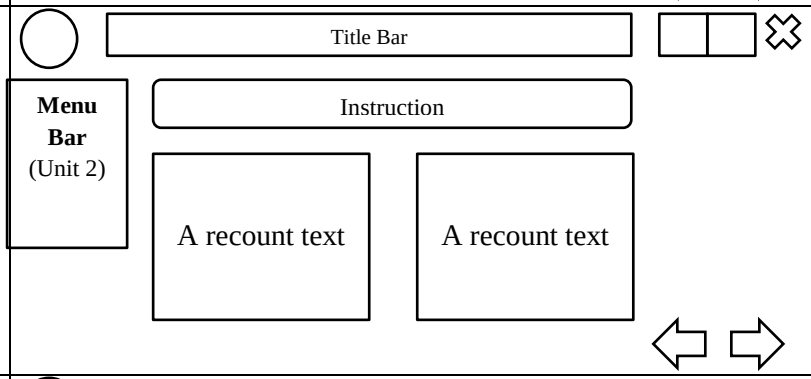
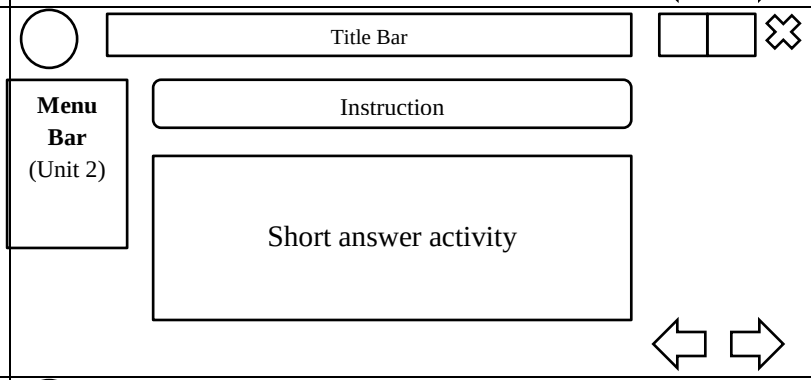
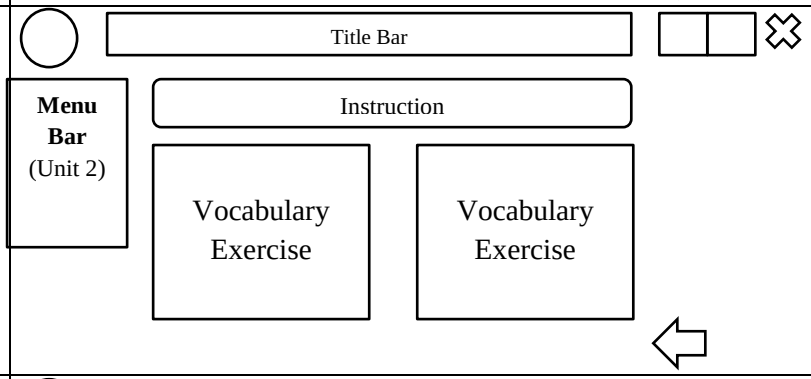
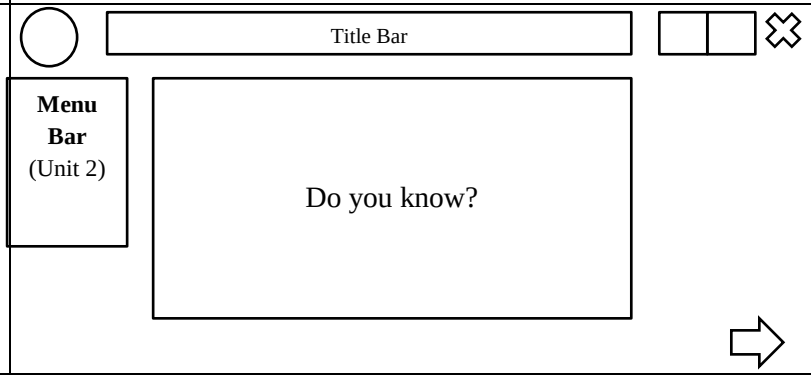
Slide 36 Communicating (Page 1)		The users write an e-mail based on the pictures and guided questions provided.
Slide 37 Communicating (Page 2)		The users write an e-mail about their past experiences to their friend.
Slide 38 Communicating (Page 3)		The users write reflection from the whole teaching-learning process.

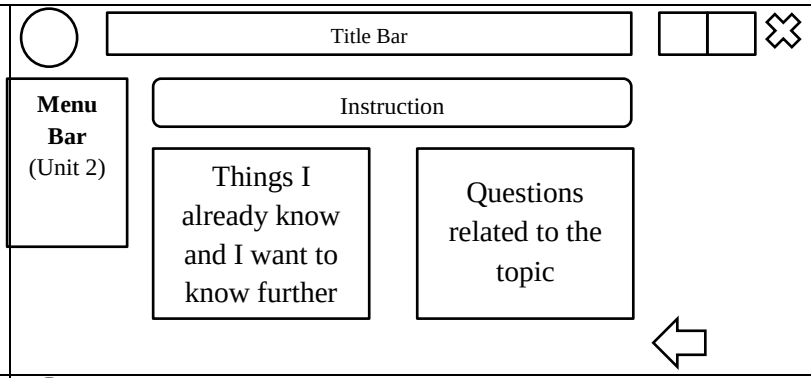
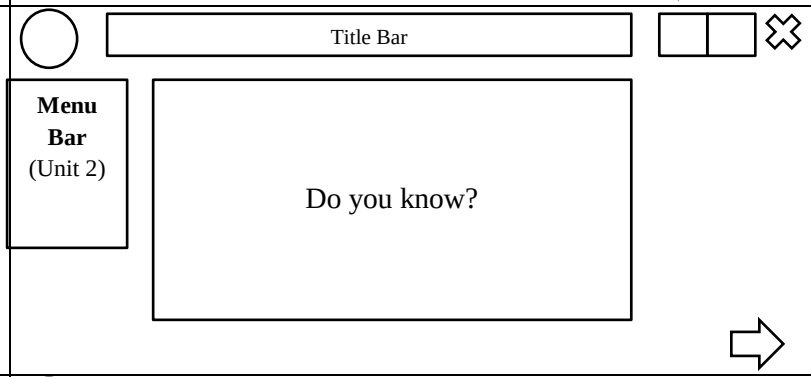
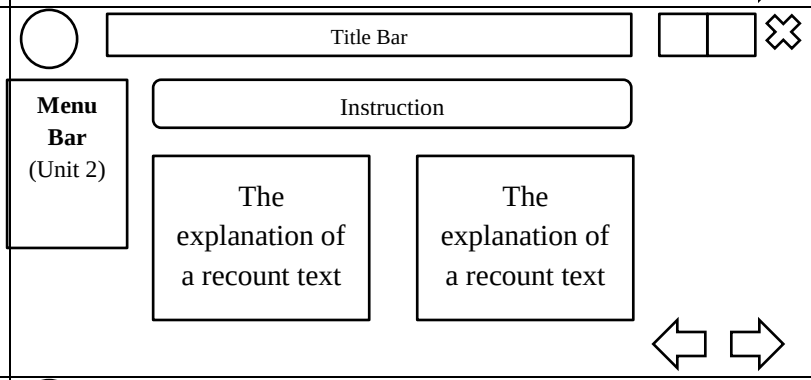
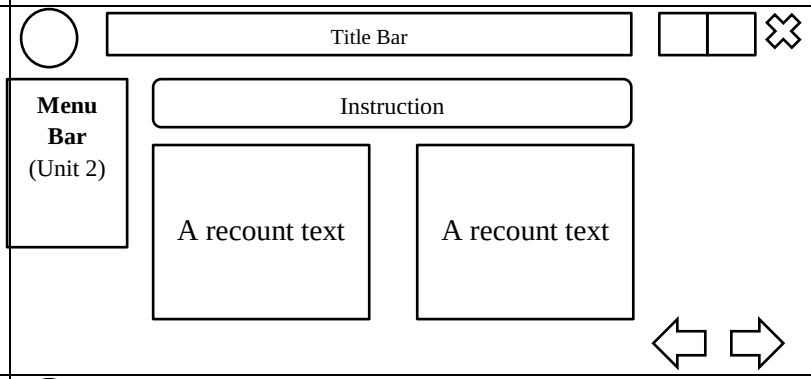
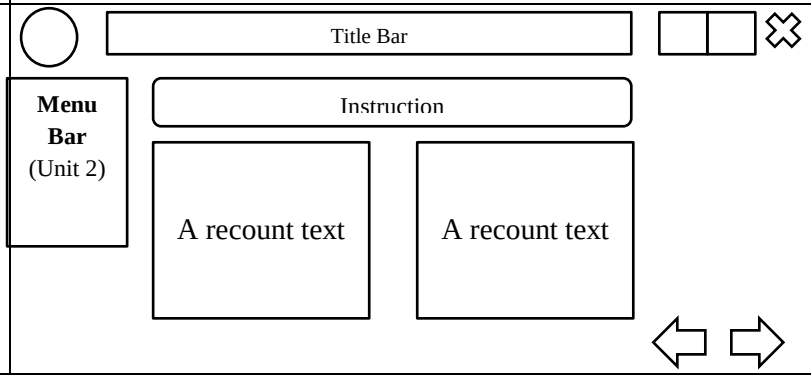
STORYBOARDING

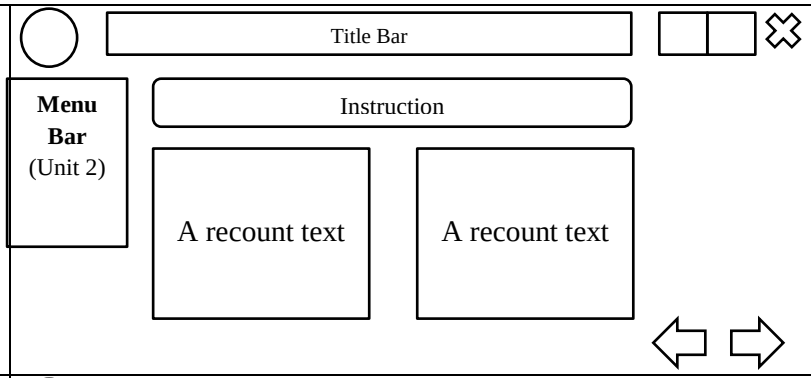
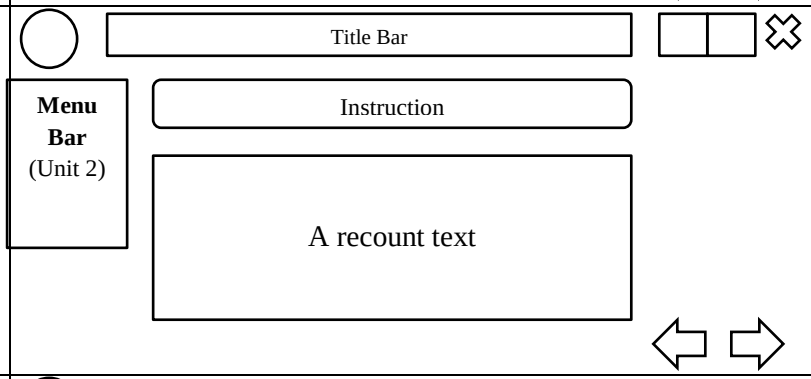
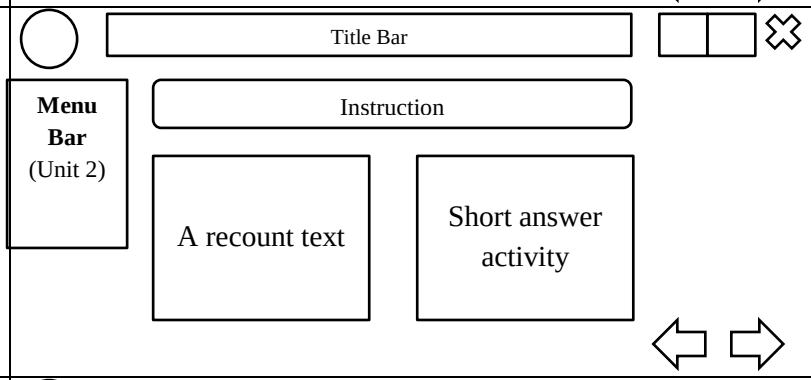
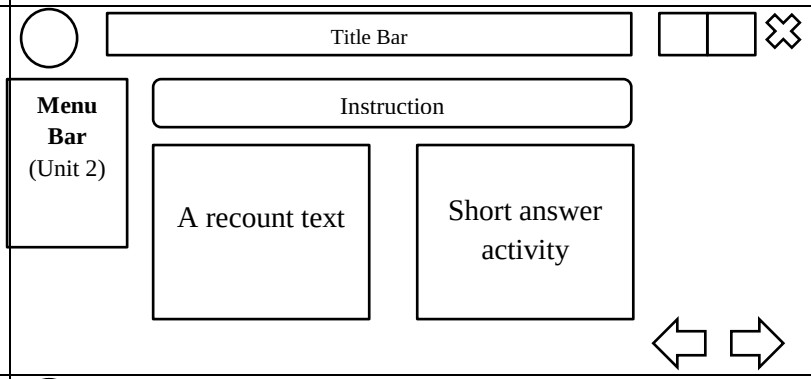
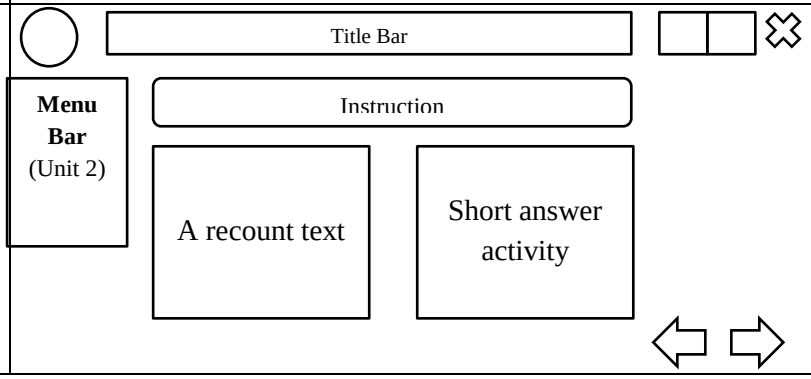
UNIT 2 – 15 DAYS TRAVELLING INDONESIA

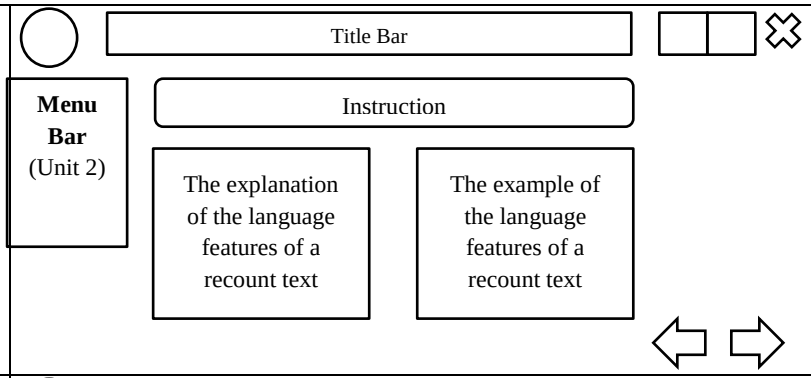
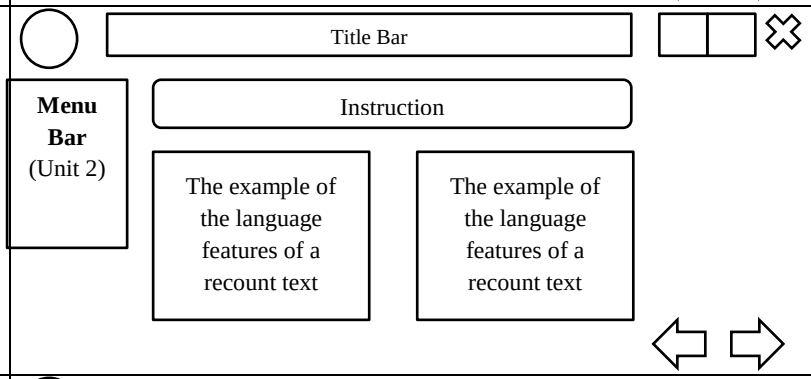
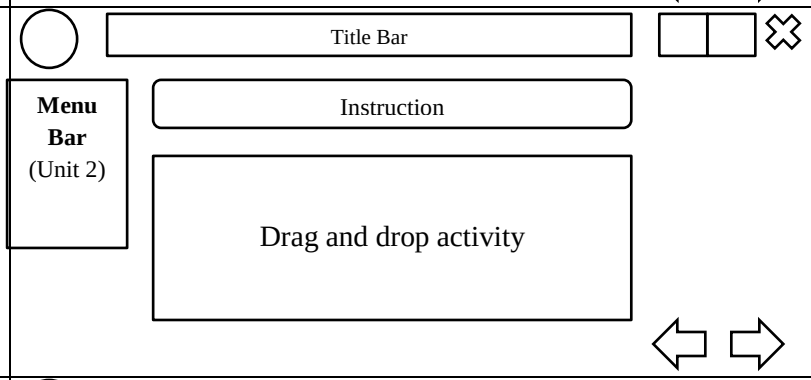
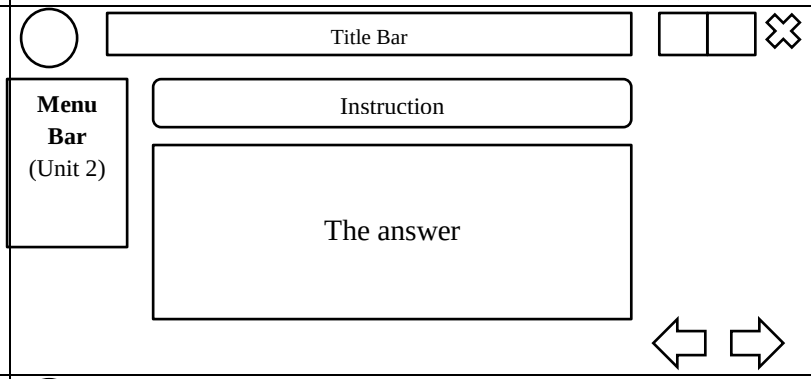
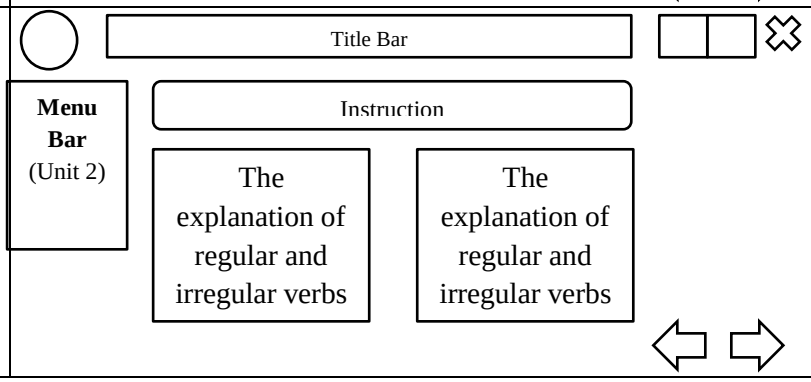
Scene	Visual	Explanation
Slide 1 Cover		The learning objectives of Unit 2 are clearly explained in this scene
Slide 2 Do you know? (Lead-in)		The information of interesting places in Indonesia is displayed in this scene.
Slide 3 Lead-in (Page 1)		The users read a conversation that will lead them to the topic discussed.
Slide 4 Lead-in (Page 2)		The users read a conversation that will lead them to the topic discussed.
Slide 5 Lead-in (Page 3)		The users read a conversation that will lead them to the topic discussed.

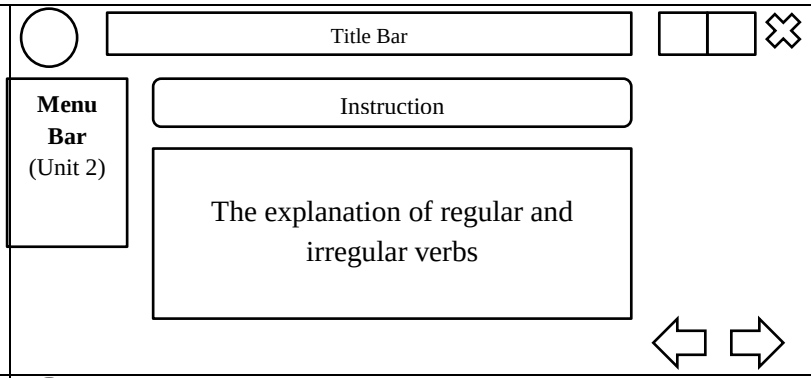
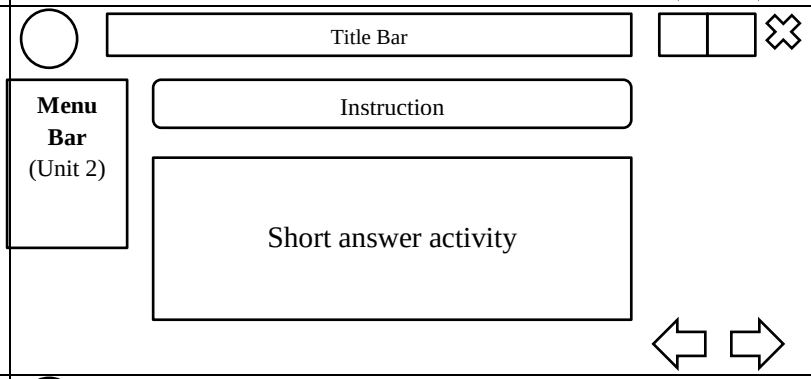
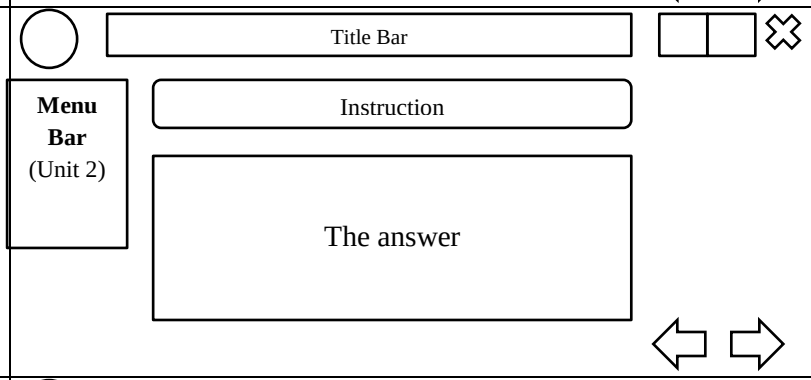
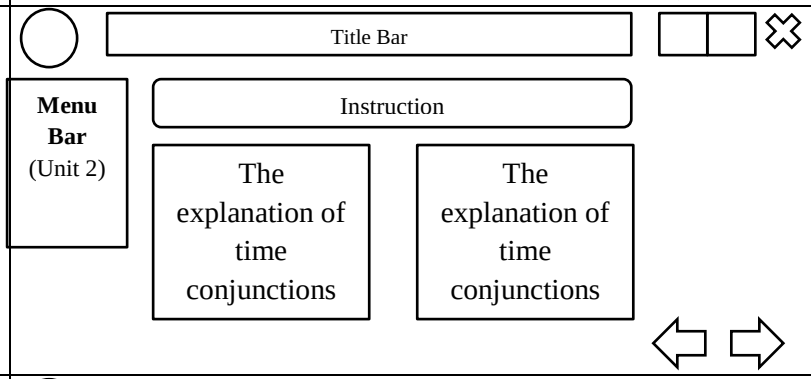
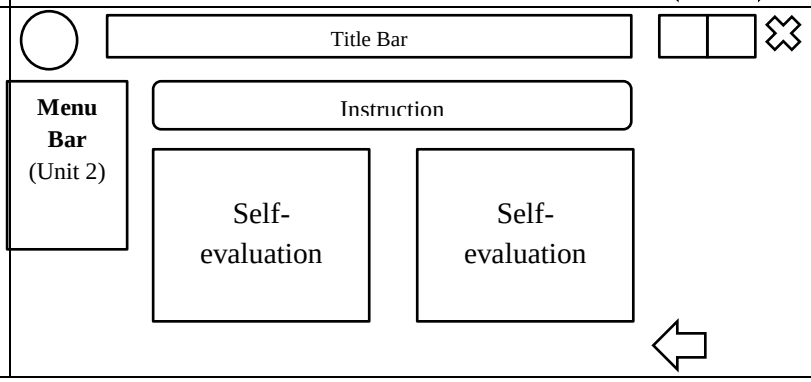
Slide 6 Lead-in (Page 4)		The users read a conversation and answer some questions that will lead them to the topic discussed.
Slide 7 Do you know? (Observing)		The information of interesting places in Indonesia is displayed in this scene.
Slide 8 Observing (Page 1)		The users read a recount text carefully.
Slide 9 Observing (Page 2)		The users read a recount text carefully.
Slide 10 Observing (Page 3)		The users read a recount text carefully.

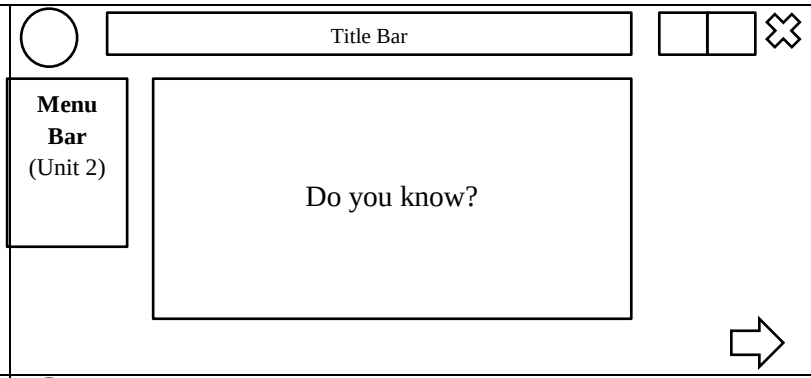
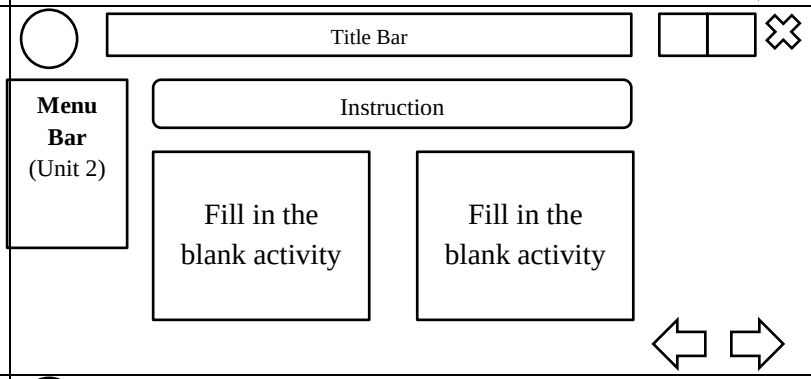
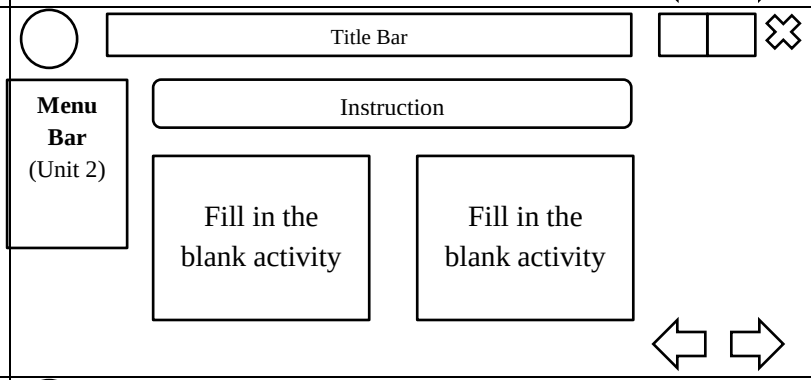
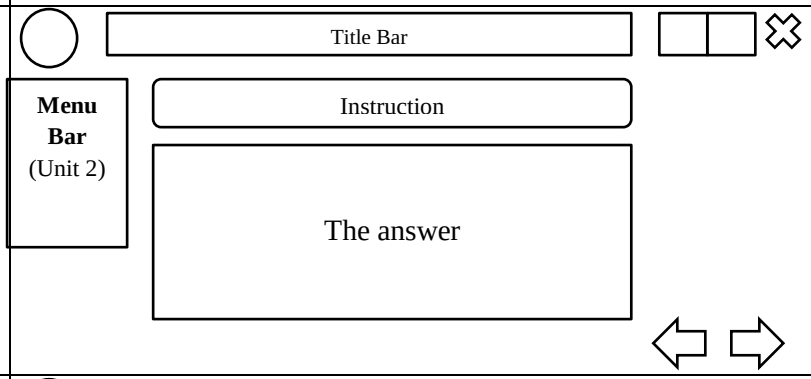
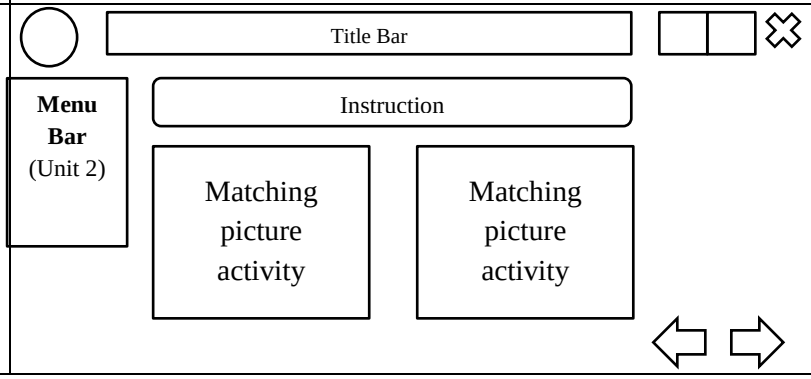
Slide 11 Observing (Page 4)		The users read a recount text carefully.
Slide 12 Observing (Page 5)		The users read a recount text carefully.
Slide 13 Observing (Page 6)		The users answer some questions based on the previous text.
Slide 14 Observing (Page 7)		The users do a vocabulary exercise.
Slide 15 Do you know? (Questioning)		The information of interesting places in Indonesia is displayed in this scene.

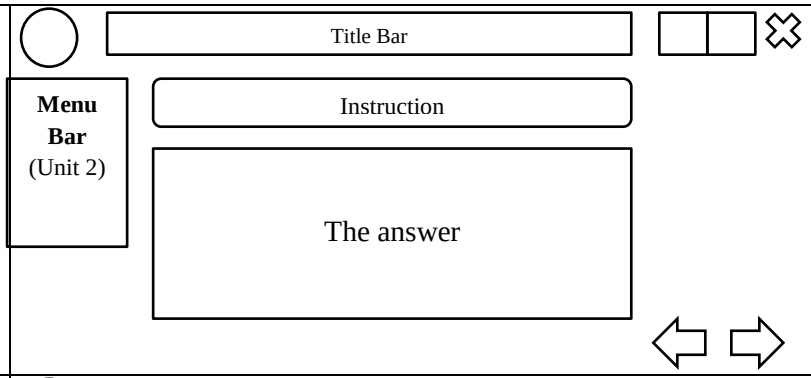
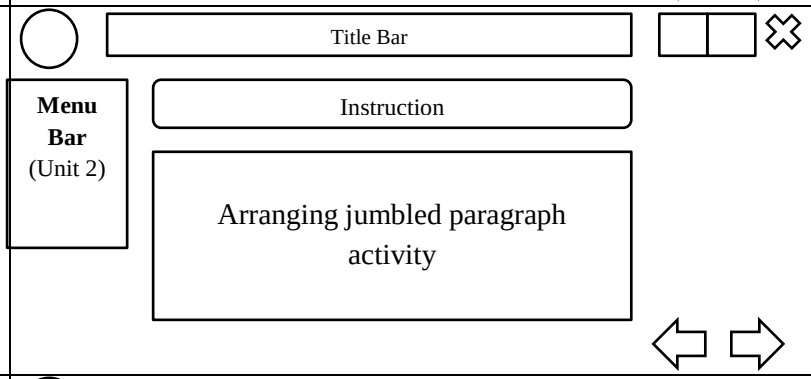
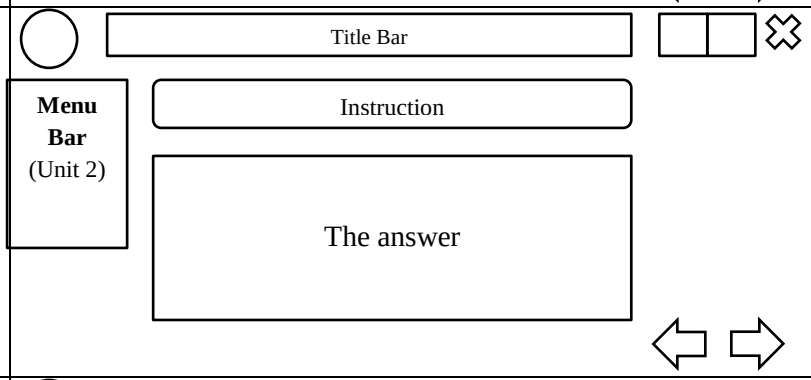
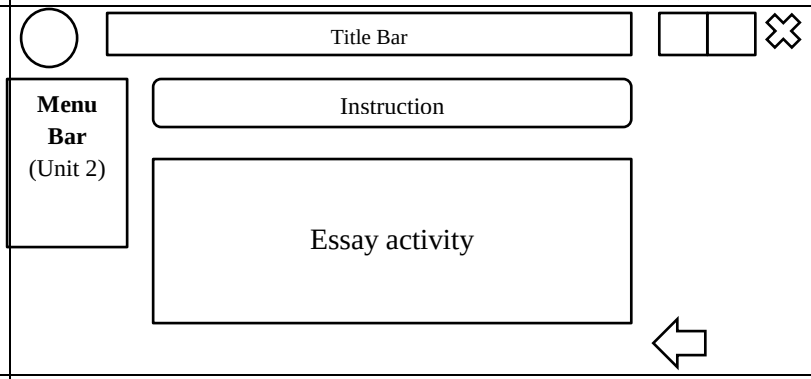
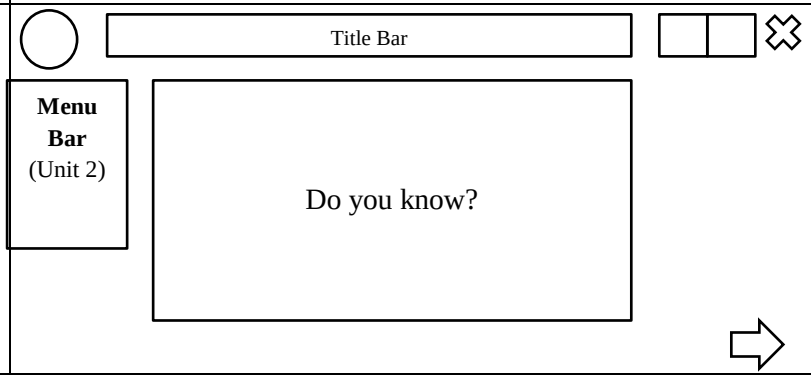
Slide 16 Questioning		The users list things they already know from reading the previous task and list things they want to know further.
Slide 17 Do you know? (Collecting Information)		The information of interesting places in Indonesia is displayed in this scene.
Slide 18 Collecting Information (Page 1)		The users read the explanation of a recount text.
Slide 19 Collecting Information (Page 2)		The users read a recount text carefully.
Slide 20 Collecting Information (Page 3)		The users read a recount text carefully.

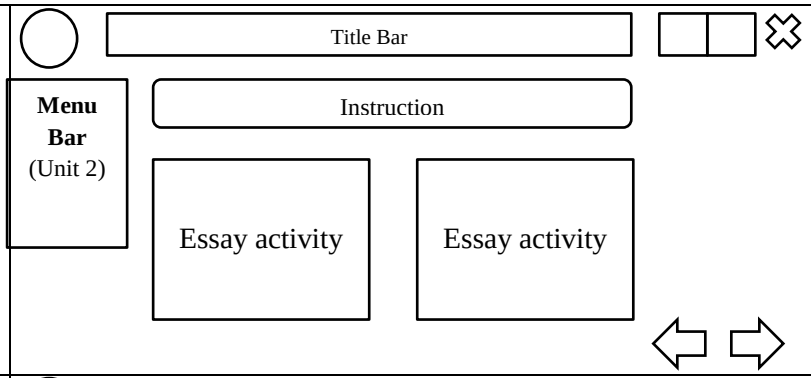
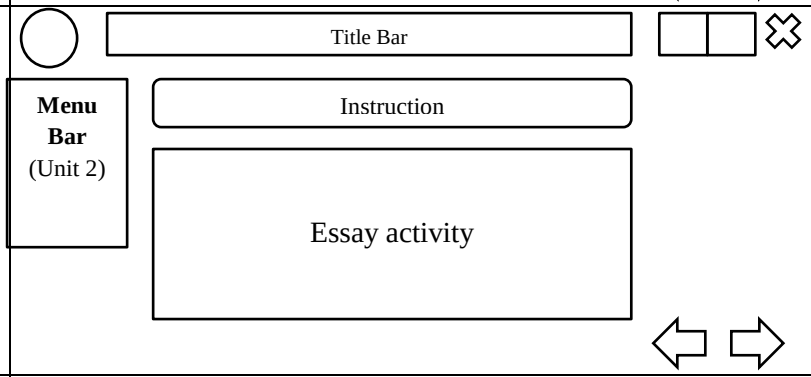
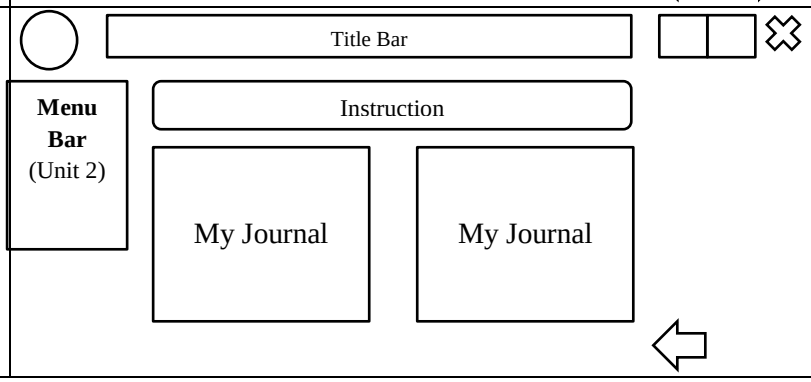
Slide 21 Collecting Information (Page 4)		The users read a recount text carefully.
Slide 22 Collecting Information (Page 5)		The users read a recount text carefully.
Slide 23 Collecting Information (Page 6)		The users identify the structure of the previous text.
Slide 24 Collecting Information (Page 7)		The users identify the structure of the previous text.
Slide 25 Collecting Information (Page 8)		The users identify the structure of the previous text.

Slide 26 Collecting Information (Page 9)		The users learn about the language features of a recount text.
Slide 27 Collecting Information (Page 10)		The users learn about the language features of a recount text.
Slide 28 Collecting Information (Page 11)		The users complete the text with the suitable words.
Slide 29 Collecting Information (Page 12)		It presents the answer of the previous task.
Slide 30 Collecting Information (Page 13)		The users read the explanation of regular and irregular verbs.

Slide 31 Collecting Information (Page 14)		The users read the explanation of regular and irregular verbs.
Slide 32 Collecting Information (Page 15)		The users change the verbs from the simple present tense into the simple past tense and then find the meaning of the verbs.
Slide 33 Collecting Information (Page 16)		It presents the answer of the previous task.
Slide 34 Collecting Information (Page 17)		The users read the explanation of time conjunctions.
Slide 35 Collecting Information (Page 18)		The users do self-evaluation of the materials.

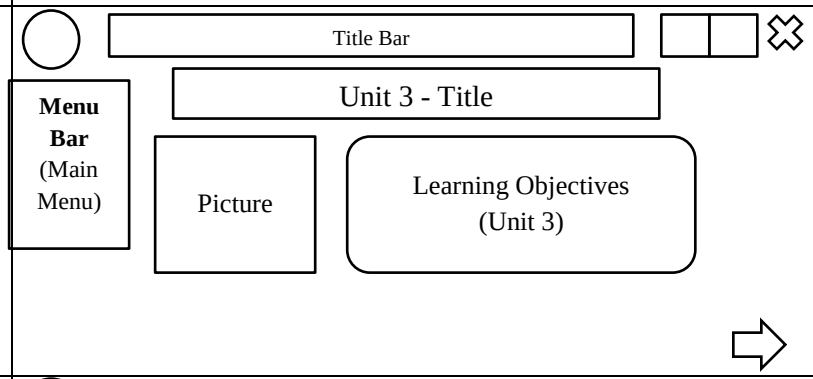
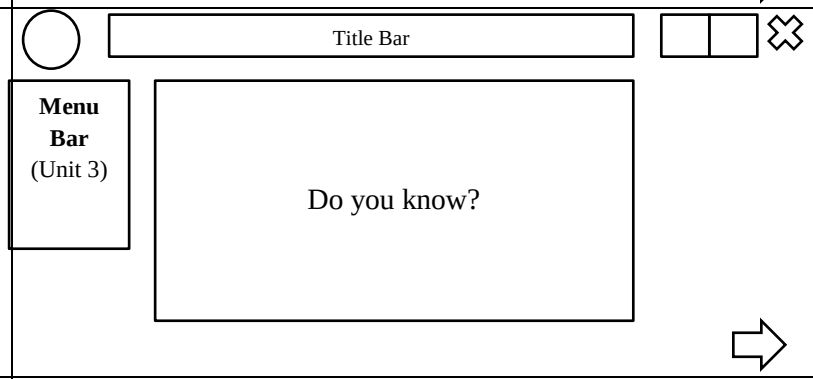
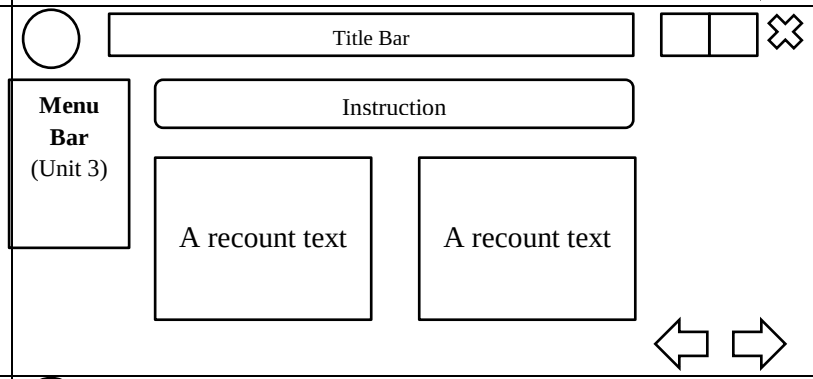
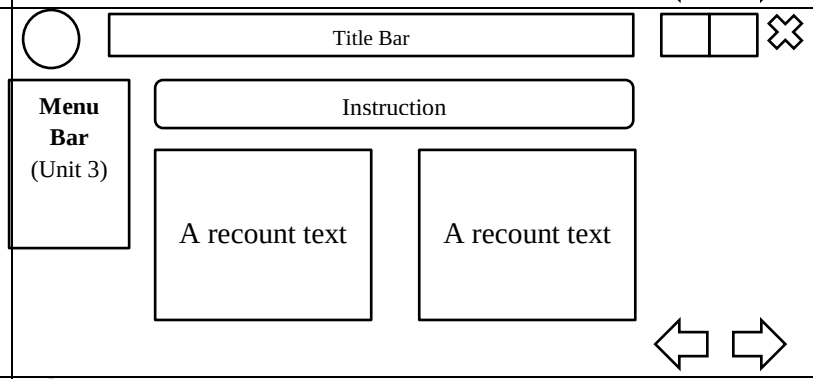
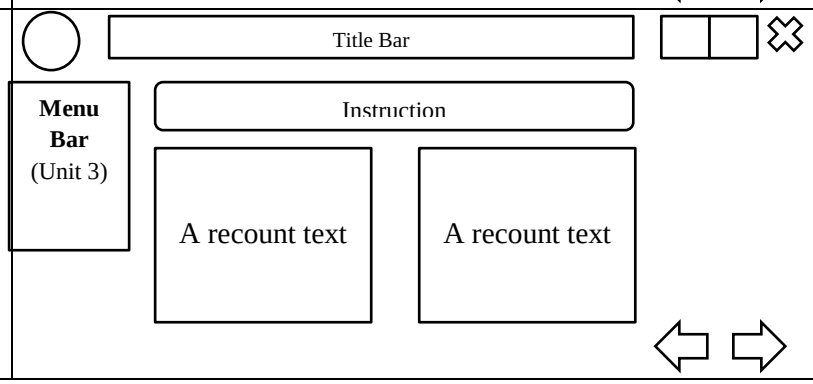
Slide 36 Do you know? (Associating)		The information of interesting places in Indonesia is displayed in this scene.
Slide 37 Associating (Page 1)		The users complete a text by changing the simple present tense into the simple past tense.
Slide 38 Associating (Page 2)		The users complete a text by changing the simple present tense into the simple past tense.
Slide 39 Associating (Page 3)		It presents the answer of the previous task.
Slide 40 Associating (Page 4)		The users match the pictures with the statements based on the clues given.

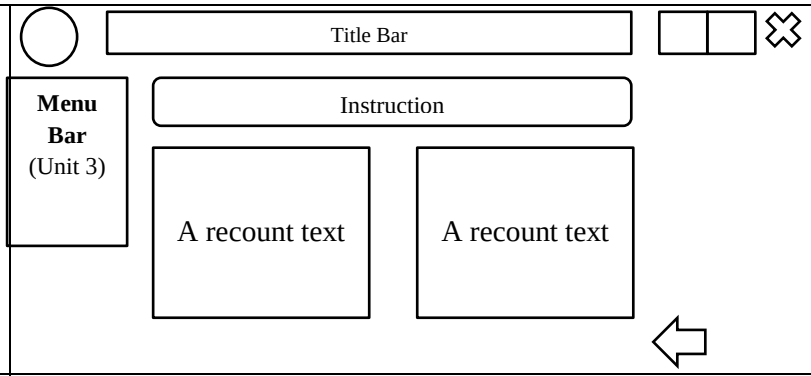
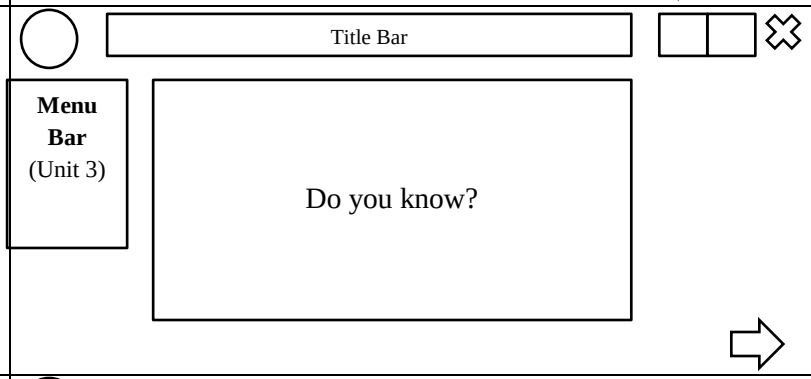
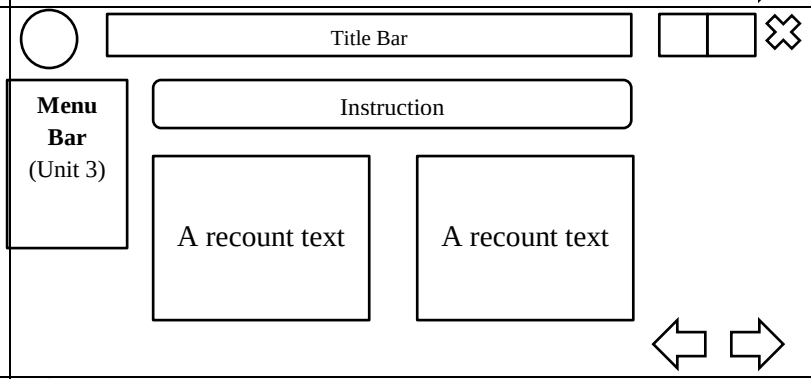
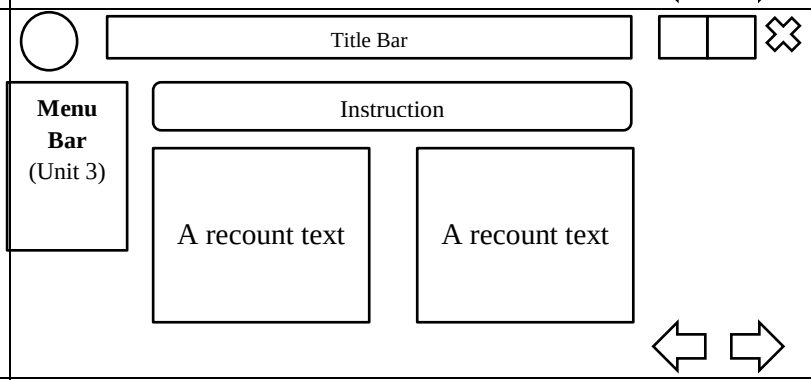
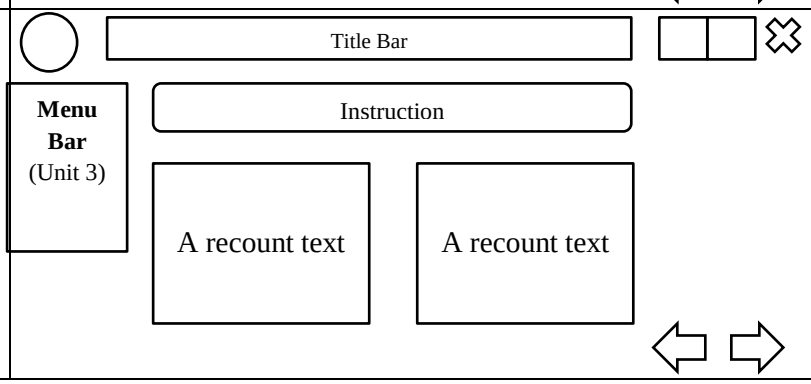
Slide 41 Associating (Page 5)		It presents the answer of the previous task.
Slide 42 Associating (Page 6)		The users arrange jumbled paragraphs into a good and meaningful text.
Slide 43 Associating (Page 7)		It presents the answer of the previous task.
Slide 44 Associating (Page 8)		The users continue writing a story based on the previous paragraph.
Slide 45 Do you know? (Communicating)		The information of interesting places in Indonesia is displayed in this scene.

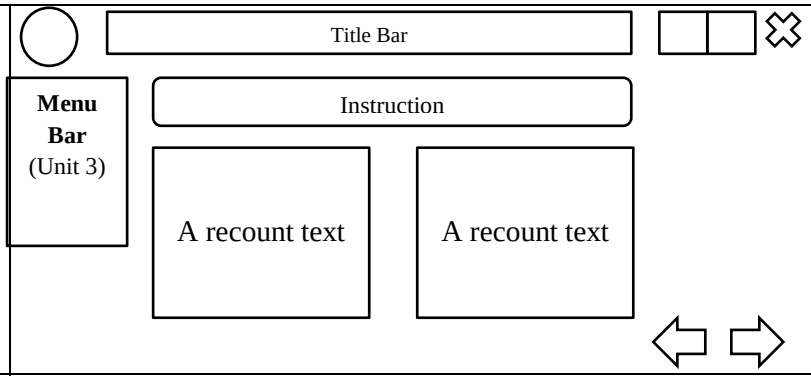
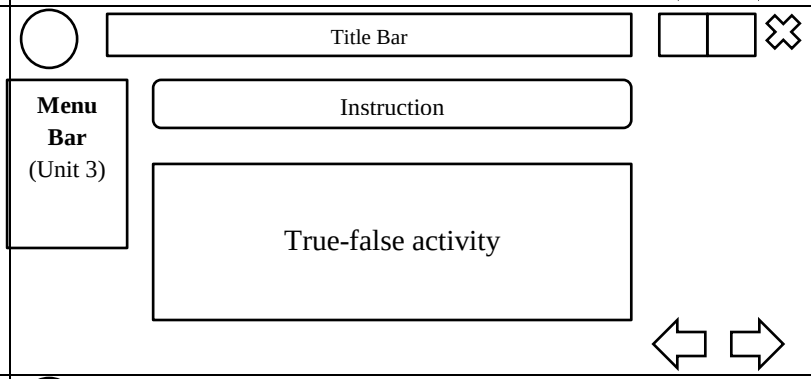
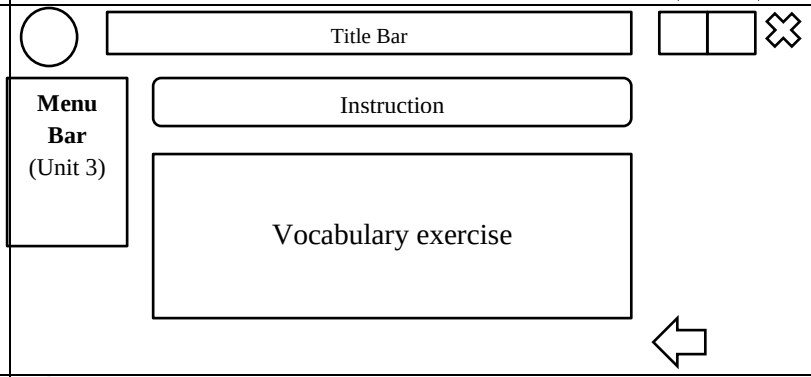
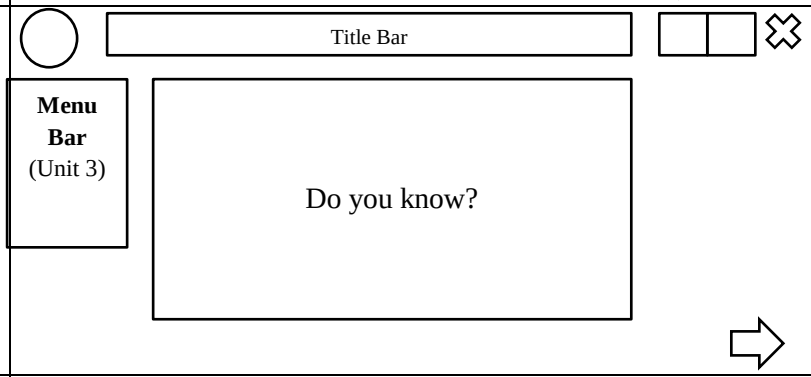
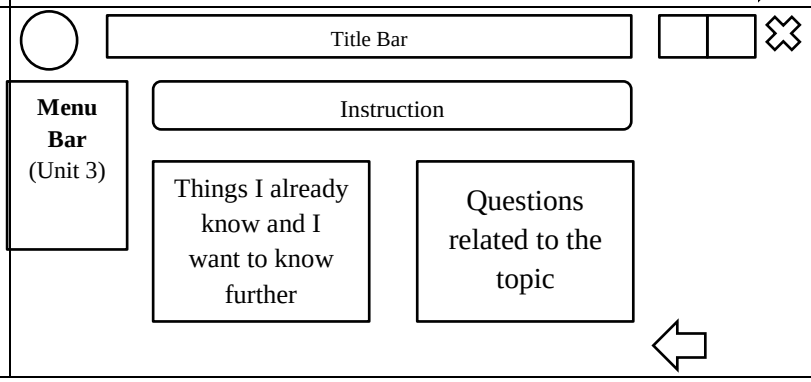
Slide 46 Communicating (Page 1)		The users work in groups of five and write at least 5 sentences about their past experiences.
Slide 47 Communicating (Page 2)		The users write a recount text based on the topic given.
Slide 48 Communicating (Page 3)		The users write reflection from the whole teaching-learning process.

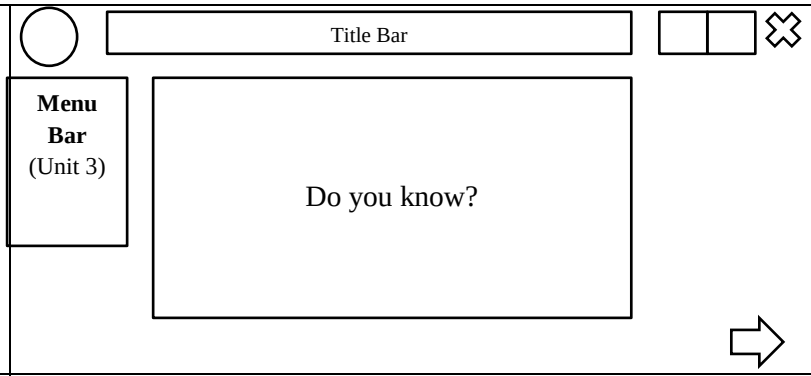
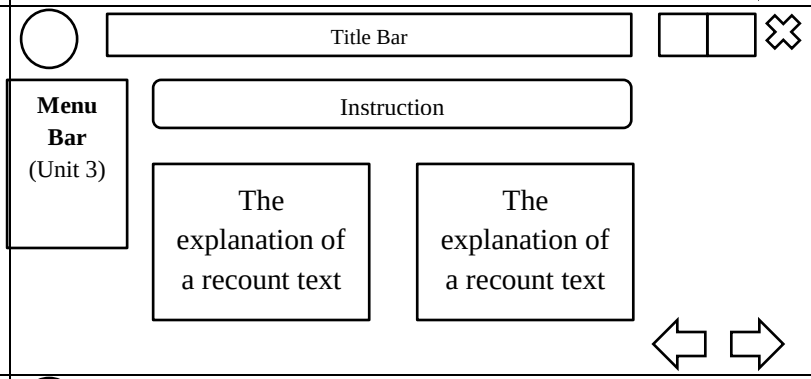
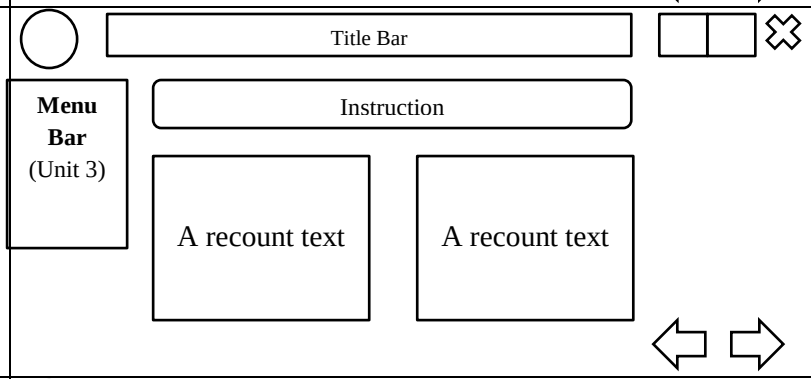
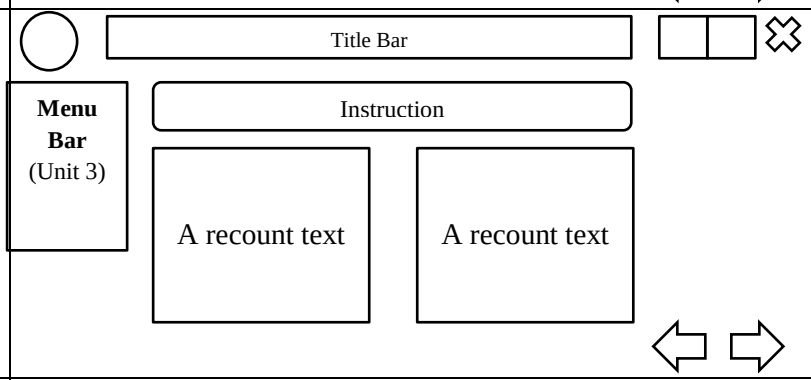
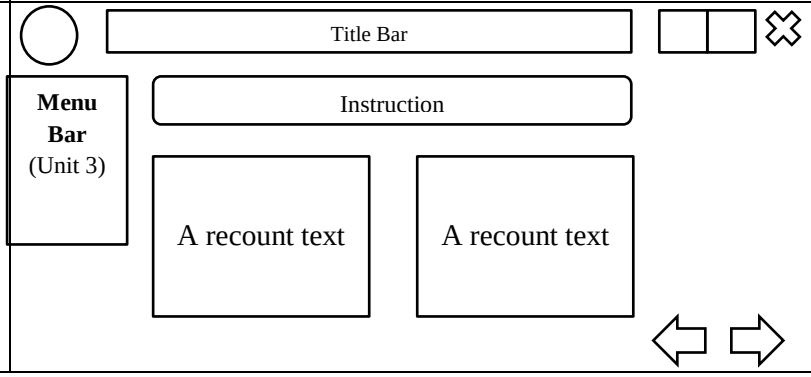
STORYBOARDING

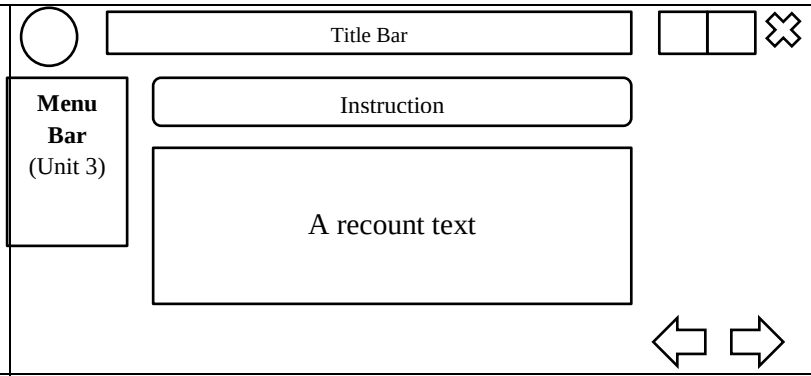
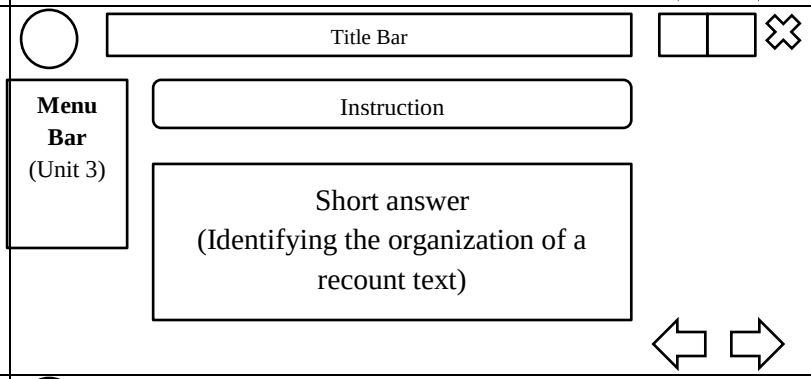
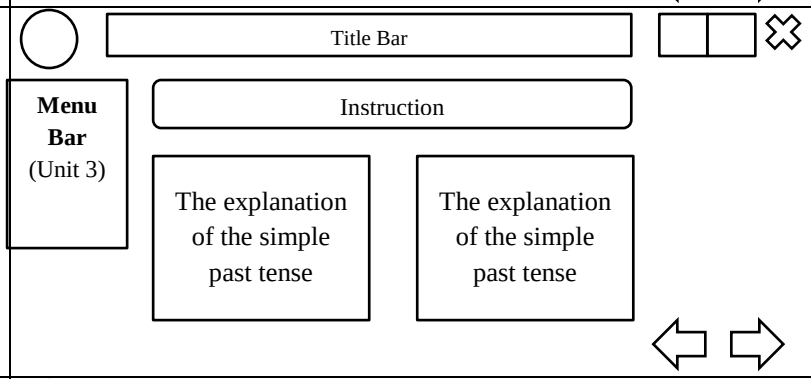
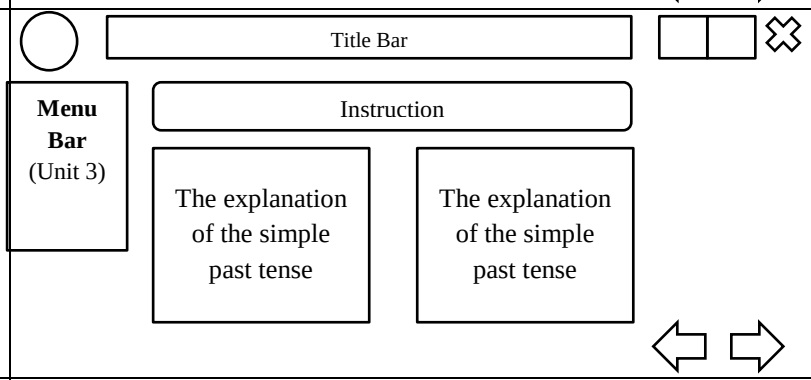
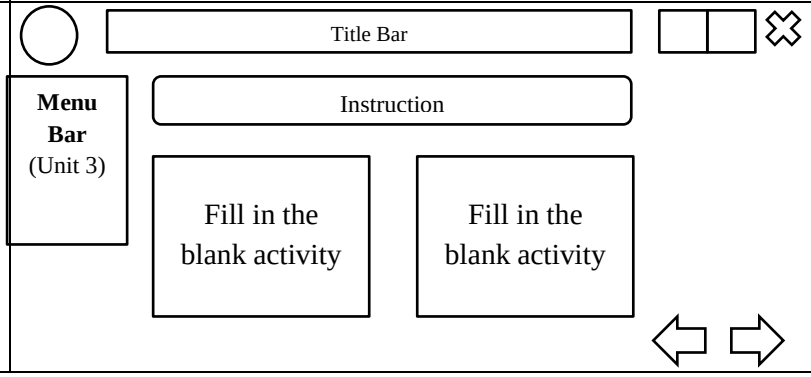
UNIT 3 – CHANGES FOR THE BETTER FUTURE

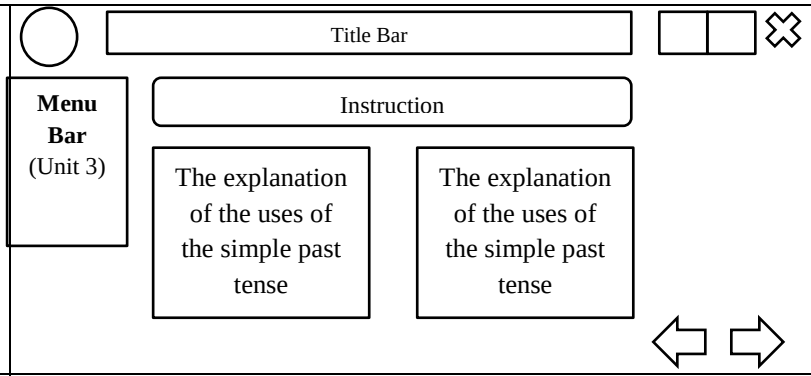
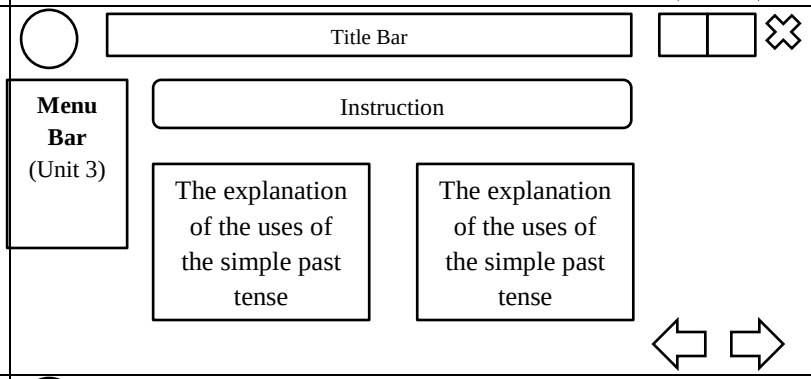
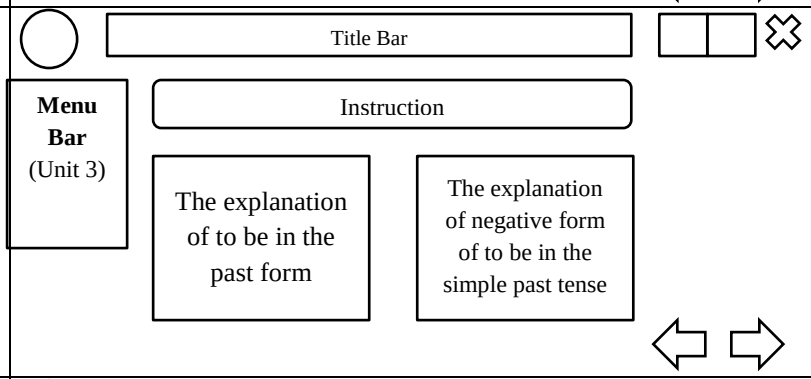
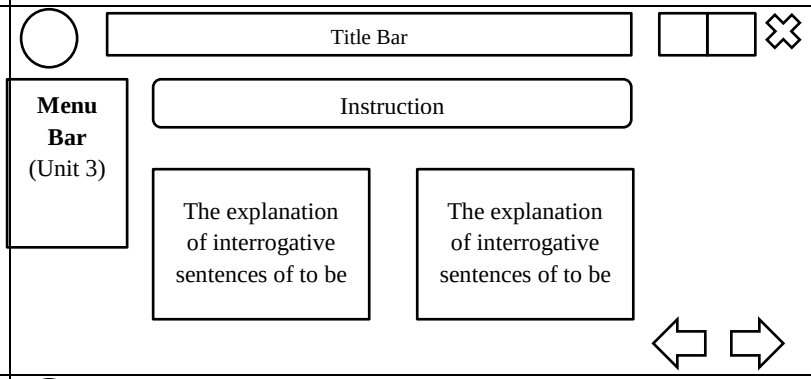
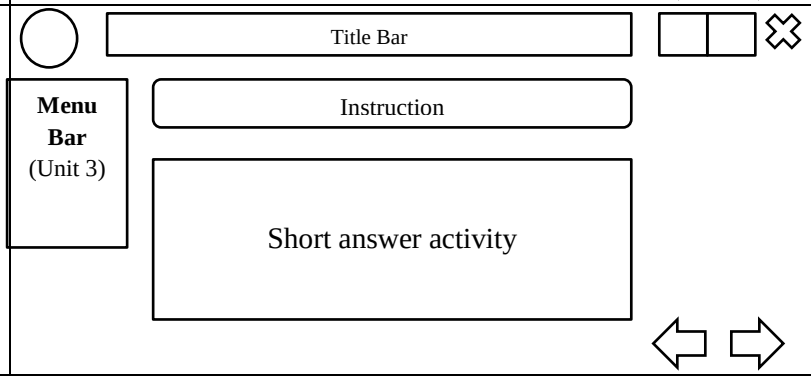
Scene	Visual	Explanation
Slide 1 Cover		The learning objectives of Unit 3 are clearly explained in this scene
Slide 2 Do you know? (Lead-in)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 3 Lead-in (Page 1)		The users read a recount text carefully.
Slide 4 Lead-in (Page 2)		The users read a recount text carefully.
Slide 5 Lead-in (Page 3)		The users read a recount text carefully.

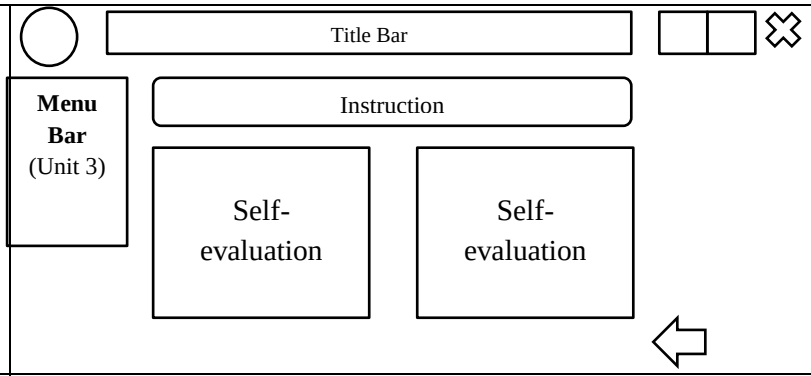
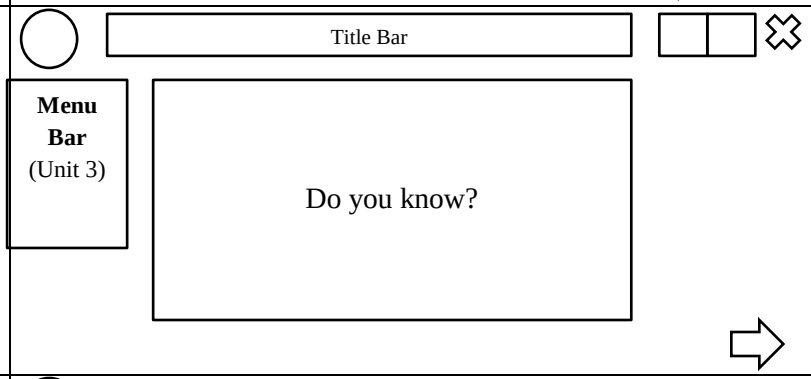
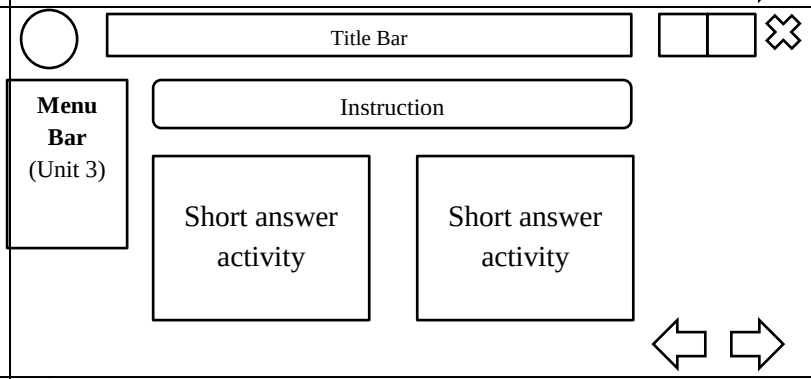
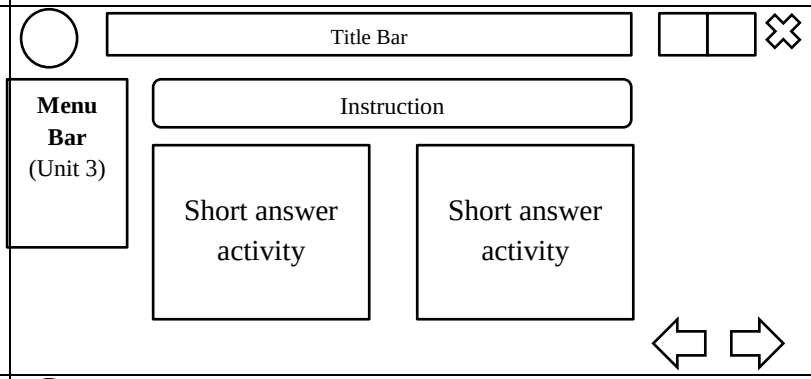
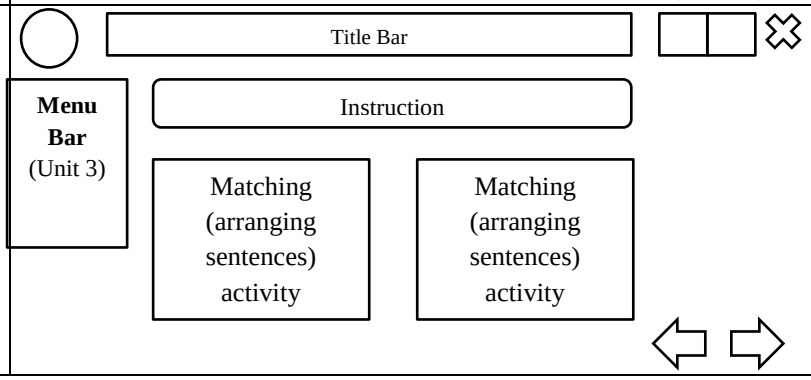
Slide 6 Lead-in (Page 4)		The users read a recount text carefully and answer some questions that will lead them to the topic discussed.
Slide 7 Do you know? (Observing)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 8 Observing (Page 1)		The users read a recount text carefully.
Slide 9 Observing (Page 2)		The users read a recount text carefully.
Slide 10 Observing (Page 3)		The users read a recount text carefully.

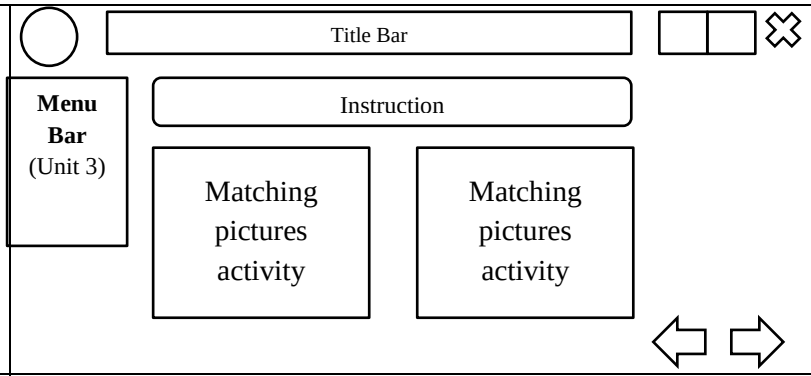
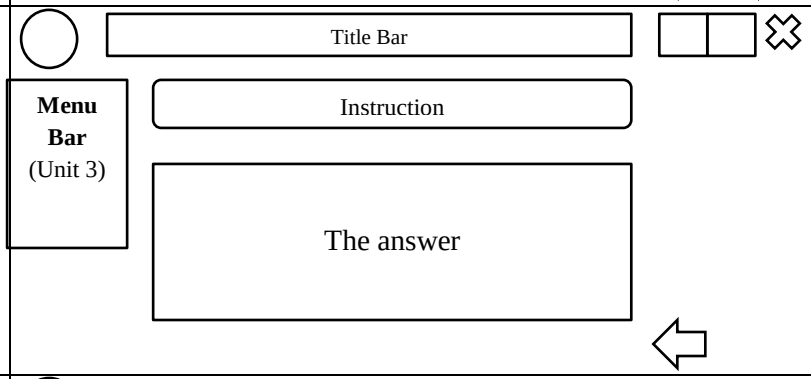
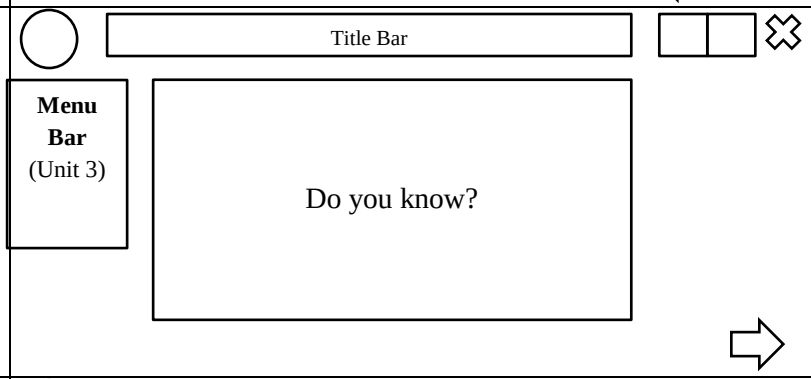
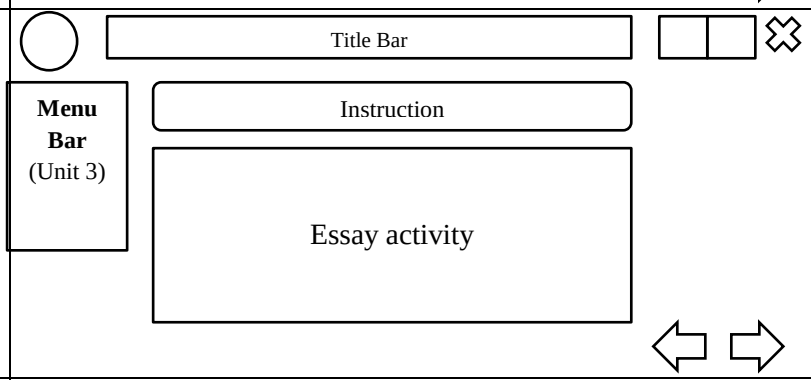
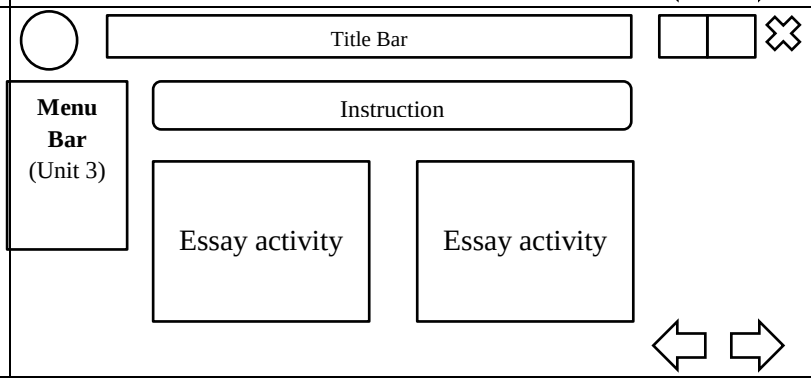
Slide 11 Observing (Page 4)		The users read a recount text carefully.
Slide 12 Observing (Page 5)		The users choose the option whether the sentences are true or false.
Slide 13 Observing (Page 6)		The users do a vocabulary exercise.
Slide 14 Do you know? (Questioning)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 15 Questioning		The users list things they already know from reading the previous task and list things they want to know further.

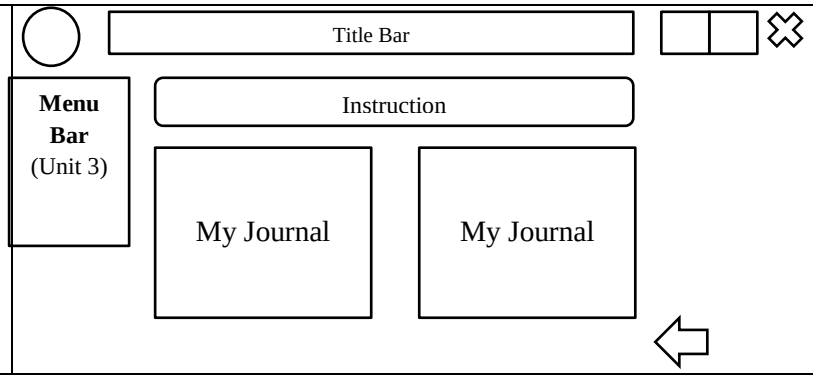
Slide 16 Do you know? (Collecting Information)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 17 Collecting Information (Page 1)		The users read the explanation of a recount text.
Slide 18 Collecting Information (Page 2)		The users read a recount text carefully.
Slide 19 Collecting Information (Page 3)		The users read a recount text carefully.
Slide 20 Collecting Information (Page 4)		The users read a recount text carefully.

Slide 21 Collecting Information (Page 5)		The users read a recount text carefully.
Slide 22 Collecting Information (Page 6)		The users identify the organization of the previous text.
Slide 23 Collecting Information (Page 7)		The users read the explanation of the simple past tense.
Slide 24 Collecting Information (Page 8)		The users read the explanation of regular and irregular verbs.
Slide 25 Collecting Information (Page 9)		The users complete the text by changing the simple present tense into the simple past tense.

Slide 26 Collecting Information (Page 10)		The users read the explanation of the uses of the simple past tense.
Slide 27 Collecting Information (Page 11)		The users read the explanation of the uses of the simple past tense.
Slide 28 Collecting Information (Page 12)		The users read the explanation of negative form of to be in the simple past tense.
Slide 29 Collecting Information (Page 13)		The users read the explanation of interrogative sentences of to be in the simple past tense.
Slide 30 Collecting Information (Page 14)		The users complete the conversations.

Slide 31 Collecting Information (Page 15)		The users do self-evaluation of the materials.
Slide 32 Do you know? (Associating)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 33 Associating (Page 1)		The users arrange the words into the correct order.
Slide 34 Associating (Page 2)		The users arrange the words into the correct order.
Slide 35 Associating (Page 3)		The users match the time expression with the sentence fragment.

Slide 36 Associating (Page 4)		The users match the paragraphs with the pictures based on the clues given.
Slide 37 Associating (Page 5)		It presents the answer of the previous task.
Slide 38 Do you know? (Communicating)		The information of some influenced scientists in the current century is displayed in this scene.
Slide 39 Communicating (Page 1)		The users, in pairs, find some information about the figures regarding their past experiences and write them down.
Slide 40 Communicating (Page 2)		The users write a recount text about past experiences.

Slide 41 Communicating (Page 3)		The users write reflection from the whole teaching-learning process.

APPENDIX F

MATERIAL AND MEDIA EXPERT QUESTIONNAIRE

ANGKET EVALUASI MATERI DAN MULTIMEDIA PEMBELAJARAN INTERAKTIF BAHASA INGGRIS SMP KELAS VIII

Pengantar

Angket ini bertujuan untuk mengevaluasi materi dan multimedia pembelajaran interaktif dalam bentuk komik digital untuk meningkatkan kemampuan menulis bahasa Inggris siswa kelas VIII di SMP Negeri 2 Playen.

Data Responden

a. Nama :
b. Usia :
c. Jenis Kelamin :
d. Pendidikan :
   S1 :
   S2 :
   S3 :

Petunjuk Pengisian

Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Ibu.

Keterangan

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

UNIT 1
MY WONDERFUL EXPERIENCES

A. Aspek Materi

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
3.	Tujuan pembelajaran yang akan dicapai di setiap unit dapat mencakup Kompetensi Dasar.				
4.	Penyusunan materi sesuai dengan tujuan pembelajaran yang ingin dicapai pada setiap unit.				
5.	Siswa mendapatkan informasi yang jelas mengenai tujuan pembelajaran dan *language focus* yang akan dicapai di setiap unit.				
6.	Materi yang dikembangkan sesuai dengan kebutuhan siswa untuk belajar menulis (*writing*) bahasa Inggris.				
7.	Materi yang dikembangkan mudah dimengerti.				
8.	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
9.	Teks bacaan yang digunakan di dalam materi sudah sesuai dengan jenis teks yang telah ditentukan (*recount text*).				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Penyampaian ide, gagasan, atau materi menggunakan bahasa yang jelas dan mudah dipahami.				
12.	Topik-topik pada multimedia pembelajaran interaktif disajikan secara menarik dan sesuai dengan kebutuhan siswa.				
13.	Materi yang dikembangkan memuat pengetahuan, kemampuan, dan sikap yang mendukung kecakapan hidup siswa.				
14.	Materi yang dikembangkan mendorong inisiatif dan kreativitas siswa untuk mengemukakan ide dan gagasan melalui tulisan.				
15.	Materi yang dikembangkan berkaitan erat dengan kehidupan sehari-hari siswa.				
16.	Tersedia contoh dan latihan soal yang sesuai dengan materi yang dibahas dalam unit tersebut.				
17.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
18.	Kegiatan pembelajaran diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				
19.	Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				

20.	Terdapat evaluasi atau umpan balik (*feedback*) terhadap materi yang telah dipelajari.				

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B. Aspek Media

No.	Pernyataan	SS	S	TS	STS
1.	Pemilihan latar belakang sesuai.				
2.	Bentuk dan ukuran huruf sesuai sehingga dapat dibaca dengan mudah.				
3.	Tidak menggunakan terlalu banyak jenis huruf.				
4.	Kombinasi warna huruf dan latar belakang sesuai.				
5.	Tombol navigasi untuk menjalankan media berjalan sesuai dengan fungsinya.				
6.	Tombol navigasi untuk menjalankan media mudah untuk dipahami.				
7.	Tombol navigasi ditempatkan secara konsisten.				
8.	Tata letak *menu bar* sesuai, konsisten, dan mudah untuk digunakan.				
9.	Tata letak teks, gambar, materi, dan perintah di setiap kegiatan pembelajaran diletakkan sesuai dan tidak mengganggu konsentrasi siswa.				
10.	Kunci jawaban yang tersedia dapat membantu siswa untuk mengetahui hasil pekerjaan mereka.				
11.	Isi cerita yang ada di dalam komik mencapai tujuan komunikasi.				
12.	Cerita yang ada di dalam komik sesuai dengan jenis teks (*recount text*) yang telah ditentukan.				
13.	Alur cerita tergambar dengan jelas.				
14.	Pemilihan jenis huruf pada komik sesuai dan dapat dibaca.				
15.	Pemilihan karakter di dalam komik sesuai dengan kelompok umur siswa.				

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Tanggapan terhadap materi

1. Bagaiamana pendapat Ibu mengenai materi dan multimedia pembelajaran yang telah dibuat secara keseluruhan?

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2. Menurut Ibu, apa saja kekurangan yang terdapat pada materi dan multimedia pembelajaran yang telah dikembangkan?

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3. Apakah saran Ibu untuk pengembangan materi dan multimedia pembelajaran yang telah dibuat?

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-Terimakasih-

UNIT 2
15 DAYS TRAVELLING INDONESIA

A. Aspek Materi

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
3.	Tujuan pembelajaran yang akan dicapai di setiap unit dapat mencakup Kompetensi Dasar.				
4.	Penyusunan materi sesuai dengan tujuan pembelajaran yang ingin dicapai pada setiap unit.				
5.	Siswa mendapatkan informasi yang jelas mengenai tujuan pembelajaran dan *language focus* yang akan dicapai di setiap unit.				
6.	Materi yang dikembangkan sesuai dengan kebutuhan siswa untuk belajar menulis (*writing*) bahasa Inggris.				
7.	Materi yang dikembangkan mudah dimengerti.				
8.	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
9.	Teks bacaan yang digunakan di dalam materi sudah sesuai dengan jenis teks yang telah ditentukan (*recount text*).				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Penyampaian ide, gagasan, atau materi menggunakan bahasa yang jelas dan mudah dipahami.				
12.	Topik-topik pada multimedia pembelajaran interaktif disajikan secara menarik dan sesuai dengan kebutuhan siswa.				
13.	Materi yang dikembangkan memuat pengetahuan, kemampuan, dan sikap yang mendukung kecakapan hidup siswa.				
14.	Materi yang dikembangkan mendorong inisiatif dan kreativitas siswa untuk mengemukakan ide dan gagasan melalui tulisan.				
15.	Materi yang dikembangkan berkaitan erat dengan kehidupan sehari-hari siswa.				
16.	Tersedia contoh dan latihan soal yang sesuai dengan materi yang dibahas dalam unit tersebut.				
17.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
18.	Kegiatan pembelajaran diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				

19.	Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
20.	Terdapat evaluasi atau umpan balik (*feedback*) terhadap materi yang telah dipelajari.				

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B. Aspek Media

No.	Pernyataan	SS	S	TS	STS
1.	Pemilihan latar belakang sesuai.				
2.	Bentuk dan ukuran huruf sesuai sehingga dapat dibaca dengan mudah.				
3.	Tidak menggunakan terlalu banyak jenis huruf.				
4.	Kombinasi warna huruf dan latar belakang sesuai.				
5.	Tombol navigasi untuk menjalankan media berjalan sesuai dengan fungsinya.				
6.	Tombol navigasi untuk menjalankan media mudah untuk dipahami.				
7.	Tombol navigasi ditempatkan secara konsisten.				
8.	Tata letak *menu bar* sesuai, konsisten, dan mudah untuk digunakan.				
9.	Tata letak teks, gambar, materi, dan perintah di setiap kegiatan pembelajaran diletakkan sesuai dan tidak mengganggu konsentrasi siswa.				
10.	Kunci jawaban yang tersedia dapat membantu siswa untuk mengetahui hasil pekerjaan mereka.				
11.	Isi cerita yang ada di dalam komik mencapai tujuan komunikasi.				
12.	Cerita yang ada di dalam komik sesuai dengan jenis teks (*recount text*) yang telah ditentukan.				
13.	Alur cerita tergambar dengan jelas.				
14.	Pemilihan jenis huruf pada komik sesuai dan dapat dibaca.				
15.	Pemilihan karakter di dalam komik sesuai dengan kelompok umur siswa.				

Lain-lain

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Tanggapan terhadap materi

1. Bagaiamana pendapat Ibu mengenai materi dan multimedia pembelajaran yang telah dibuat secara keseluruhan?

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2. Menurut Ibu, apa saja kekurangan yang terdapat pada materi dan multimedia pembelajaran yang telah dikembangkan?

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3. Apakah saran Ibu untuk pengembangan materi dan multimedia pembelajaran yang telah dibuat?

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-Terimakasih-

UNIT 3
CHANGES FOR THE BETTER FUTURE

A. Aspek Materi

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar pada Kurikulum 2013 untuk jenjang Sekolah Menengah Pertama (SMP) kelas VIII.				
3.	Tujuan pembelajaran yang akan dicapai di setiap unit dapat mencakup Kompetensi Dasar.				
4.	Penyusunan materi sesuai dengan tujuan pembelajaran yang ingin dicapai pada setiap unit.				
5.	Siswa mendapatkan informasi yang jelas mengenai tujuan pembelajaran dan *language focus* yang akan dicapai di setiap unit.				
6.	Materi yang dikembangkan sesuai dengan kebutuhan siswa untuk belajar menulis (*writing*) bahasa Inggris.				
7.	Materi yang dikembangkan mudah dimengerti.				
8.	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
9.	Teks bacaan yang digunakan di dalam materi sudah sesuai dengan jenis teks yang telah ditentukan (*recount text*).				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Penyampaian ide, gagasan, atau materi menggunakan bahasa yang jelas dan mudah dipahami.				
12.	Topik-topik pada multimedia pembelajaran interaktif disajikan secara menarik dan sesuai dengan kebutuhan siswa.				
13.	Materi yang dikembangkan memuat pengetahuan, kemampuan, dan sikap yang mendukung kecakapan hidup siswa.				
14.	Materi yang dikembangkan mendorong inisiatif dan kreativitas siswa untuk mengemukakan ide dan gagasan melalui tulisan.				
15.	Materi yang dikembangkan berkaitan erat dengan kehidupan sehari-hari siswa.				
16.	Tersedia contoh dan latihan soal yang sesuai dengan materi yang dibahas dalam unit tersebut.				
17.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
18.	Kegiatan pembelajaran diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				
19.	Kegiatan pembelajaran disusun secara sistematis, berurutan dari				

	yang paling mudah hingga yang paling sulit.				
20.	Terdapat evaluasi atau umpan balik (*feedback*) terhadap materi yang telah dipelajari.				

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B. Aspek Media

No.	Pernyataan	SS	S	TS	STS
1.	Pemilihan latar belakang sesuai.				
2.	Bentuk dan ukuran huruf sesuai sehingga dapat dibaca dengan mudah.				
3.	Tidak menggunakan terlalu banyak jenis huruf.				
4.	Kombinasi warna huruf dan latar belakang sesuai.				
5.	Tombol navigasi untuk menjalankan media berjalan sesuai dengan fungsinya.				
6.	Tombol navigasi untuk menjalankan media mudah untuk dipahami.				
7.	Tombol navigasi ditempatkan secara konsisten.				
8.	Tata letak *menu bar* sesuai, konsisten, dan mudah untuk digunakan.				
9.	Tata letak teks, gambar, materi, dan perintah di setiap kegiatan pembelajaran diletakkan sesuai dan tidak mengganggu konsentrasi siswa.				
10.	Kunci jawaban yang tersedia dapat membantu siswa untuk mengetahui hasil pekerjaan mereka.				
11.	Isi cerita yang ada di dalam komik mencapai tujuan komunikasi.				
12.	Cerita yang ada di dalam komik sesuai dengan jenis teks (*recount text*) yang telah ditentukan.				
13.	Alur cerita tergambar dengan jelas.				
14.	Pemilihan jenis huruf pada komik sesuai dan dapat dibaca.				
15.	Pemilihan karakter di dalam komik sesuai dengan kelompok umur siswa.				

Lain-lain

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Tanggapan terhadap materi

1. Bagaiamana pendapat Ibu mengenai materi dan multimedia pembelajaran yang telah dibuat secara keseluruhan?

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2. Menurut Bapak/Ibu, apa saja kekurangan yang terdapat pada materi dan multimedia pembelajaran yang telah dikembangkan?

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3. Apakah saran Ibu untuk pengembangan materi dan multimedia pembelajaran yang telah dibuat?

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-Terimakasih-

APPENDIX G

THE RESULTS OF MATERIAL AND MEDIA EXPERT QUESTIONNAIRE

1. The Appropriateness of the Material Aspect

No.	Statements	Score	Criteria
1.	The developed materials fit the core competences in Curriculum 2013.	4	Very Good
2.	The developed materials fit the basic competences in Curriculum 2013.	4	Very Good
3.	The learning objectives which will be achieved in each unit cover the basic competences.	4	Very Good
4.	The material arrangement fits the learning objectives which will be achieved in each unit.	4	Very Good
5.	Learners get clear information about the learning objectives and language focus which will be achieved in each unit.	4	Very Good
6.	The developed materials fit the learners' needs for learning English writing.	4	Very Good
7.	The developed materials are easy to understand.	4	Very Good
8.	The developed materials have already followed the Scientific Approach.	4	Very Good
9.	The texts used have been in conformity with the one of the text type in the basic competences (recount text).	4	Very Good
10.	Language used fit appropriate English grammar rules.	3	Good
11.	The ways to show ideas, thoughts, or materials use a clear and understandable language.	4	Very Good
12.	Topics in the digital comics are presented attractively and suitable with the learners' needs.	4	Very Good
13.	The developed materials consist of knowledge, abilities, and attitudes that support the learners' life skills.	4	Very Good
14.	The developed materials support learners' initiation and creativity to give ideas and thoughts in the written form.	4	Very Good
15.	The developed materials are highly relevant to the learners' daily life.	4	Very Good
16.	There are examples and exercises which are suitable with the material explained in each unit.	4	Very Good
17.	The materials are completed with appropriate explanations and vocabulary lists.	4	Very Good
18.	The teaching-learning process is started from guided activities and ended with free writing activities.	4	Very Good
19.	The teaching-learning processes are systematically arranged, starting from the easiest one to the most difficult one.	4	Very Good
20.	Evaluation and feedback towards the materials learned in each unit are available.	4	Very Good
	Total score	79	
	Score (%)	98.75%	
	Category	Very Good	

2. The Appropriateness of the Media Aspect

No.	Statements	Score	Criteria
21.	The background of the multimedia is suitable.	4	Very good
22.	The type and the size of font are appropriate so they are readable.	4	Very good
23.	There are not too many type of font.	4	Very good
24.	The combination of the font colors and the layout are suitable.	4	Very good
25.	The buttons to run the multimedia fit their functions.	4	Very good
26.	The buttons are understandable.	4	Very good
27.	The buttons are placed consistently.	4	Very good
28.	The placement of menu bar is appropriate, consistent, and easy to use.	4	Very good
29.	The arrangement of the texts, pictures, and the instructions are neatly arranged and do not distract the learner's concentration.	4	Very good
30.	The answer keys can help learners knowing their results.	4	Very good
31.	The content of the story attains the learning objectives.	4	Very good
32.	The stories are appropriate with the text decided.	4	Very good
33.	The plots of the comics are understandable.	4	Very good
34.	The fonts used in the digital comics are suitable and readable.	4	Very good
35.	The characters in the digital comics are appropriate with learners' ages.	4	Very good
	Total score	60	
	Score (%)	100%	
	Category	Very Good	

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pengembangan komik digital untuk kegiatan pembelajaran menulis pada teks *recount* untuk kelas 8 di SMP Negeri 2 Playen pada Unit 1 dengan judul *My Wonderful Experiences* dinyatakan:

( ) Layak tanpa revisi

( ) Tidak layak

(√) Layak dengan revisi sebagai berikut

instruksi

*Beri tanda centang (√) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, 29 September 2015
Evaluator Materi

Ella Wulandari, M.A.
NIP. 19830518 200604 2 001

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pengembangan komik digital untuk kegiatan pembelajaran menulis pada teks *recount* untuk kelas 8 di SMP Negeri 2 Playen pada Unit 2 dengan judul *15 Days Travelling Indonesia* dinyatakan:

( ) Layak tanpa revisi

( ) Tidak layak

(√) Layak dengan revisi sebagai berikut

- instruction
- semi-guided set for writing

*Beri tanda centang (√) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, 25 September 2015
Evaluator Materi

Ella Wulandari, M.A.
NIP. 19830518 200604 2 001

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pengembangan komik digital untuk kegiatan pembelajaran menulis pada teks *recount* untuk kelas 8 di SMP Negeri 2 Playen pada Unit 3 dengan judul *Changes for The Better Future* dinyatakan:

(√) Layak tanpa revisi

( ) Tidak layak

( ) Layak dengan revisi sebagai berikut

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*Beri tanda centang (√) pada pilihan yang sesuai pendapat Ibu.

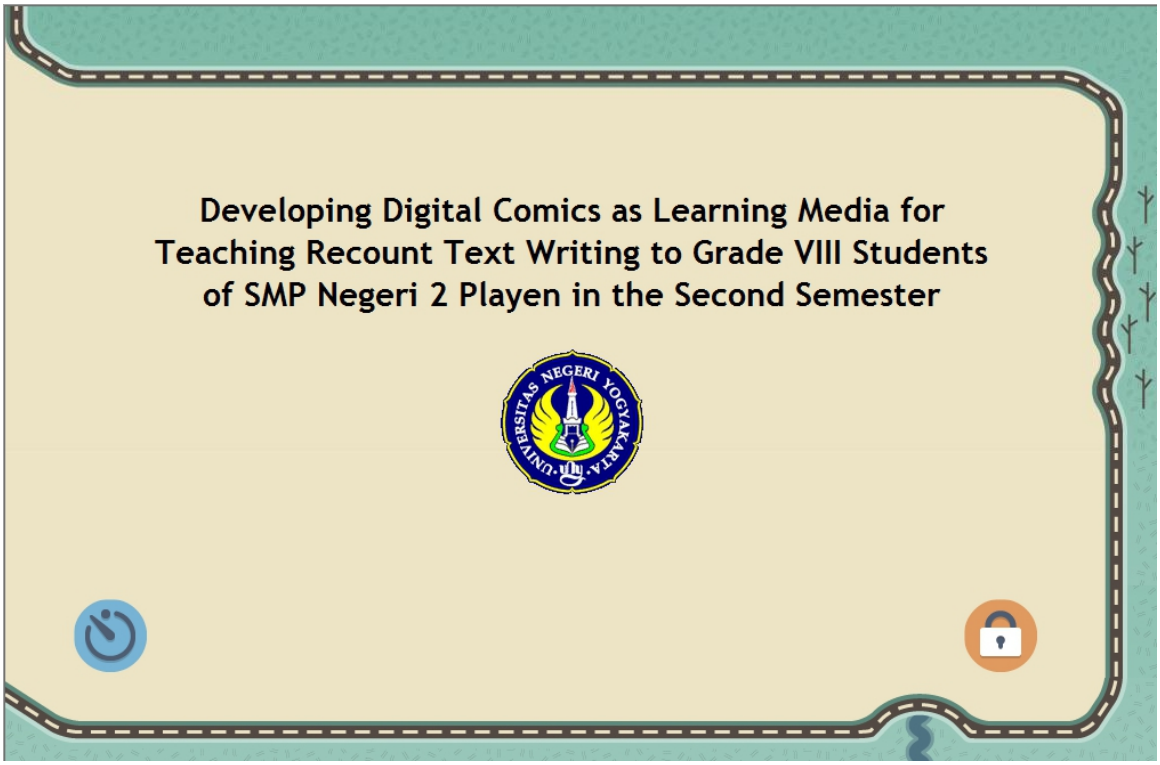
Yogyakarta, 25 September 2015
Evaluator Materi

Ella Wulandari, M.A.
NIP. 19830518 200604 2 001

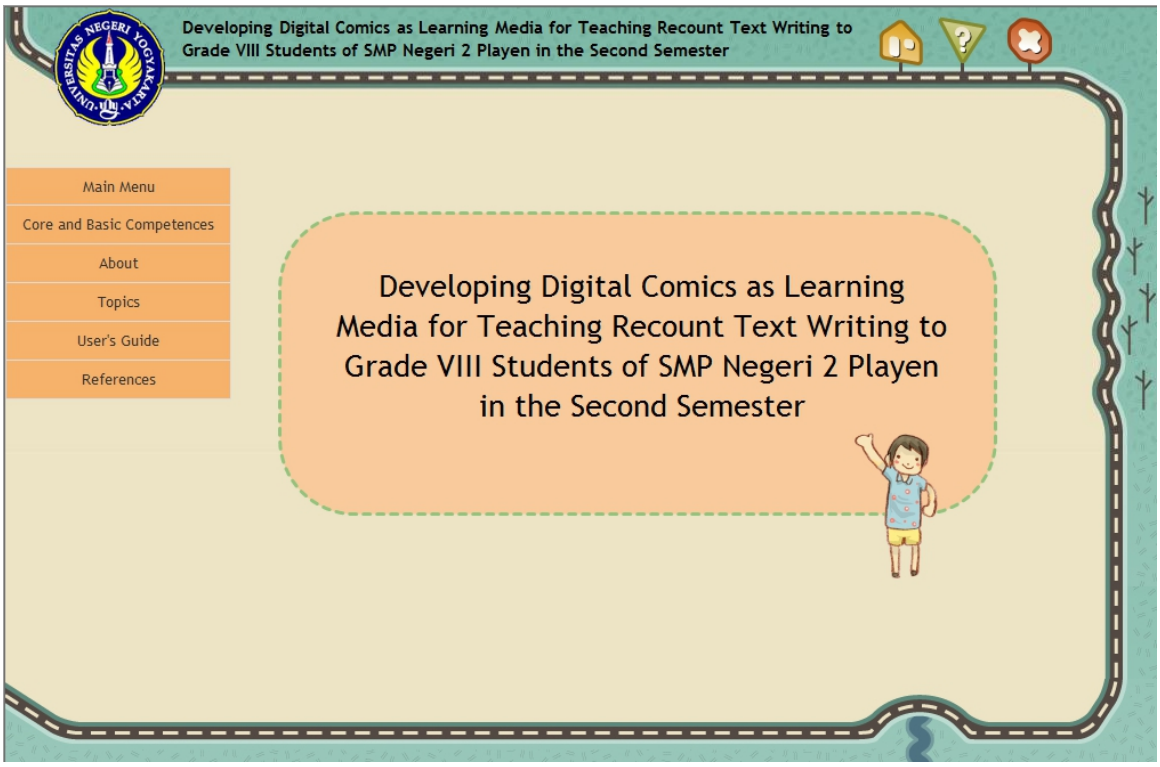
APPENDIX H

THE FIRST DRAFT OF DIGITAL COMICS

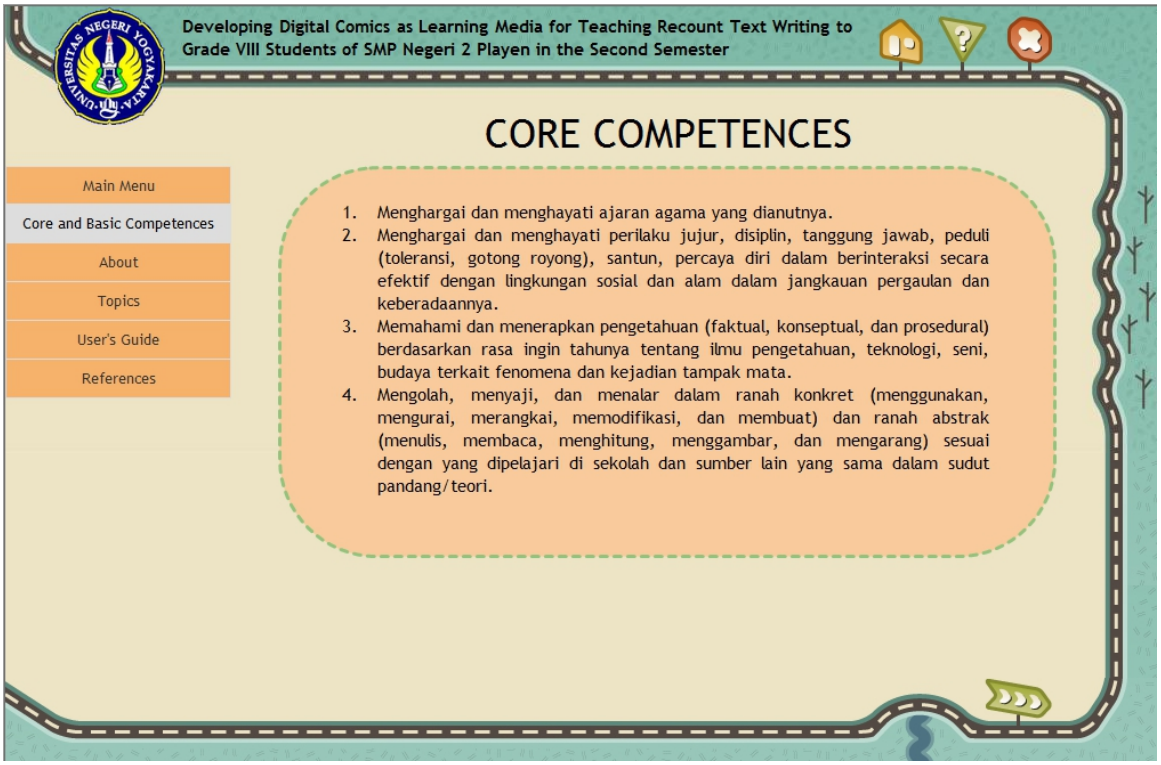
DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER



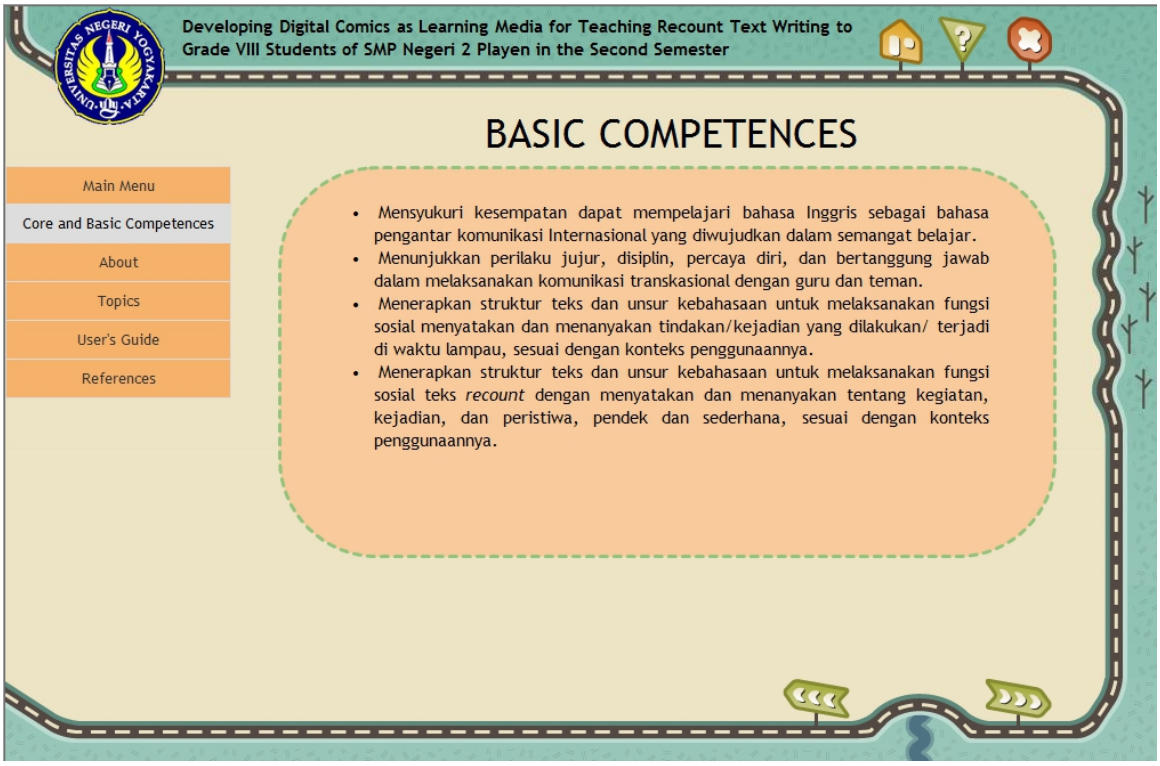
Slide 1 (Home Screen)



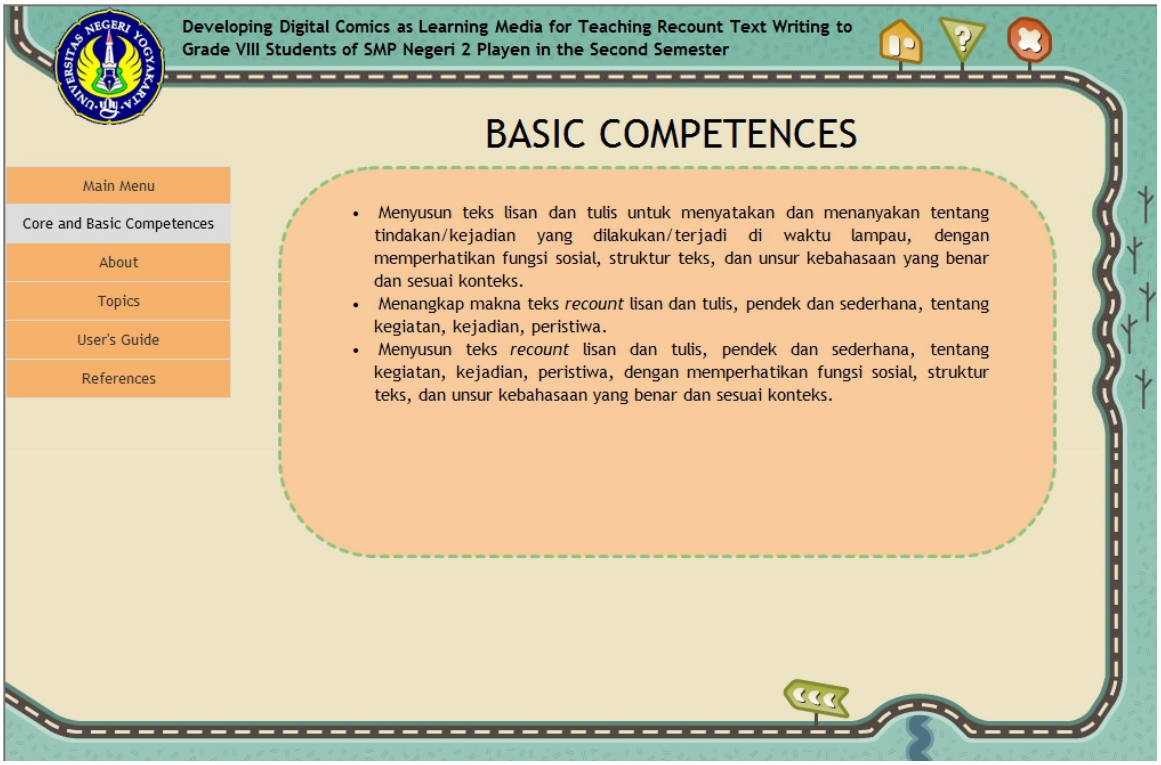
Slide 2 (Main Menu)



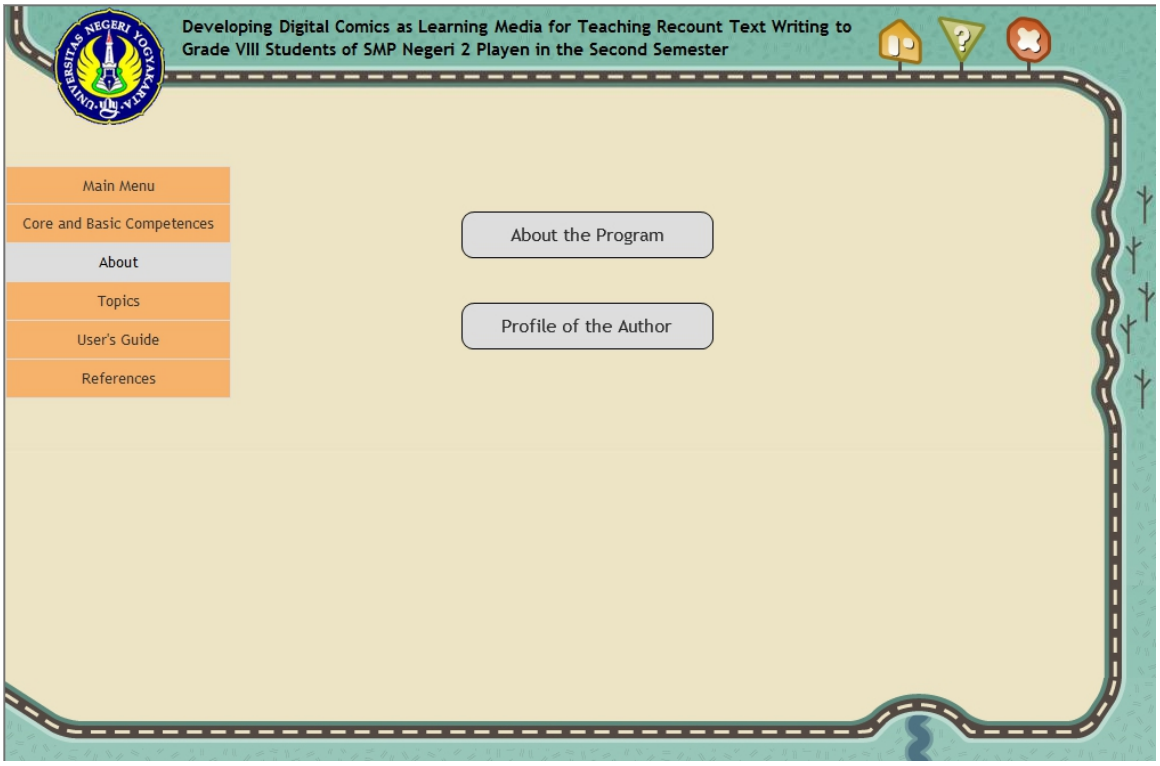
Slide 3 (Core Competences)



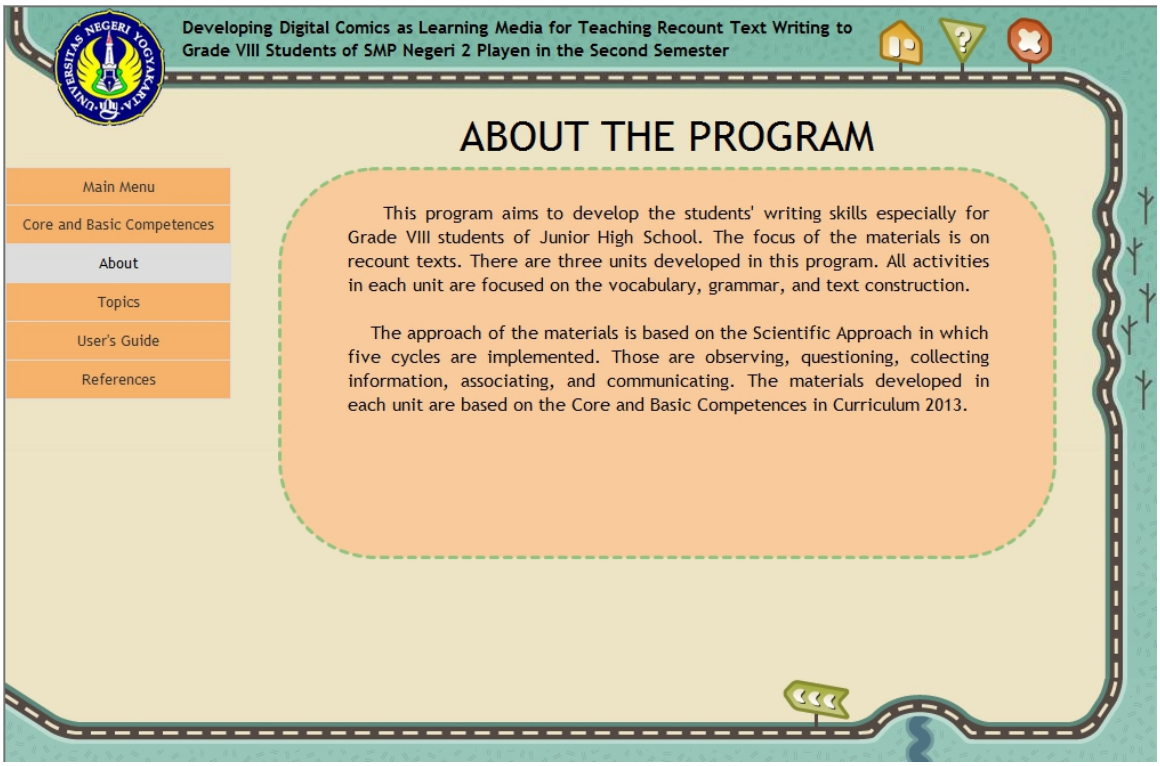
Slide 4 (Basic Competences – Page 1)



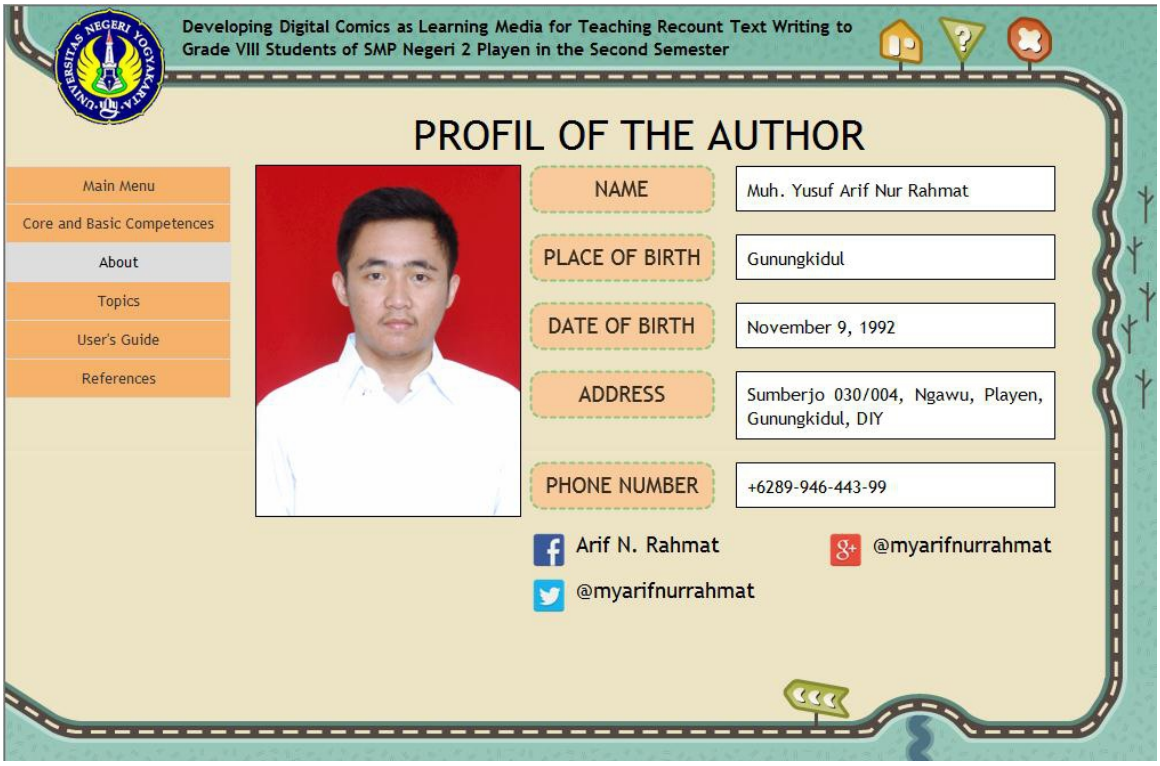
Slide 5 (Basic Competences – Page 2)



Slide 6 (About the Program – Menu)

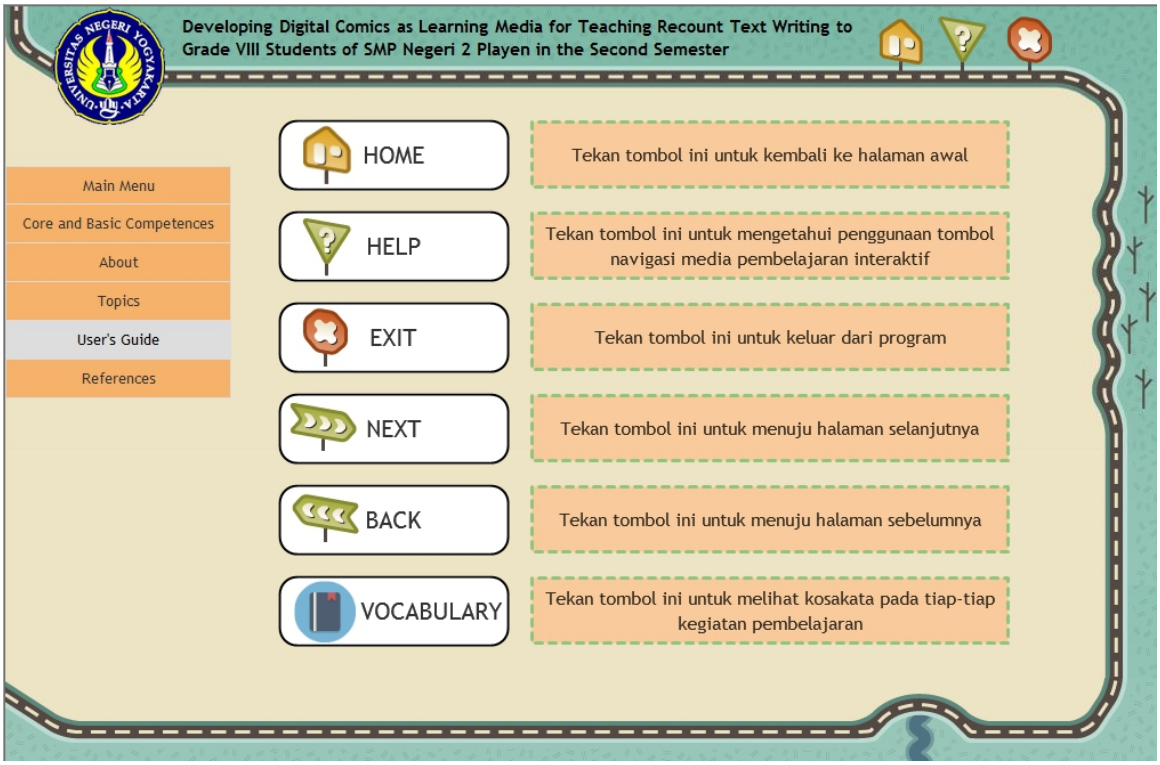


Slide 7 (About the Program)

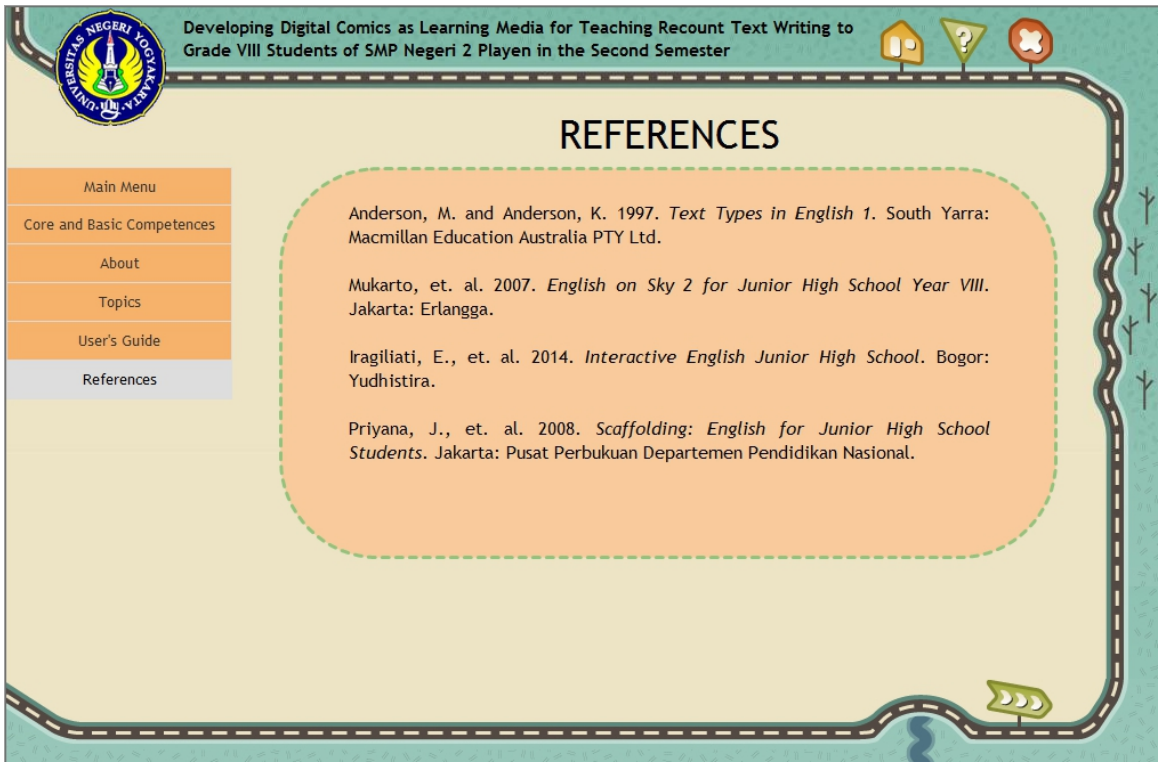


Slide 8 (About – Profile of the Author)

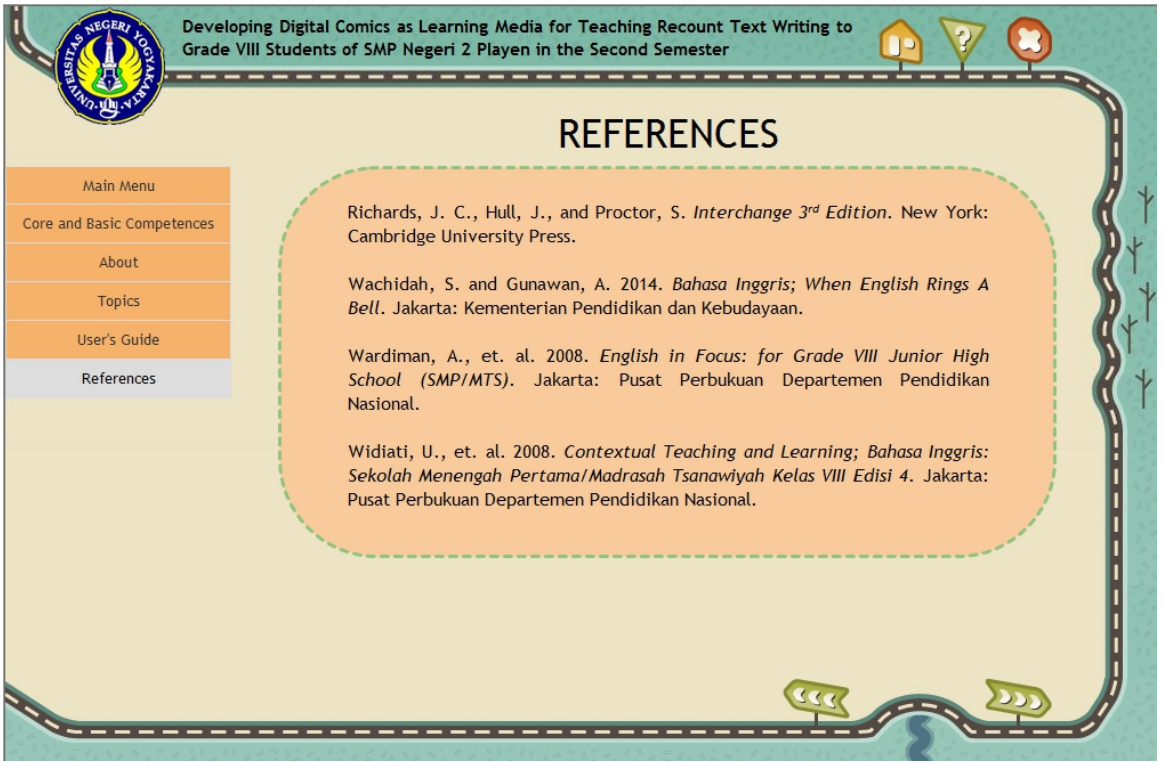
Slide 9 (Topics)



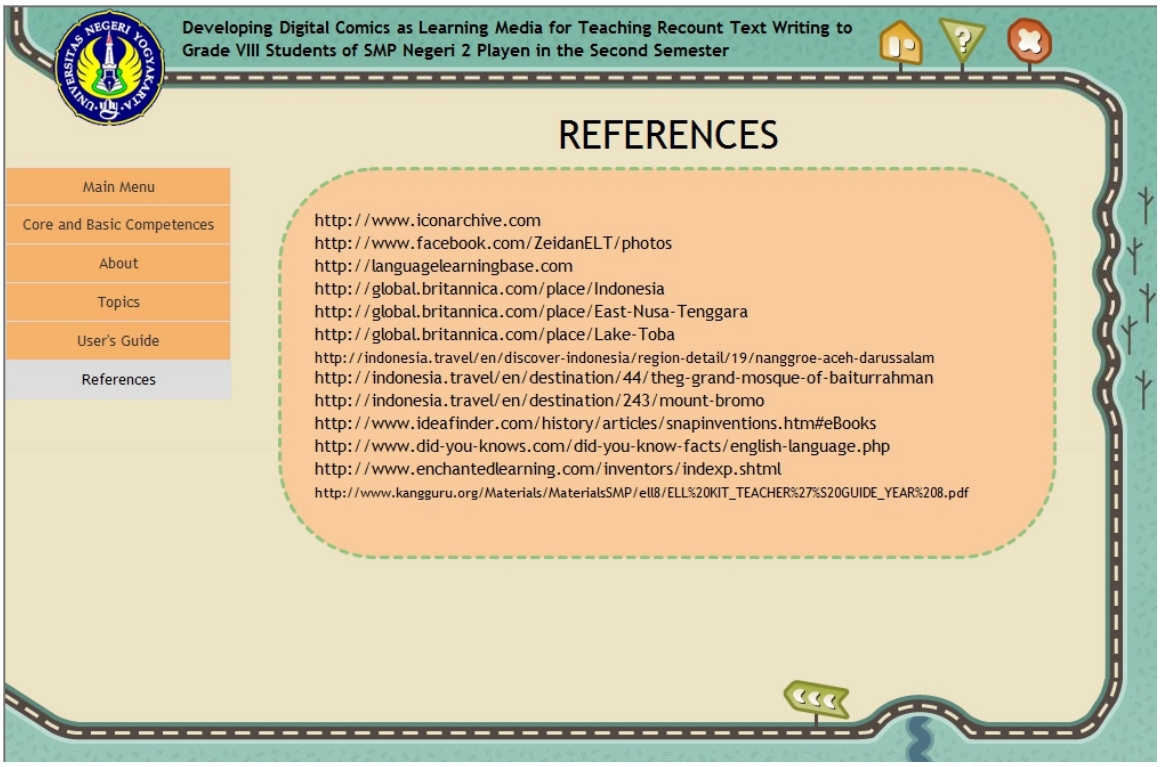
Slide 10 (User's Guide)



Slide 11 (References – Page 1)

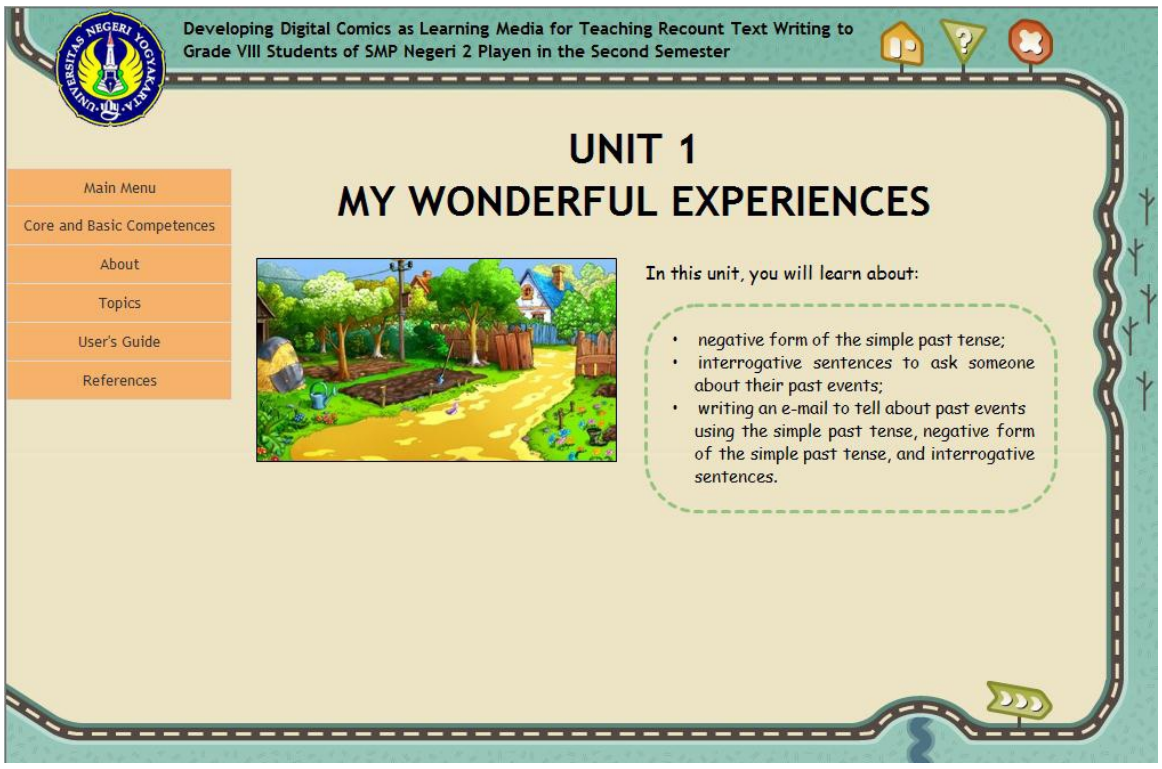


Slide 12 (References – Page 2)



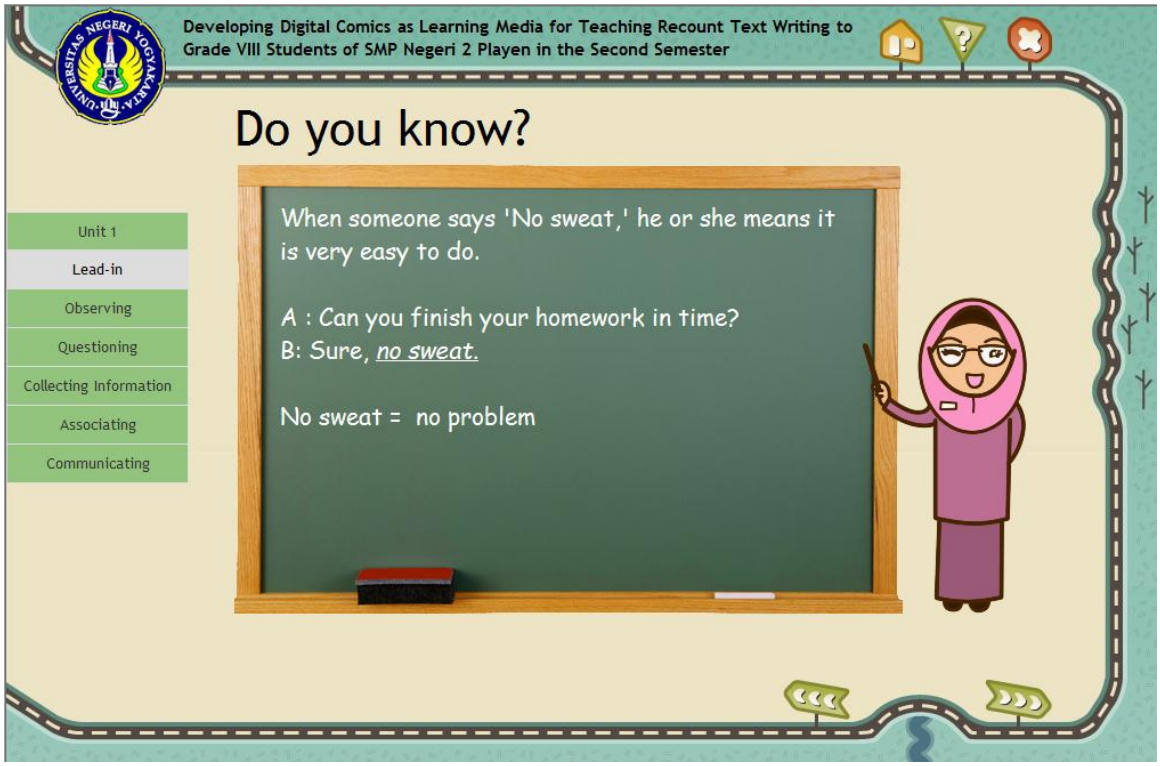
Slide 13 (References – Page 3)

UNIT 1
MY WONDERFUL EXPERIENCES

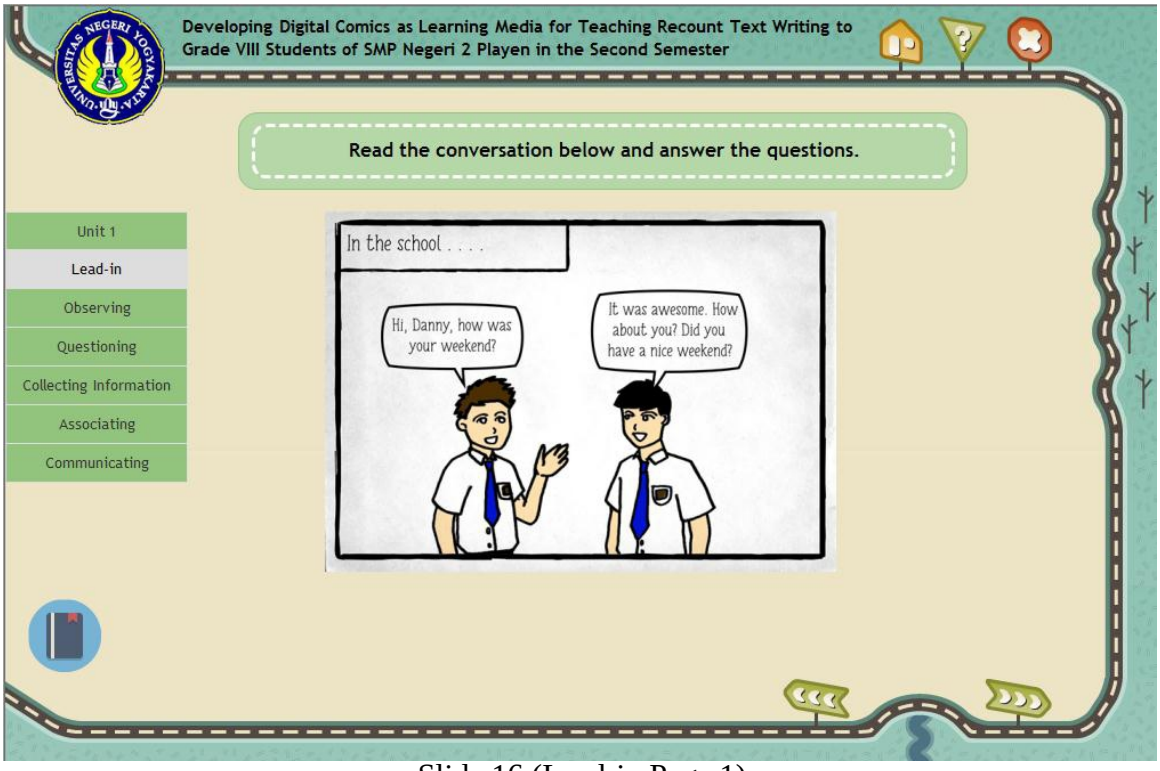


Slide 14 (Unit 1 Cover)

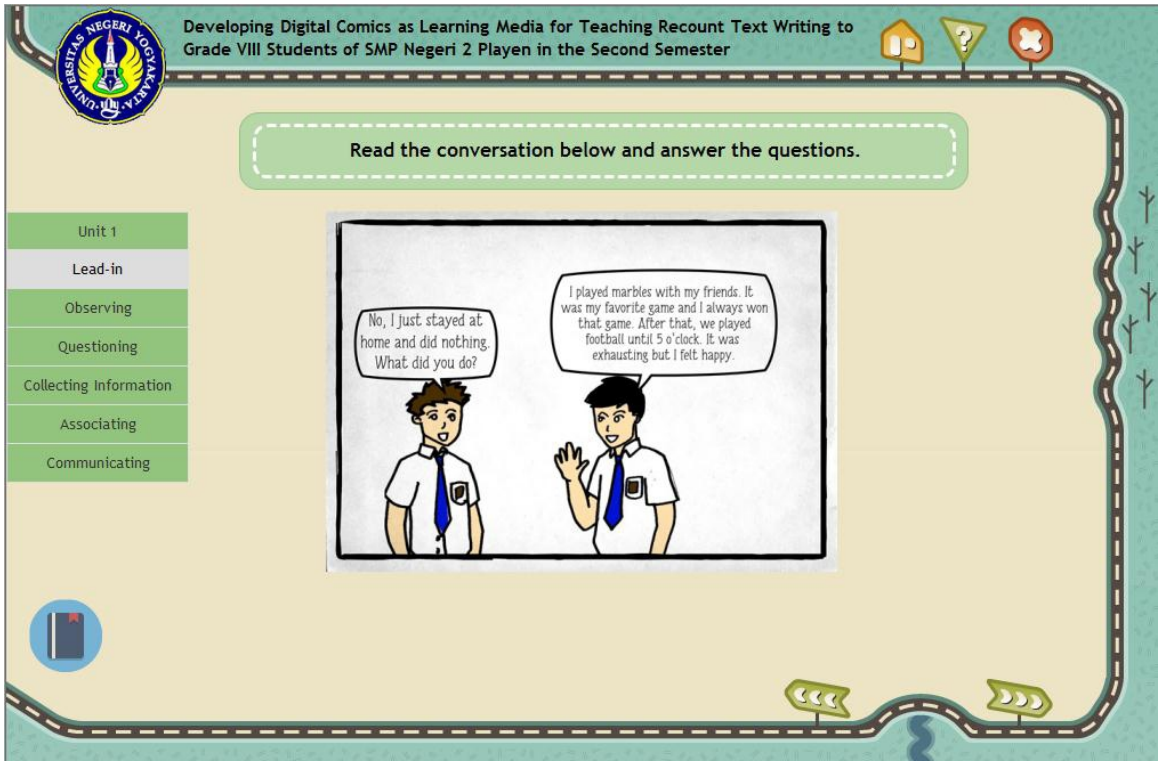
Lead-in



Slide 15 (Lead-in – Do you know?)



Slide 16 (Lead-in Page 1)



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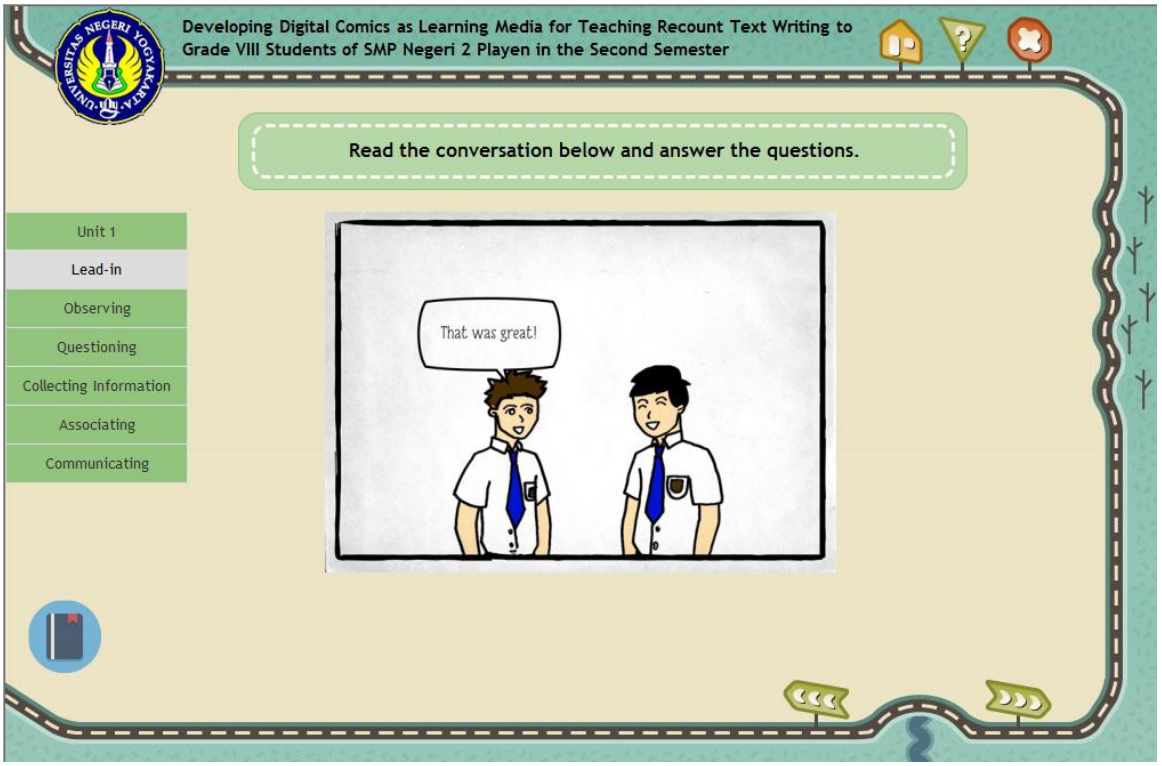
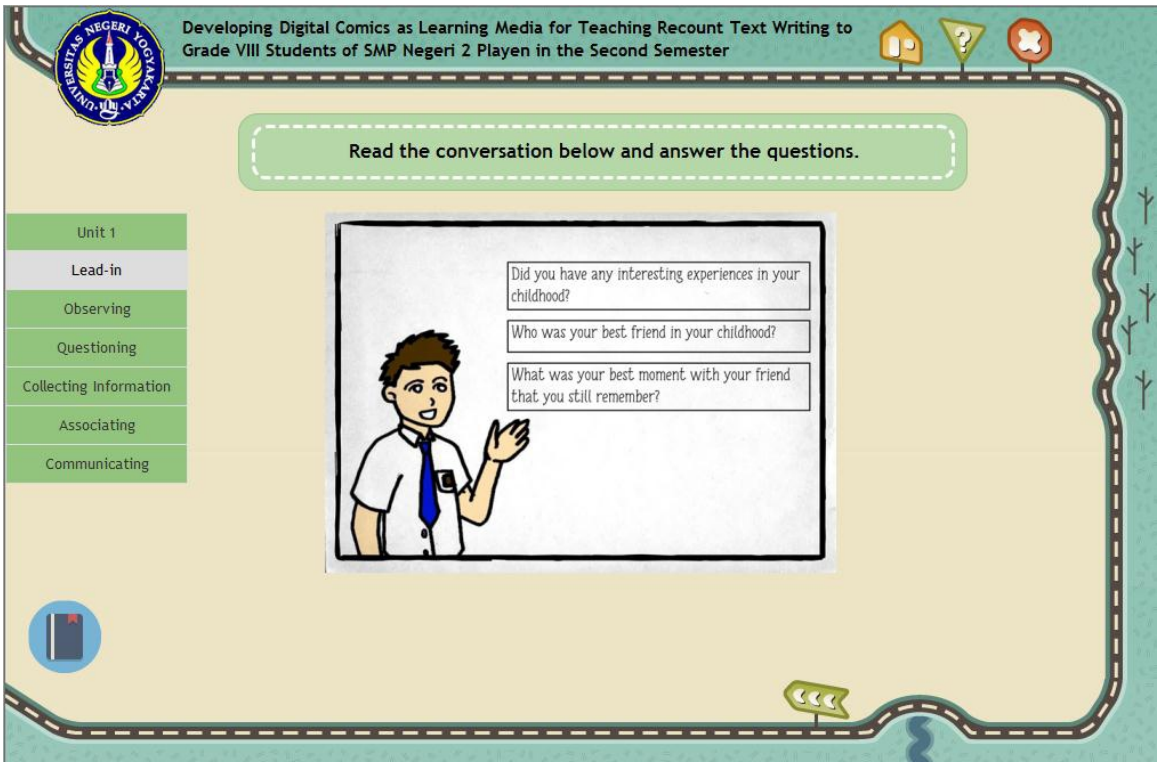
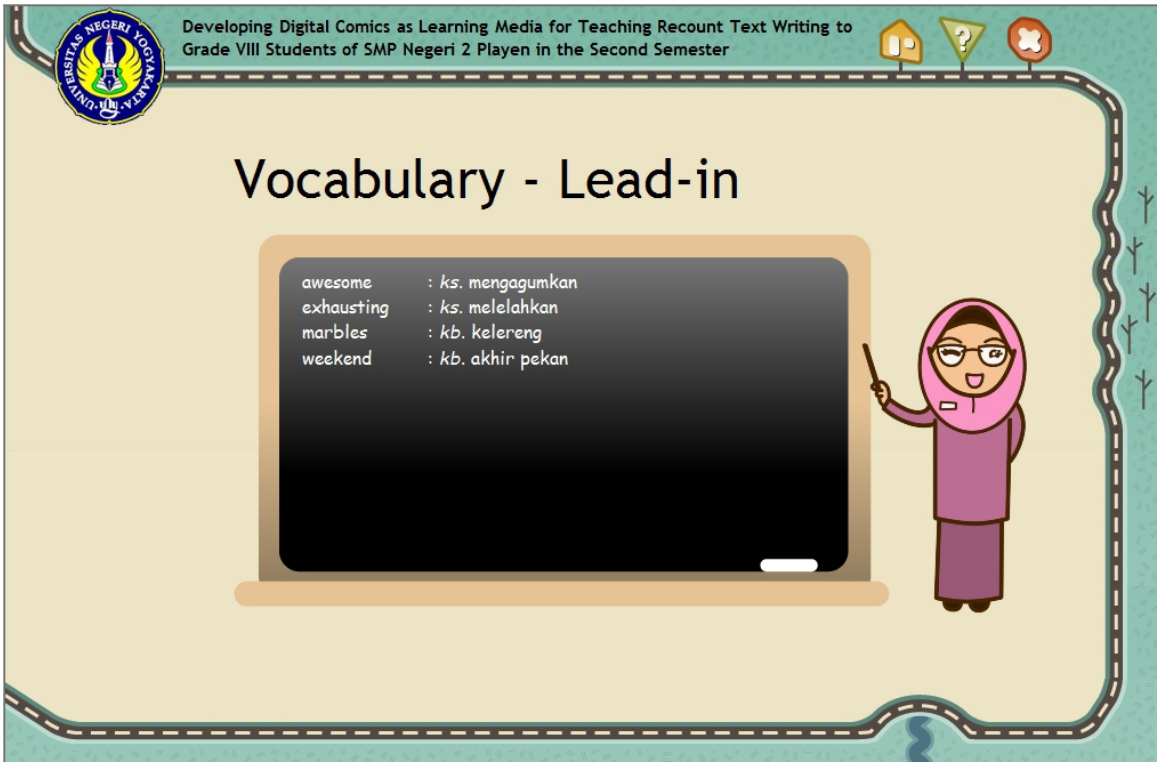


Slide 18 (Lead-in Page 3)

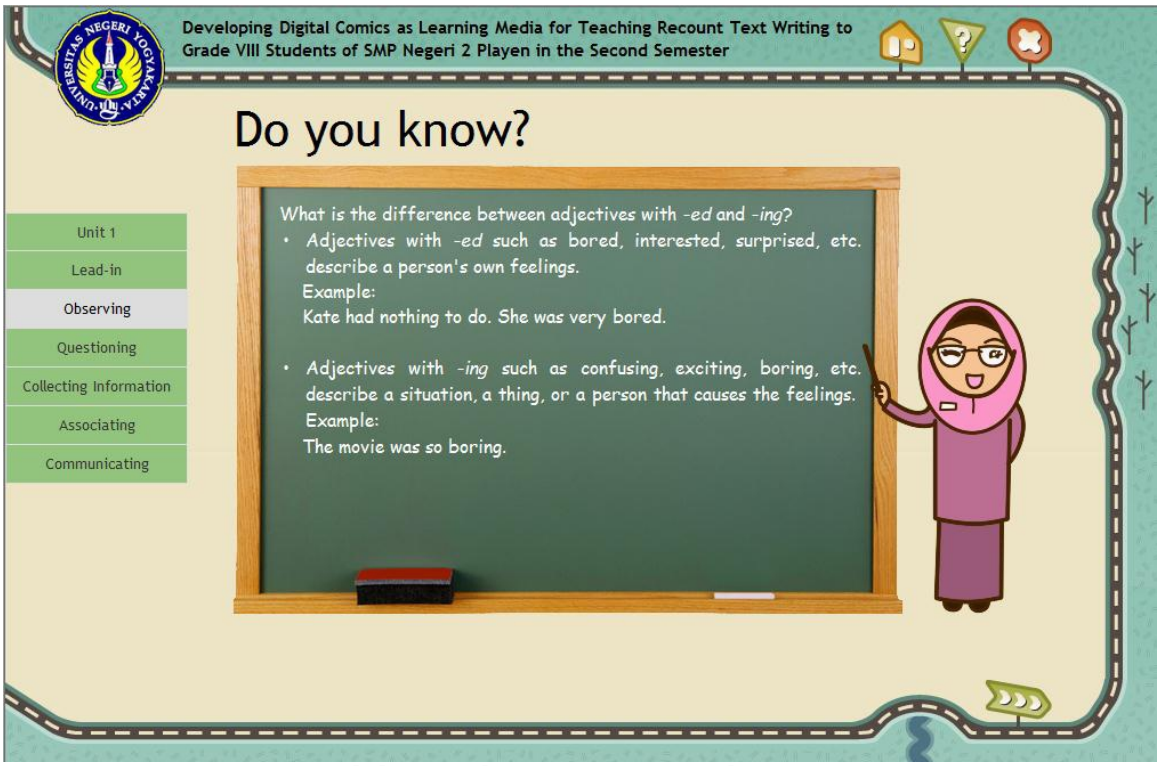


Slide 19 (Lead-in Page 4)

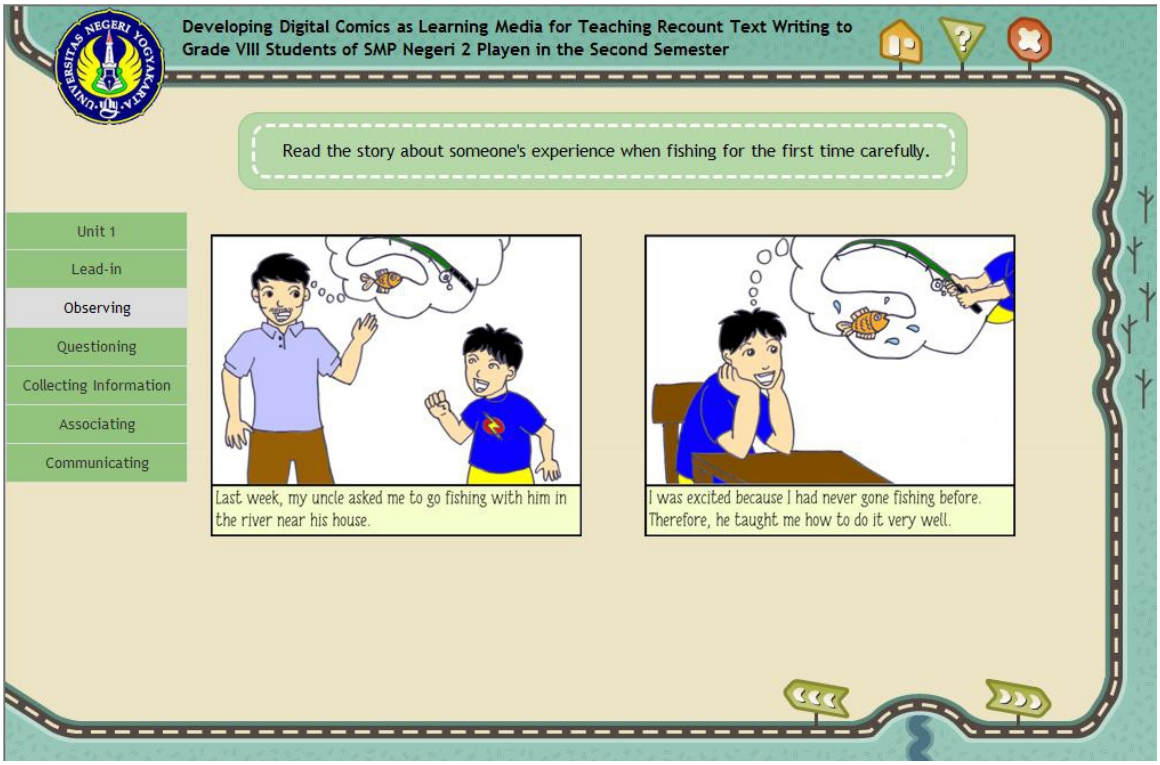


Slide 20 (Lead-in – Vocabulary)

Observing

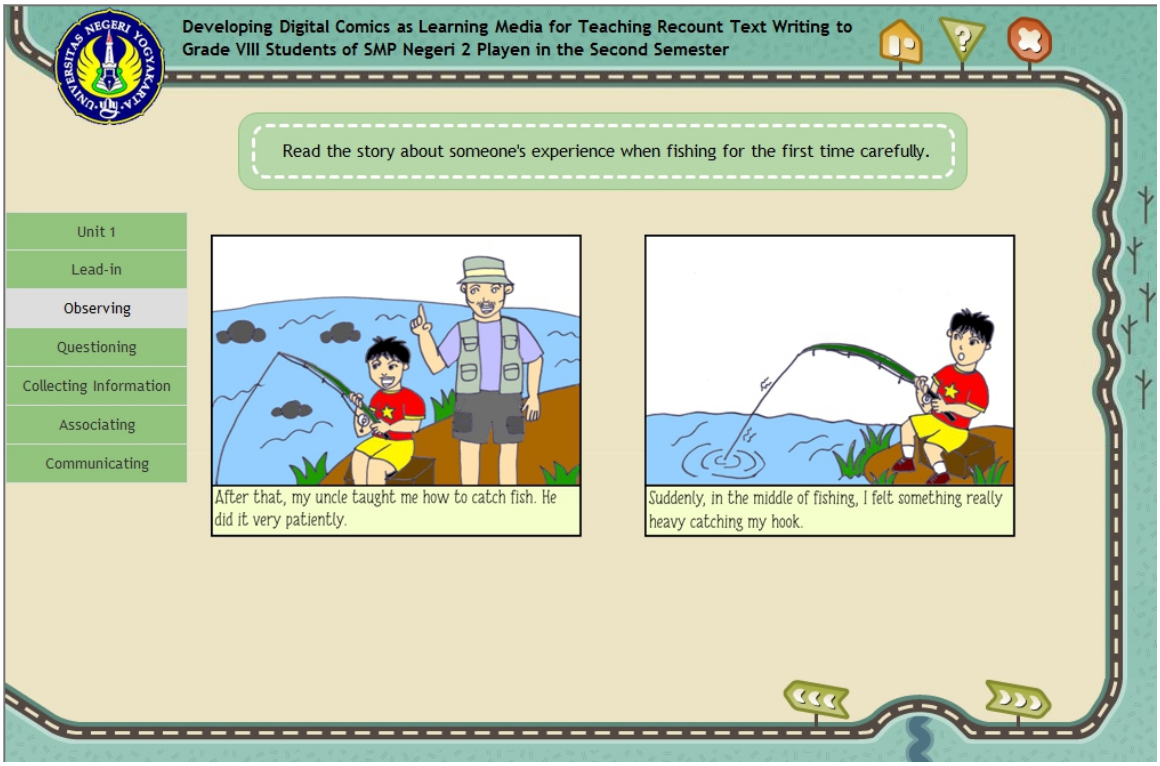


Slide 21 (Observing – Do you know?)



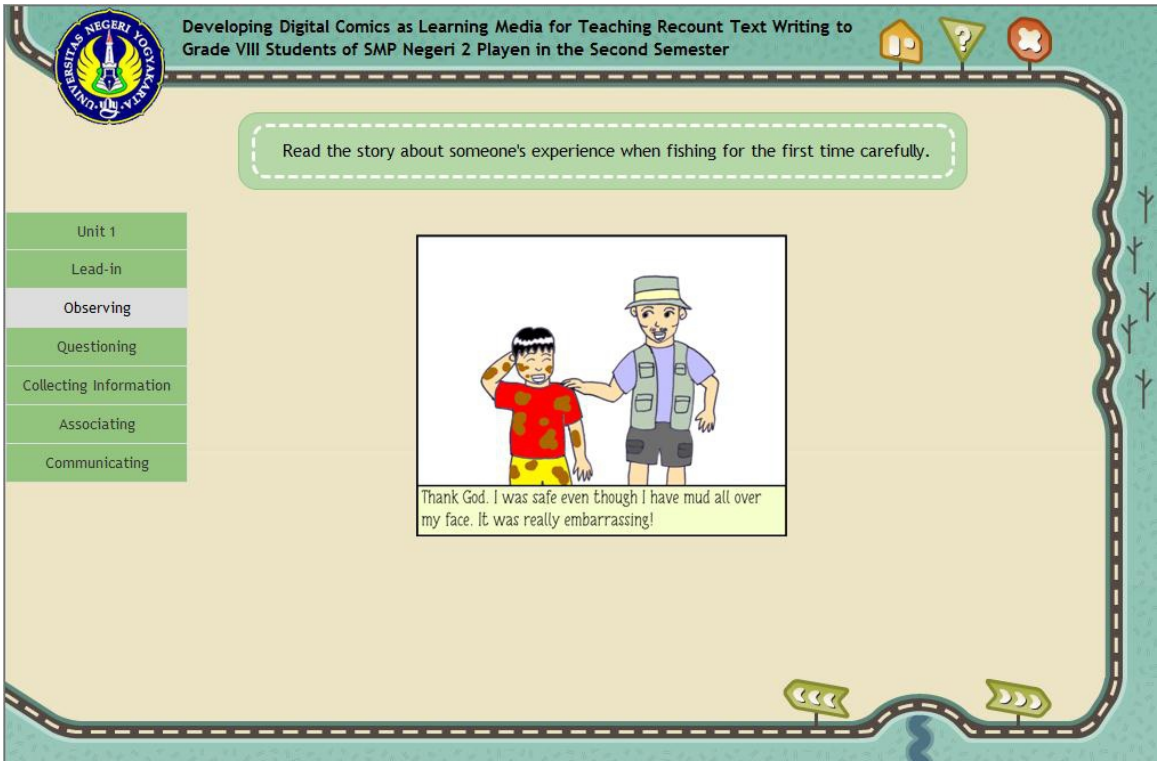
Slide 22 (Observing – Page 1)

Slide 23 (Observing – Page 2)

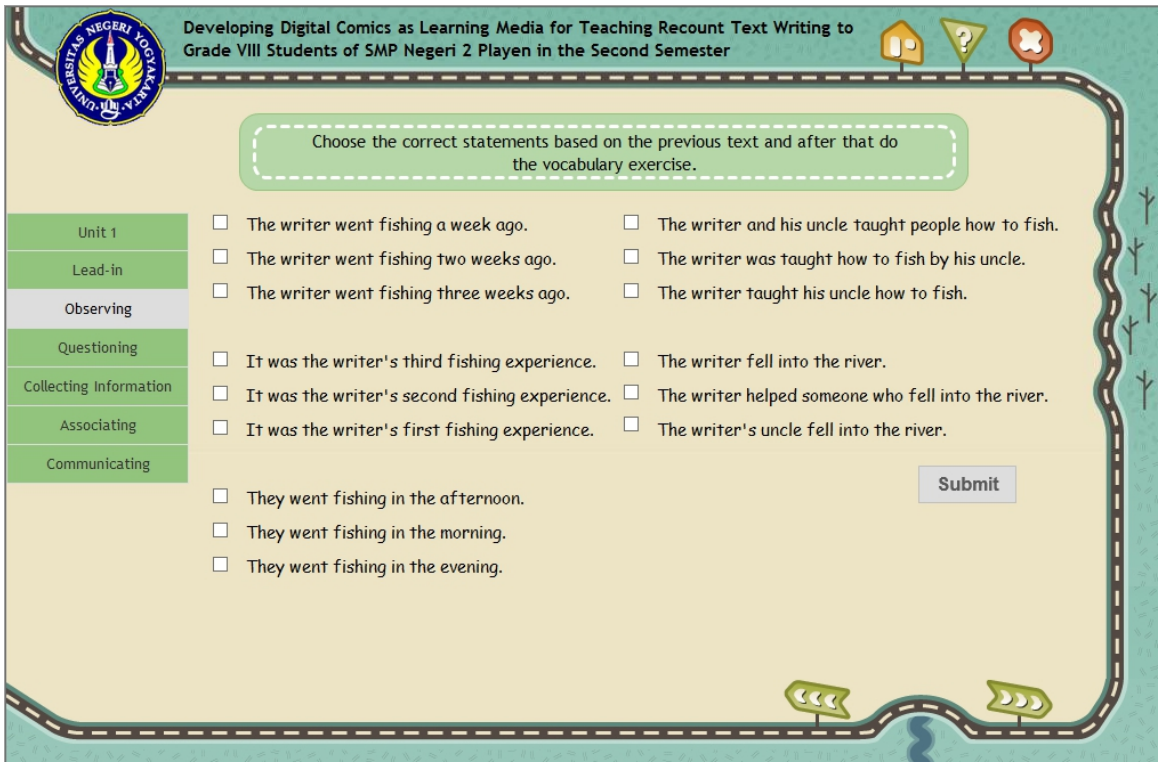


Slide 24 (Observing – Page 3)

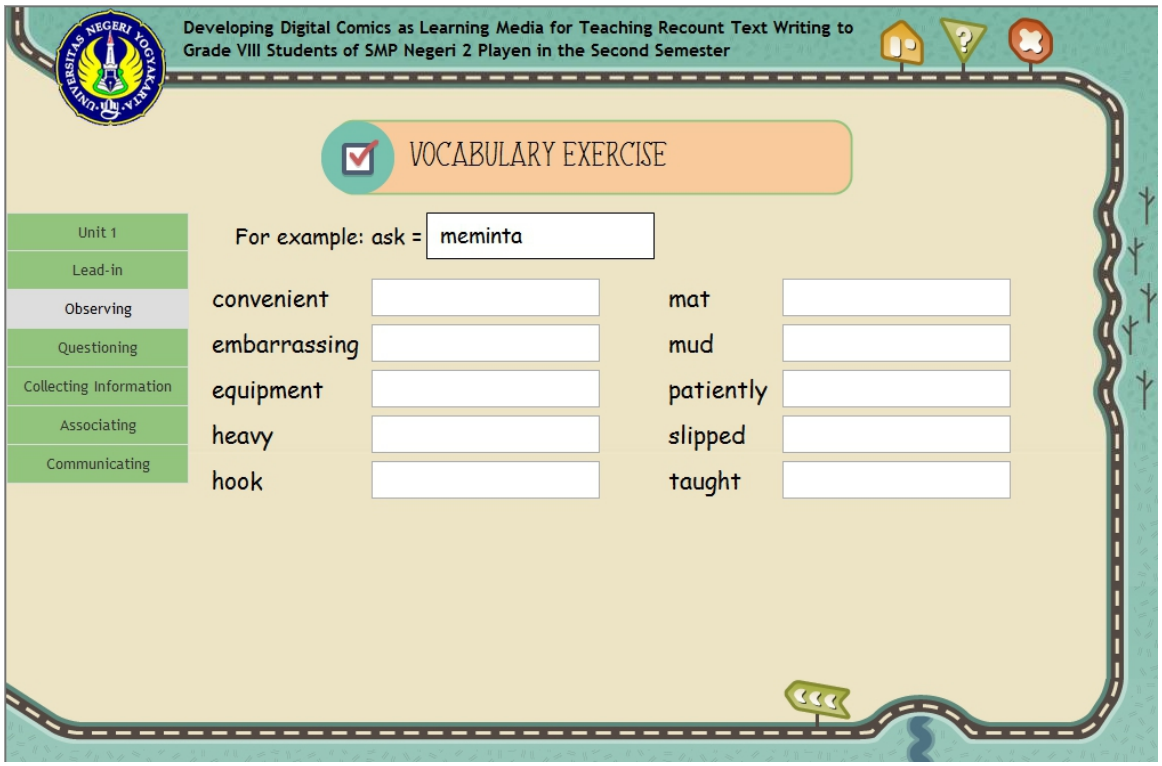
Slide 25 (Observing – Page 4)



Slide 26 (Observing – Page 5)

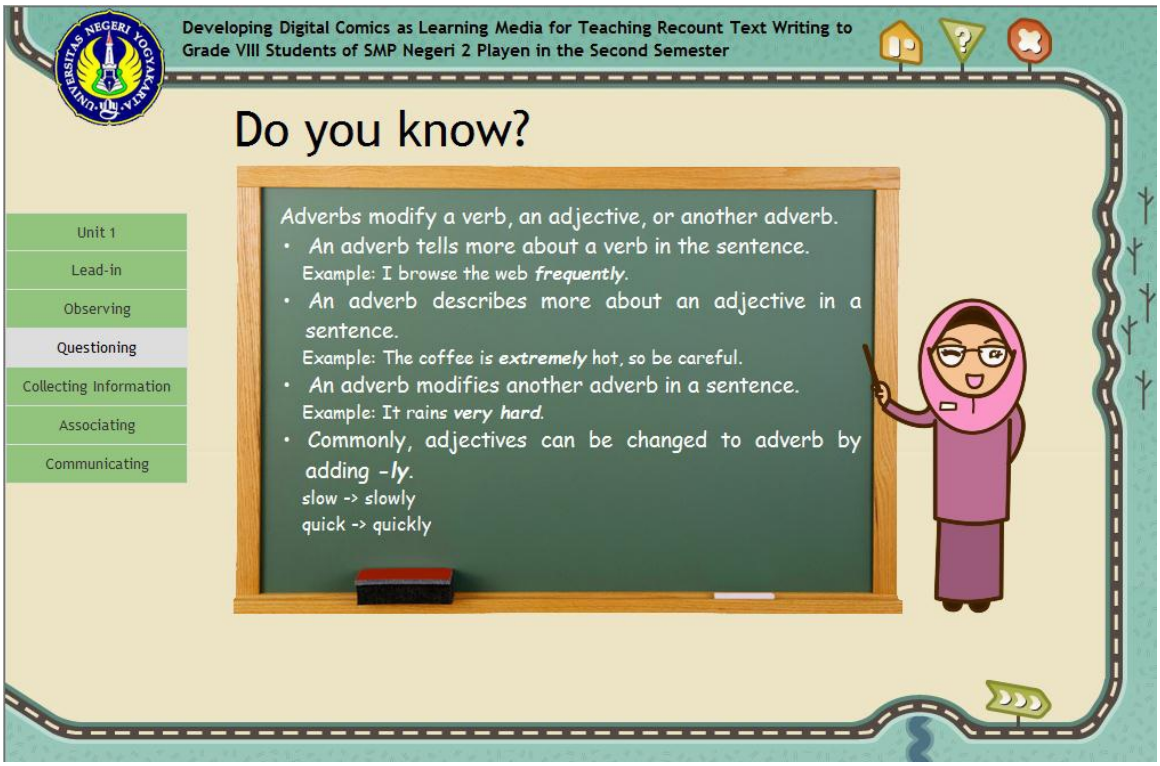


Slide 27 (Observing – Page 6)

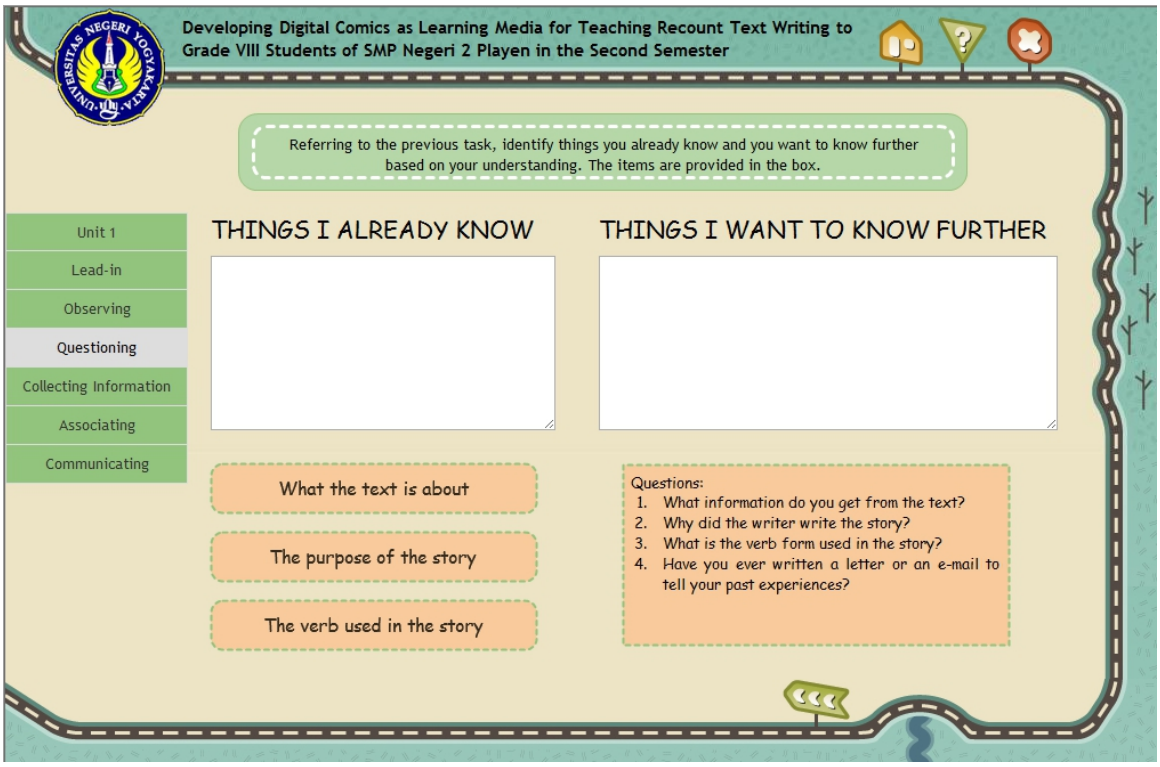


Slide 28 (Observing – Page 7)

Questioning

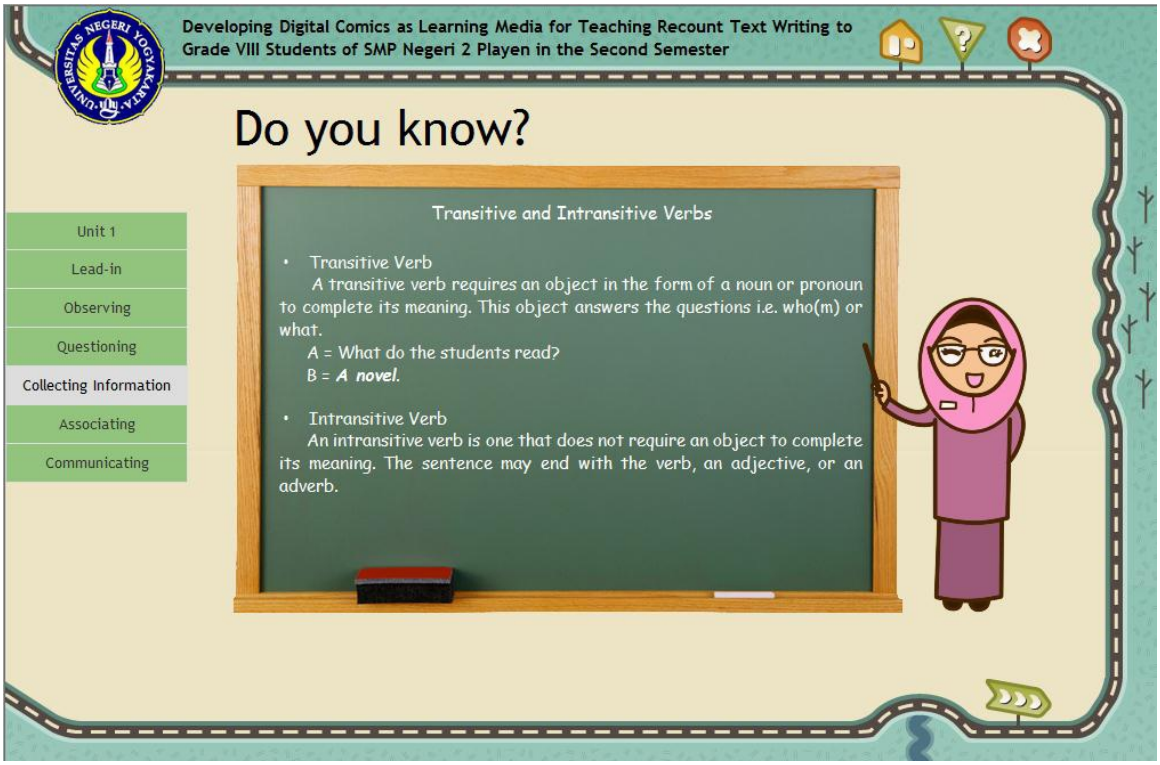


Slide 29 (Questioning – Do you know?)

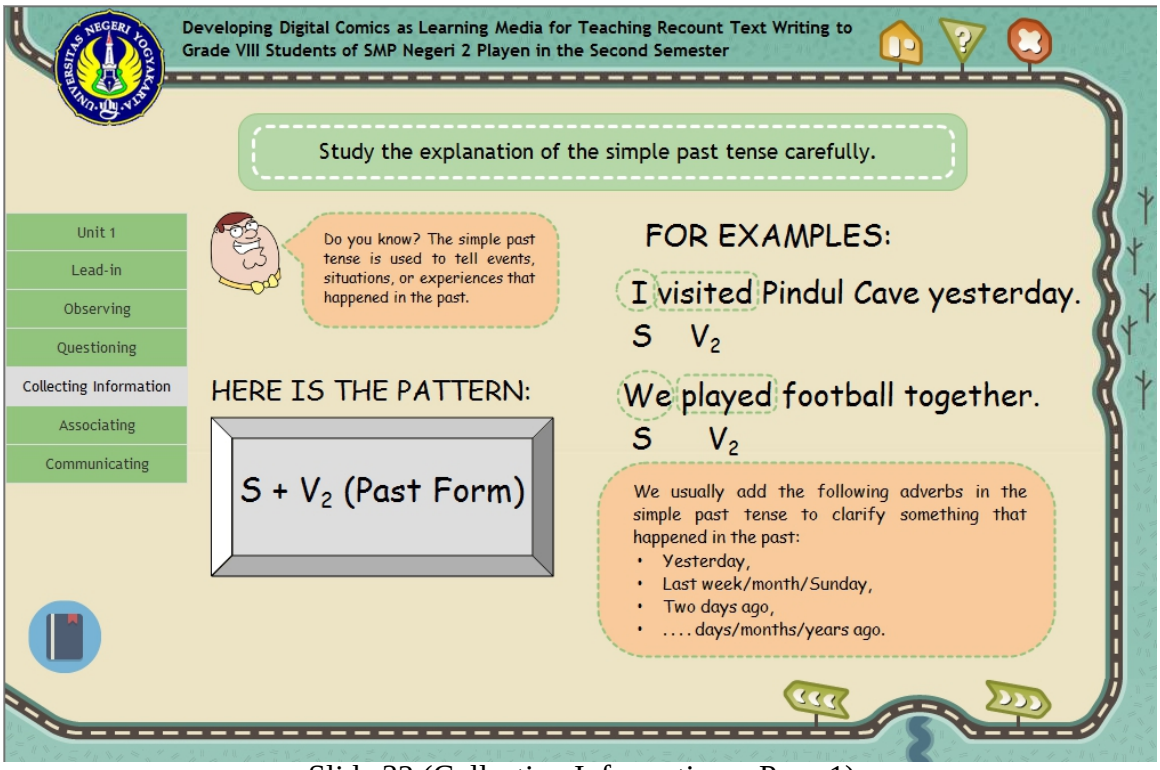


Slide 30 (Questioning)

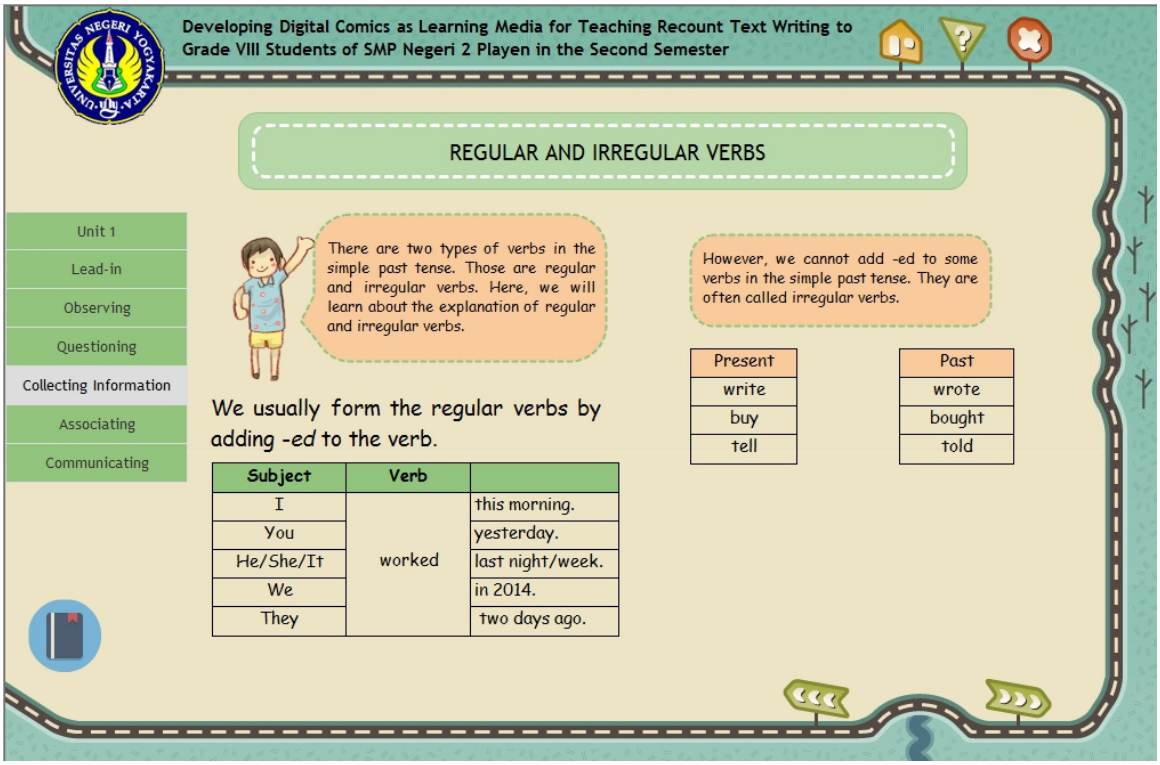
Collecting Information



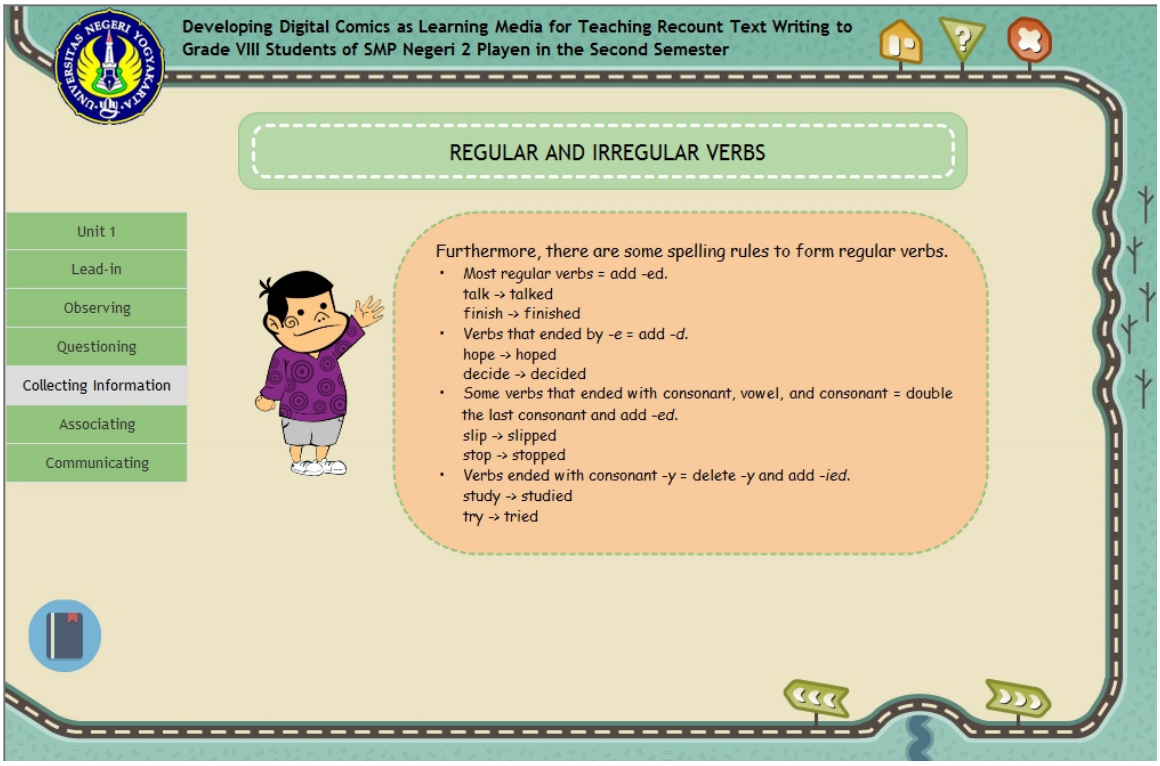
Slide 31 (Collecting Information – Do you know?)



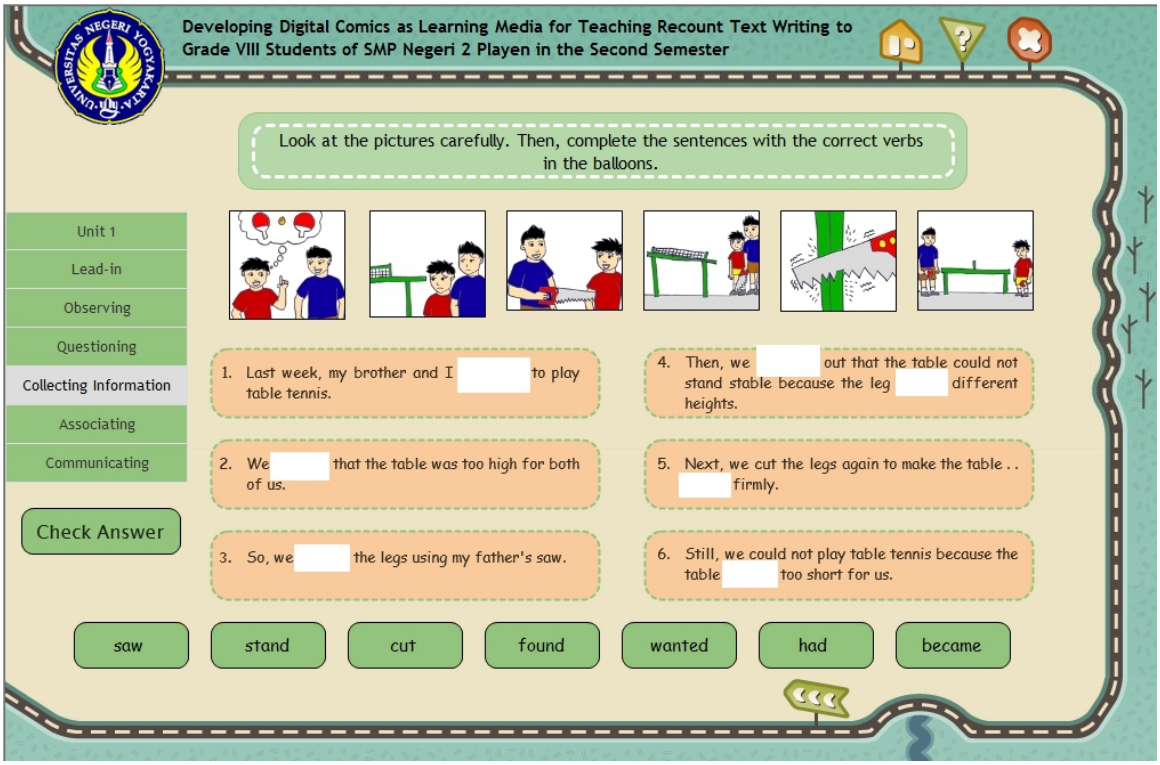
Slide 32 (Collecting Information – Page 1)



Slide 33 (Collecting Information – Page 2)

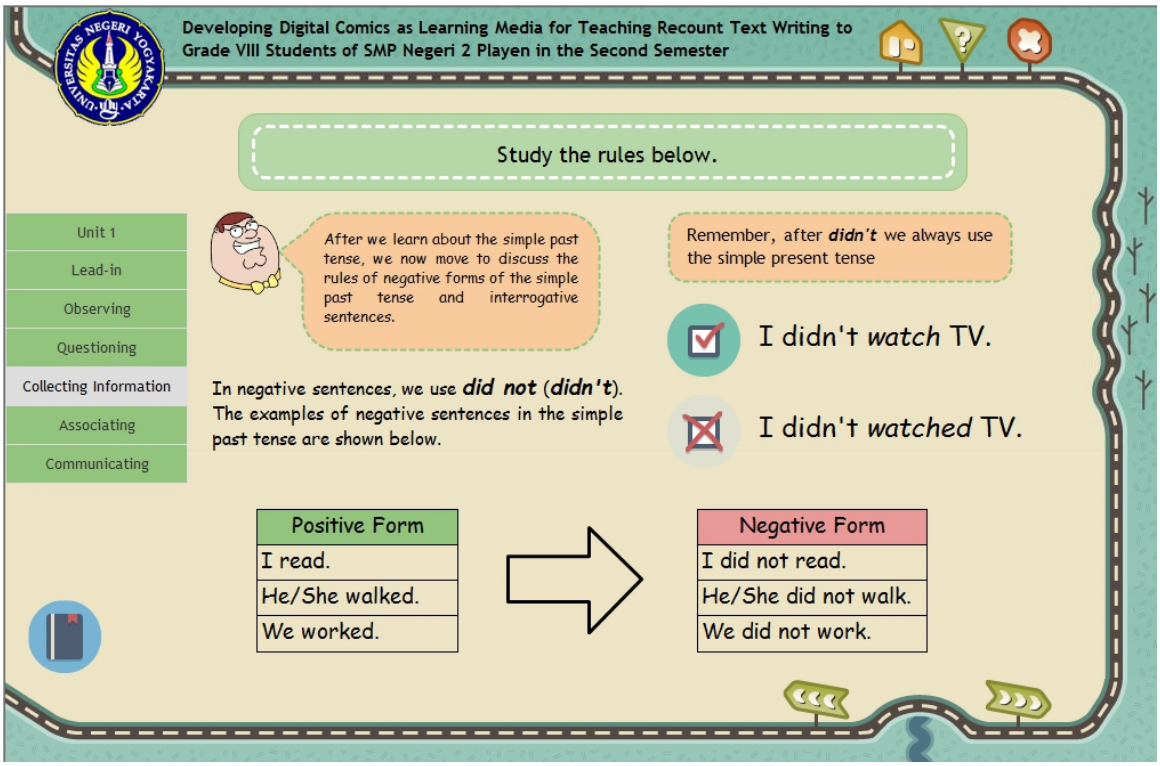


Slide 34 (Collecting Information – Page 3)

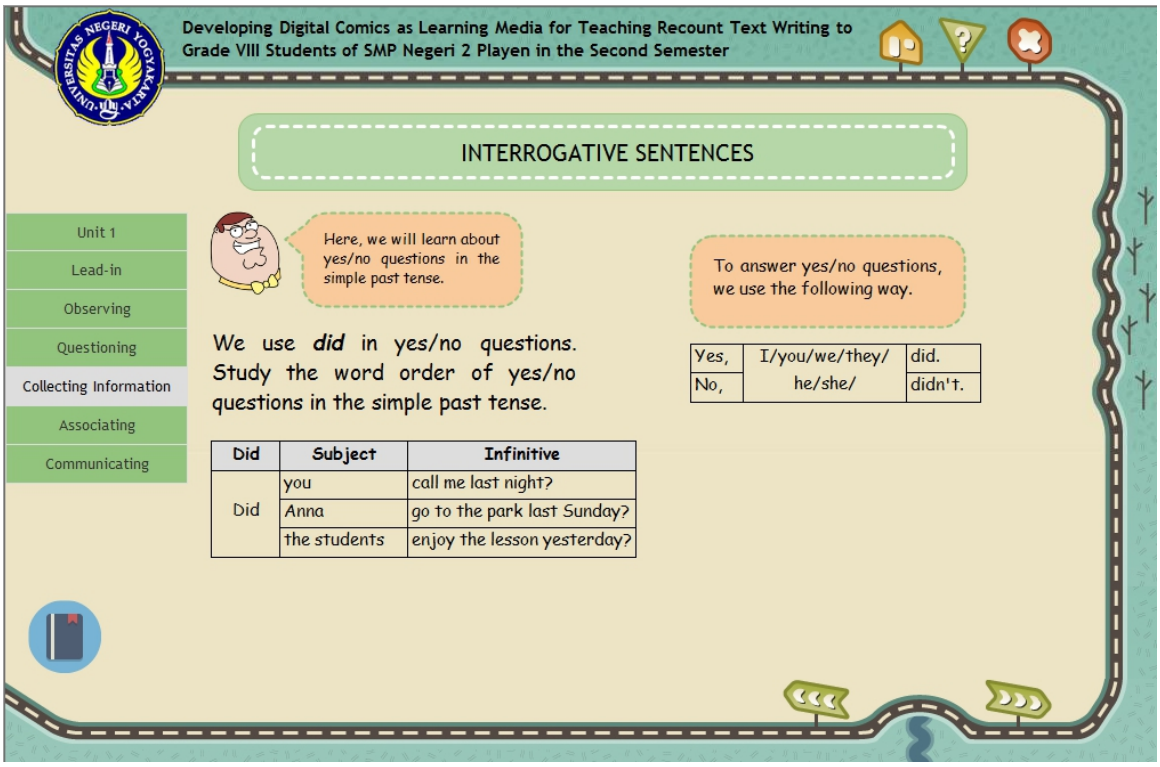


Slide 35 (Collecting Information – Page 4)

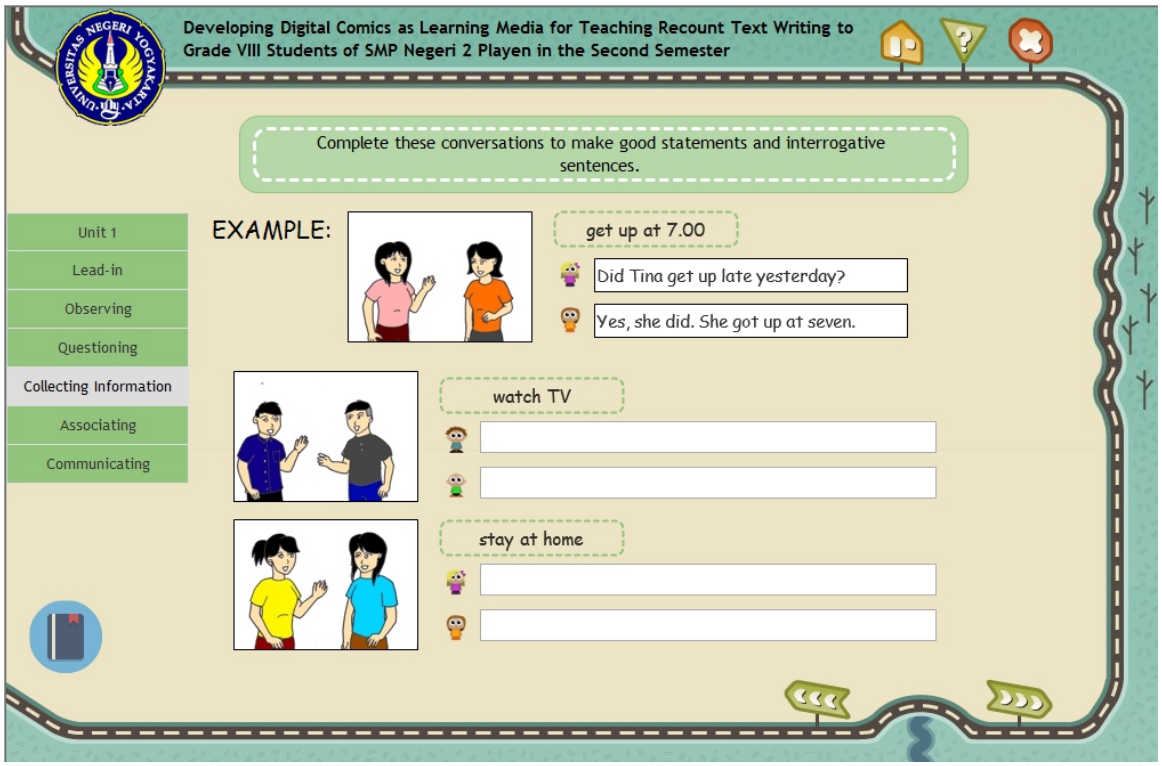
Slide 36 (Collecting Information – Page 5)



Slide 37 (Collecting Information – Page 6)

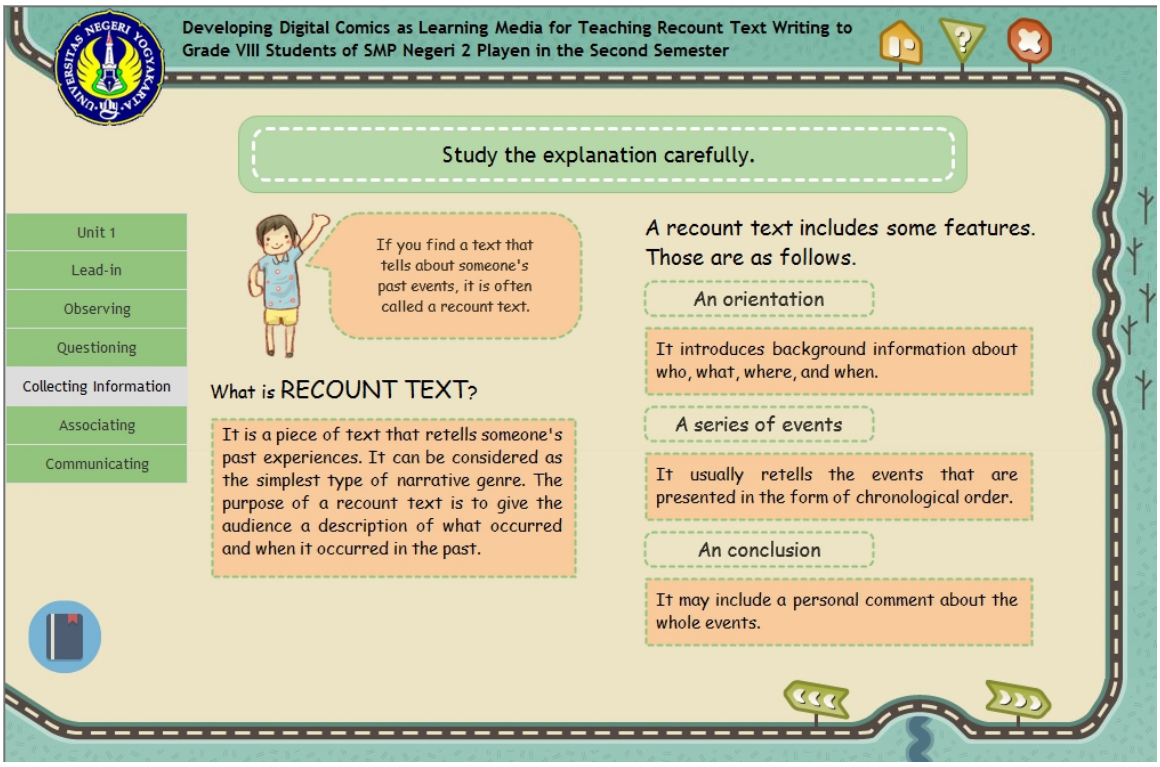


Slide 38 (Collecting Information – Page 7)

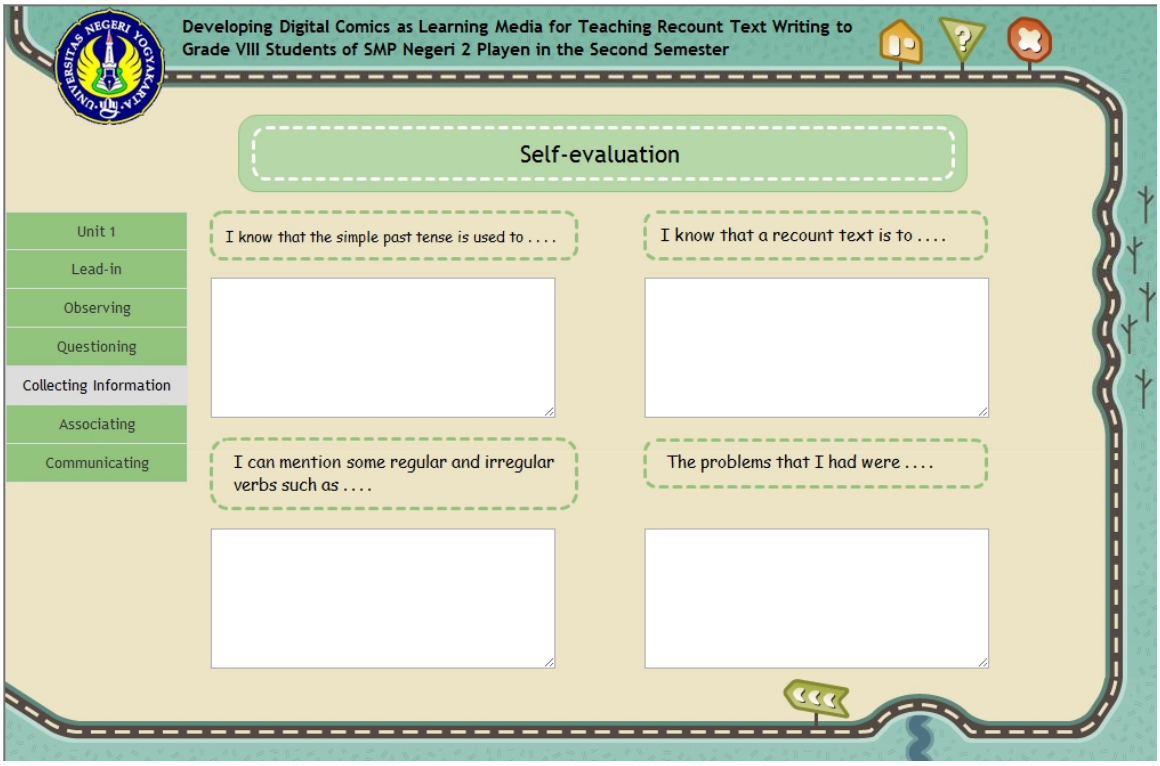


Slide 39 (Collecting Information – Page 8)

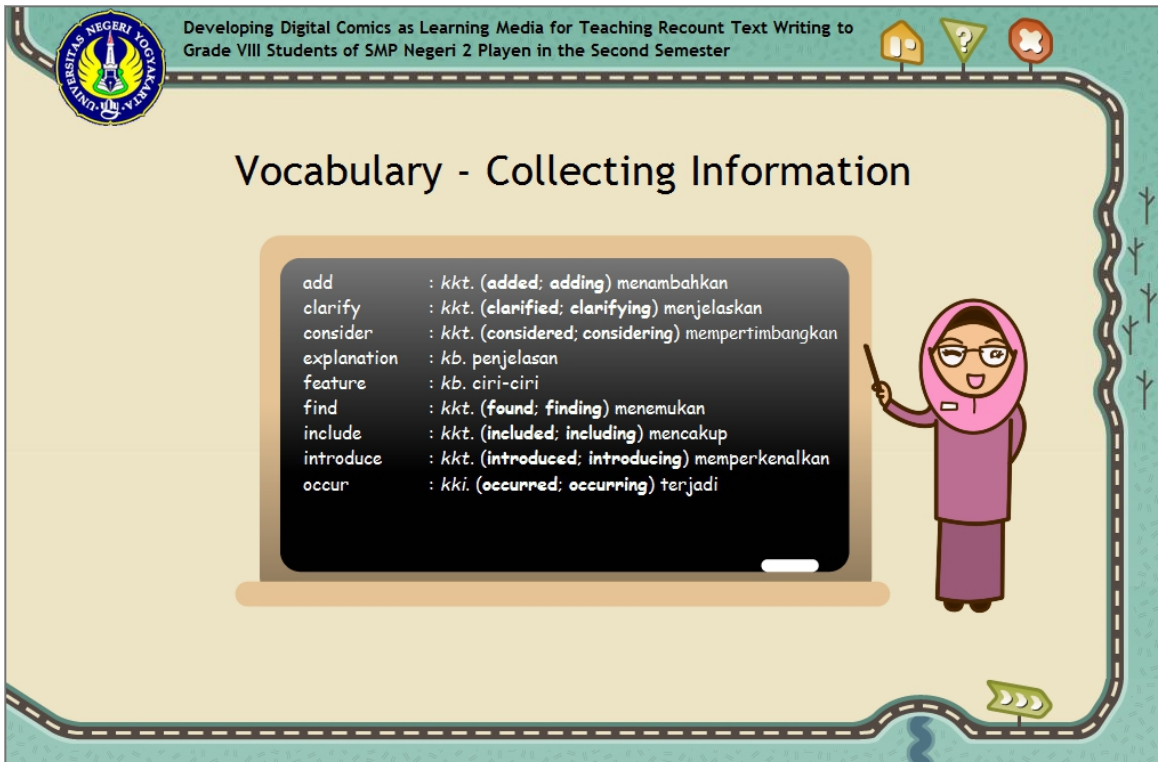
Slide 40 (Collecting Information – Page 9)



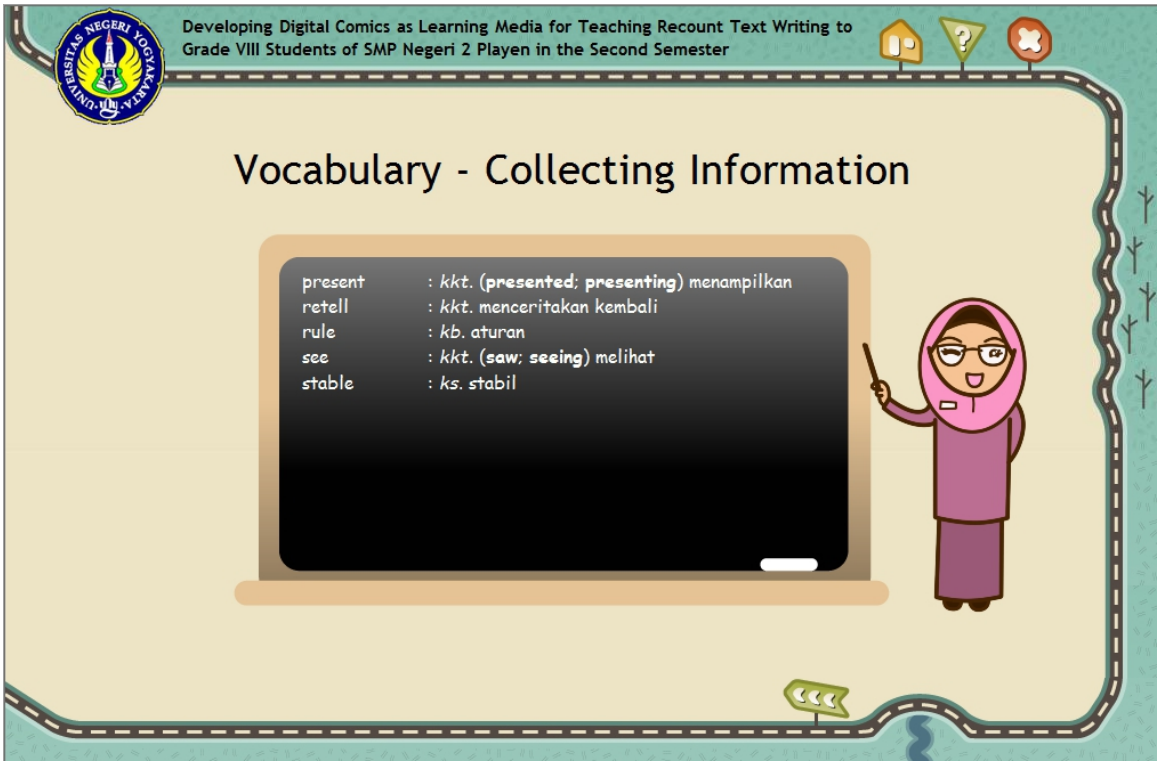
Slide 41 (Collecting Information – Page 10)



Slide 42 (Collecting Information – Page 11)

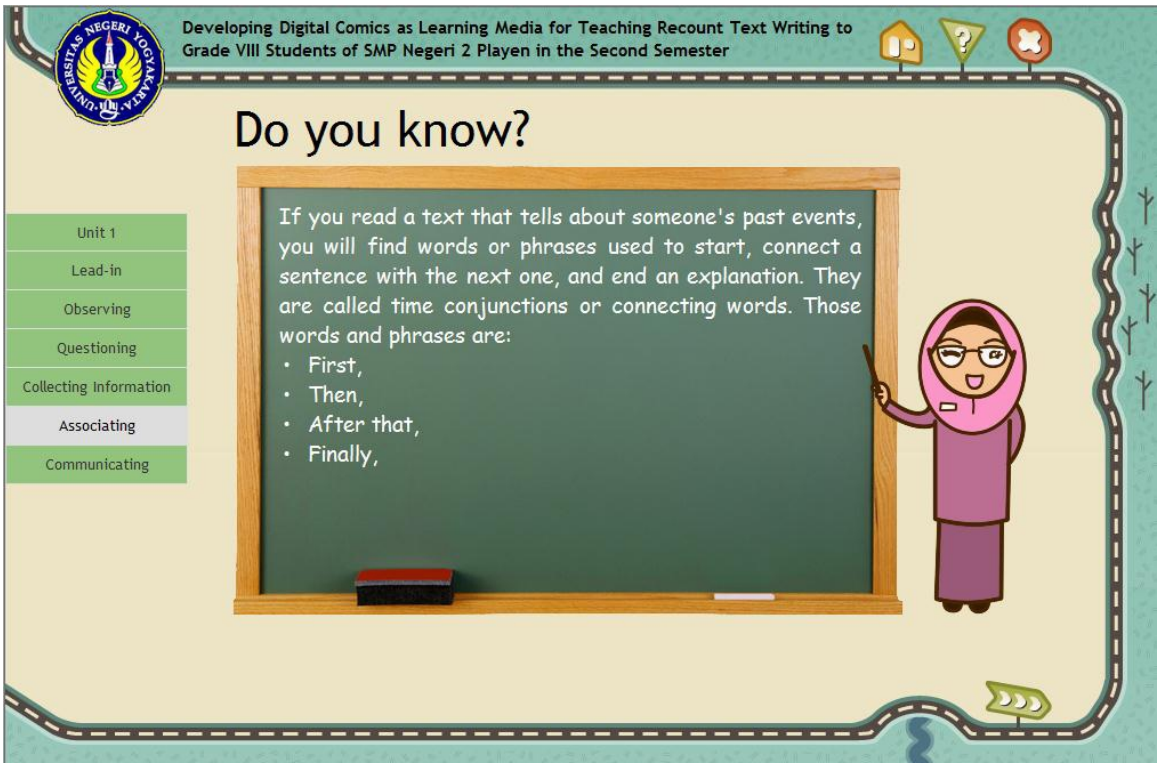


Slide 43 (Collecting Information – Vocabulary)

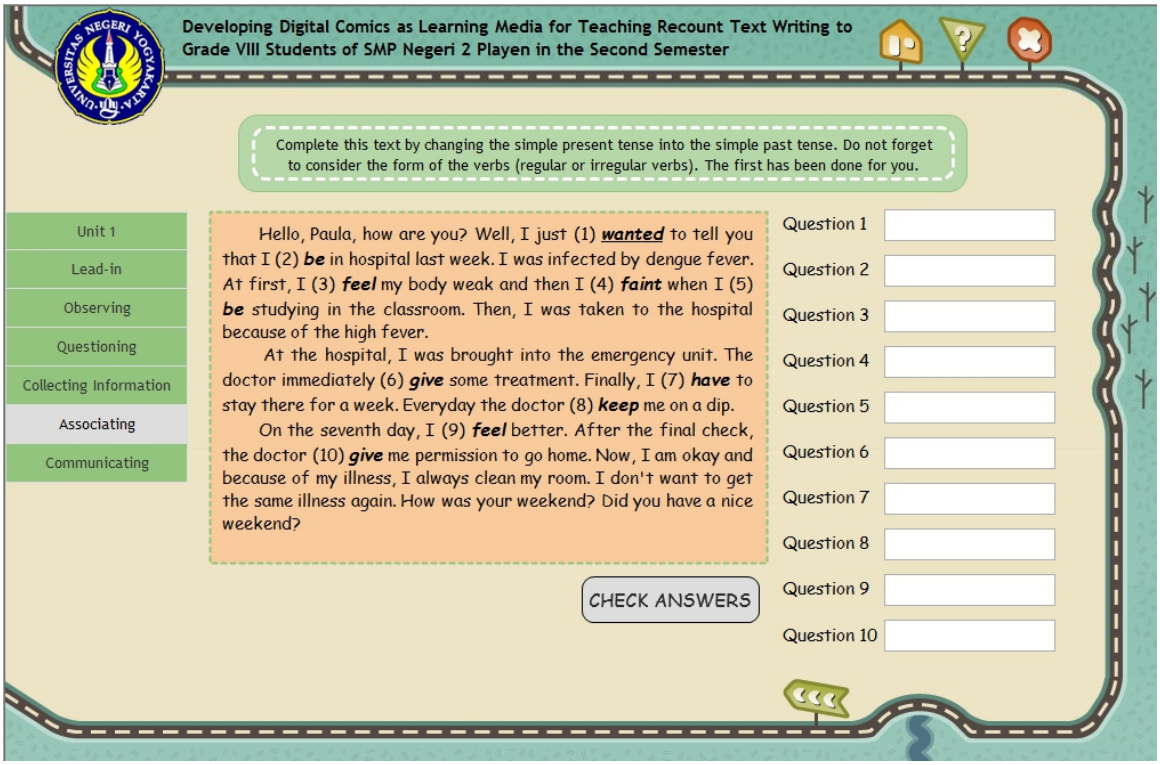


Slide 44 (Collecting Information – Vocabulary)

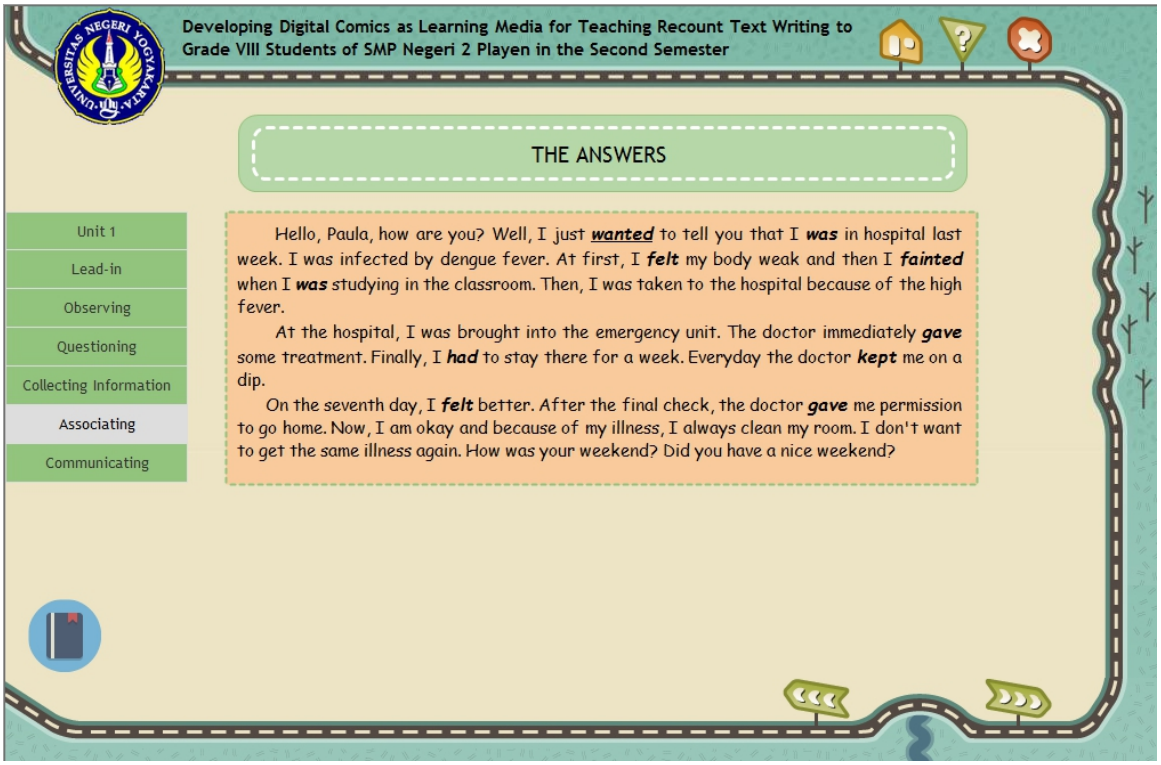
Associating



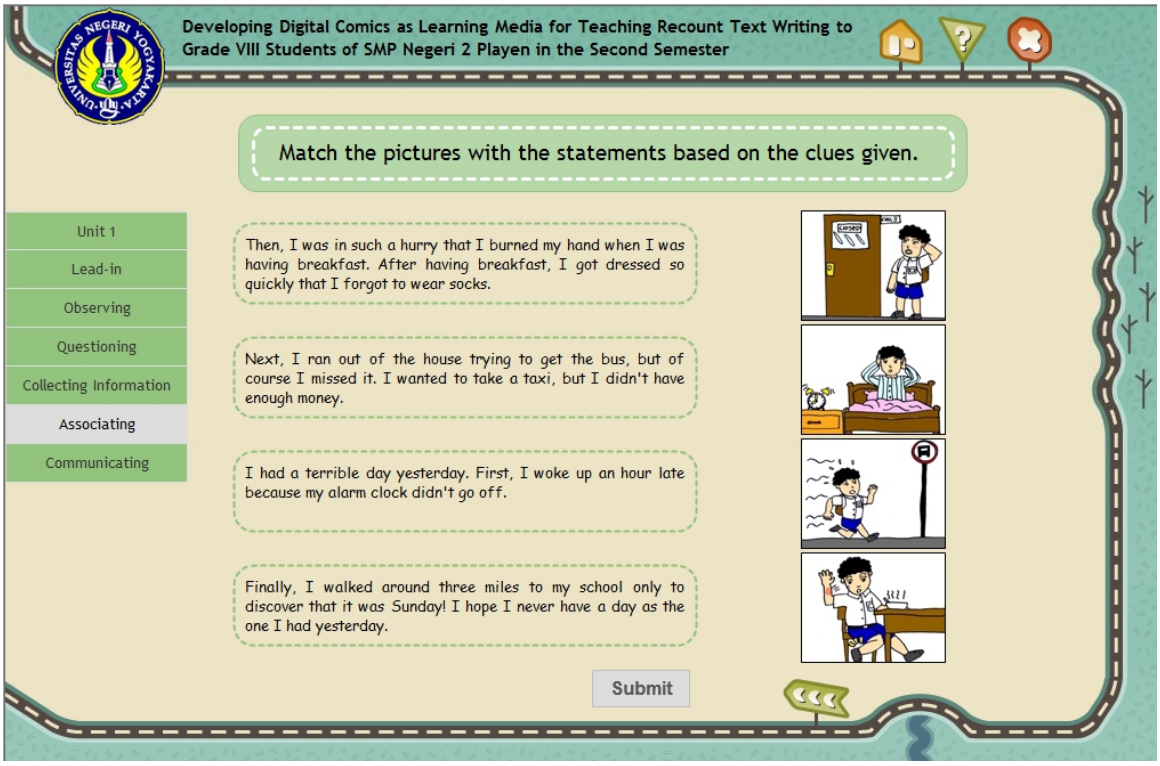
Slide 45 (Associating – Do you know?)



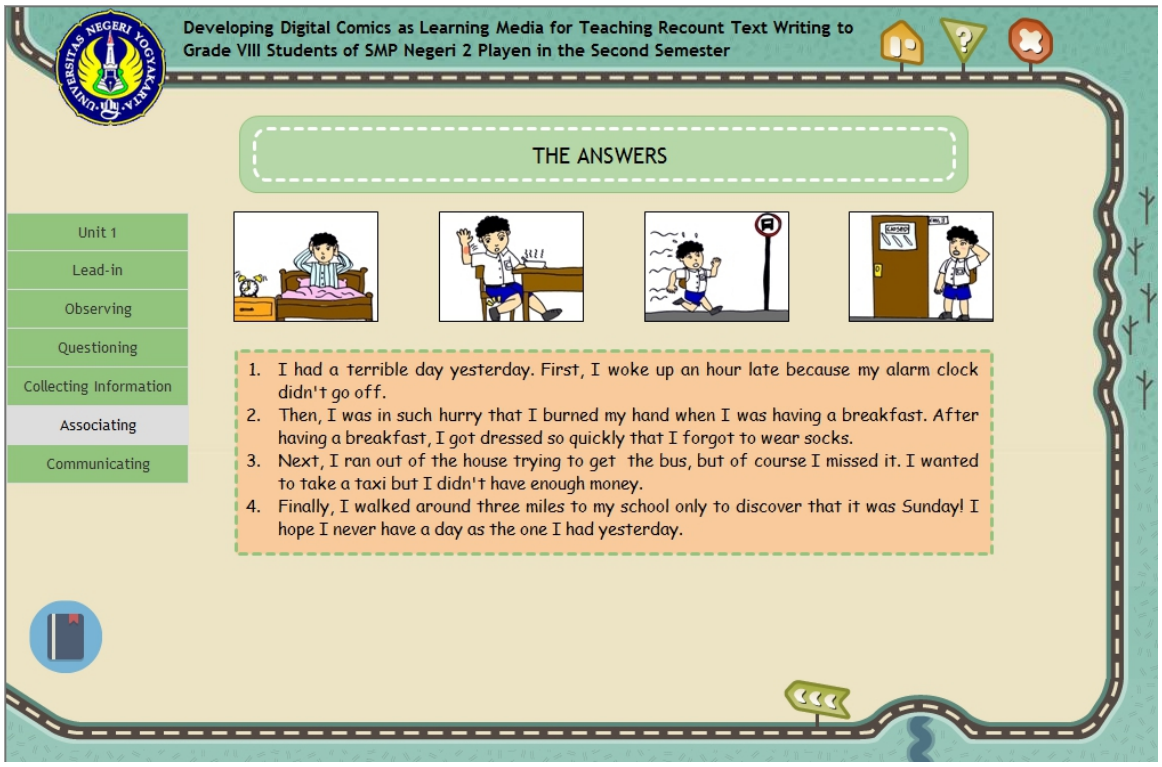
Slide 46 (Associating – Page 1)



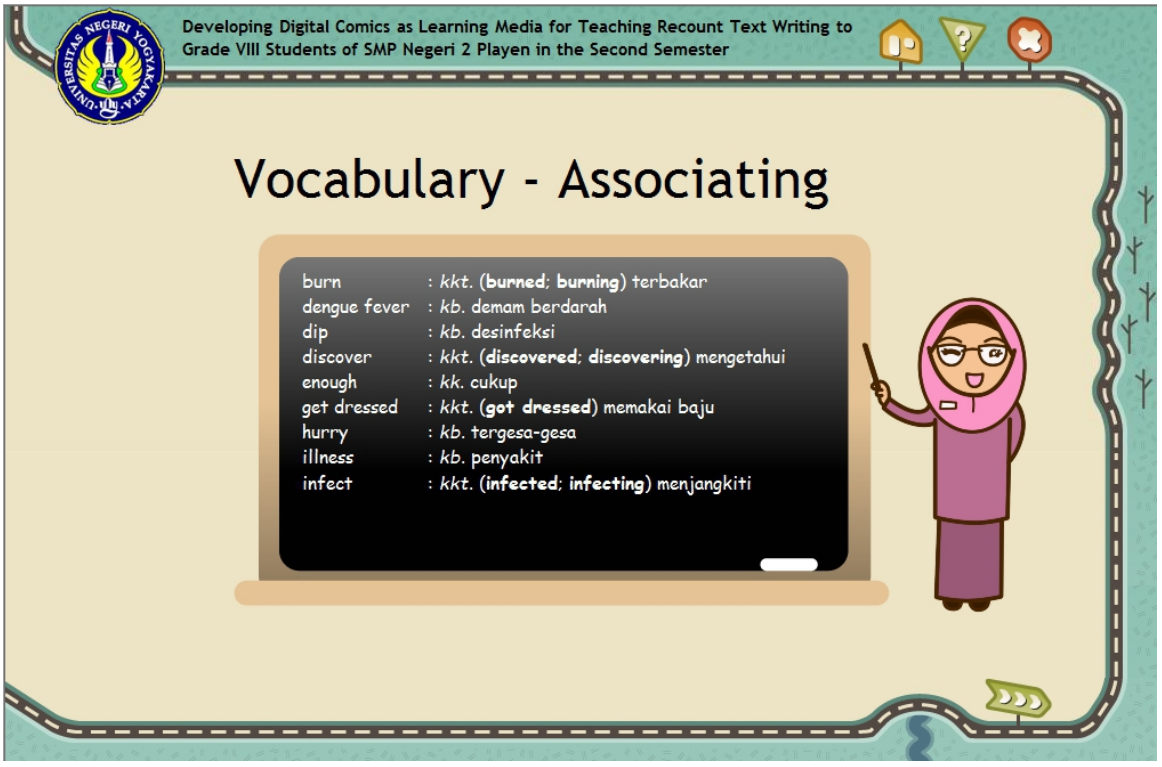
Slide 47 (Associating – Page 2)



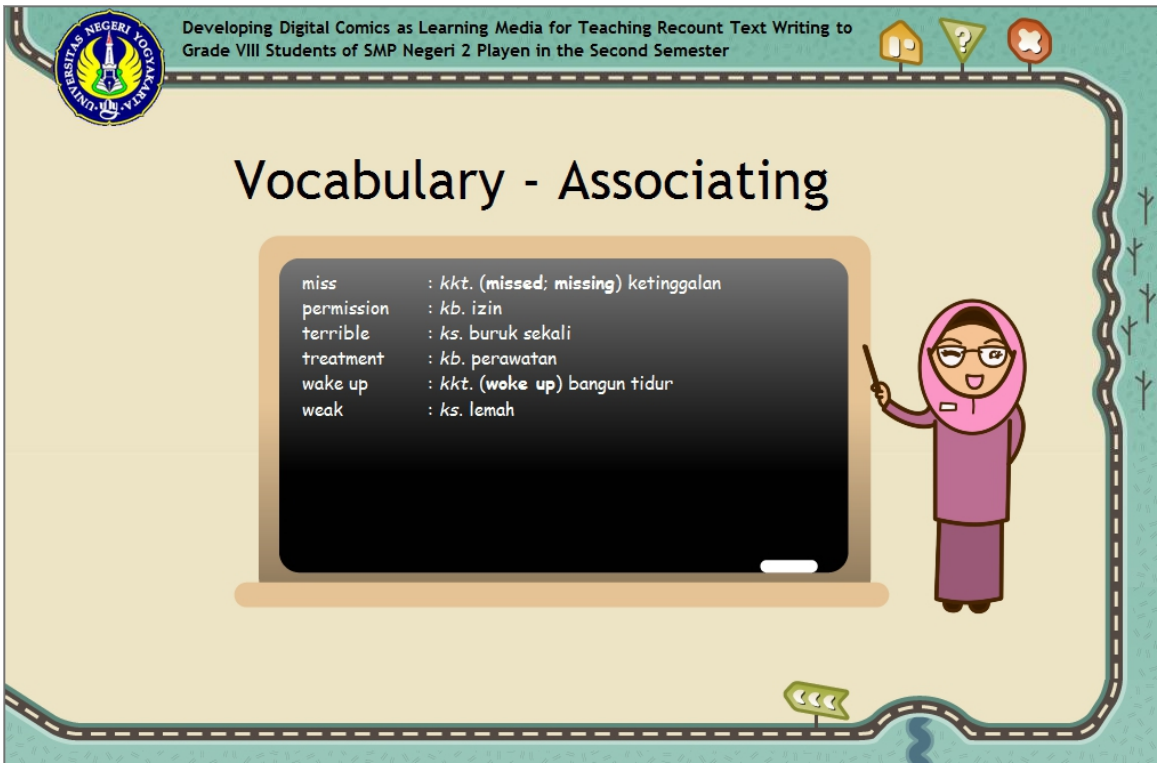
Slide 48 (Associating – Page 3)



Slide 49 (Associating – Page 4)

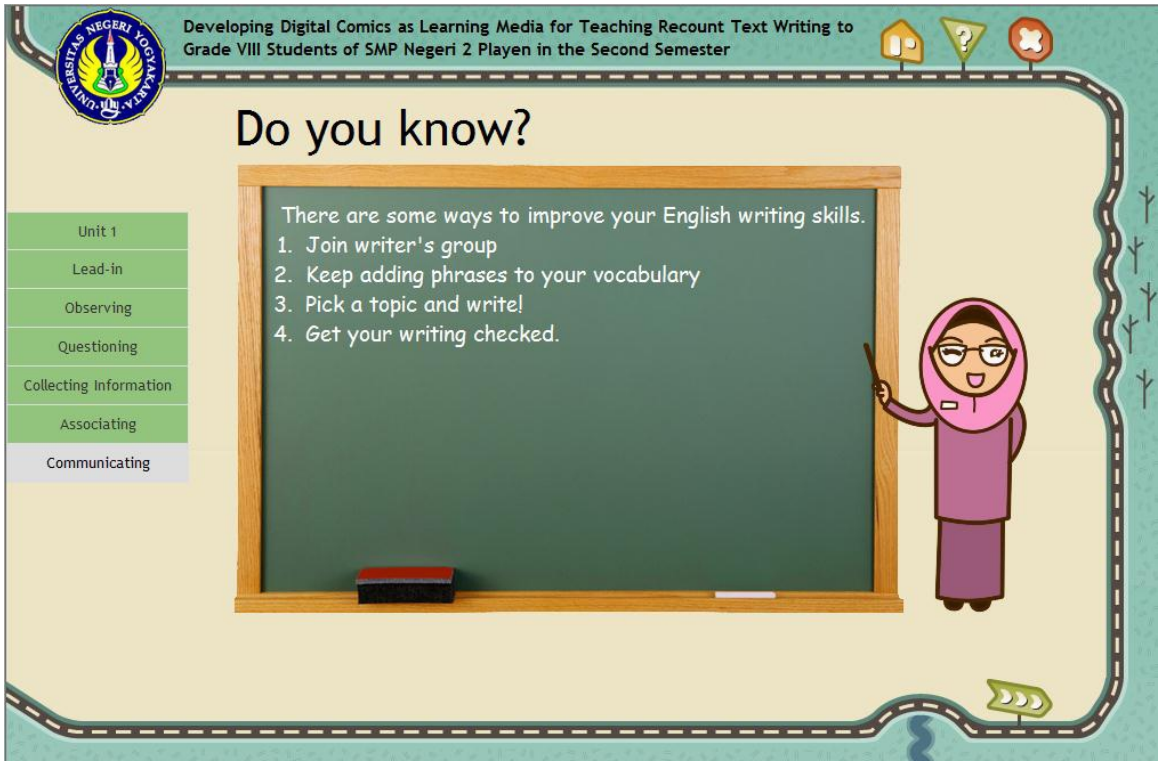


Slide 50 (Associating – Vocabulary)

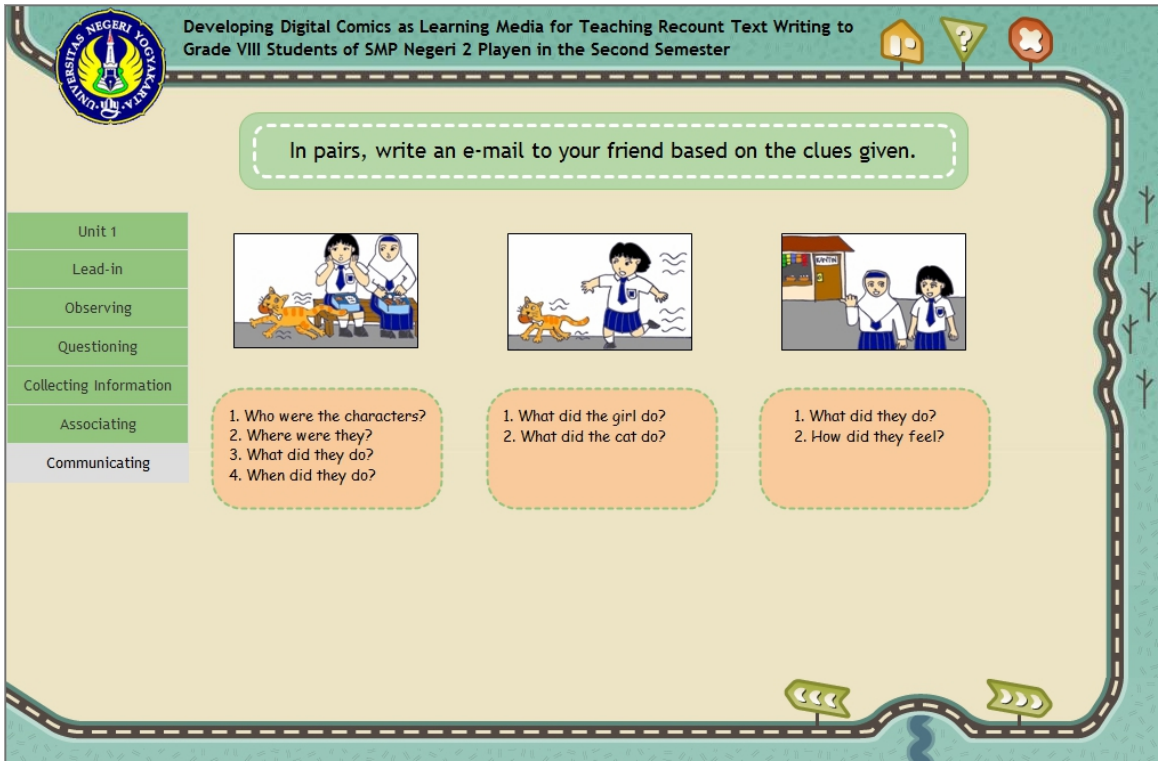


Slide 51 (Associating – Vocabulary)

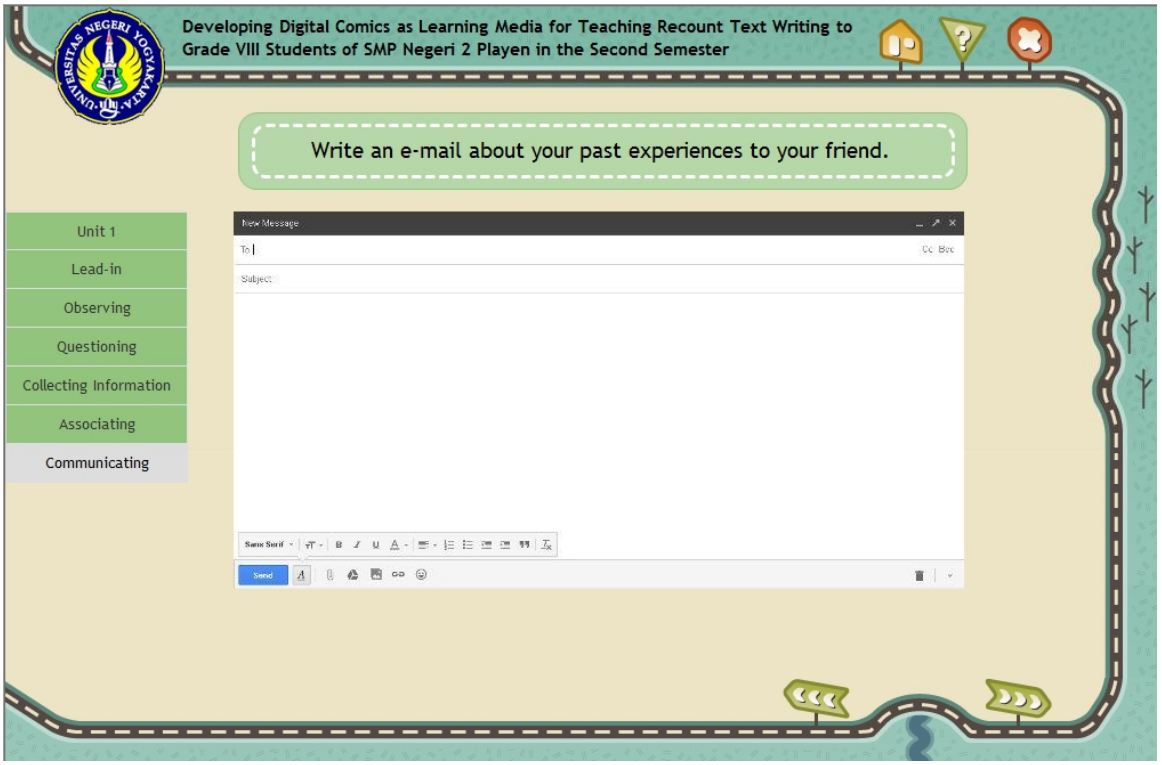
Communicating



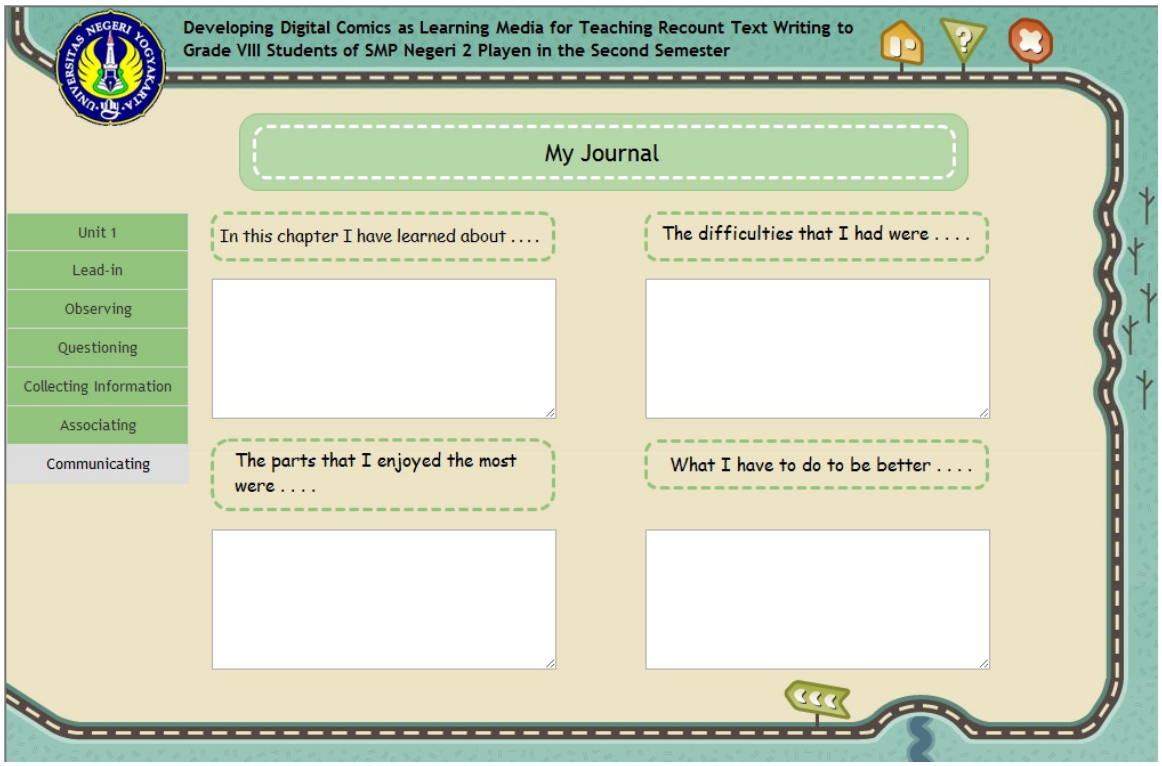
Slide 52 (Communicating – Do you know?)



Slide 53 (Communicating – Page 1)

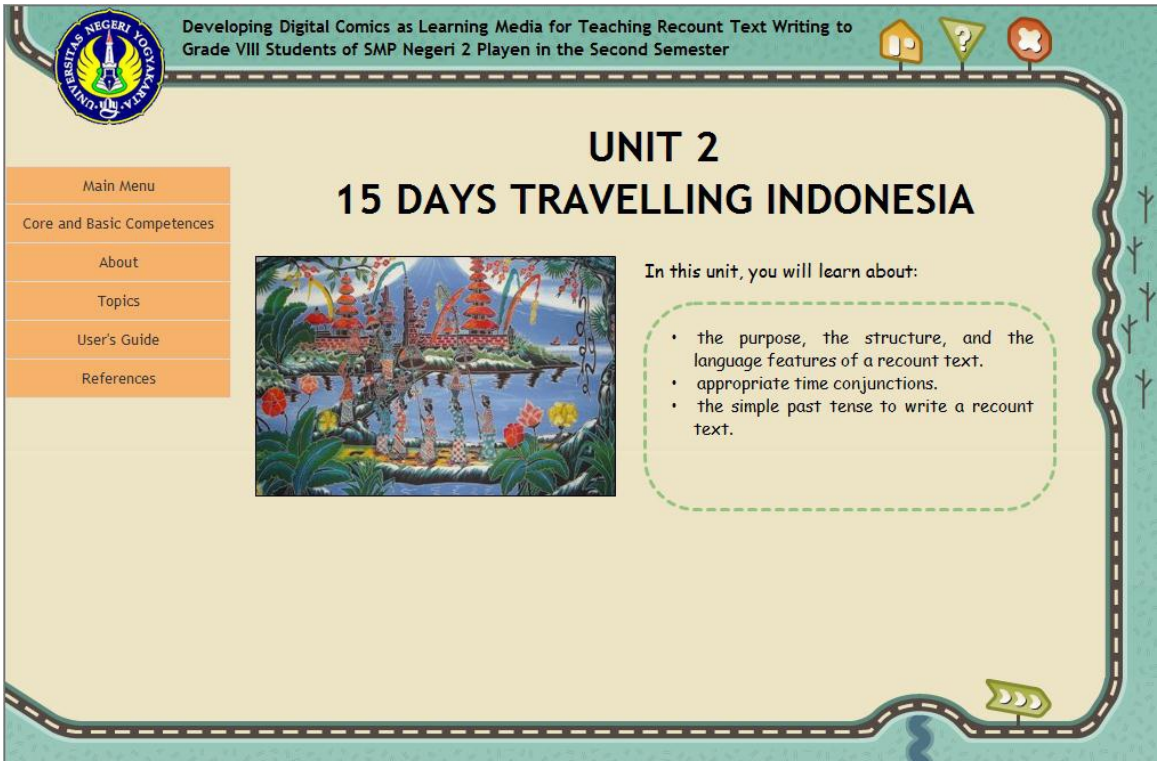


Slide 54 (Communicating – Page 2)



Slide 55 (Communicating – Page 3)

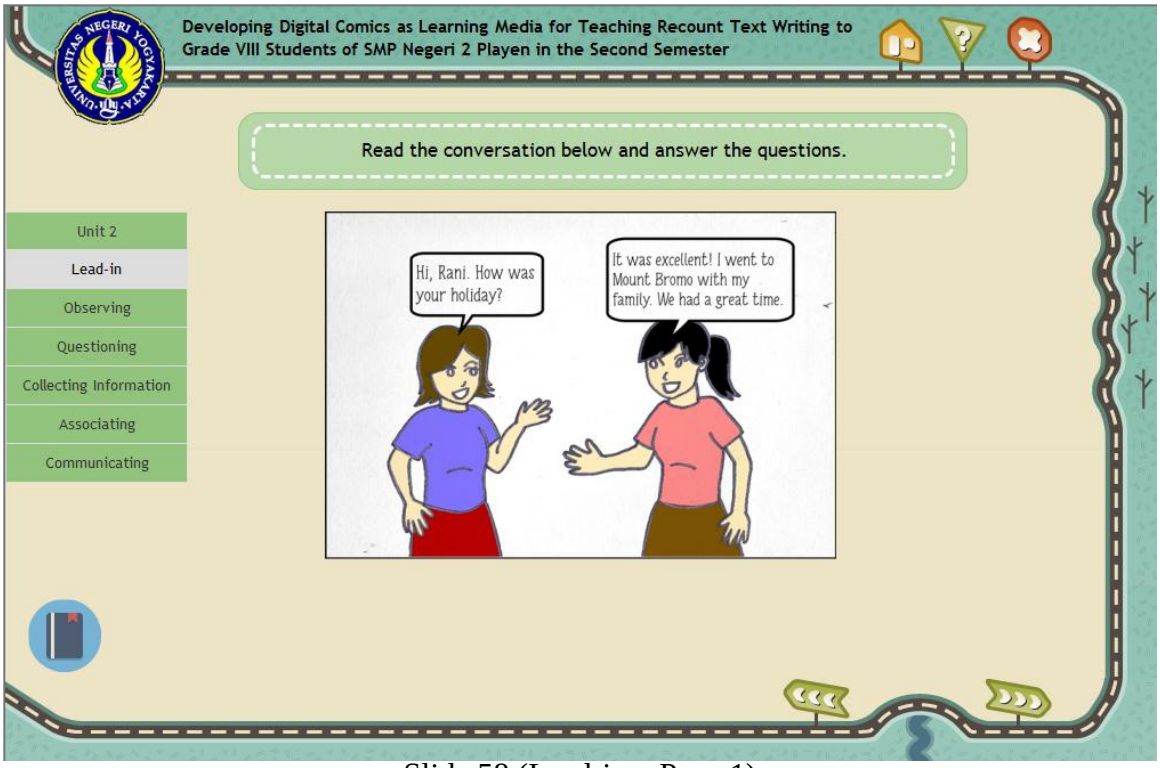
UNIT 2
15 DAYS TRAVELLING INDONESIA



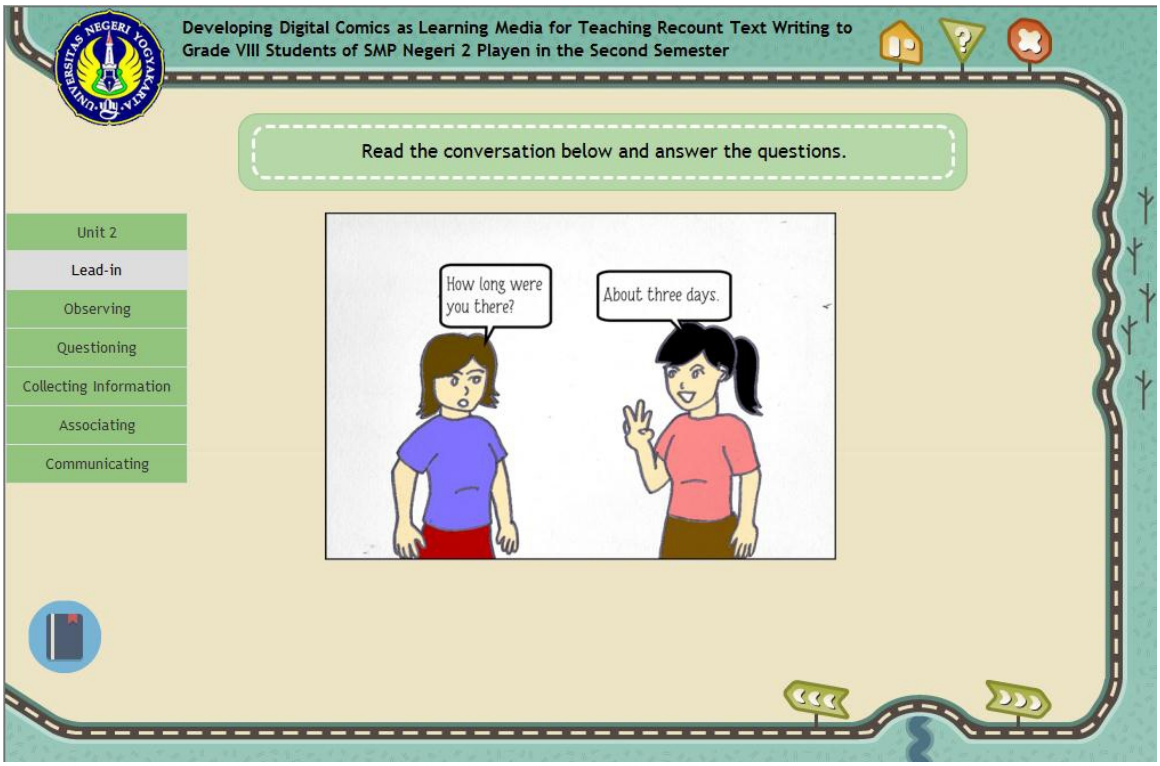
Slide 56 (Unit 2 Cover)

Lead-in

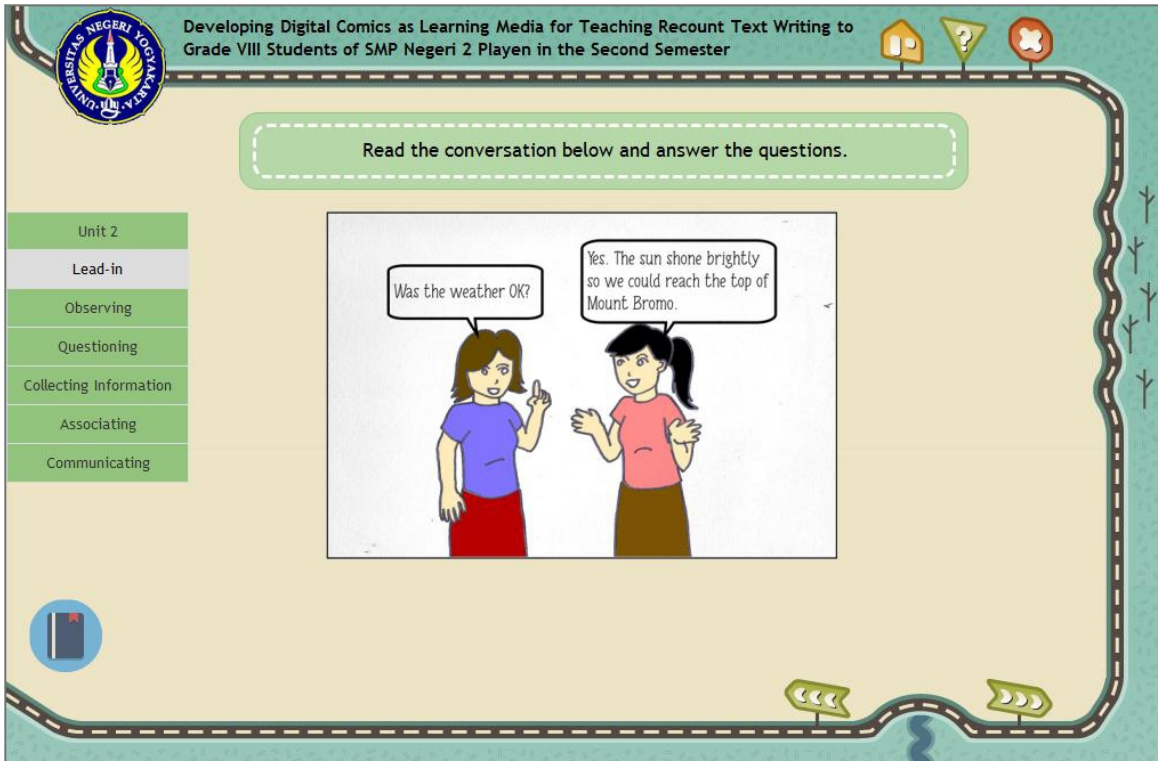
Slide 57 (Lead-in – Do you know?)



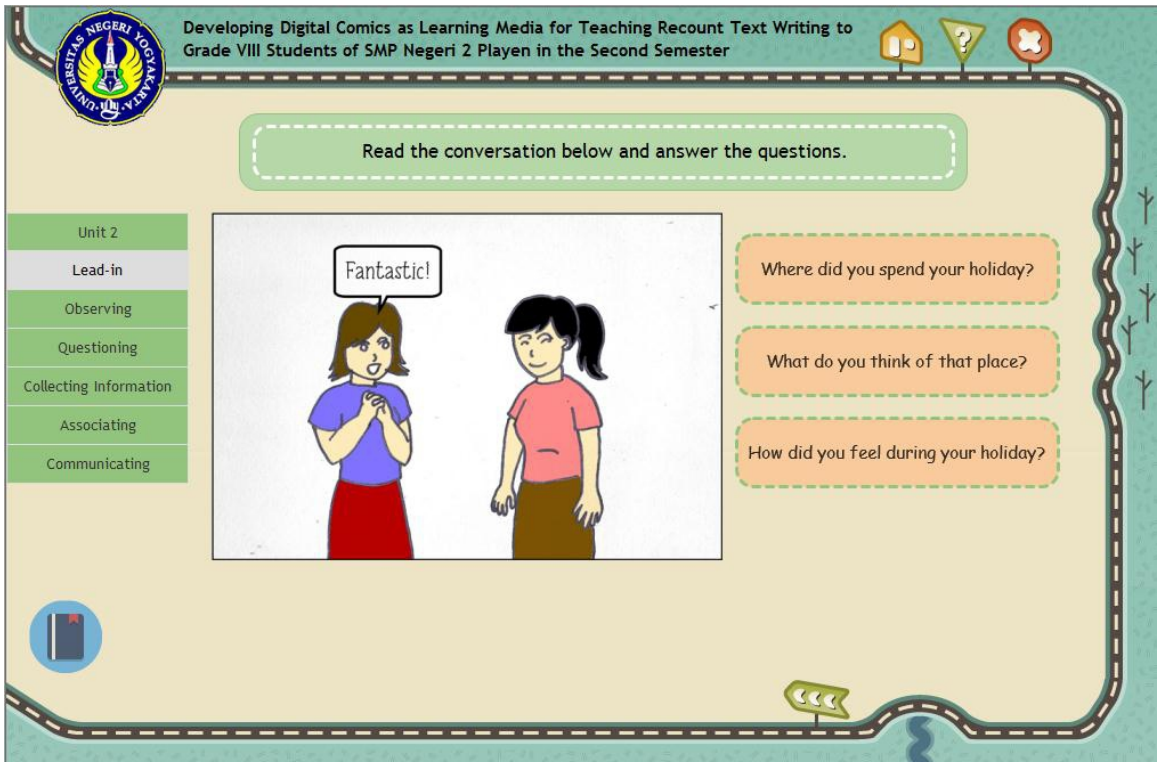
Slide 58 (Lead-in – Page 1)



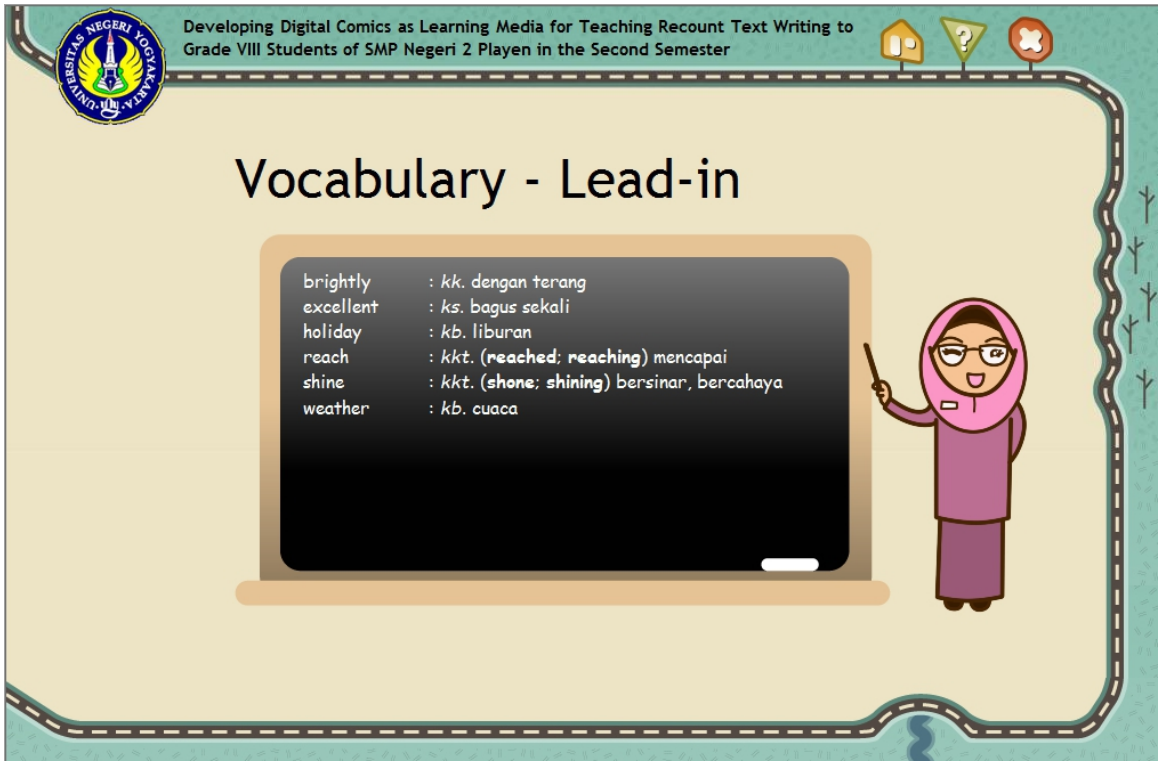
Slide 59 (Lead-in – Page 2)



Slide 60 (Lead-in – Page 3)

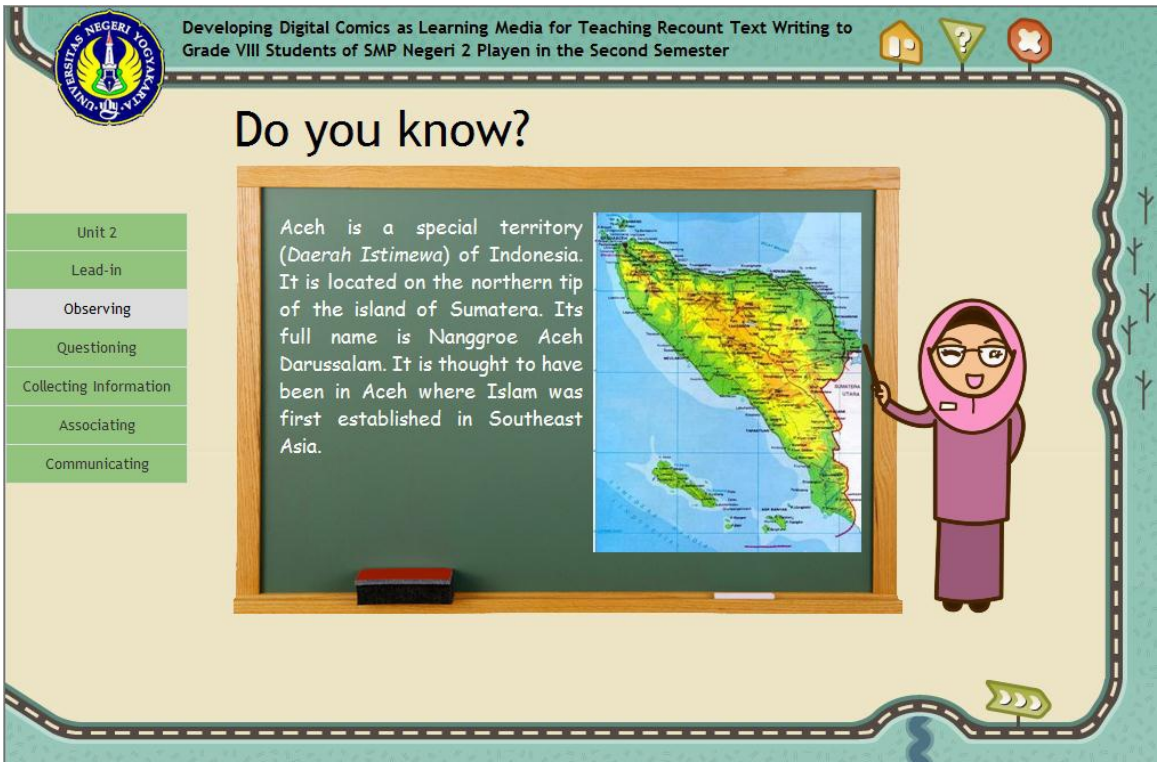


Slide 61 (Lead-in – Page 4)

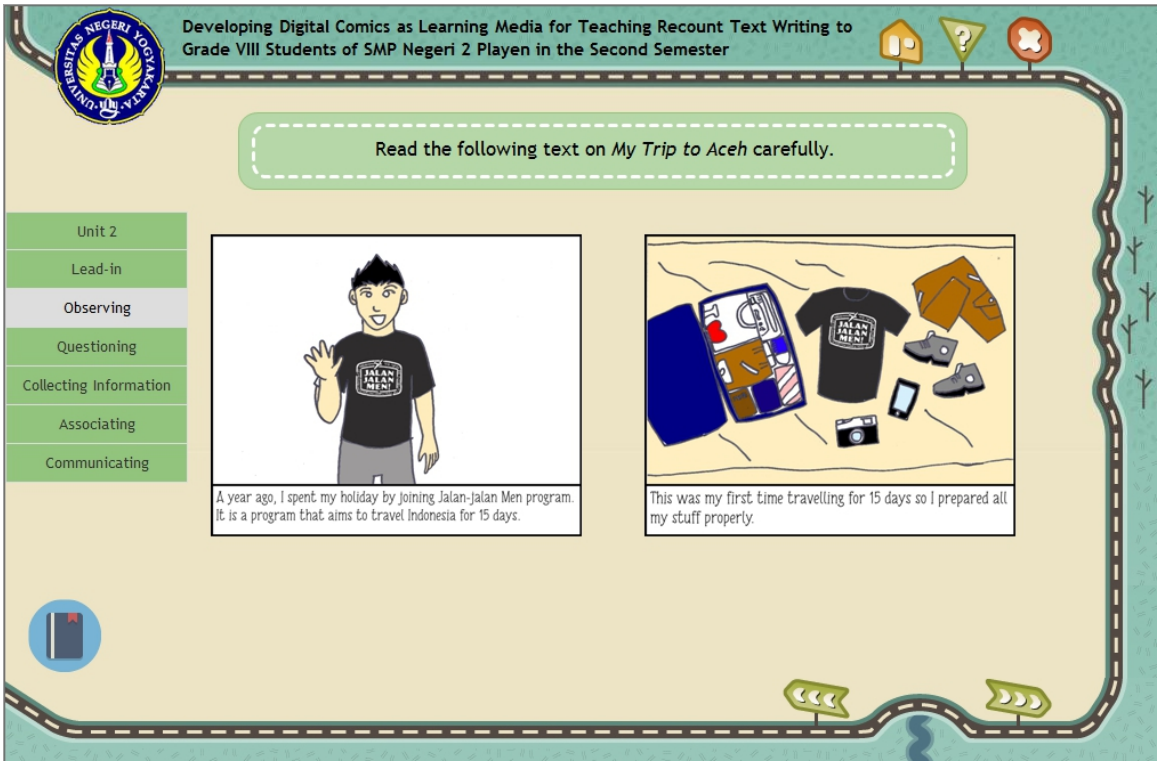


Slide 62 (Lead-in – Vocabulary)

Observing

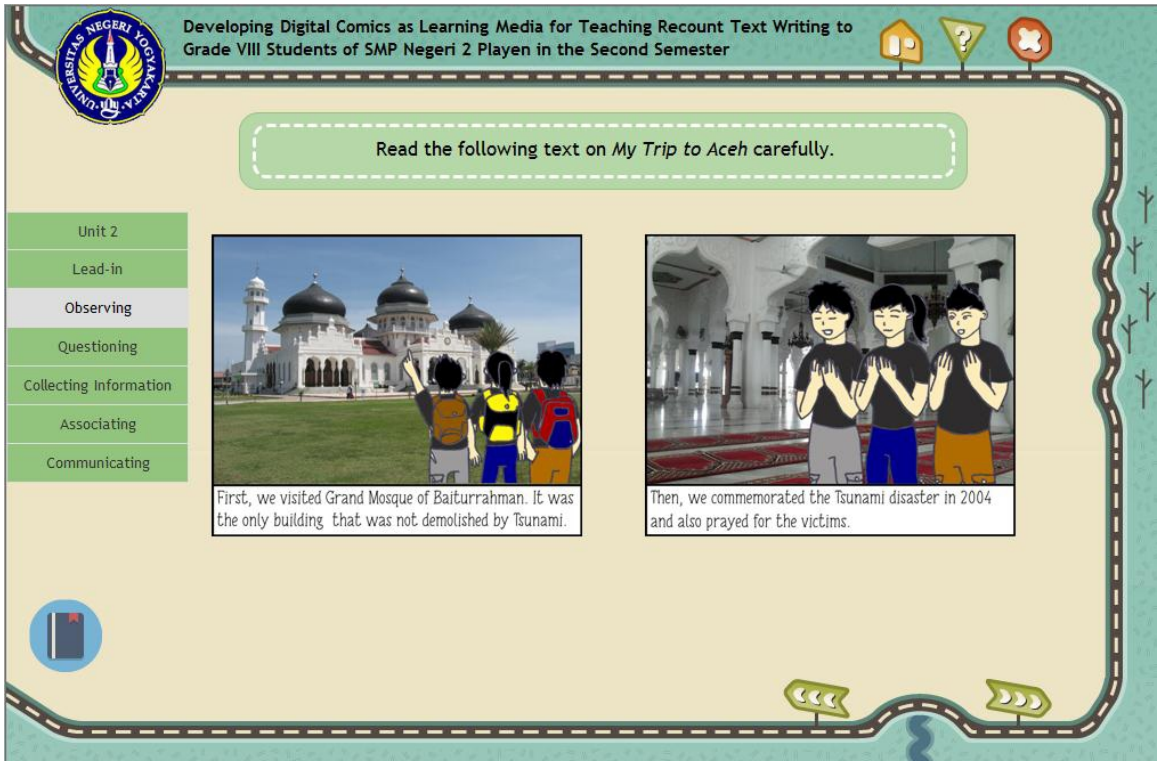


Slide 63 (Observing – Do you know?)

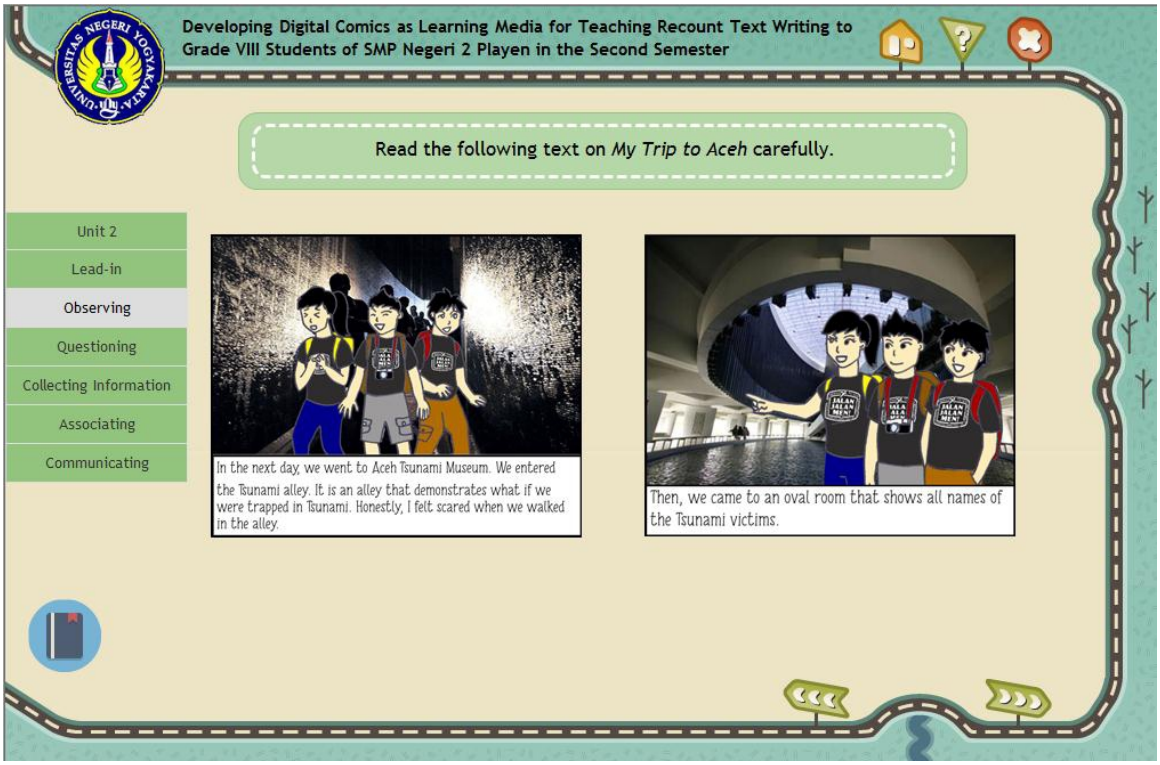


Slide 64 (Observing – Page 1)

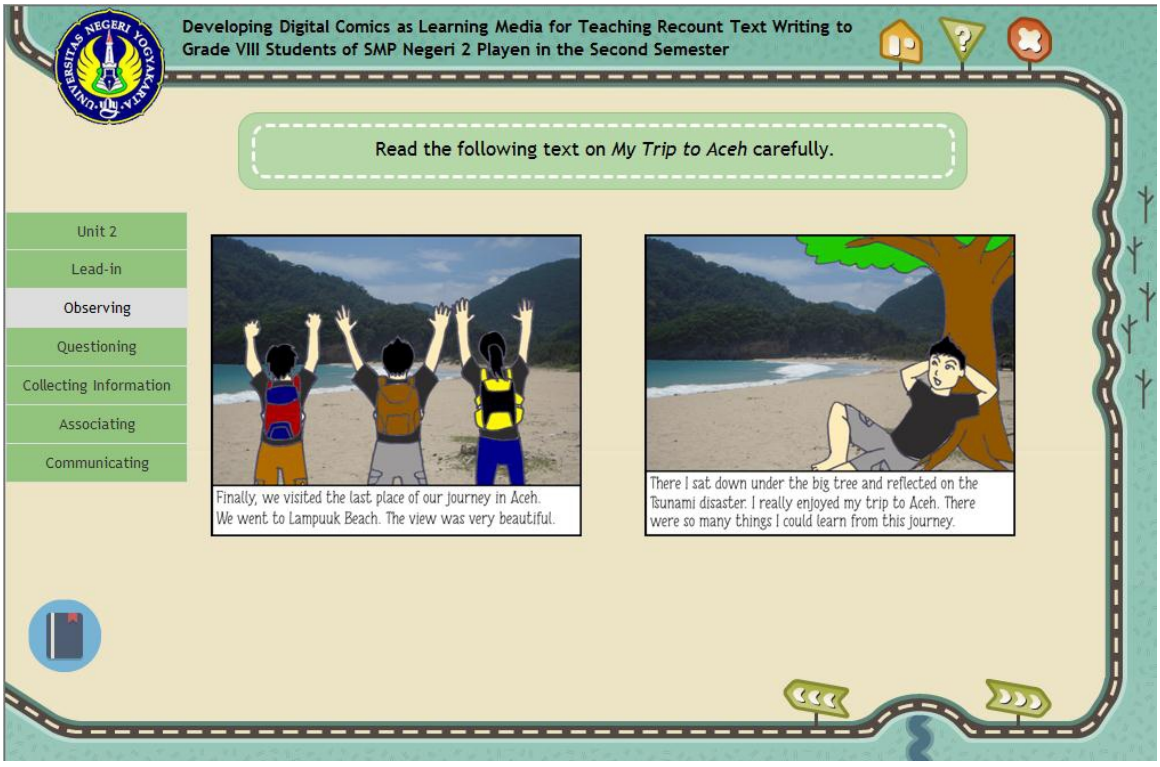
Slide 65 (Observing – Page 2)



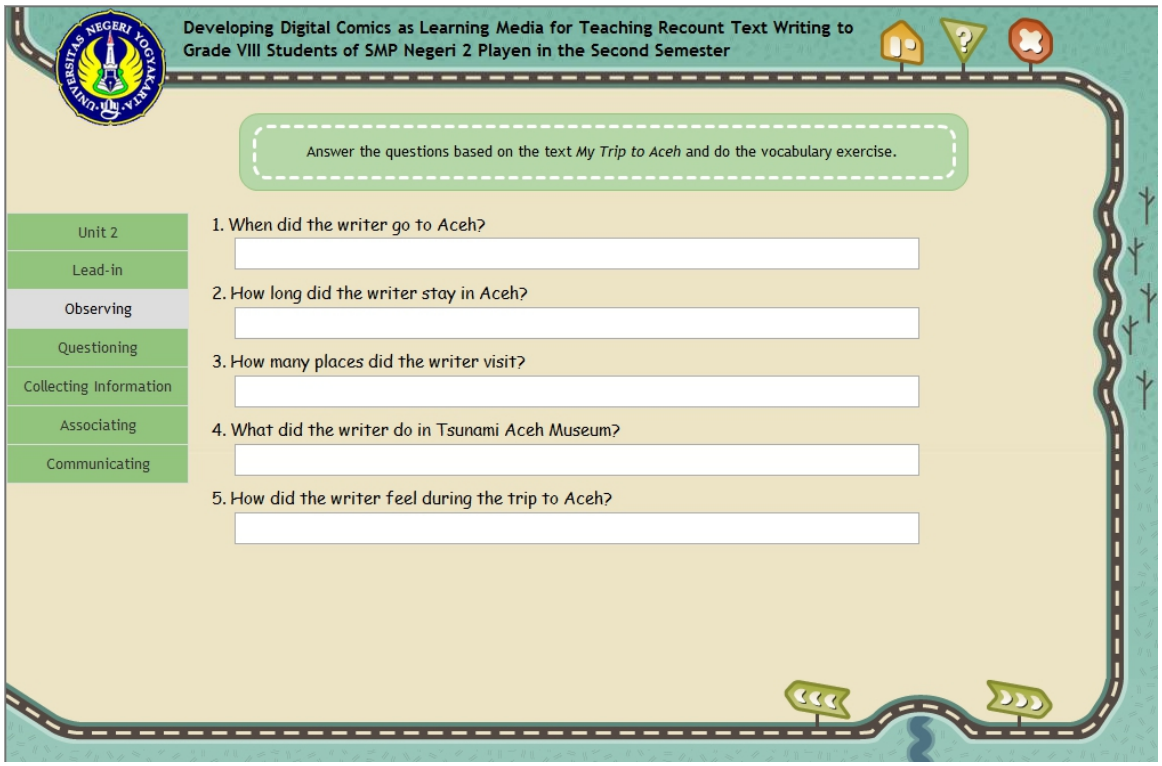
Slide 66 (Observing – Page 3)



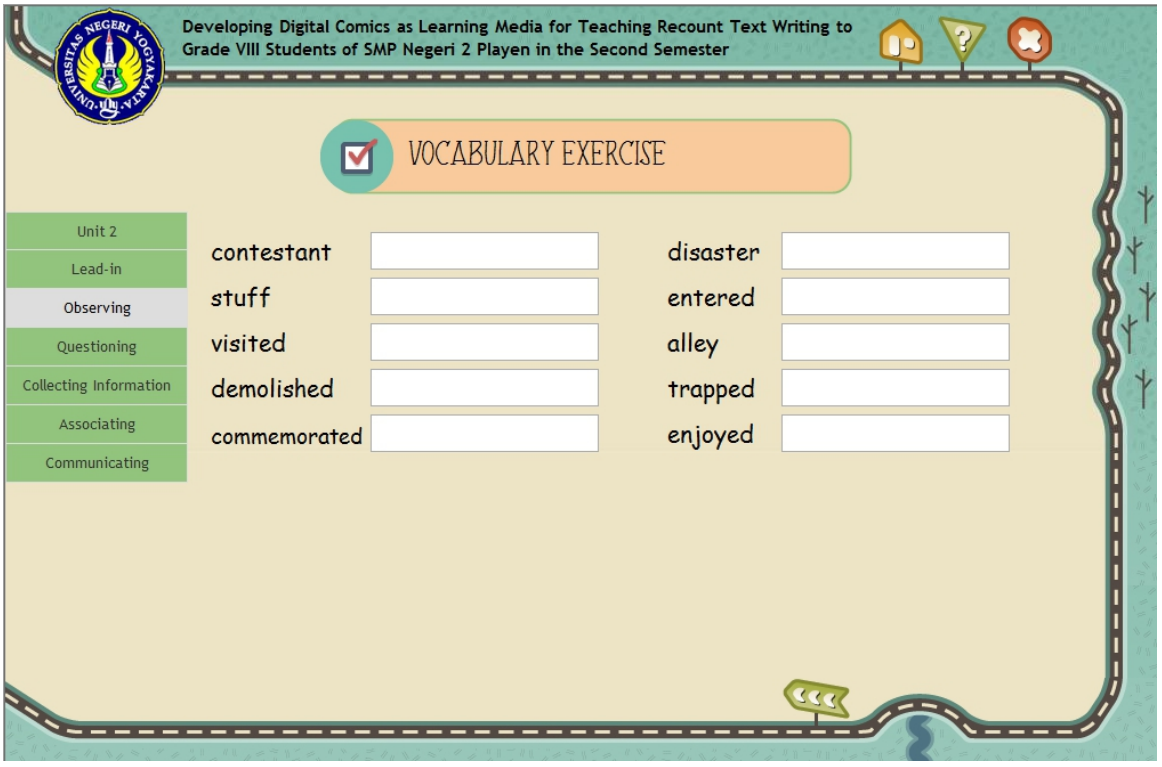
Slide 67 (Observing – Page 4)



Slide 68 (Observing – Page 5)

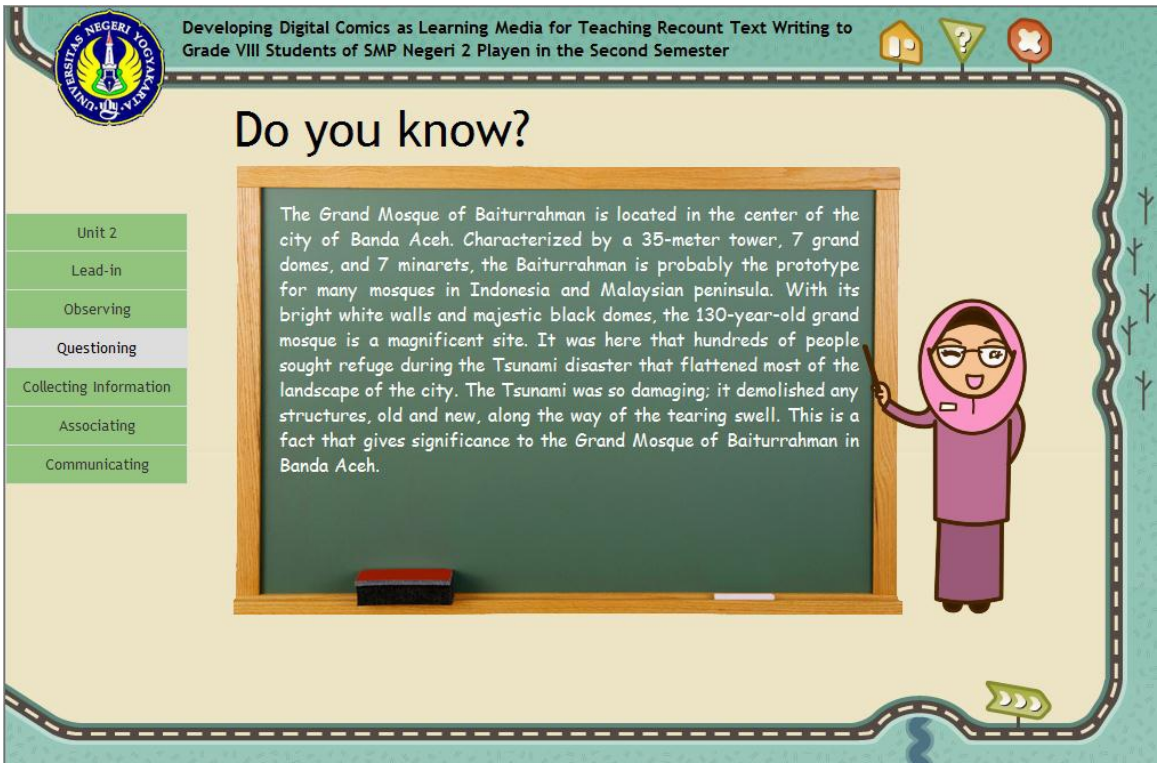


Slide 69 (Observing – Page 6)

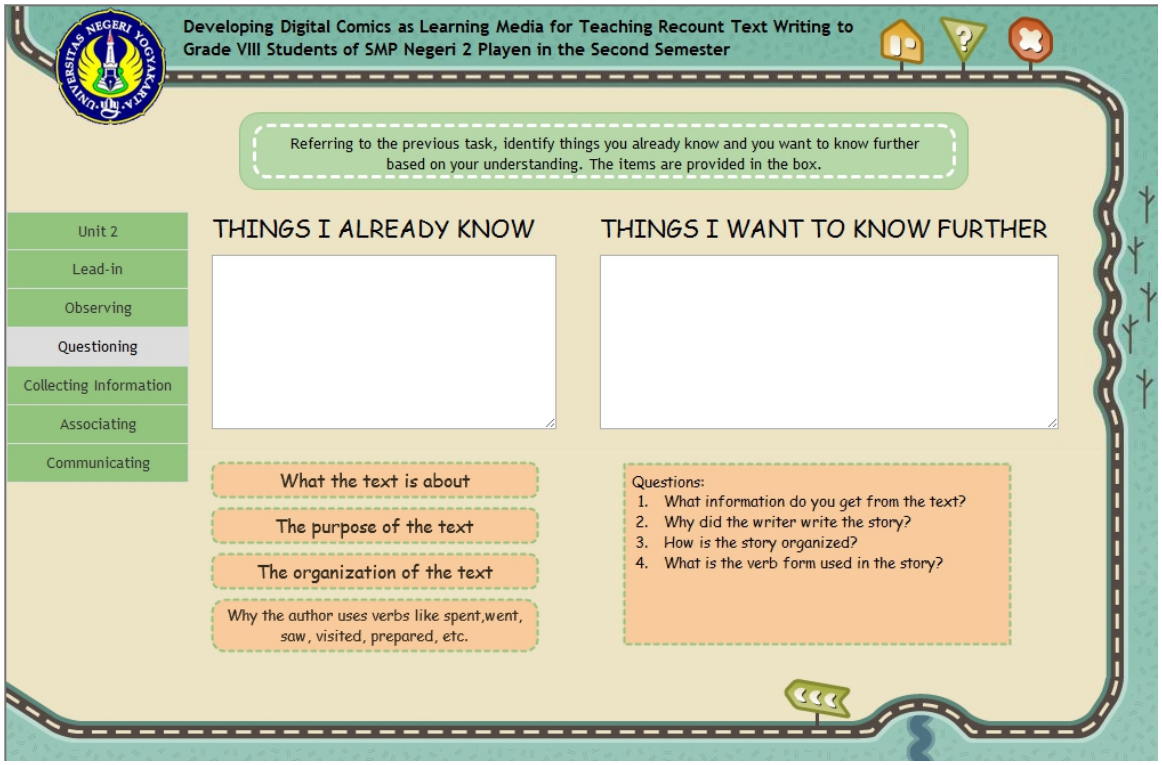


Slide 70 (Observing – Page 7)

Questioning

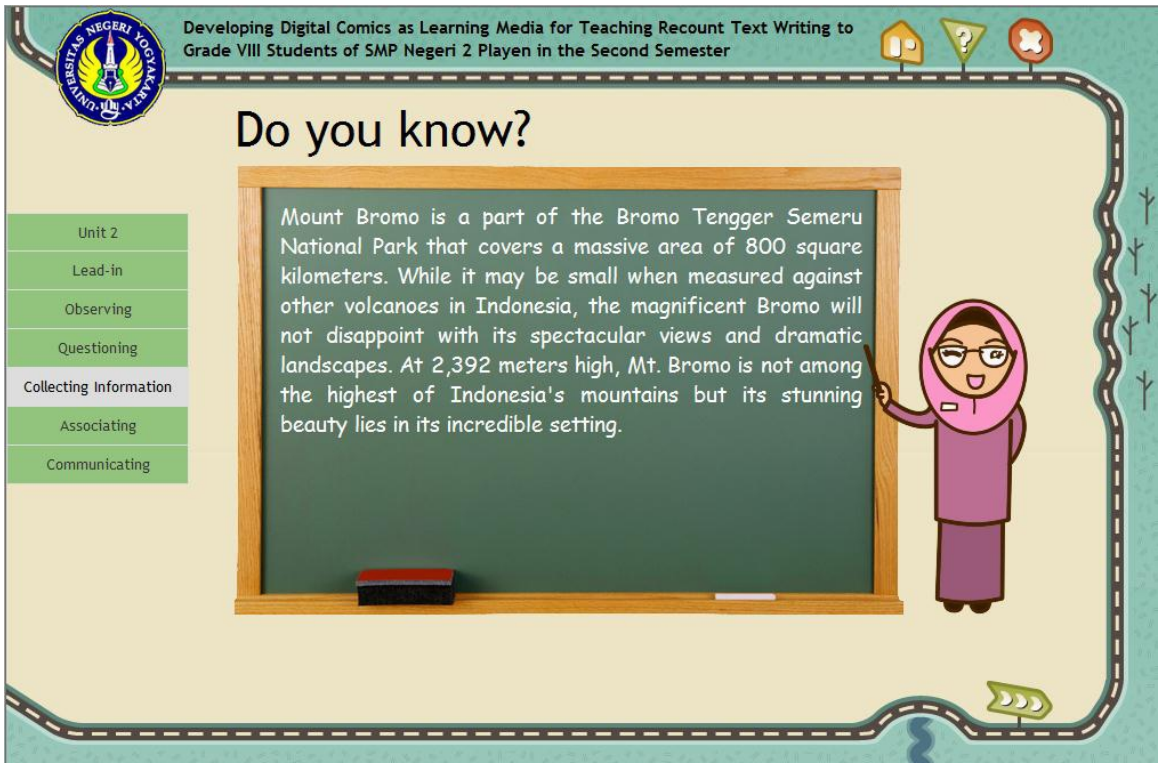


Slide 71 (Questioning – Do you know?)

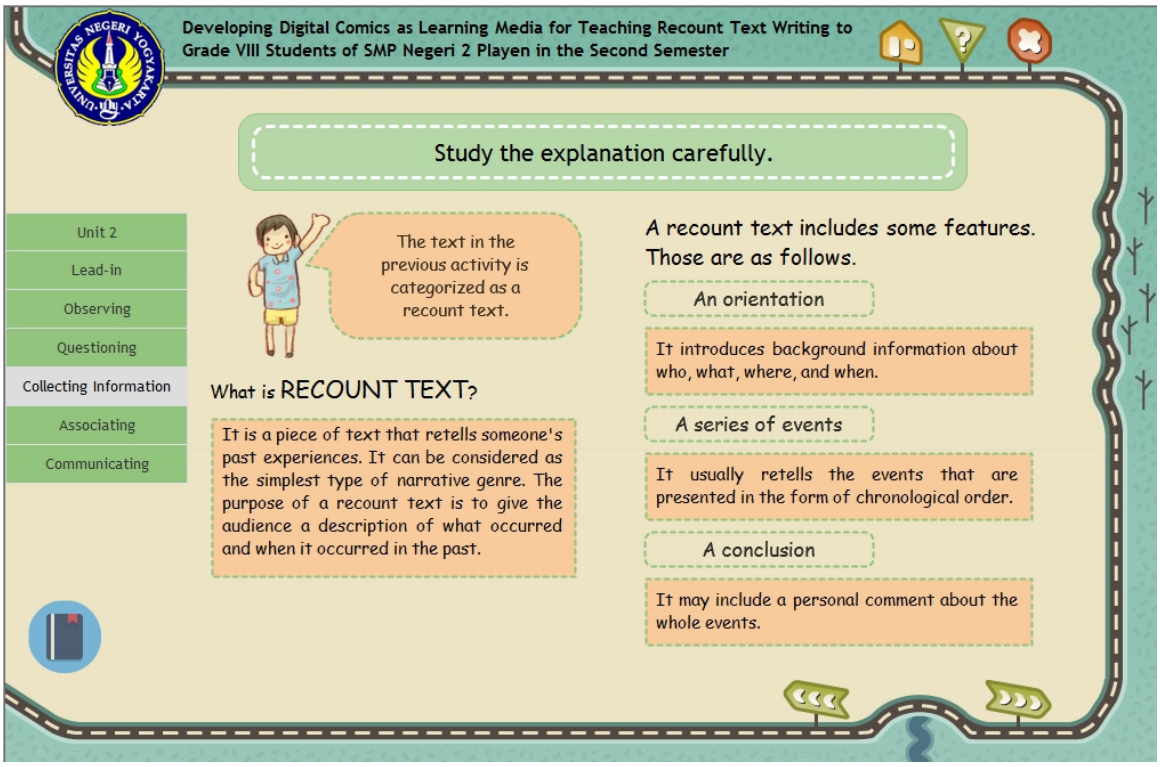


Slide 72 (Questioning)

Collecting Information

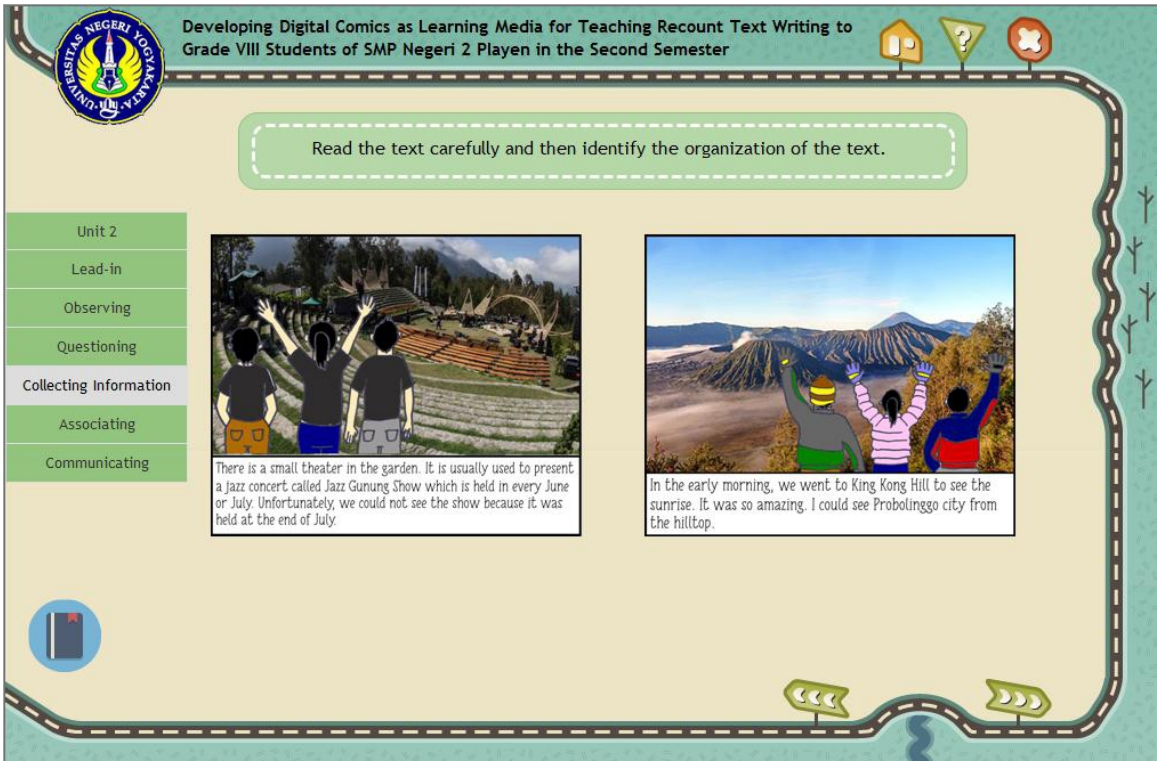


Slide 73 (Collecting Information – Do you know?)

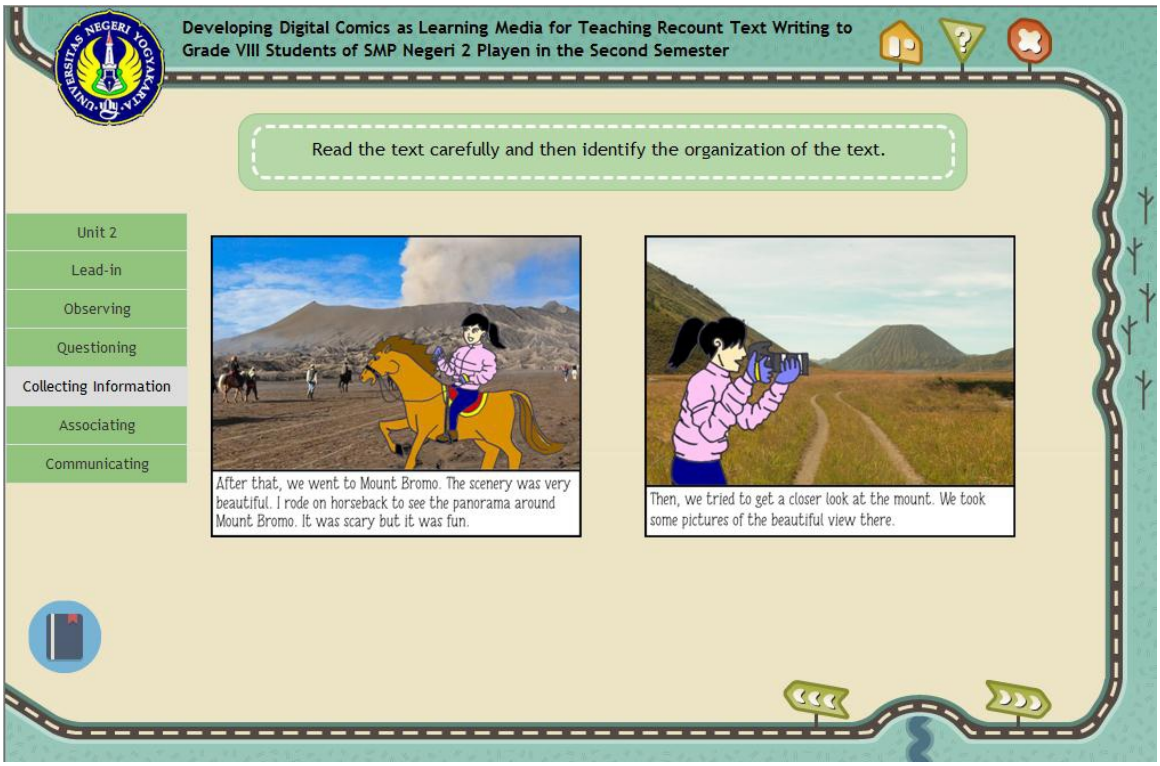


Slide 74 (Collecting Information – Page 1)

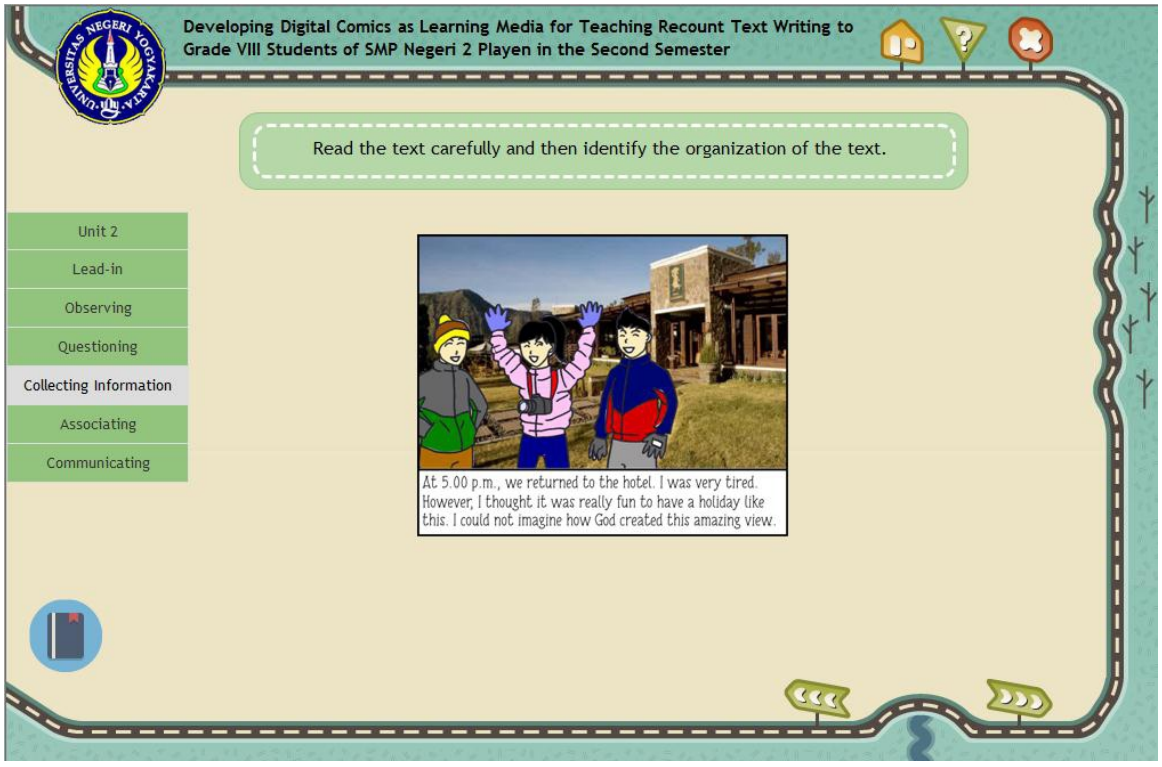
Slide 75 (Collecting Information – Page 2)



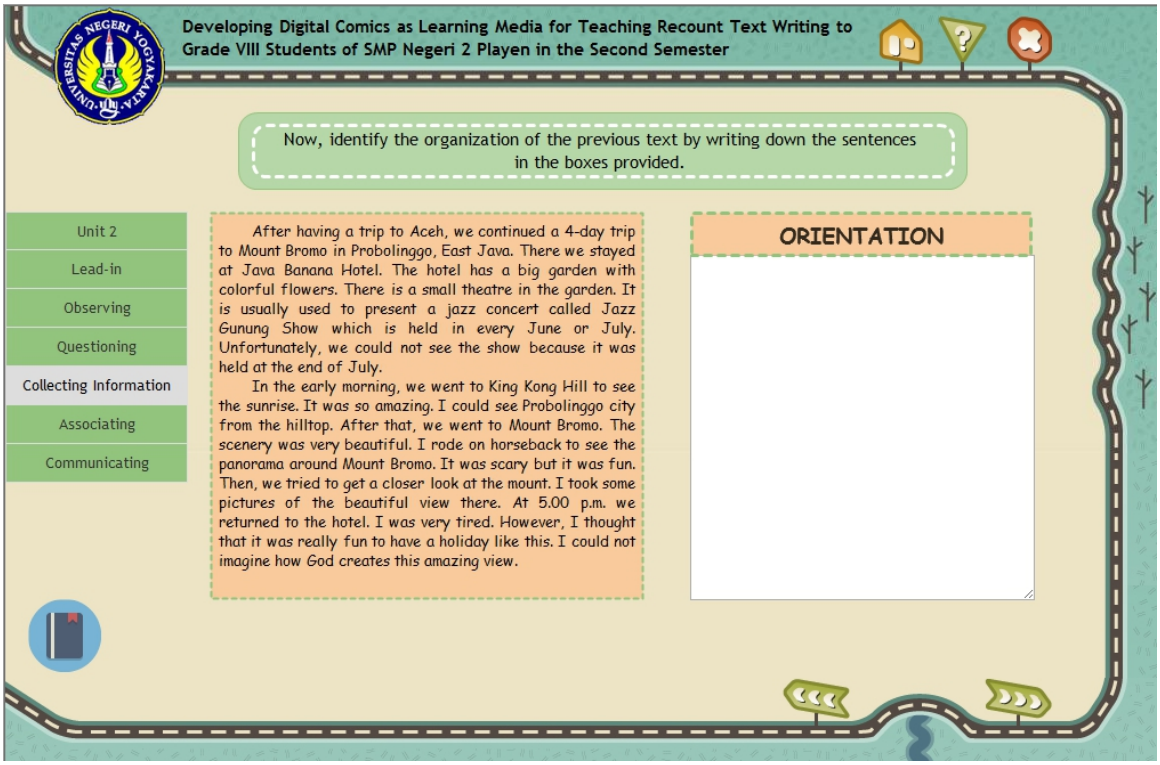
Slide 76 (Collecting Information – Page 3)



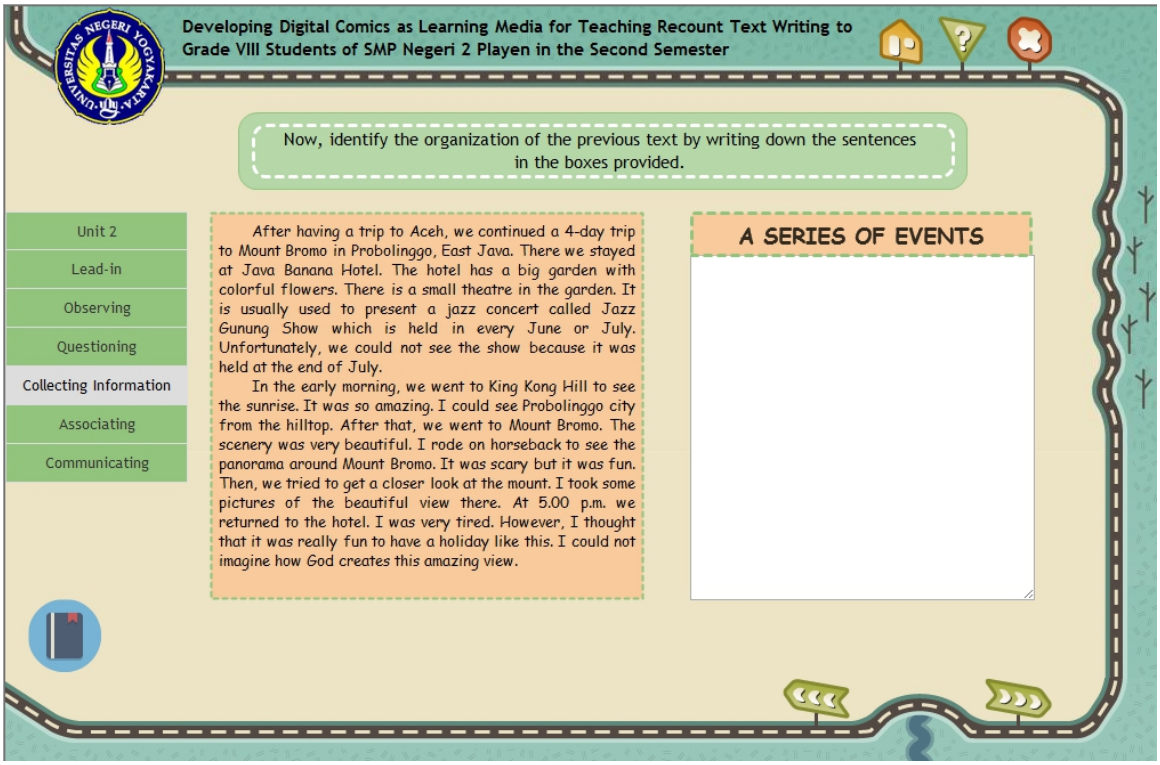
Slide 77 (Collecting Information – Page 4)



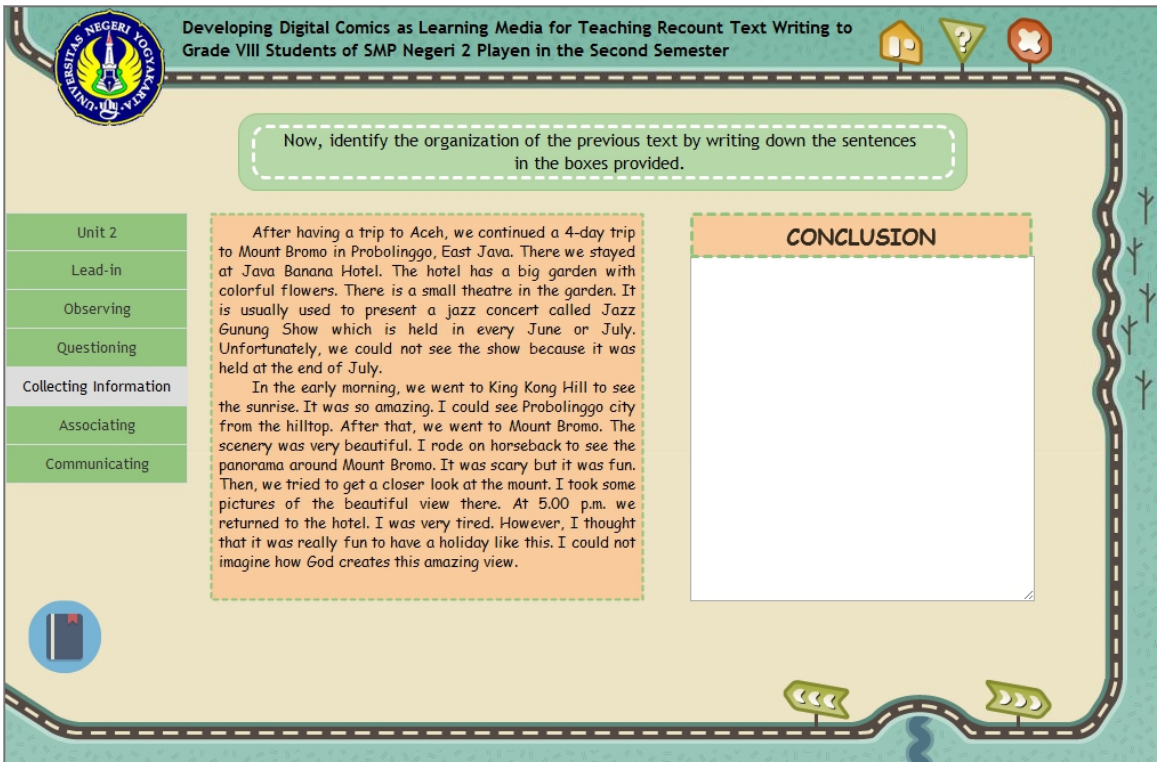
Slide 78 (Collecting Information – Page 5)



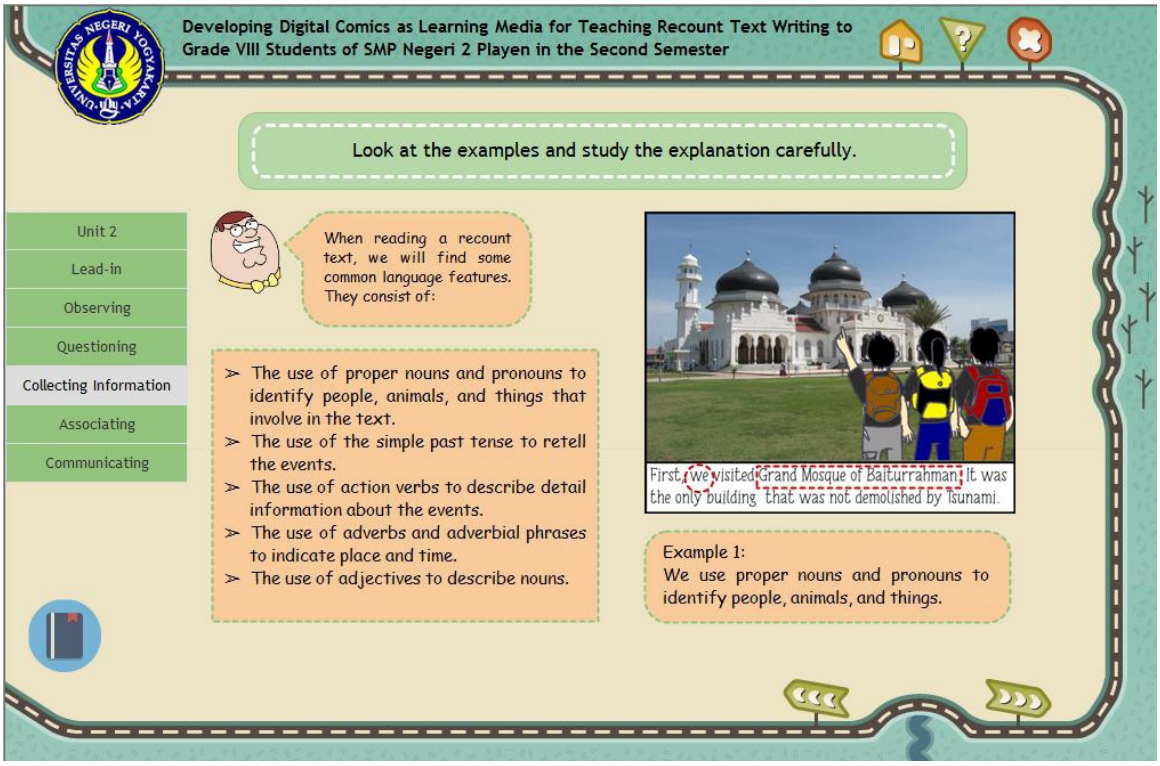
Slide 79 (Collecting Information – Page 6)



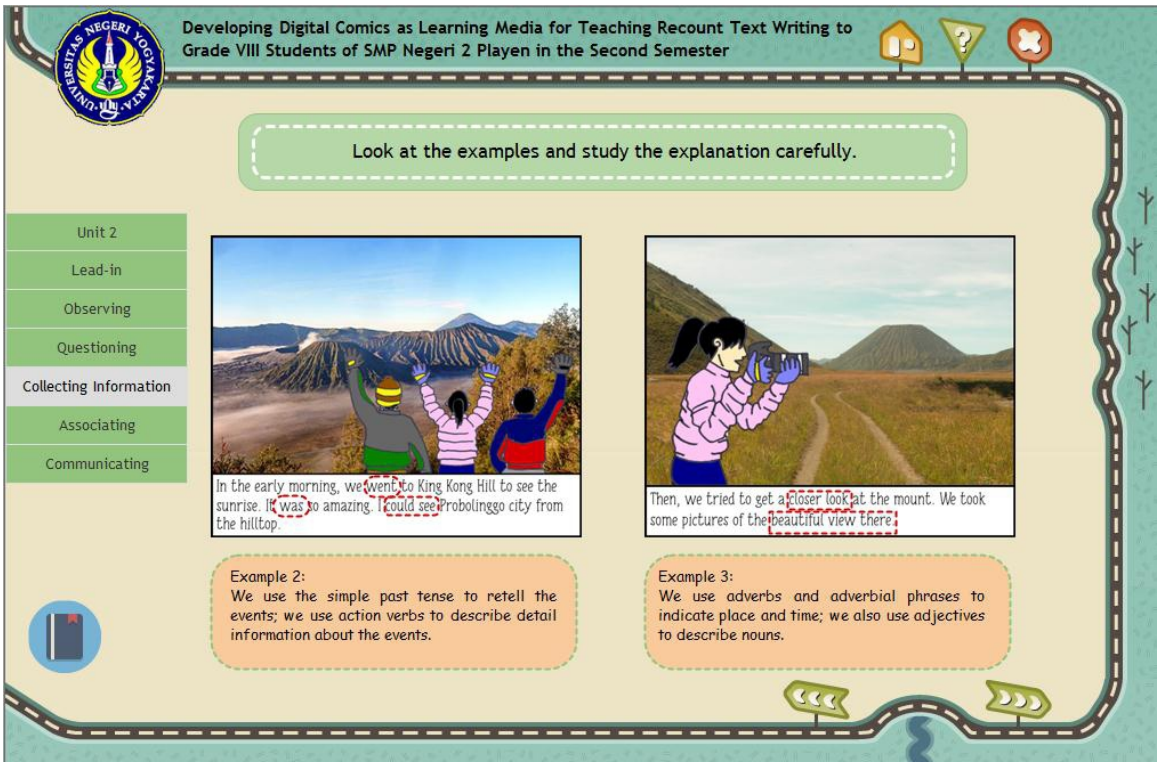
Slide 80 (Collecting Information – Page 7)



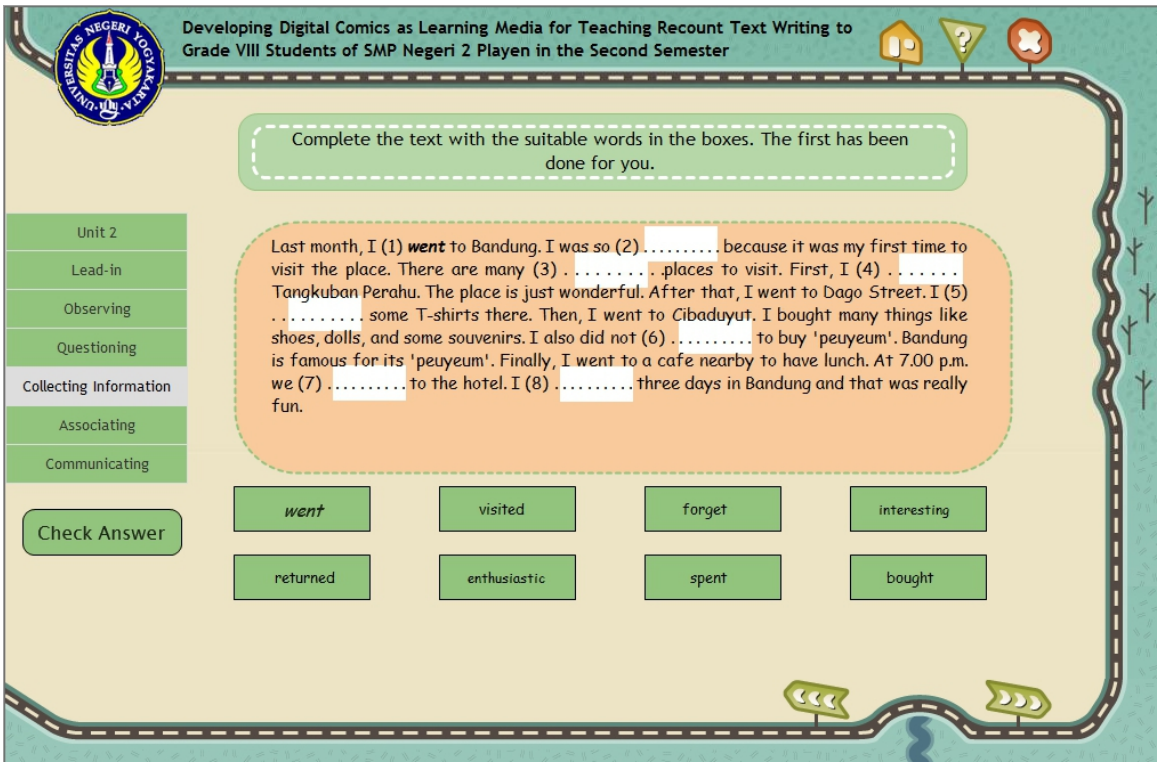
Slide 81 (Collecting Information – Page 8)



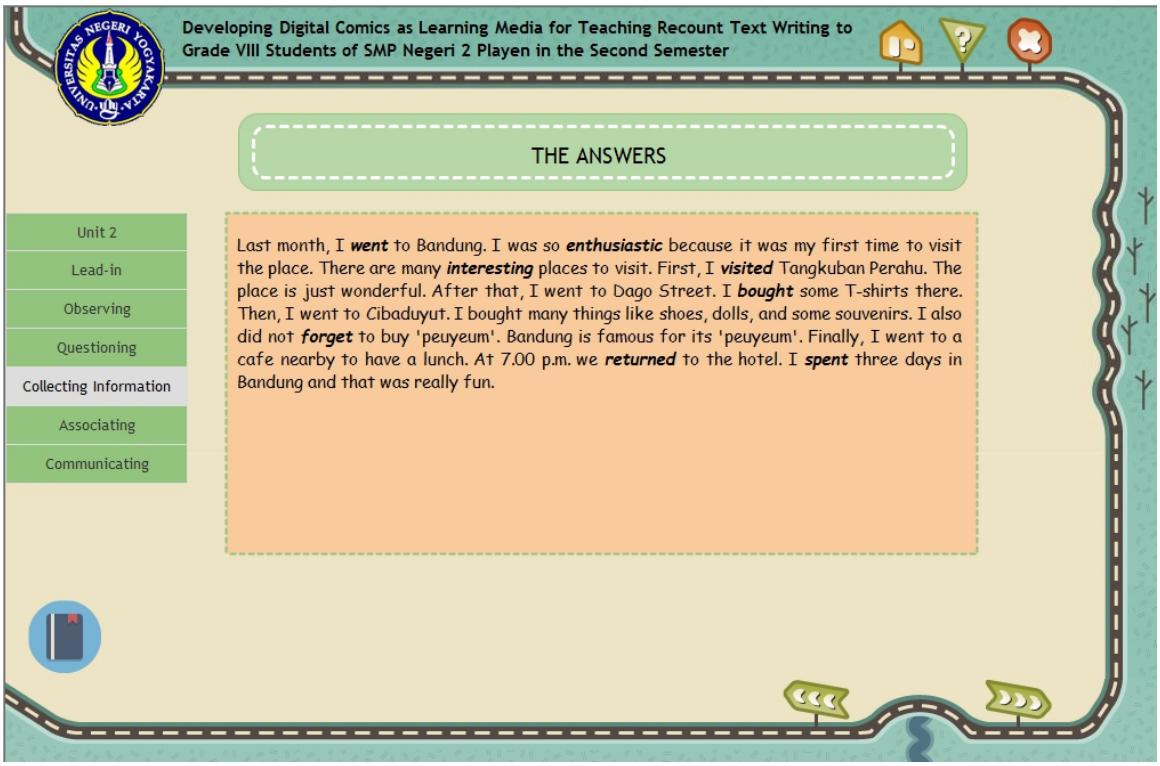
Slide 82 (Collecting Information – Page 9)



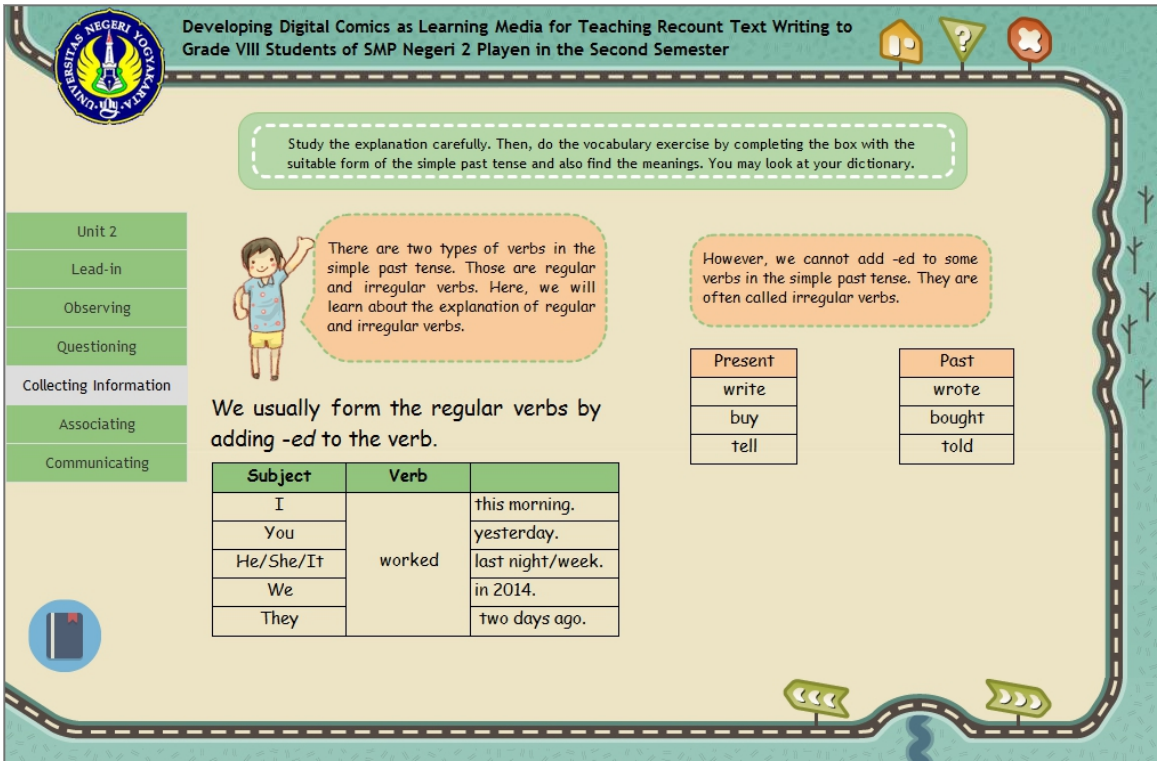
Slide 83 (Collecting Information – Page 10)



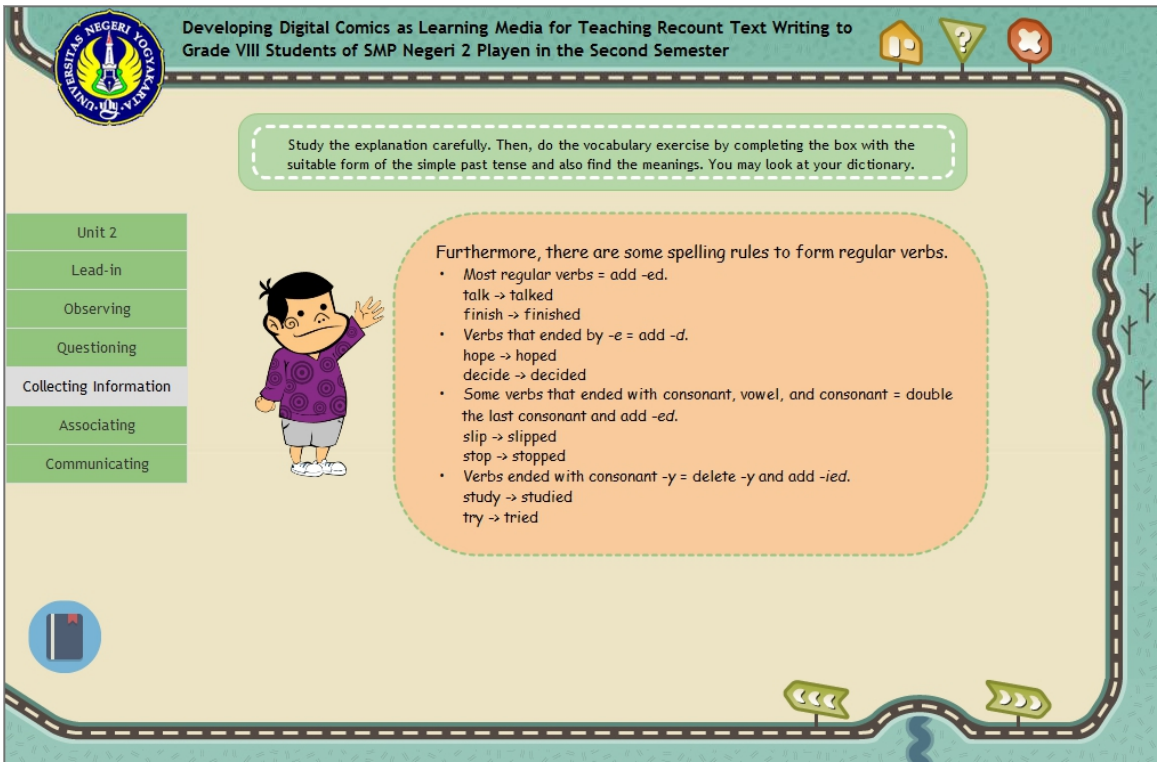
Slide 84 (Collecting Information – Page 11)



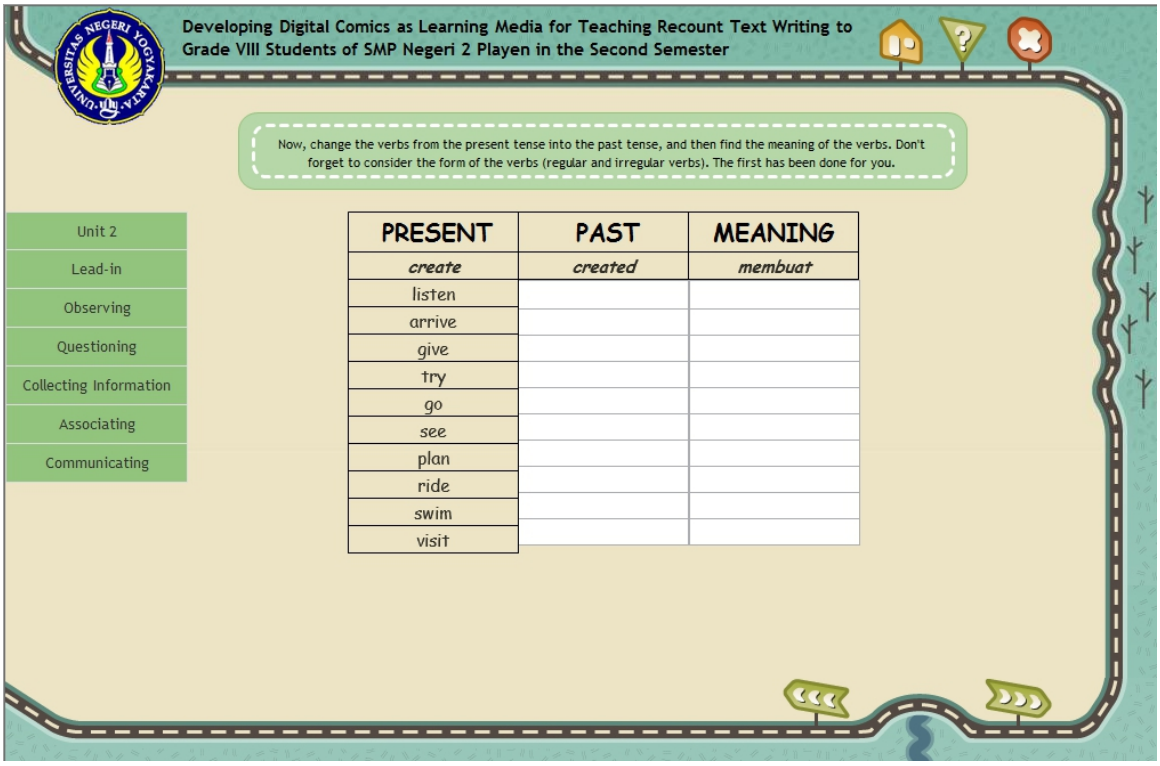
Slide 85 (Collecting Information – Page 12)



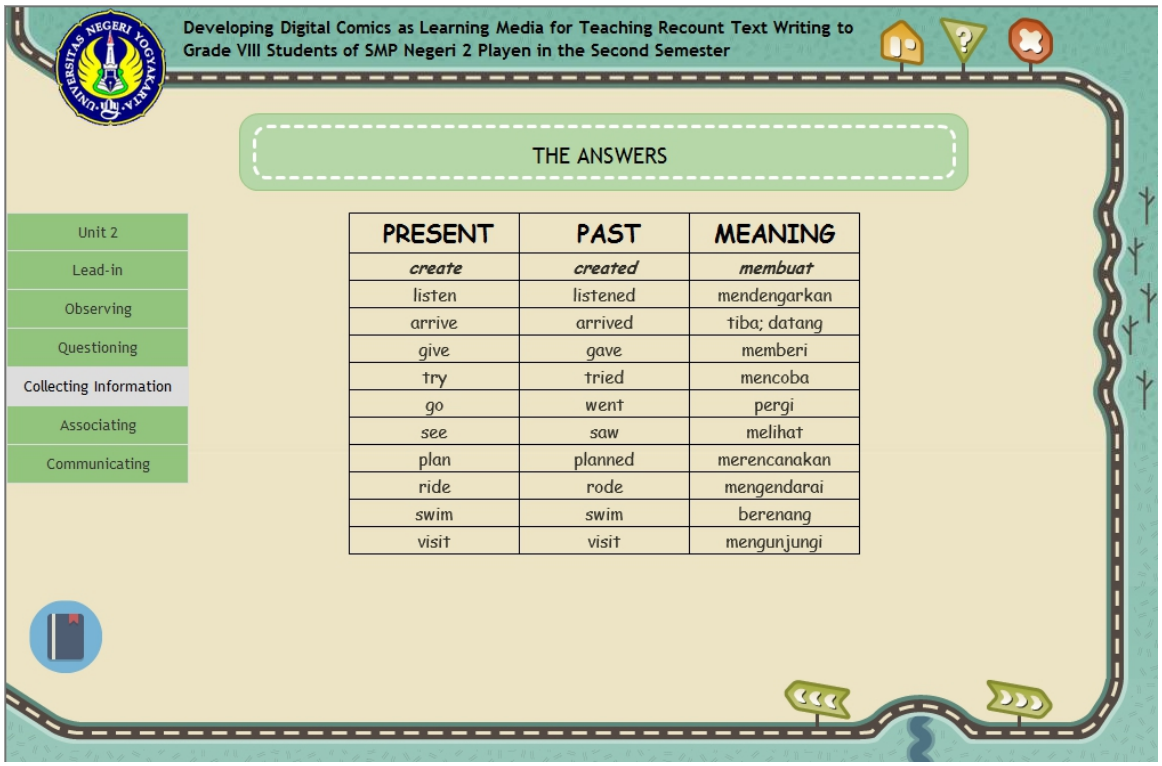
Slide 86 (Collecting Information – Page 13)



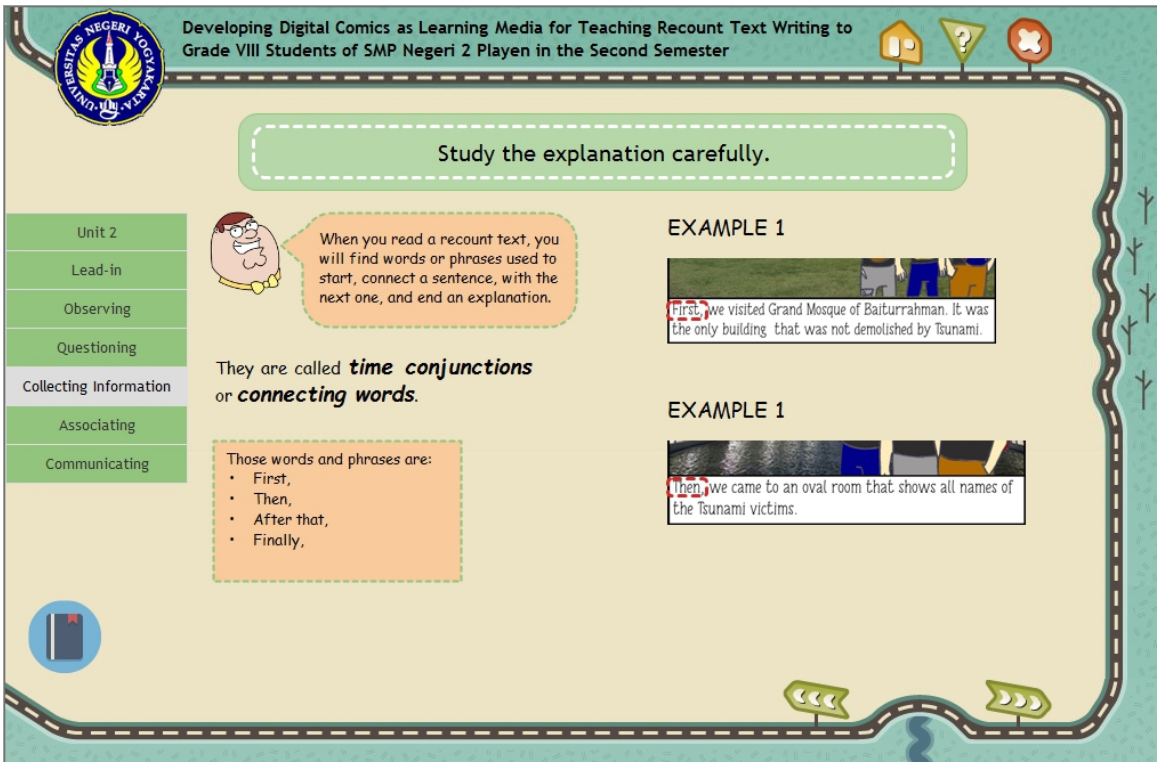
Slide 87 (Collecting Information – Page 14)



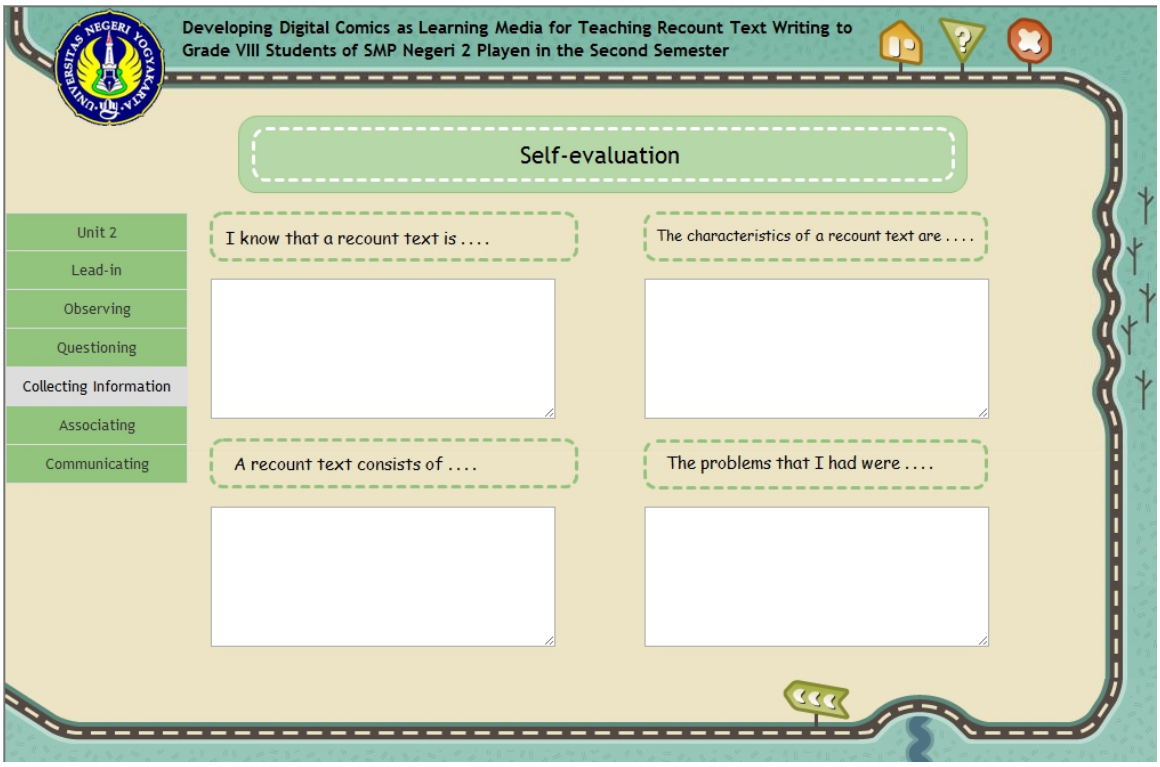
Slide 88 (Collecting Information – Page 15)



Slide 89 (Collecting Information – Page 16)



Slide 90 (Collecting Information – Page 17)



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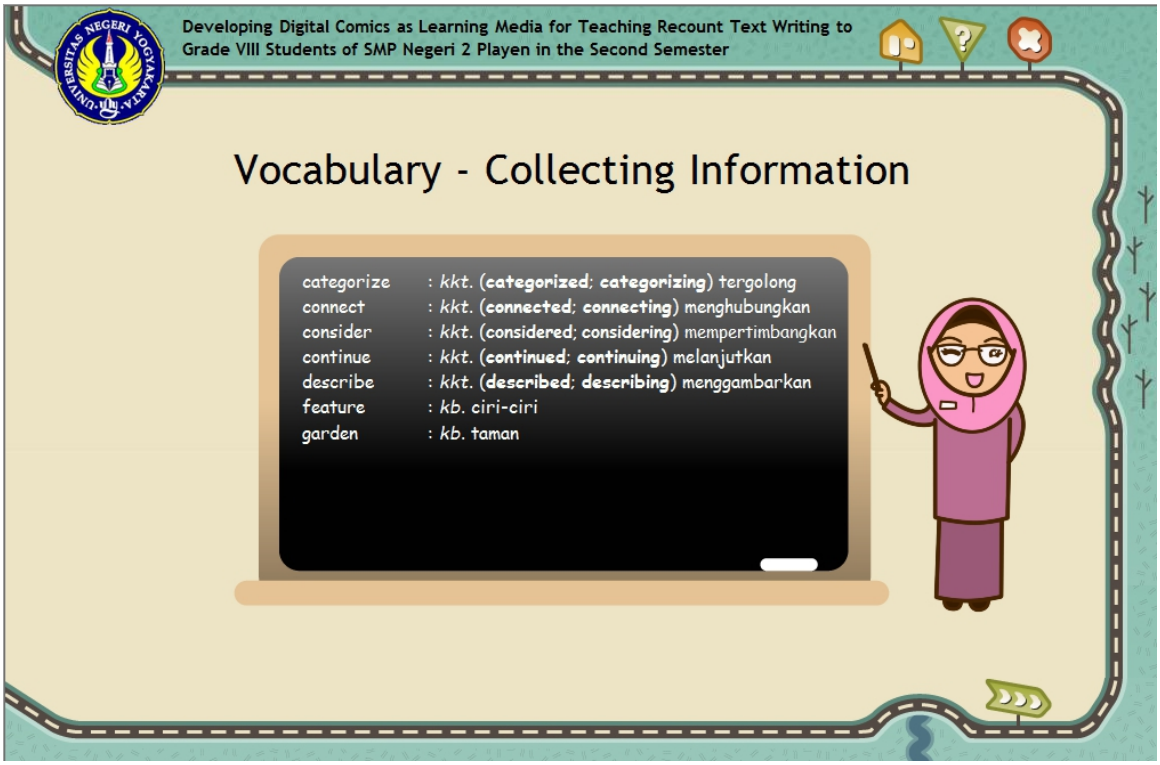
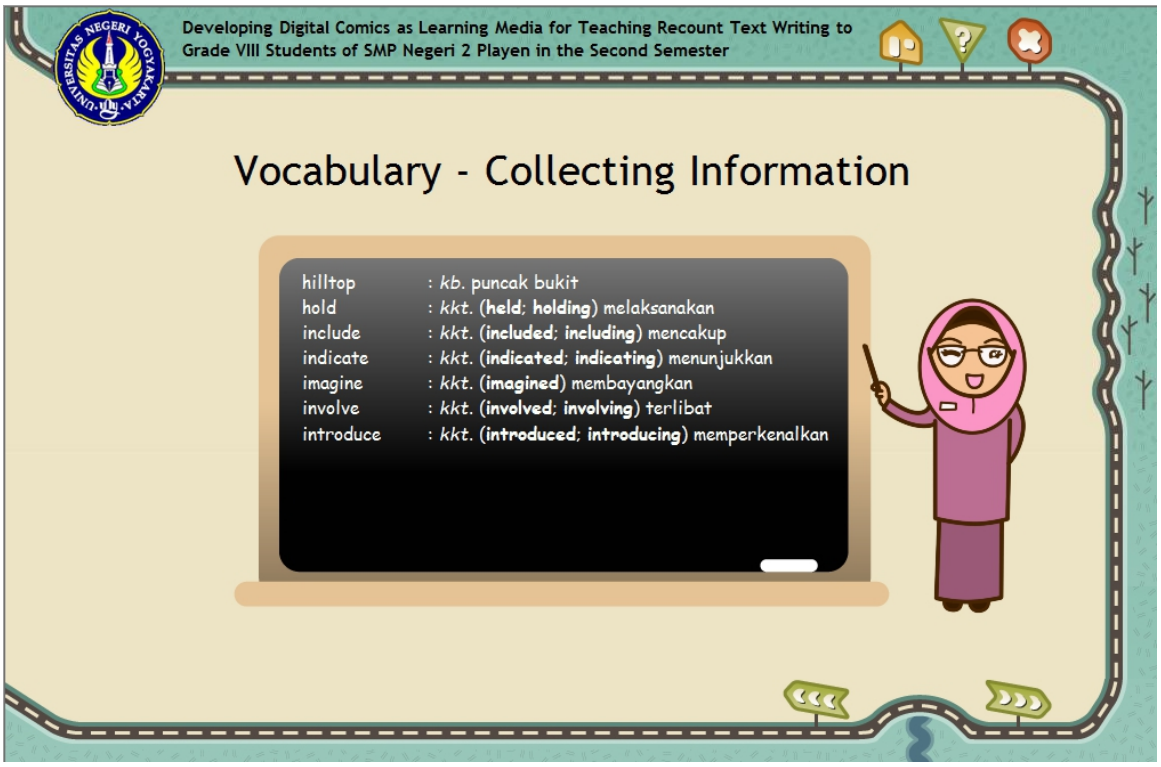
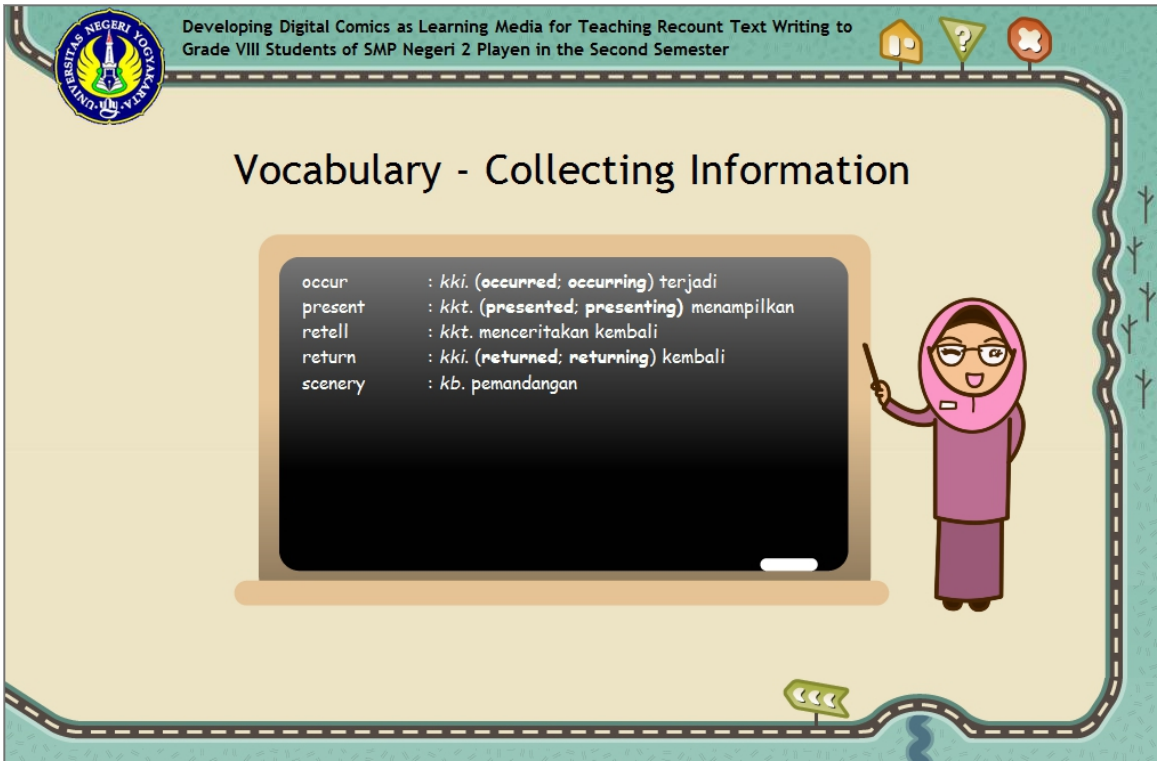


Slide 92 (Collecting Information – Vocabulary)

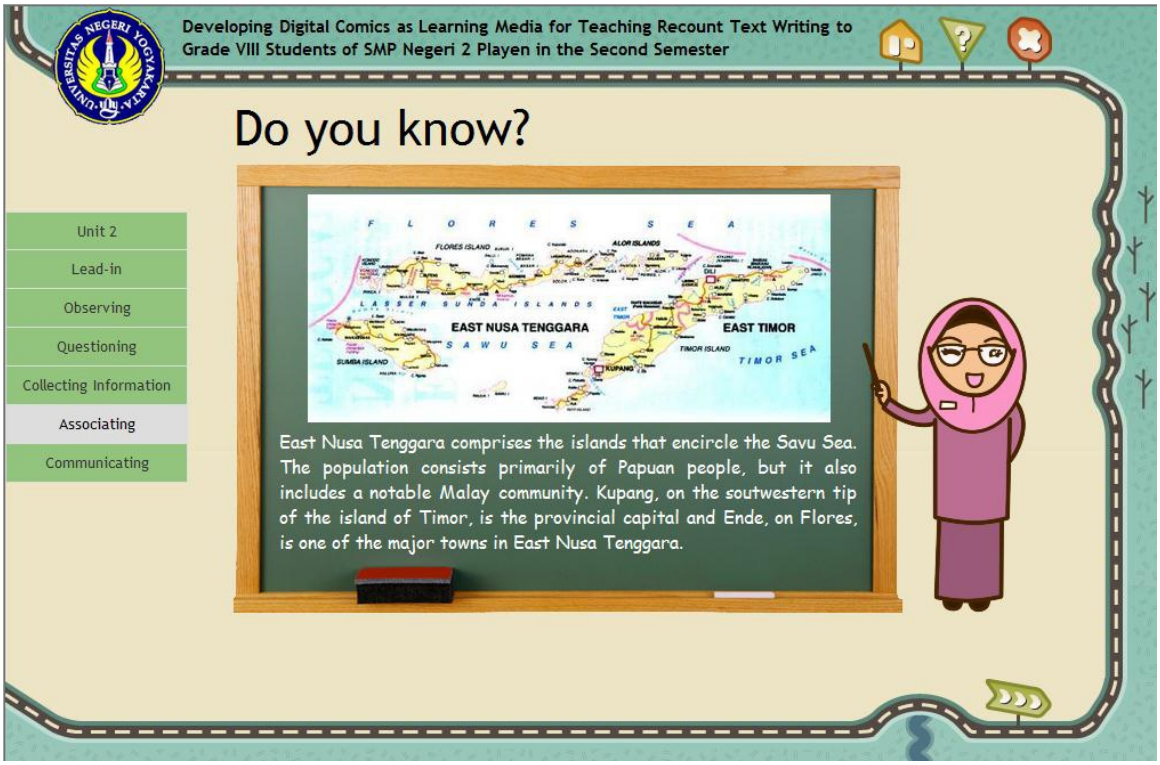


Slide 93 (Collecting Information – Vocabulary)

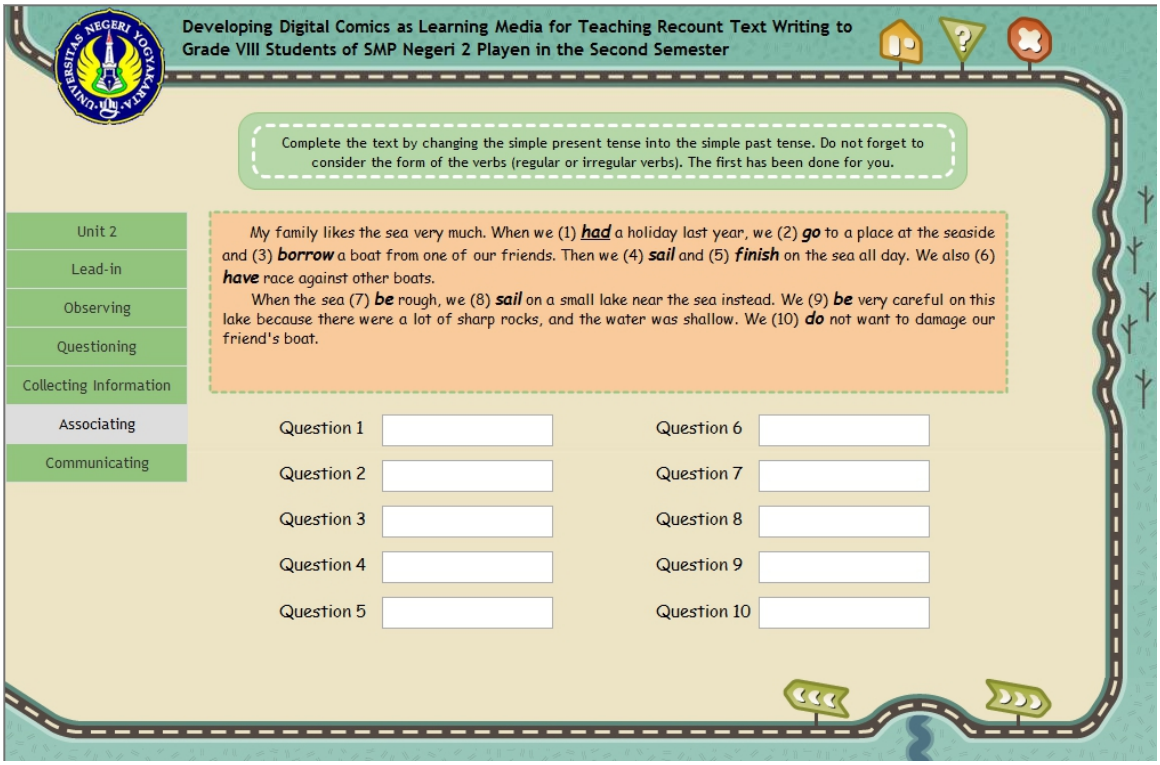


Slide 94 (Collecting Information – Vocabulary)

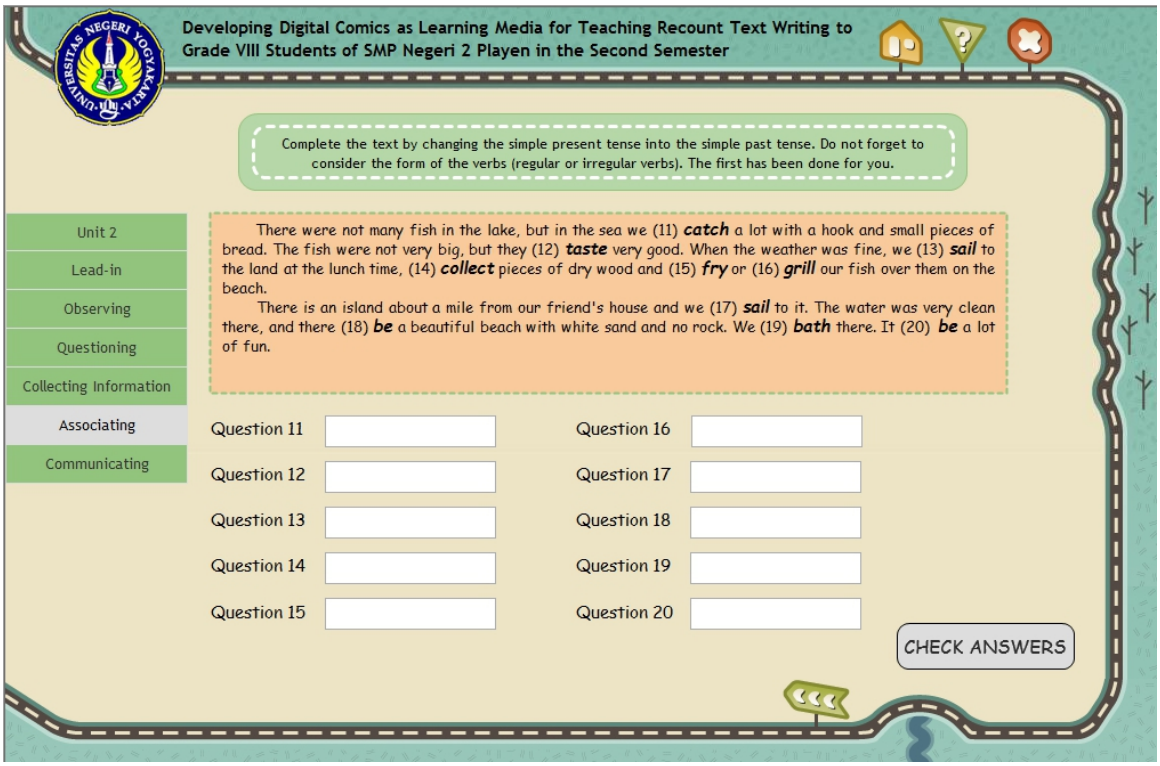
Associating



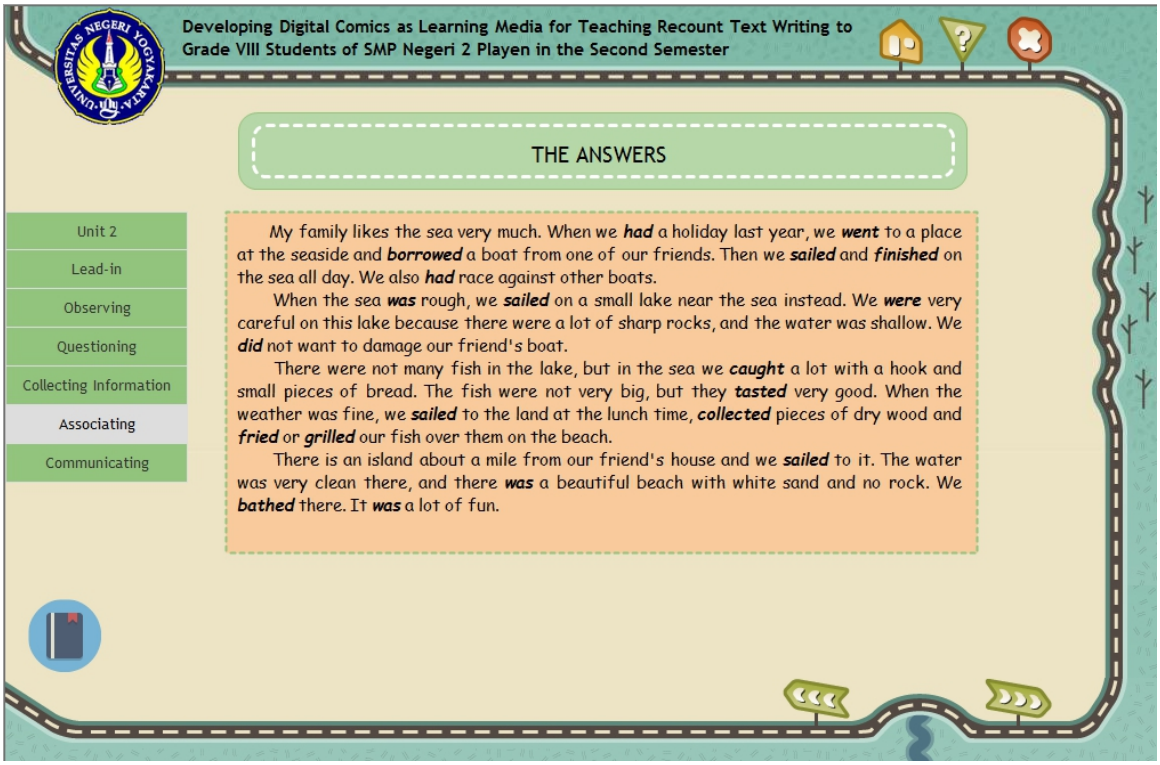
Slide 95 (Associating – Do you know?)



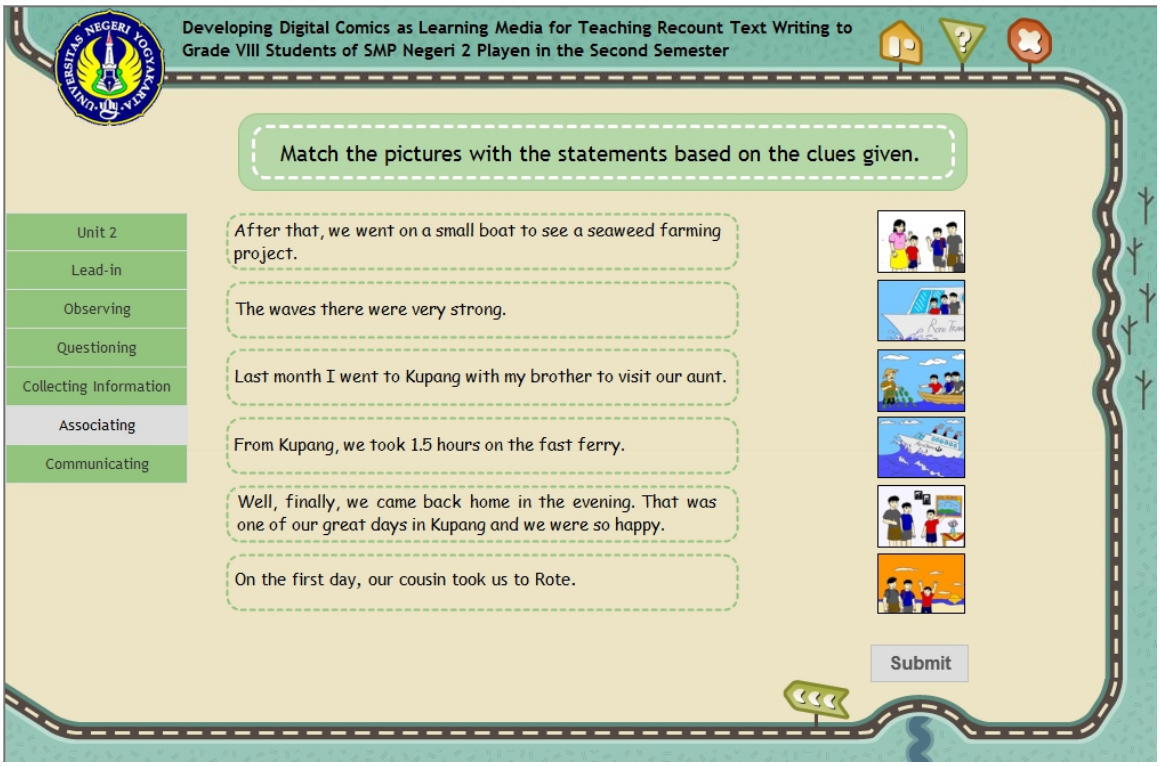
Slide 96 (Associating – Page 1)



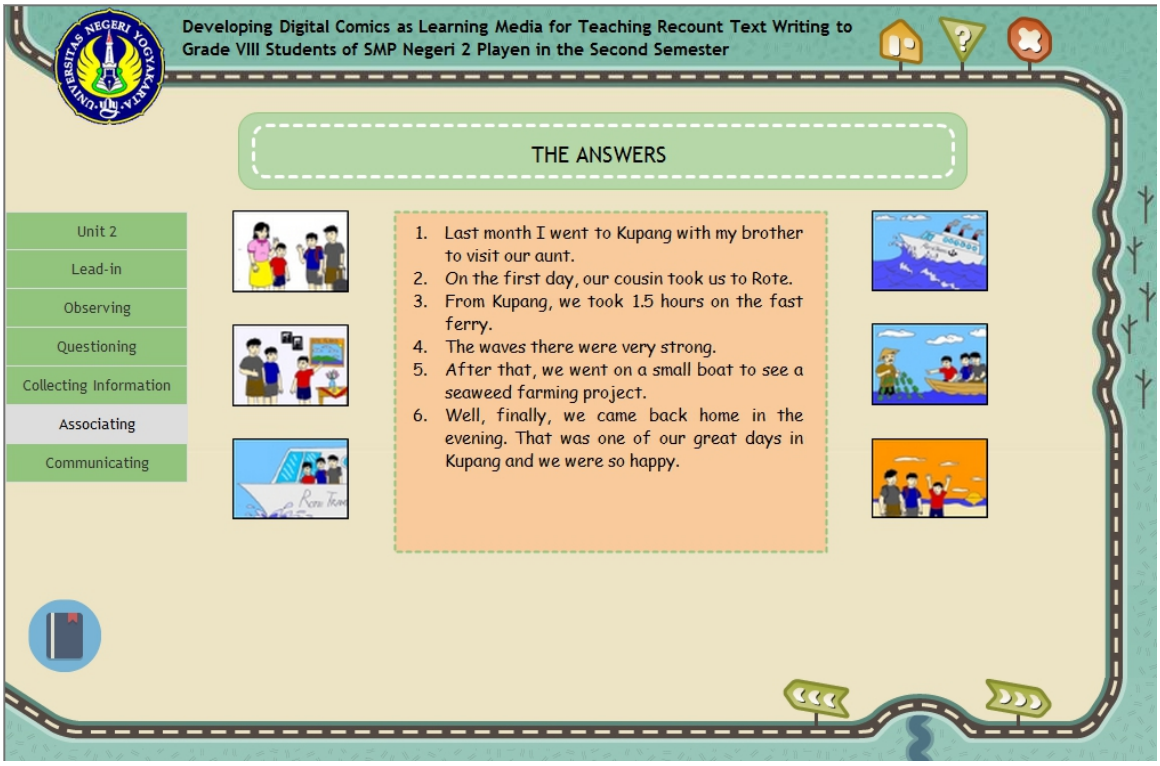
Slide 97 (Associating – Page 2)



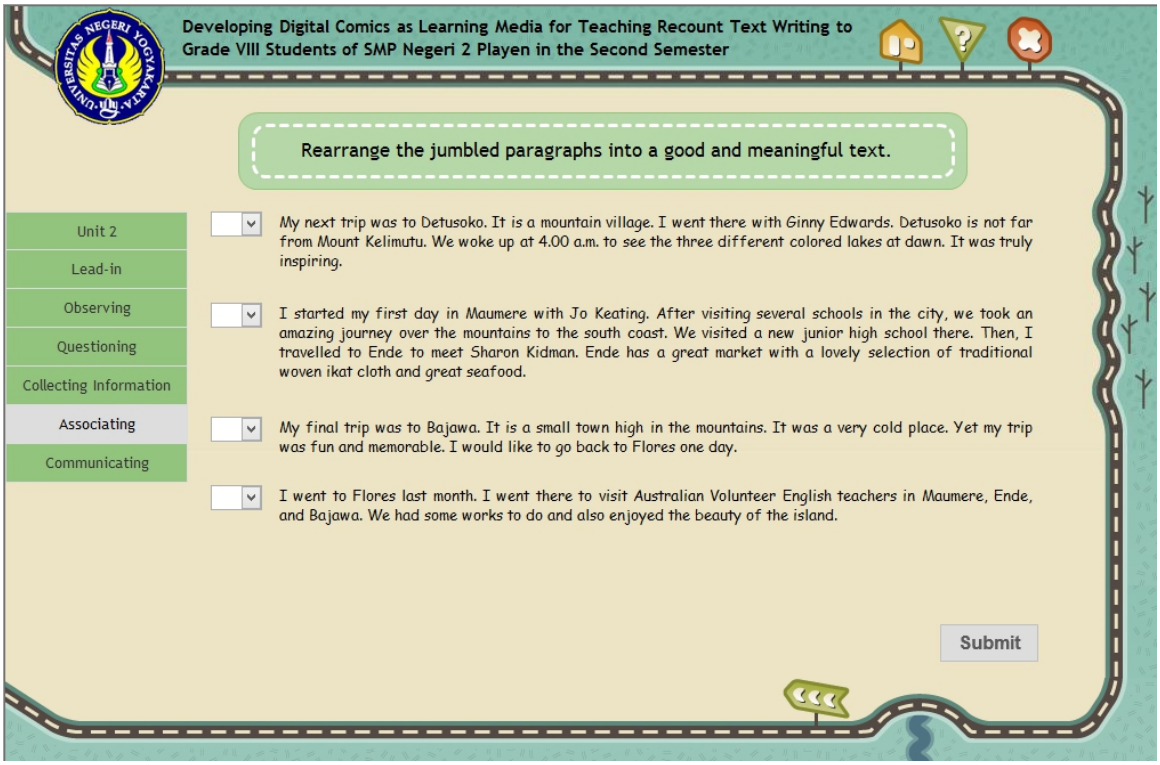
Slide 98 (Associating – Page 3)



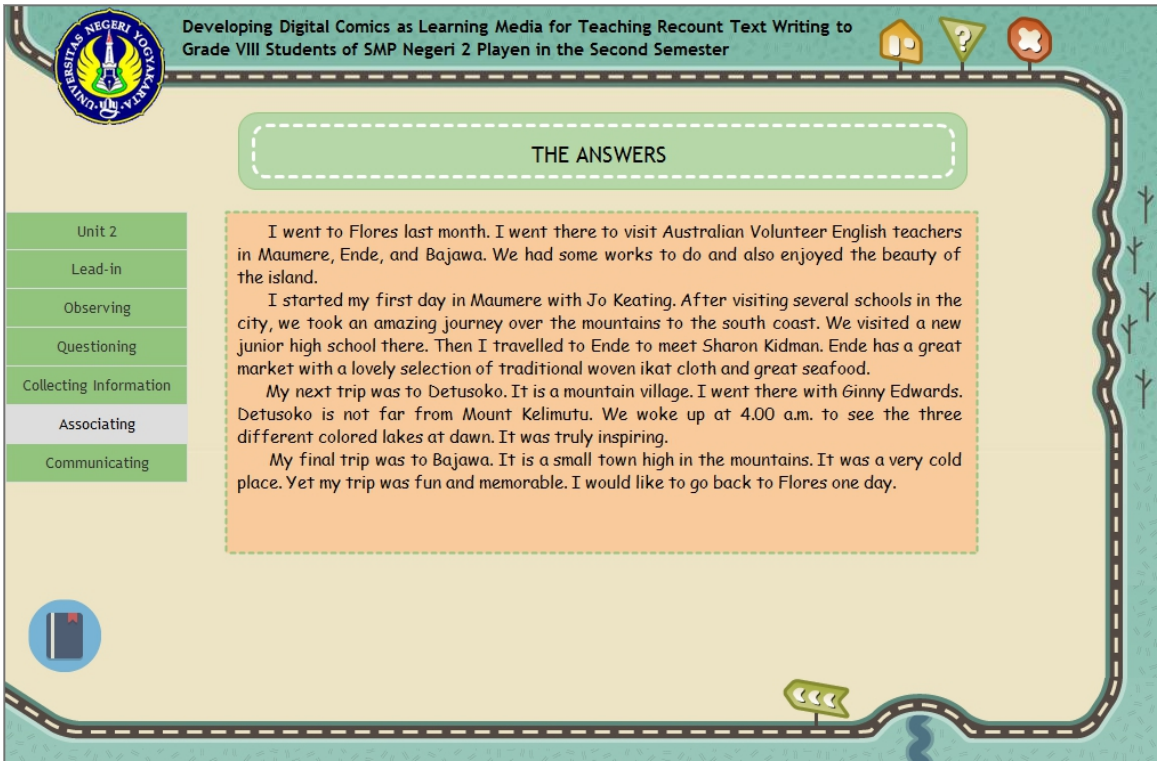
Slide 99 (Associating – Page 4)



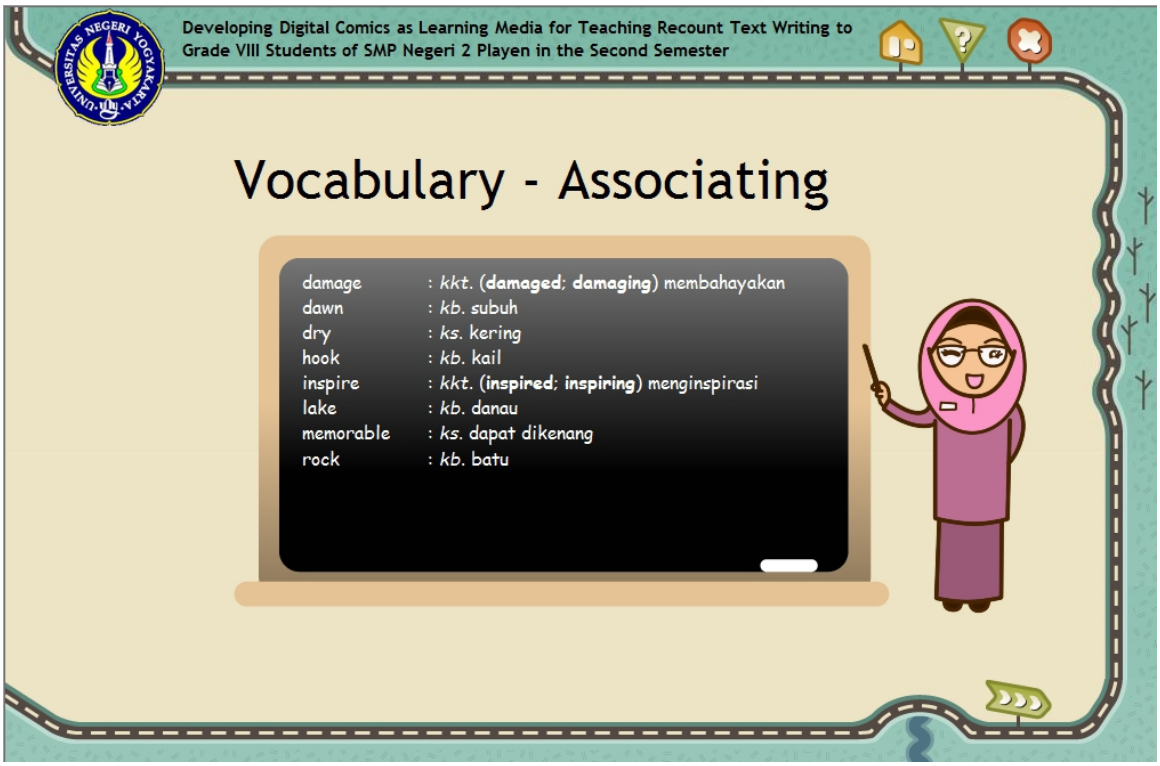
Slide 100 (Associating – Page 5)



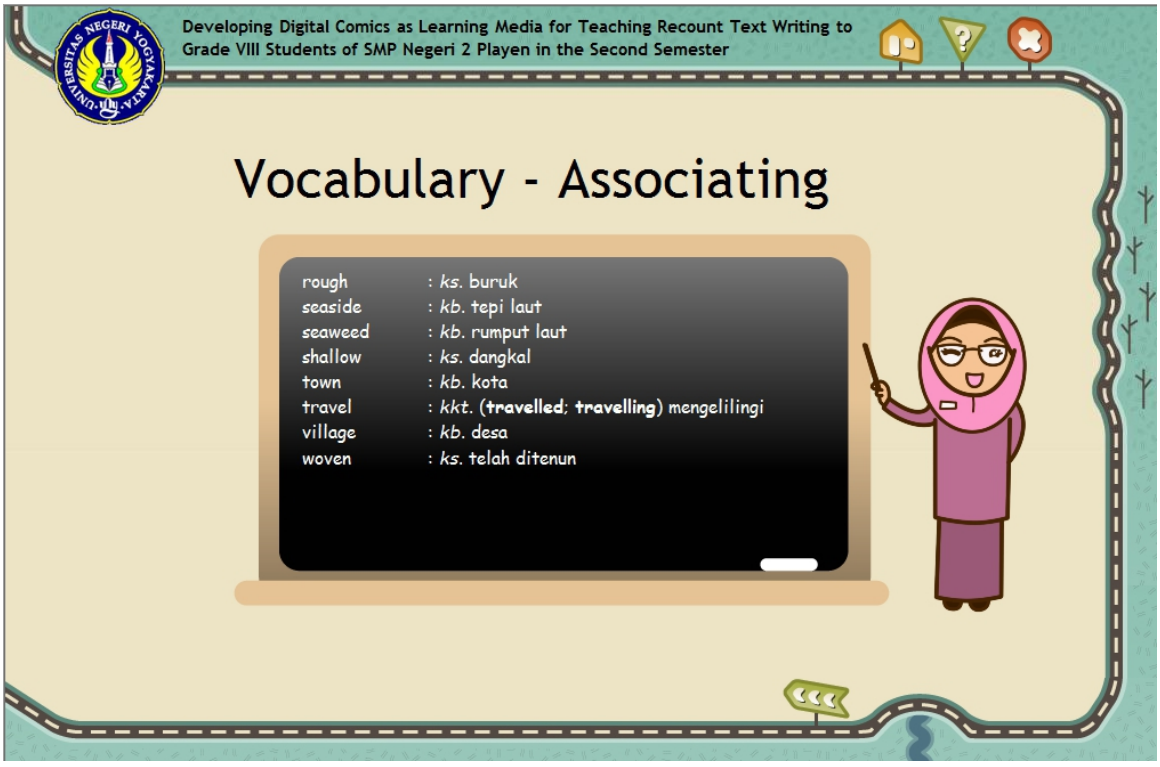
Slide 101 (Associating – Page 6)



Slide 102 (Associating – Page 7)

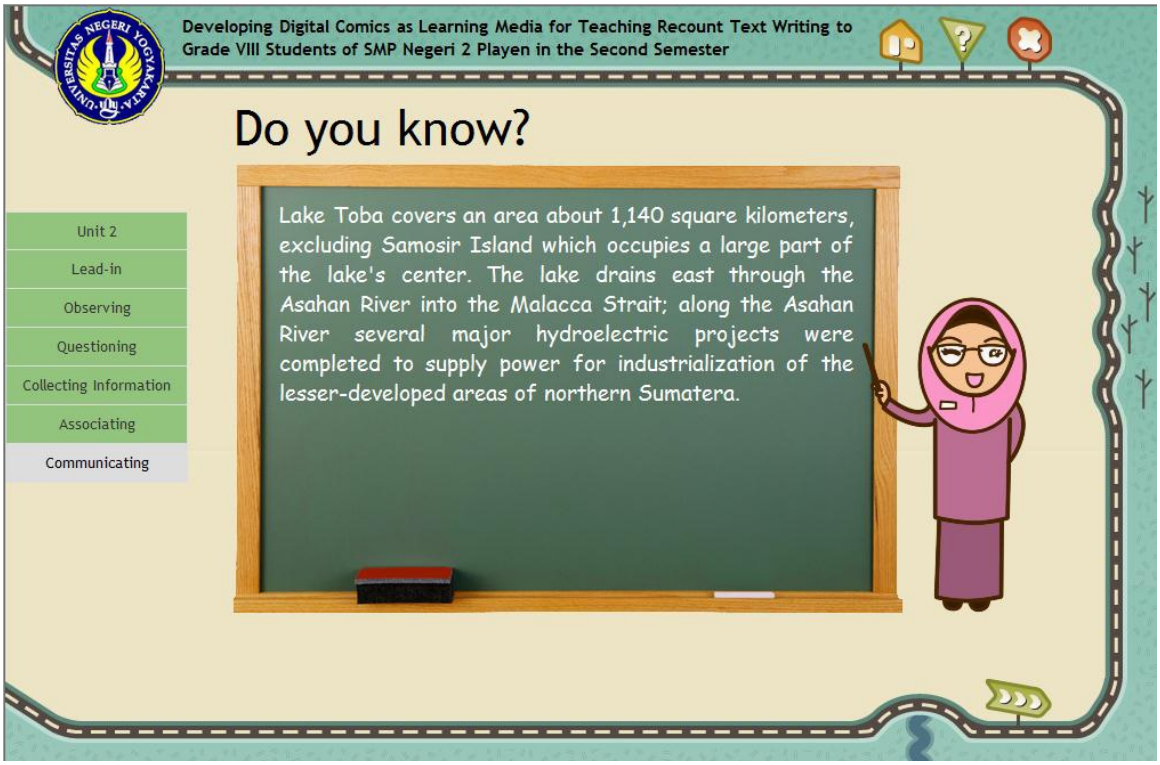


Slide 103 (Associating – Vocabulary)

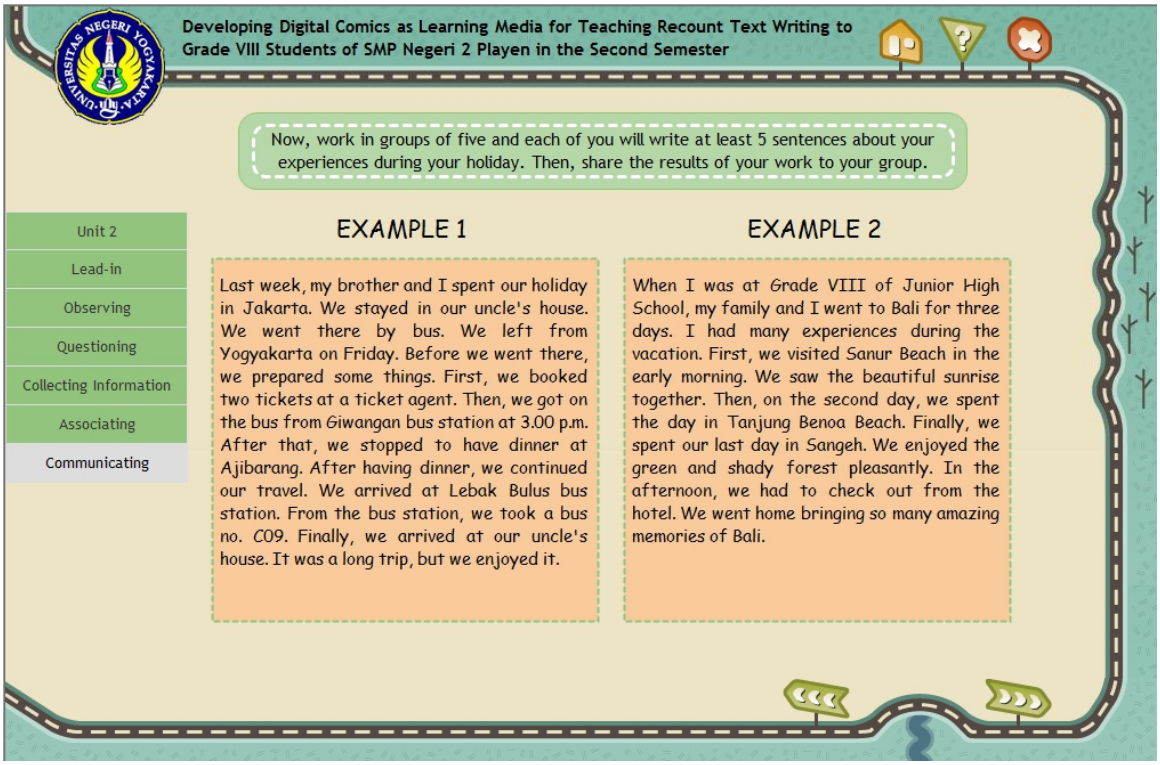


Slide 104 (Associating – Vocabulary)

Communicating

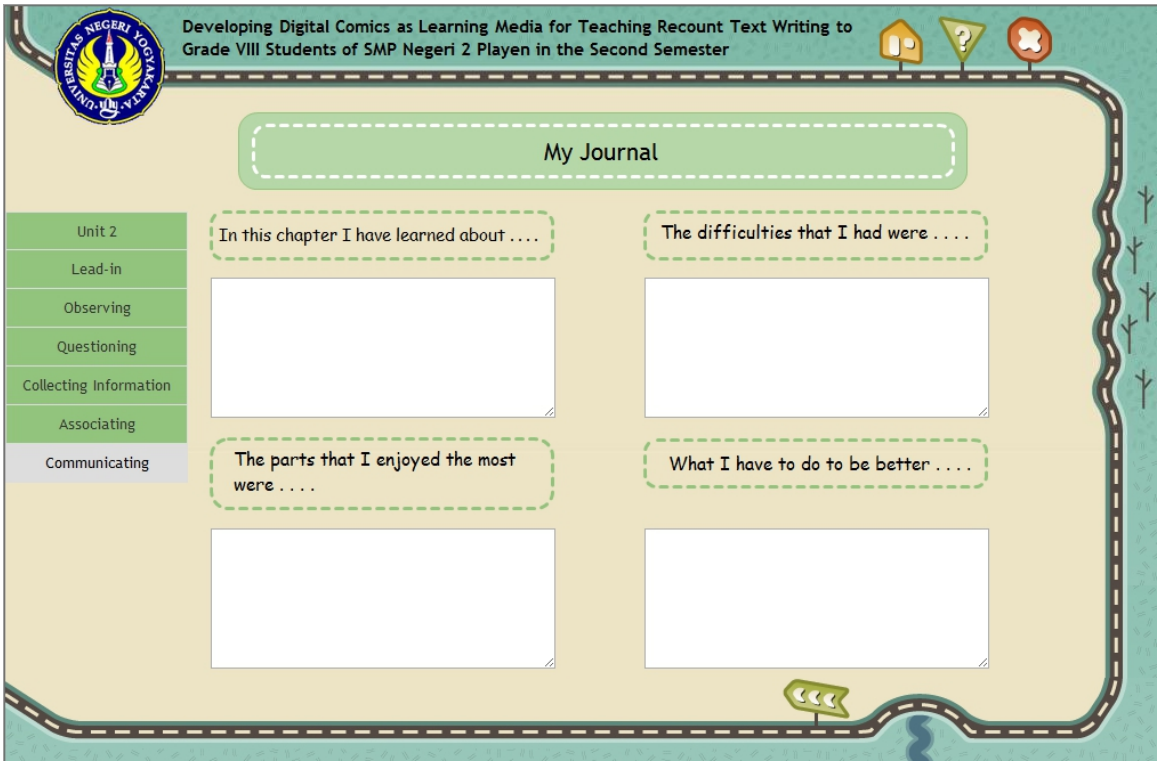


Slide 105 (Communicating – Do you know?)



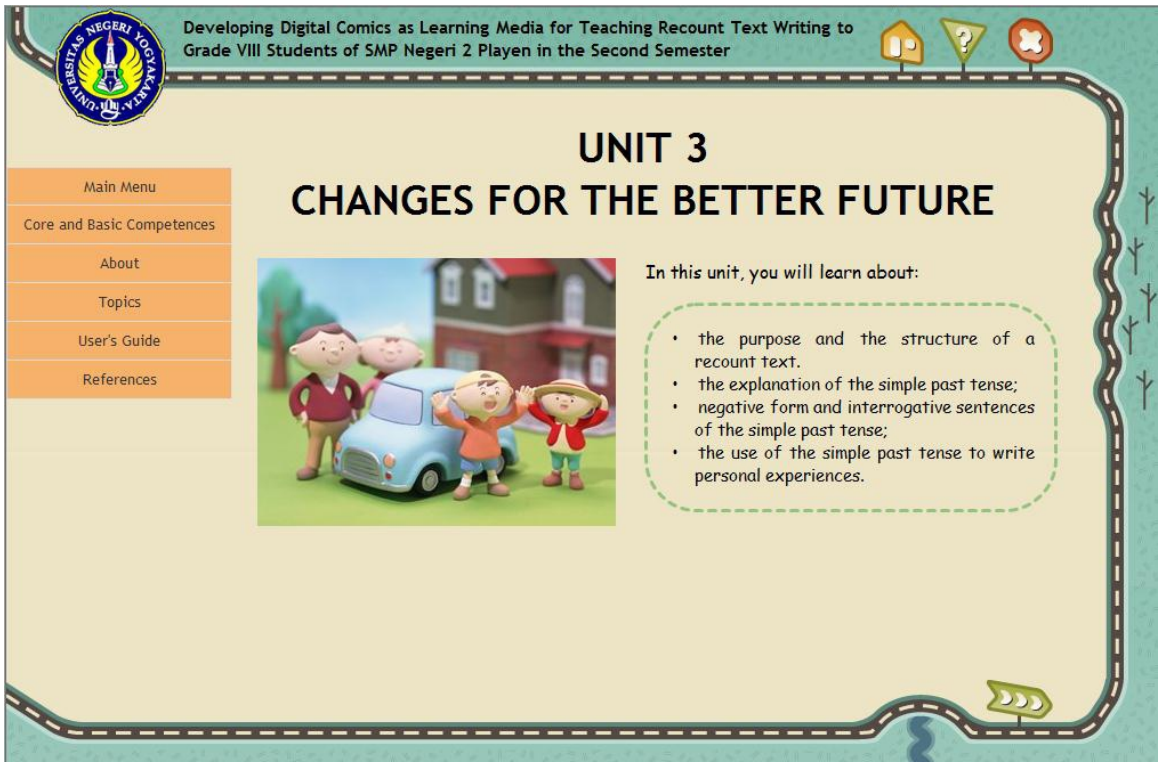
Slide 106 (Communicating – Page 1)

Slide 107 (Communicating – Page 3)



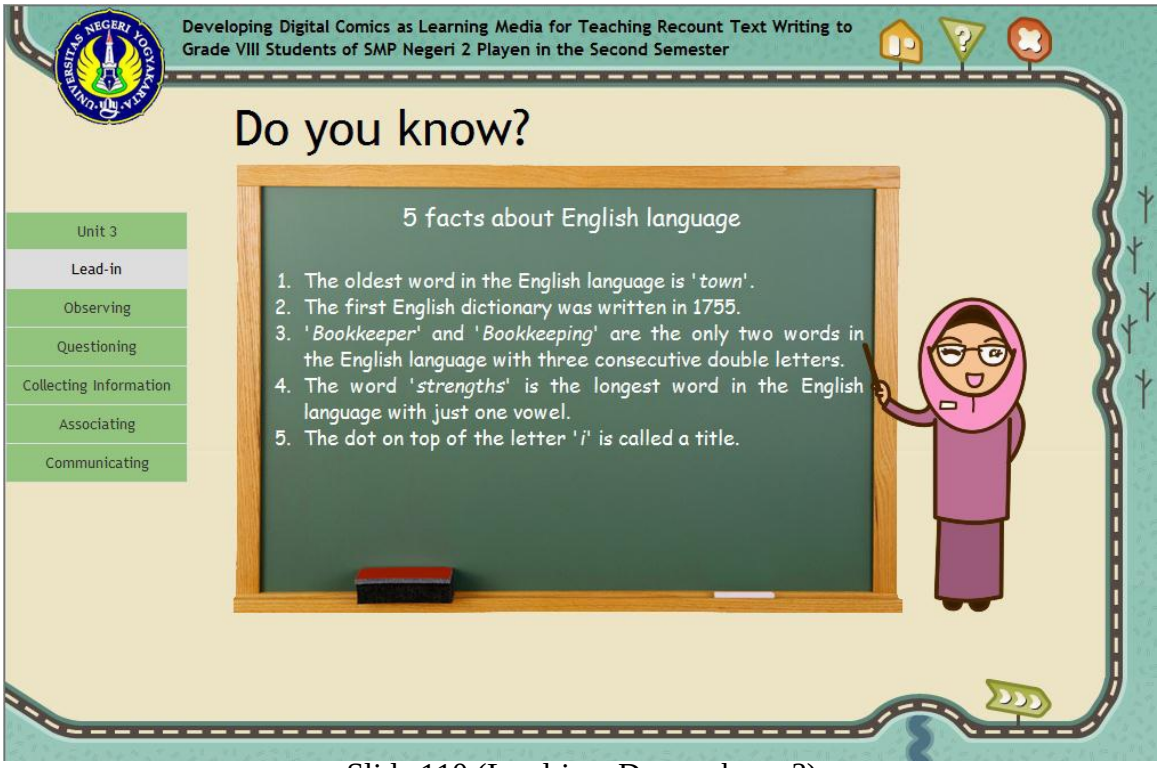
Slide 108 (Communicating – Page 4)

UNIT 3
CHANGES FOR THE BETTER FUTURE



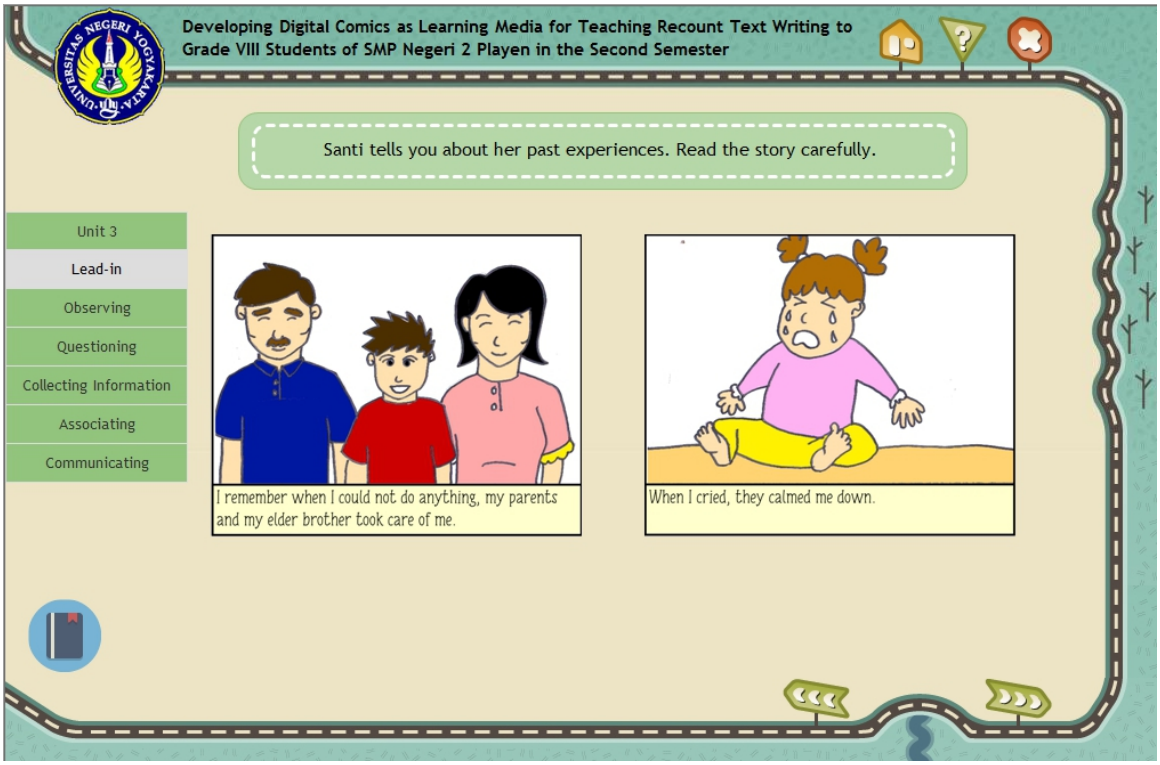
Slide 109 (Unit 3 Cover)

Lead-in

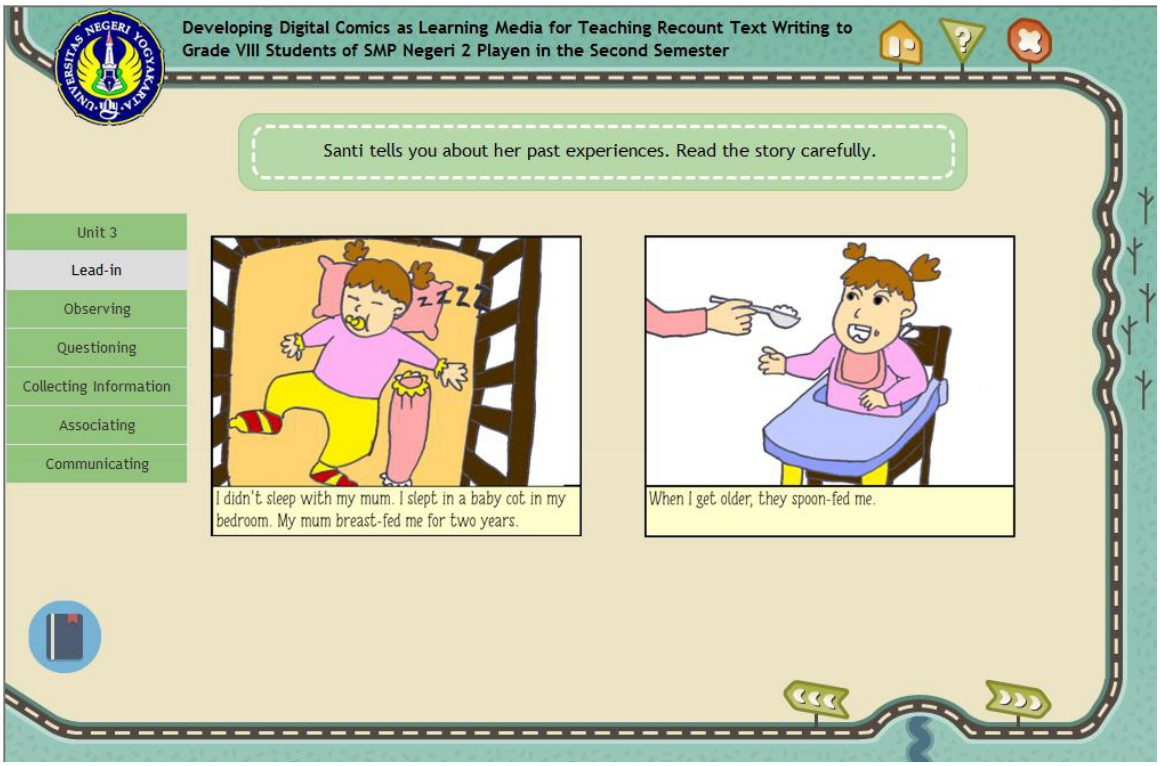


Slide 110 (Lead-in – Do you know?)

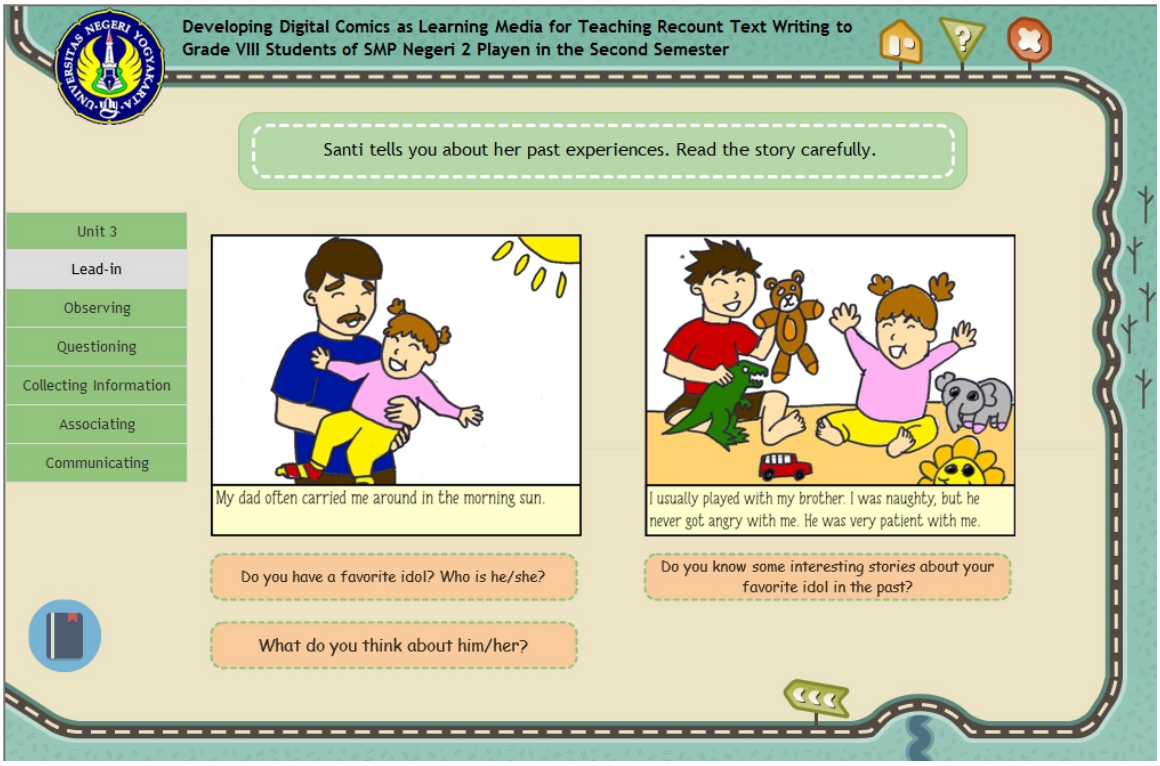
Slide 111 (Lead-in – Page 1)



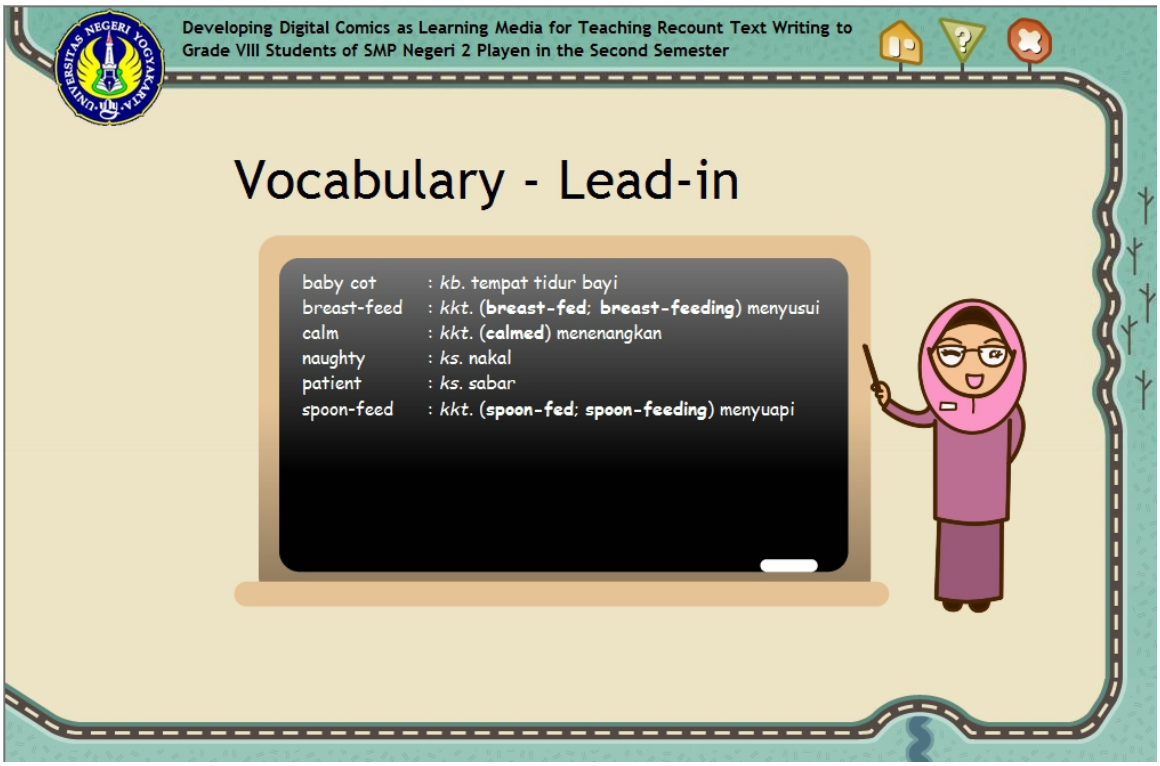
Slide 112 (Lead-in – Page 2)



Slide 113 (Lead-in – Page 3)

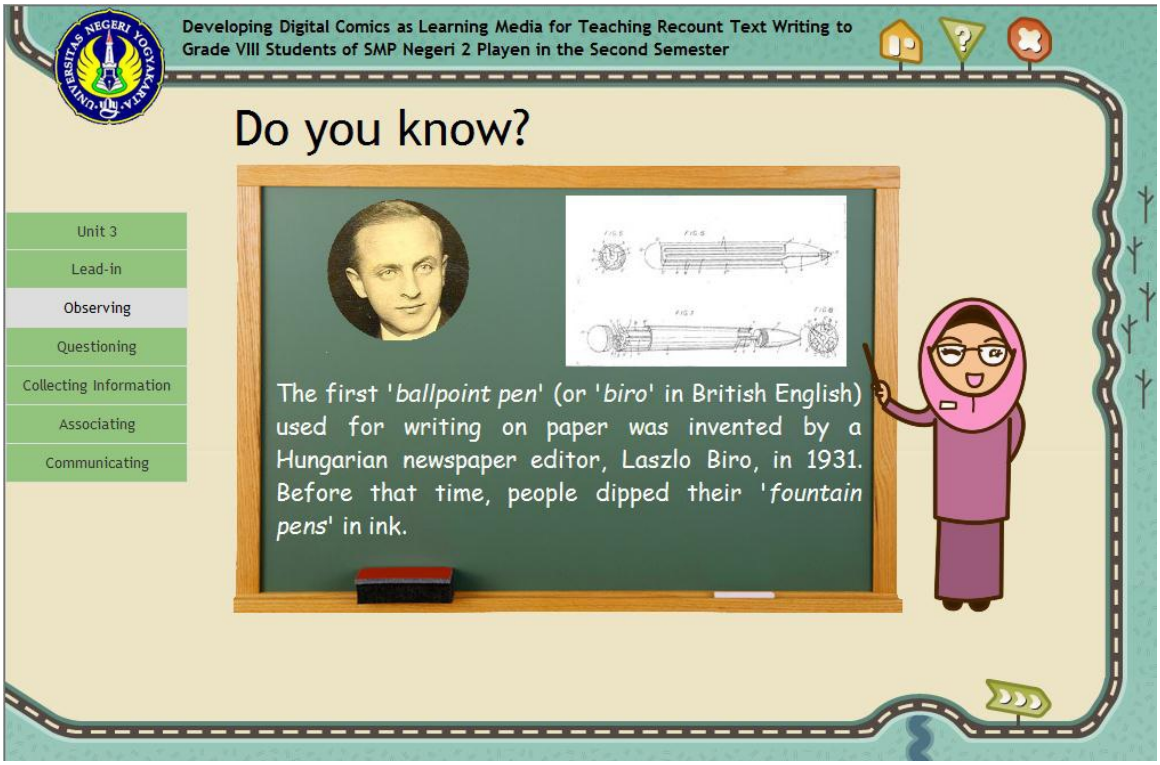


Slide 114 (Lead-in – Page 3)



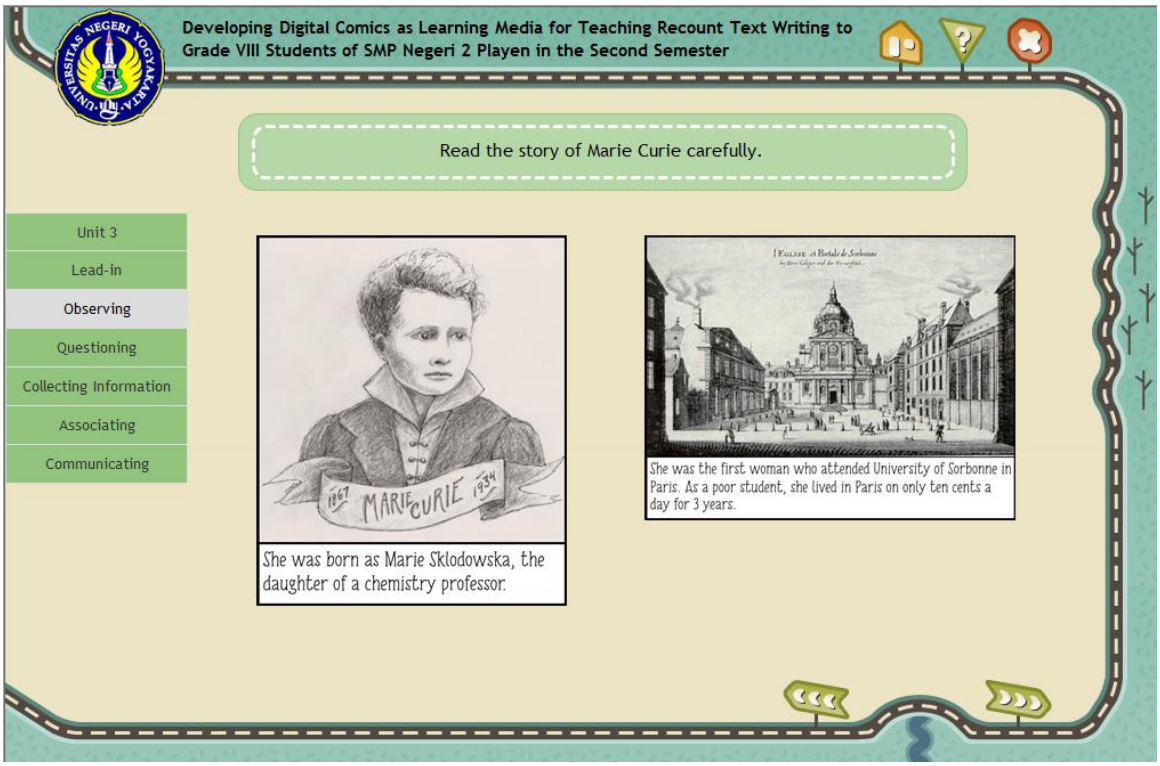
Slide 115 (Lead-in – Vocabulary)

Observing



Slide 116 (Observing – Do you know?)

Slide 117 (Observing – Page 1)



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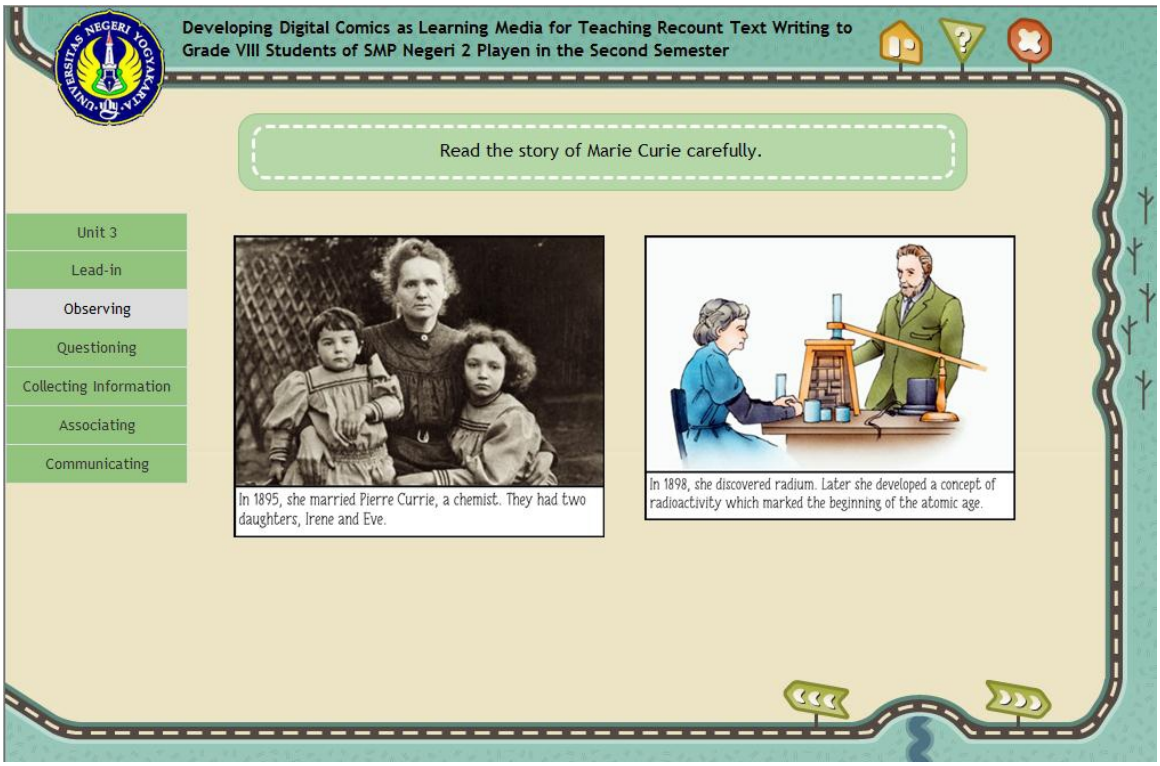
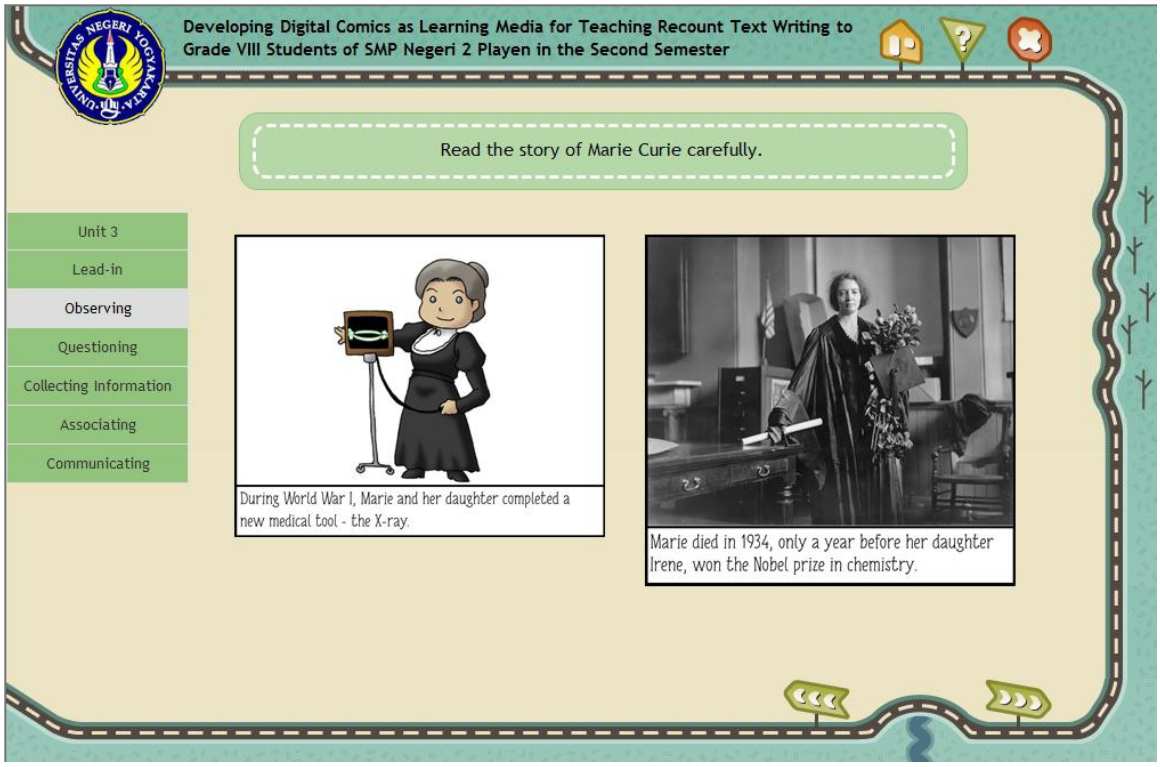
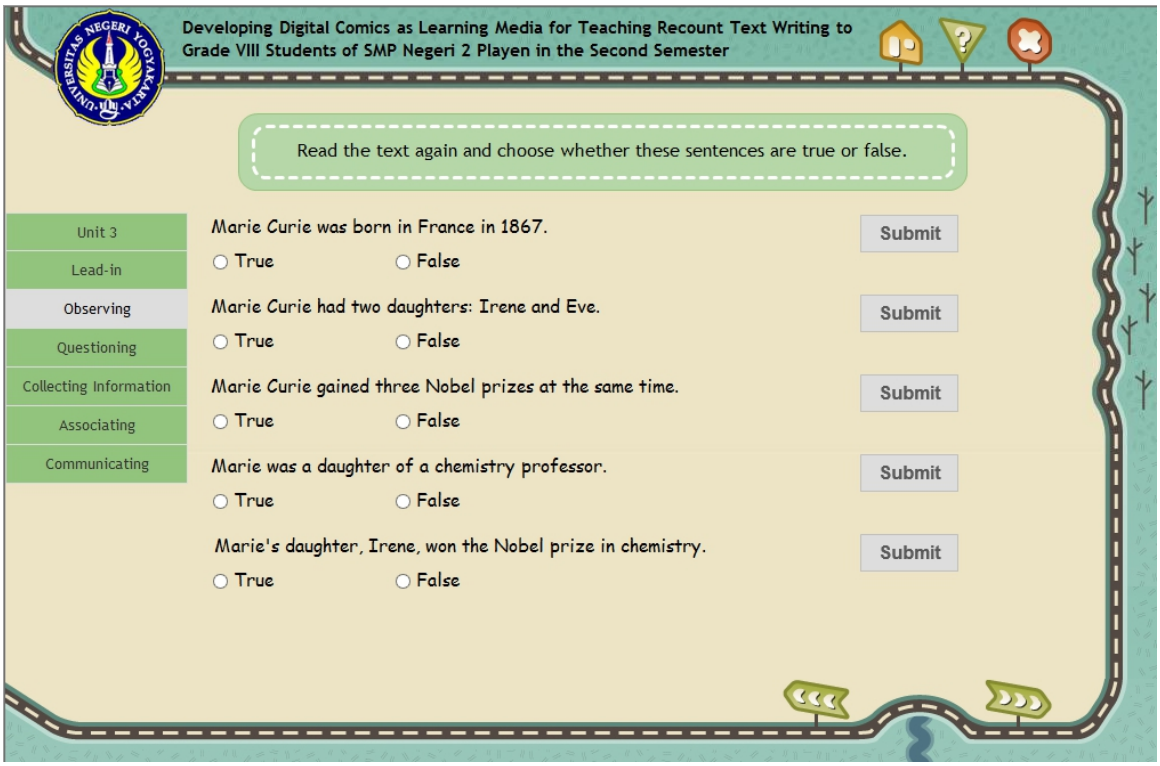


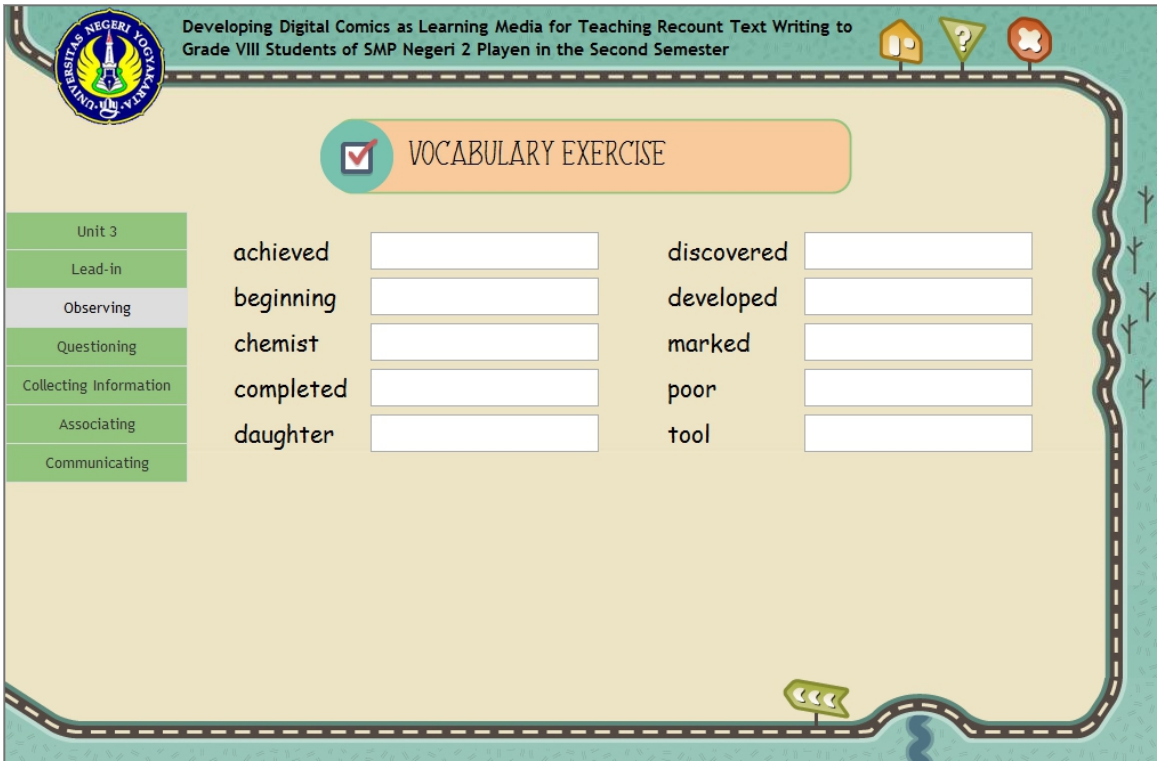
Slide 119 (Observing – Page 3)



Slide 120 (Observing – Page 4)

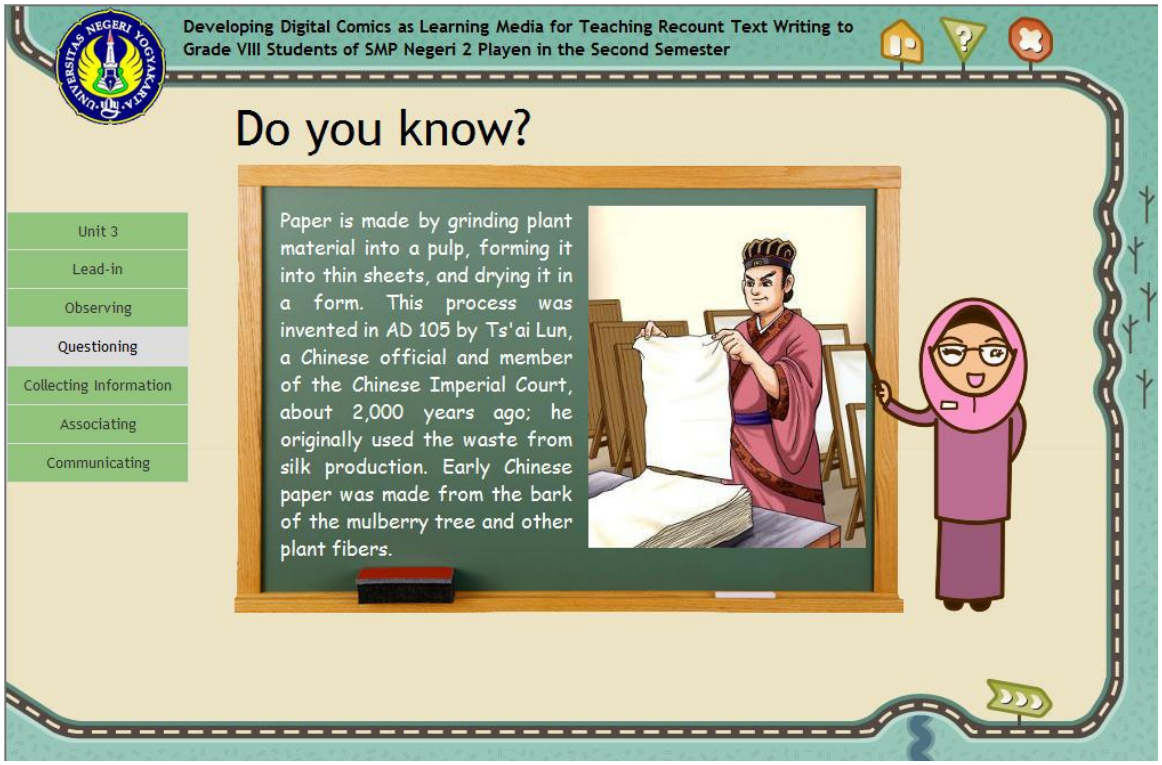


Slide 121 (Observing – Page 6)

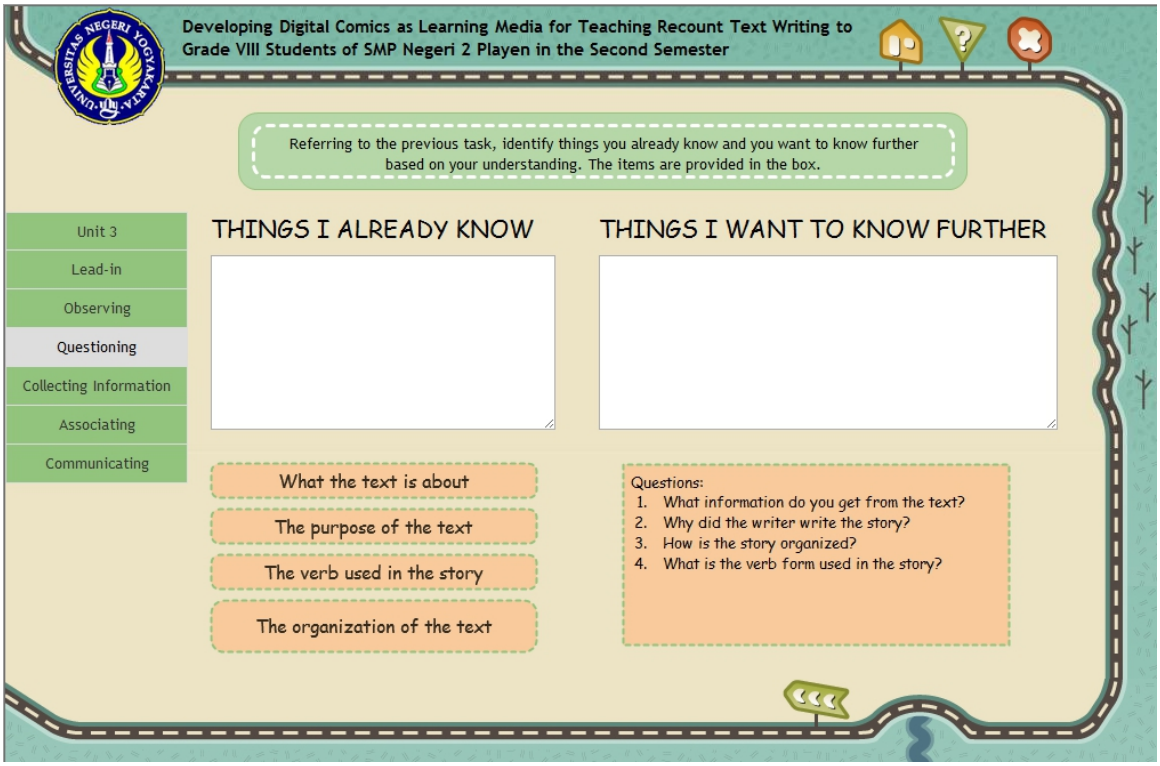


Slide 122 (Observing – Page 7)

Questioning

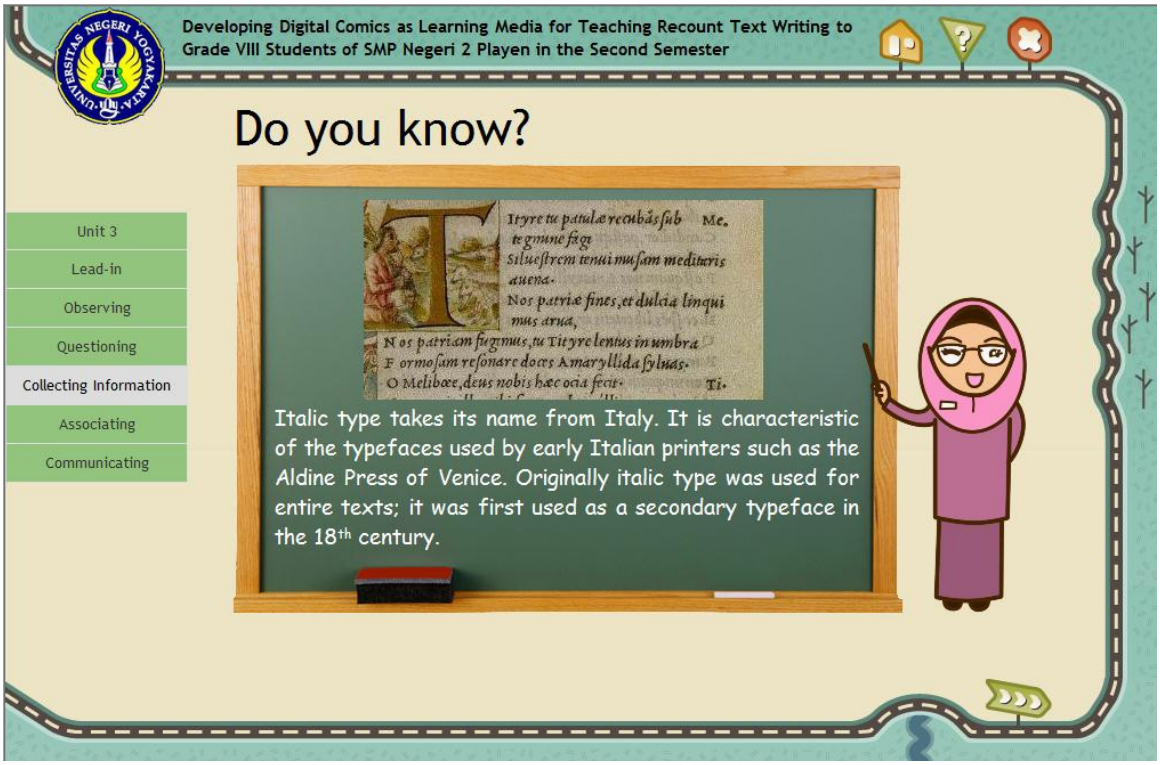


Slide 123 (Questioning – Do you know?)

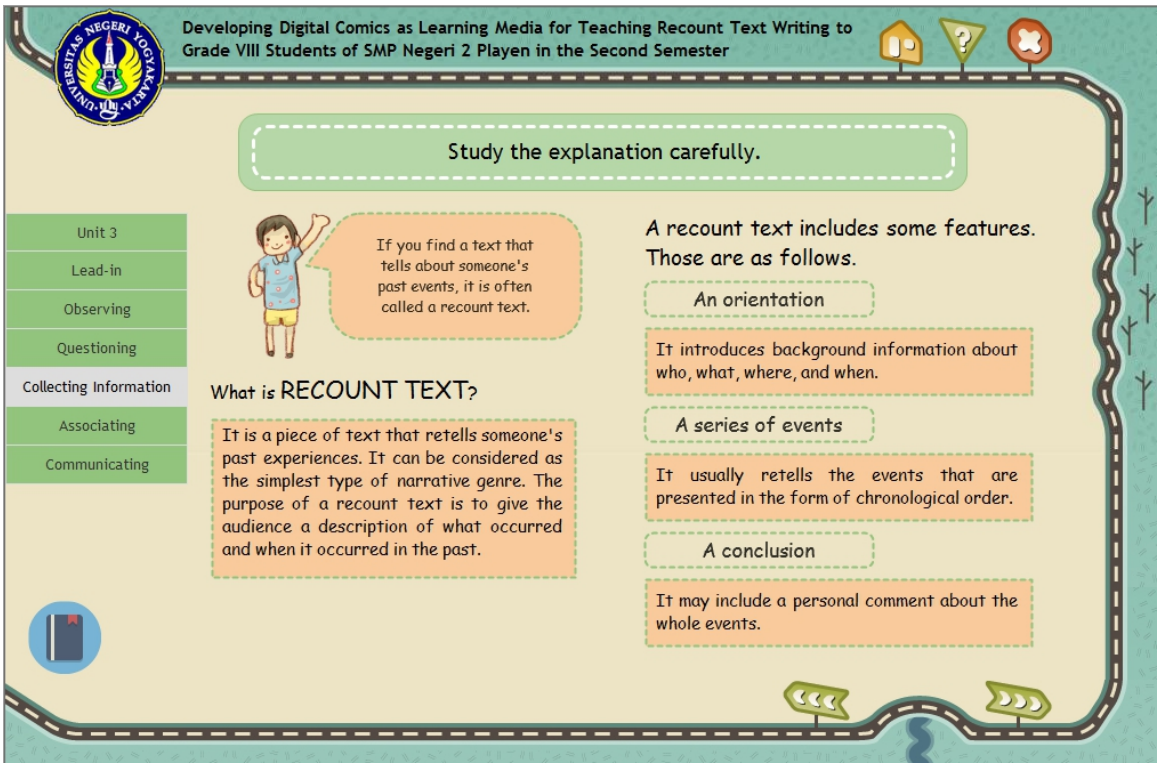


Slide 124 (Questioning)

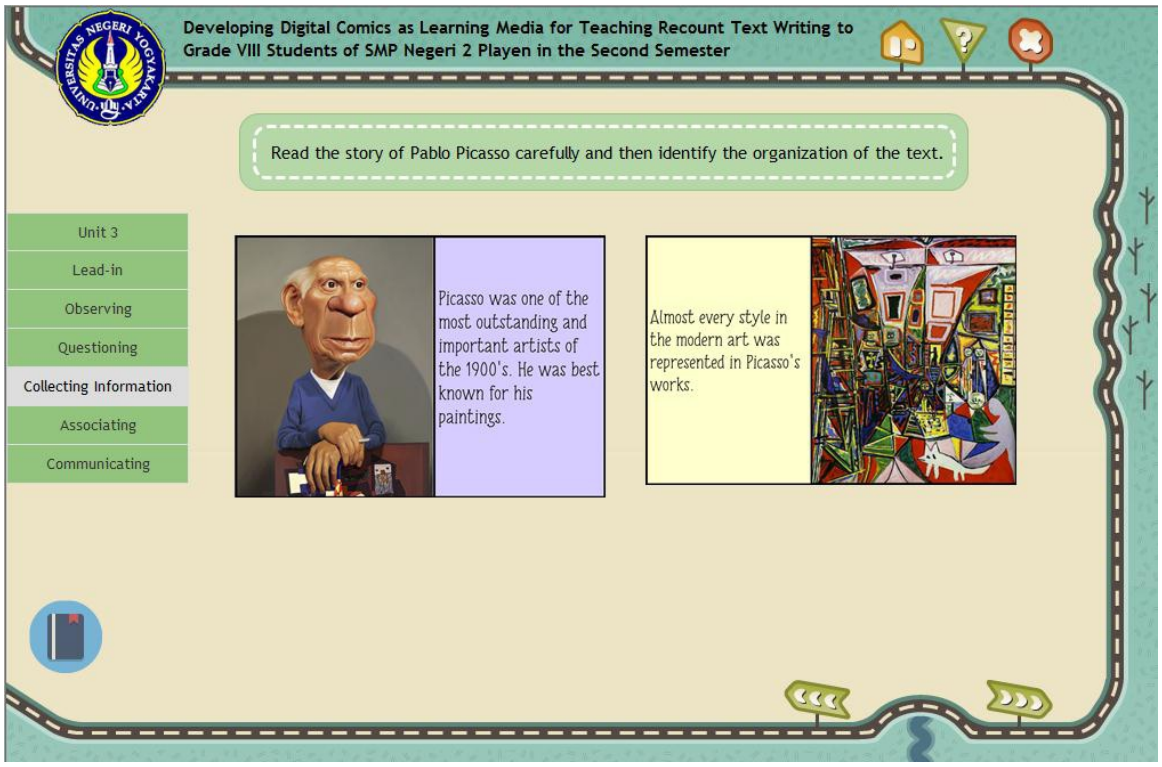
Collecting Information



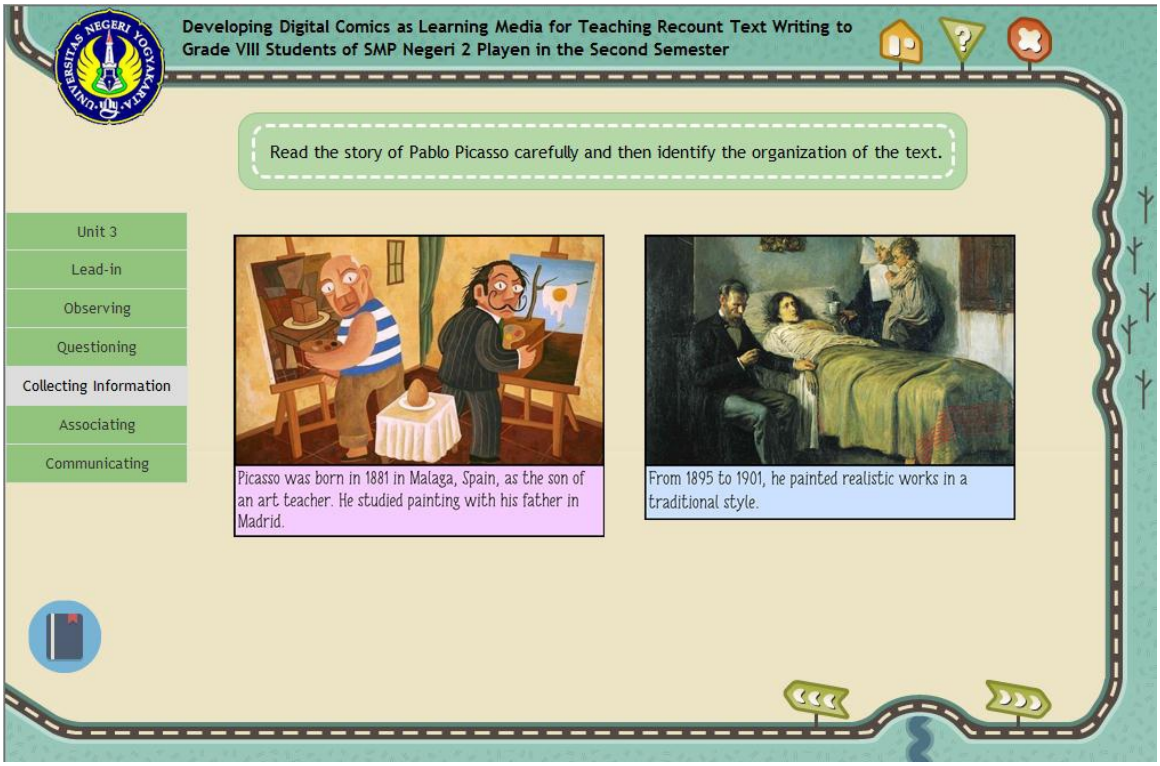
Slide 125 (Collecting Information – Do you know?)



Slide 126 (Collecting Information – Page 1)



Slide 127 (Collecting Information – Page 2)



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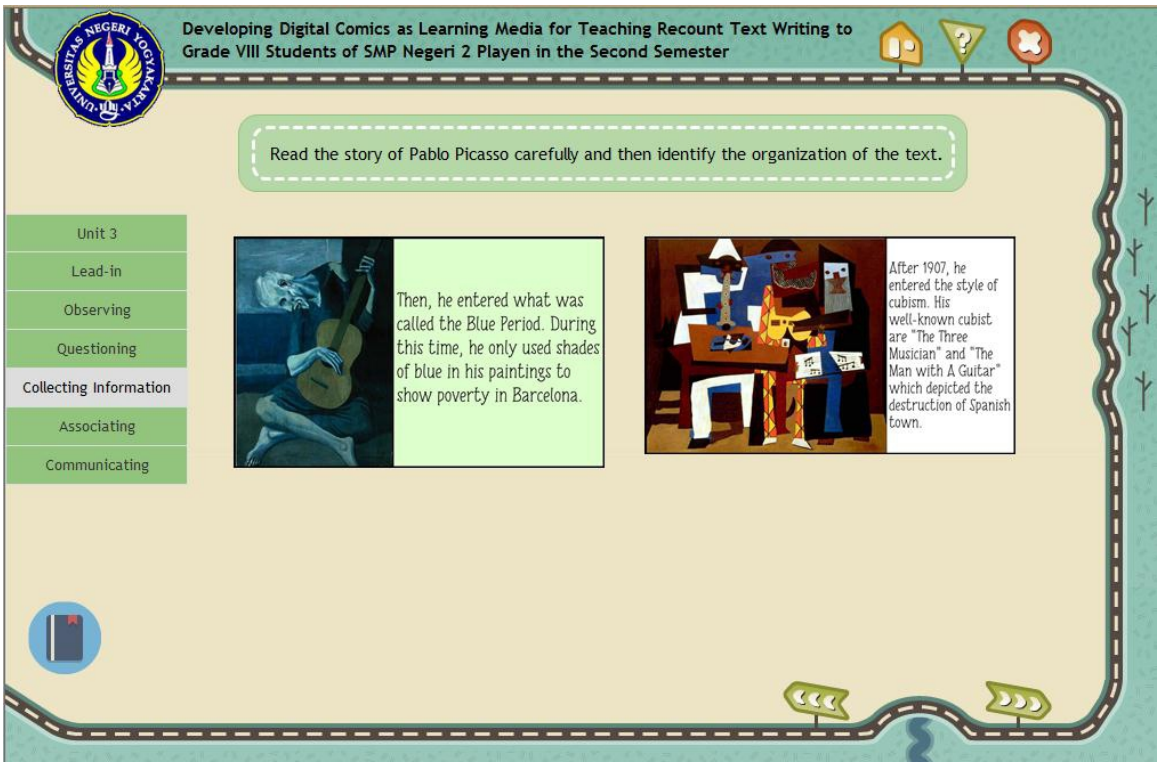
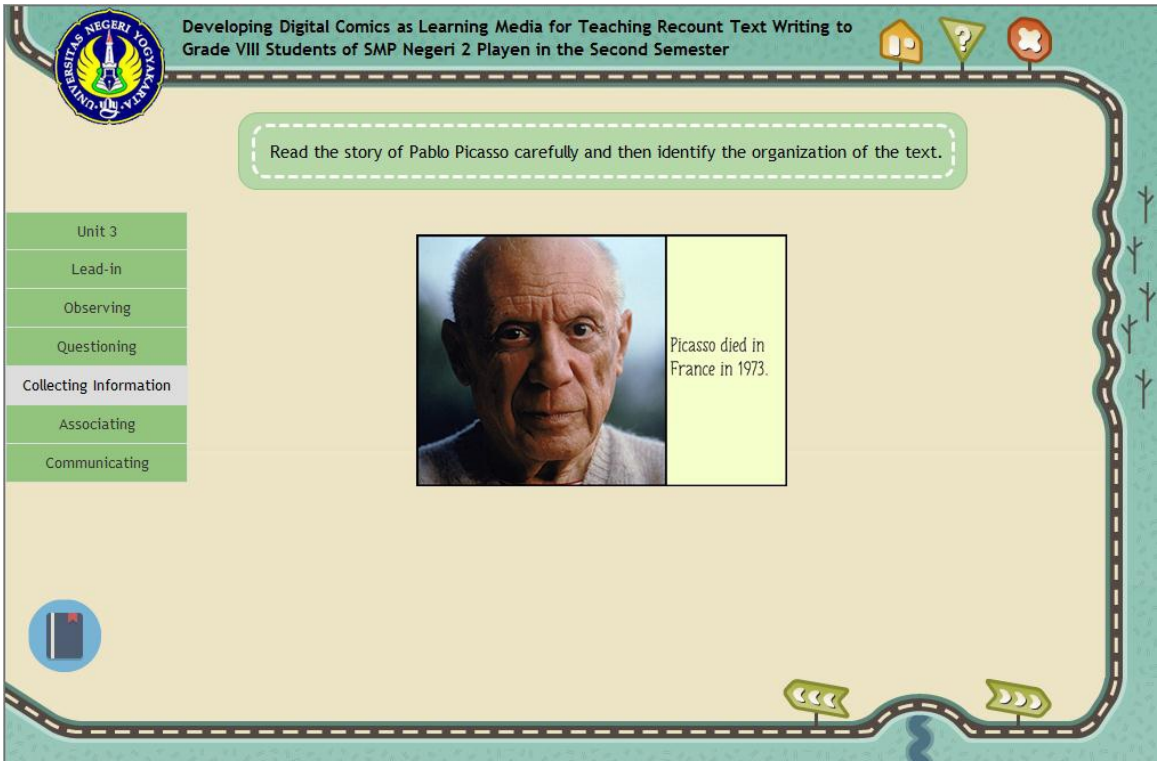
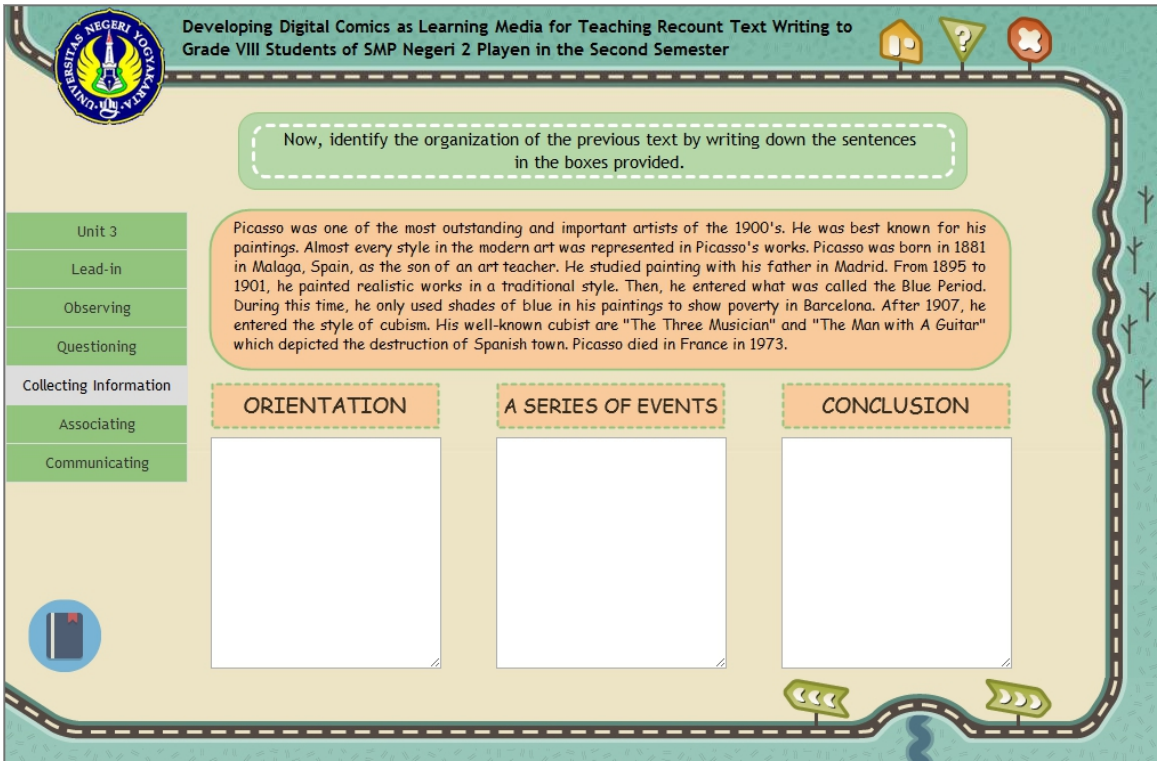


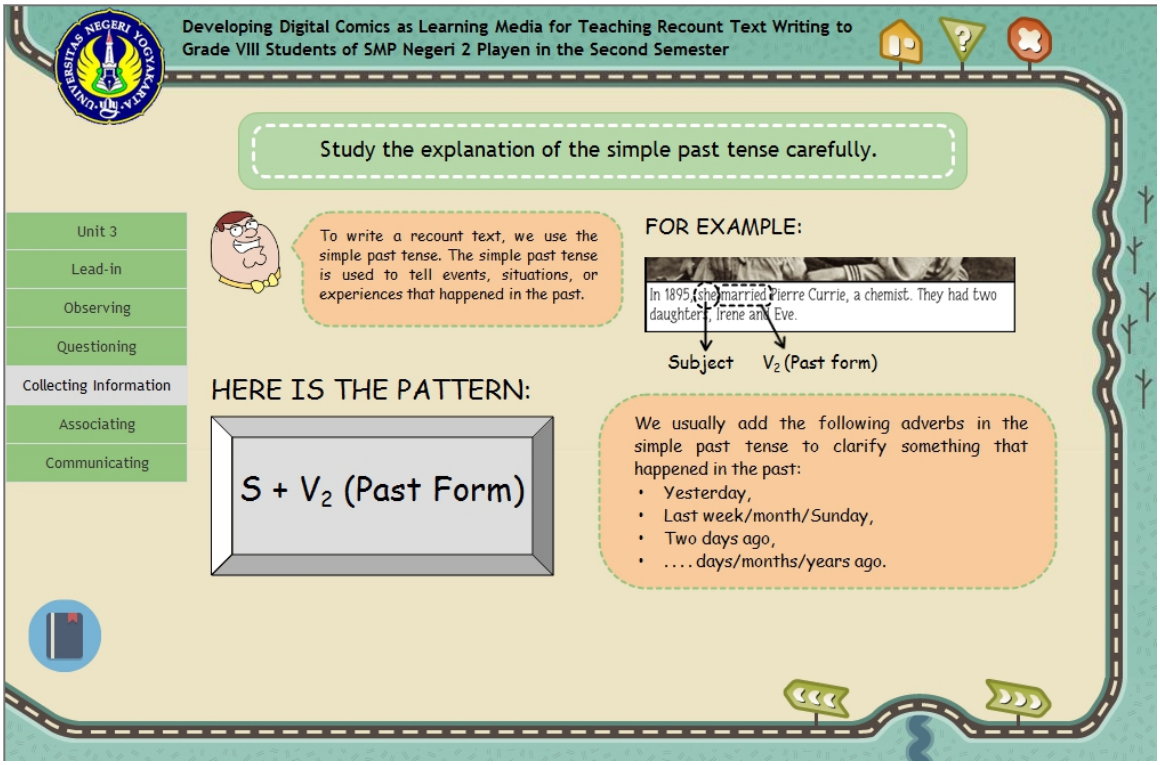
Slide 129 (Collecting Information – Page 4)



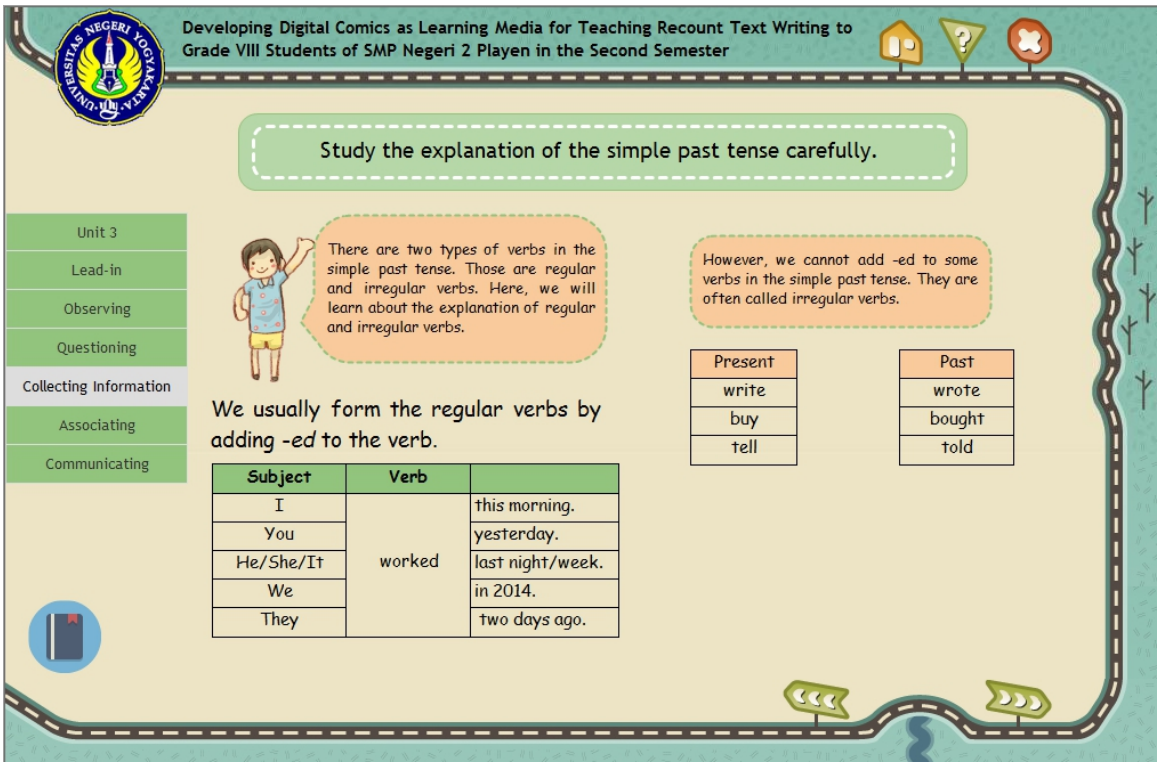
Slide 130 (Collecting Information – Page 5)



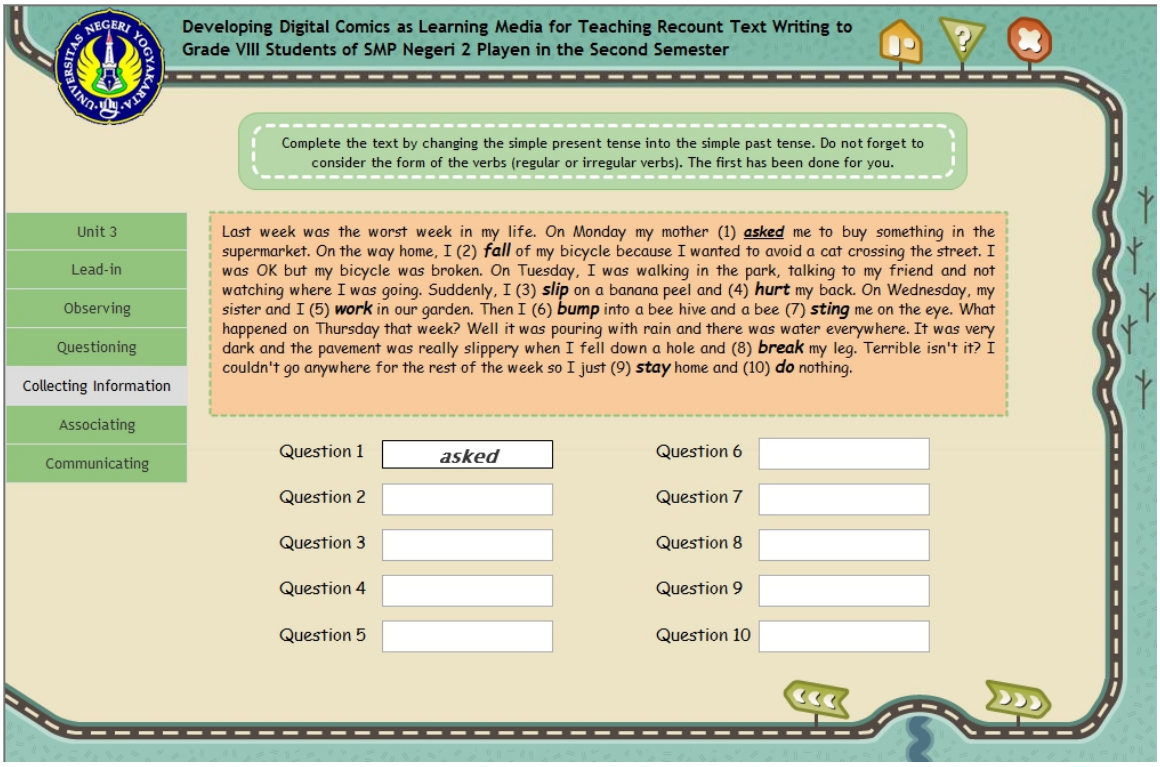
Slide 131 (Collecting Information – Page 6)



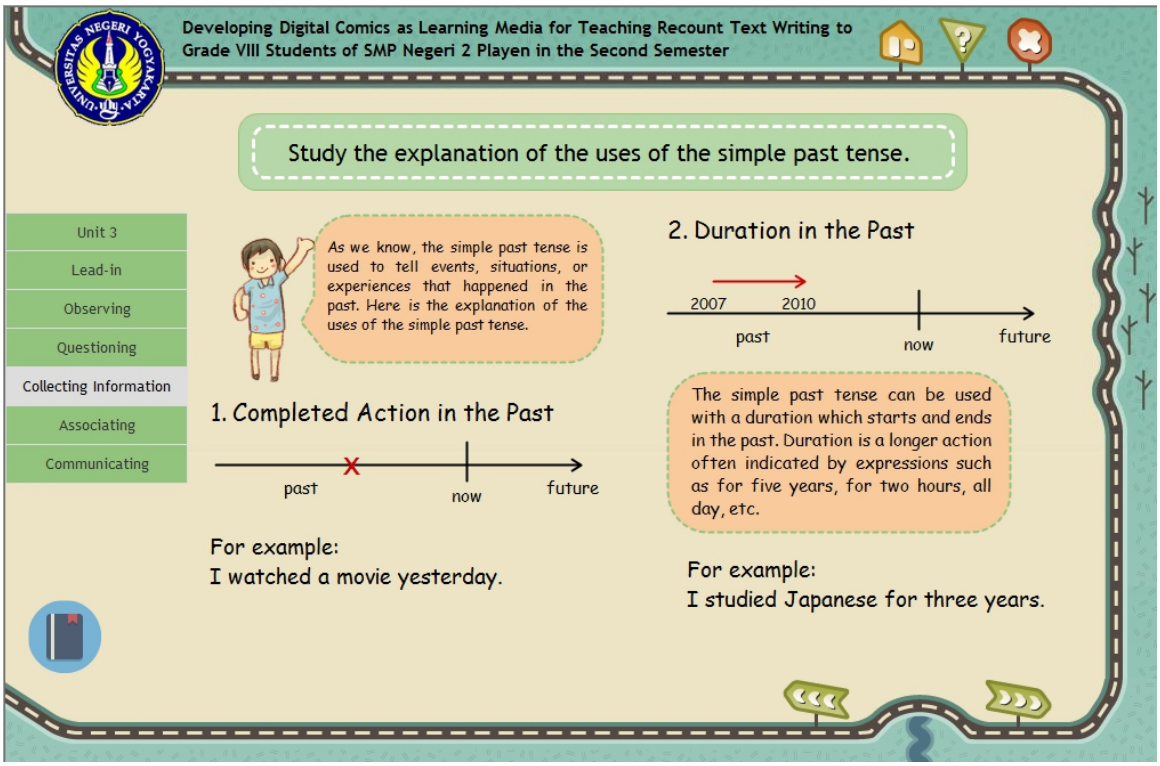
Slide 132 (Collecting Information – Page 7)



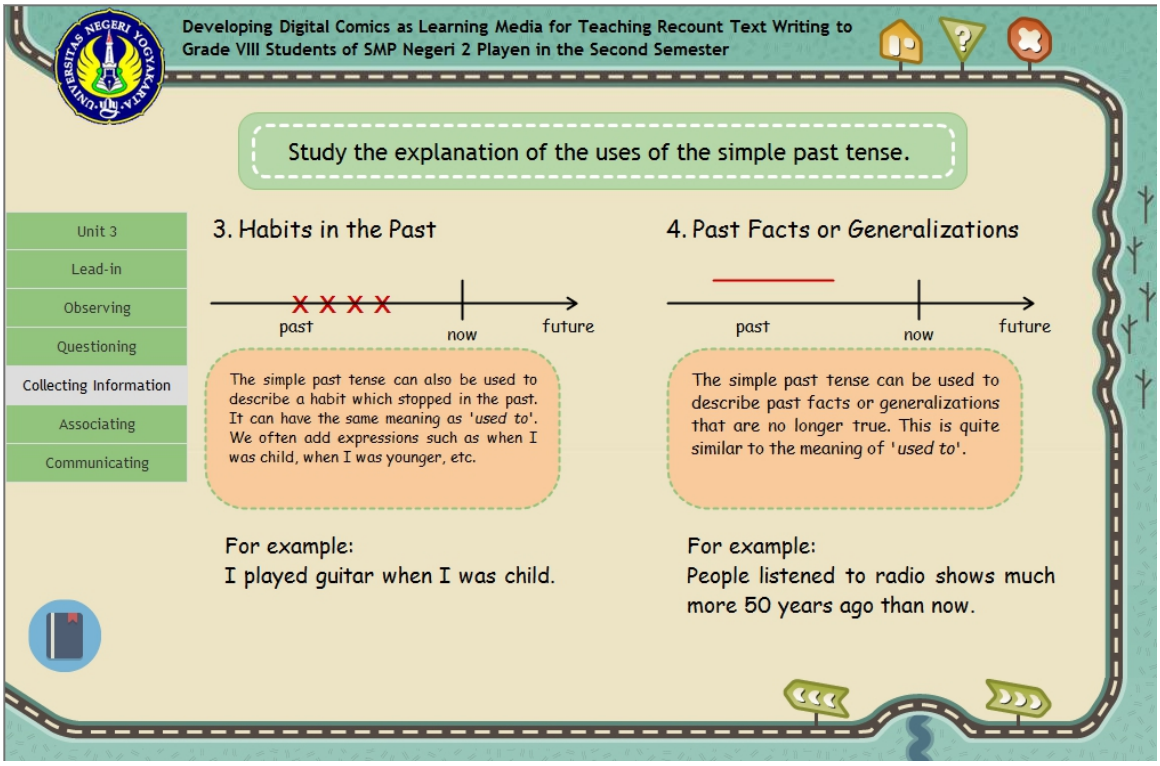
Slide 133 (Collecting Information – Page 8)



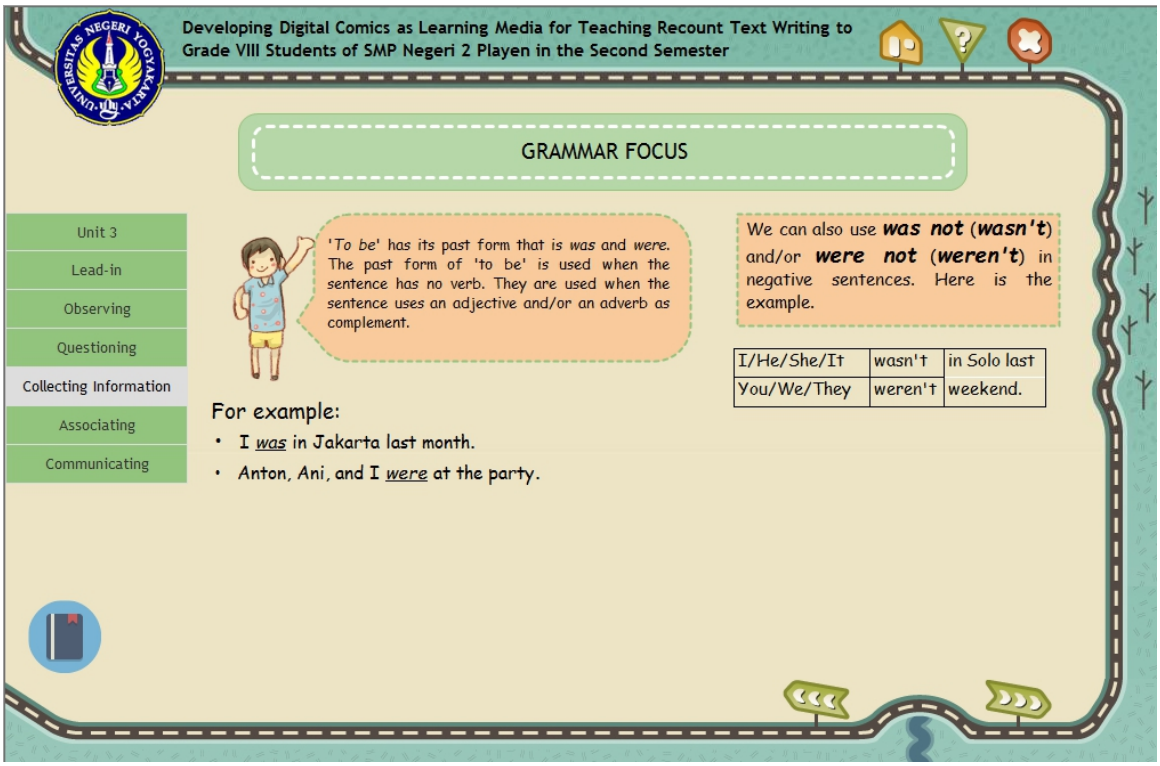
Slide 134 (Collecting Information – Page 9)



Slide 135 (Collecting Information – Page 10)



Slide 136 (Collecting Information – Page 11)



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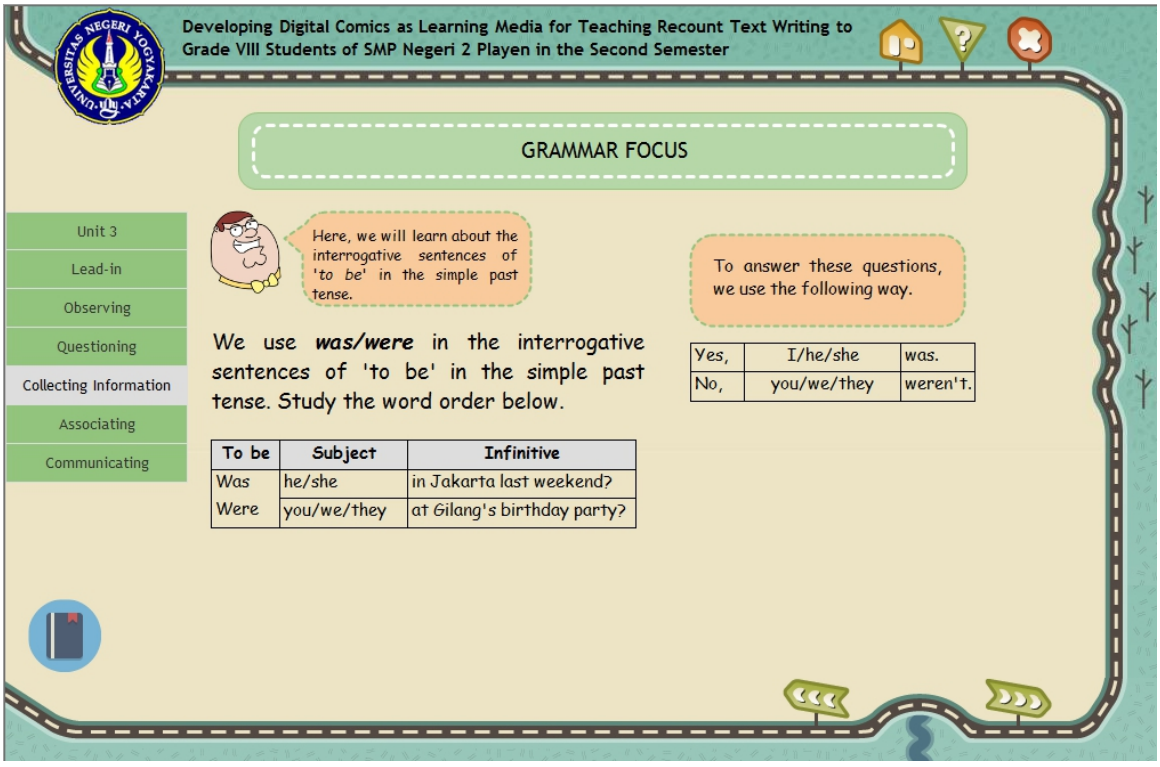
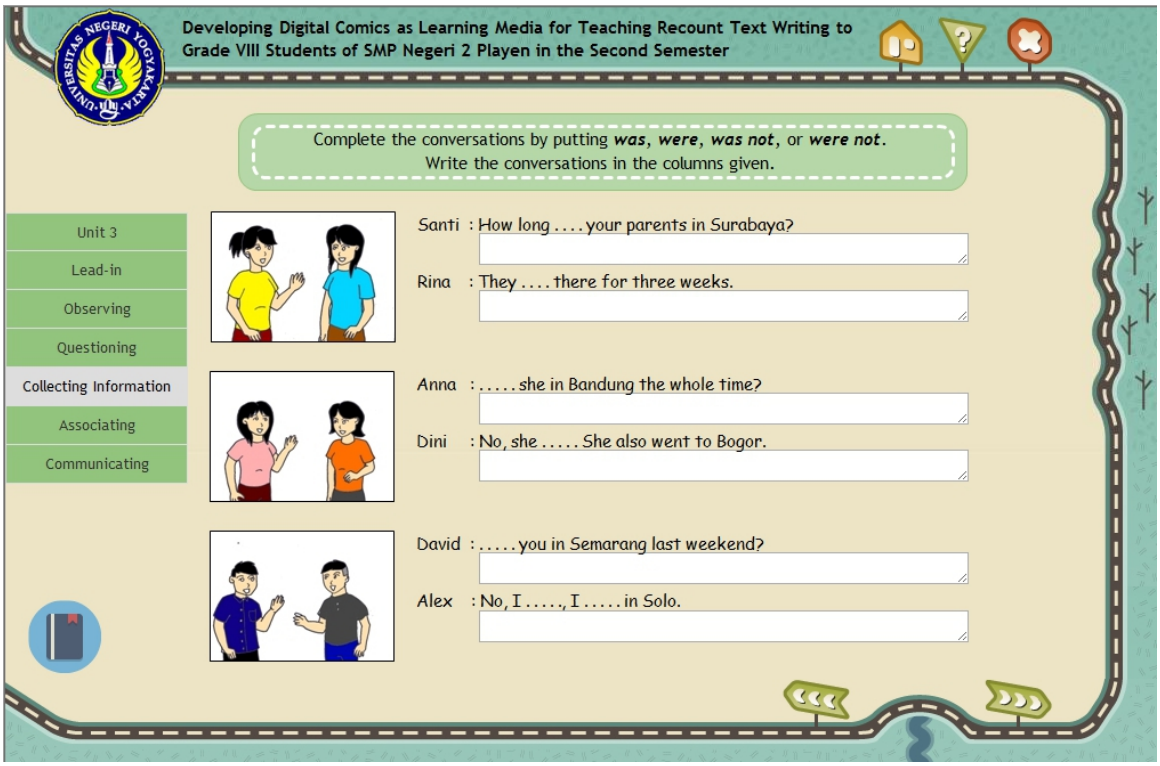
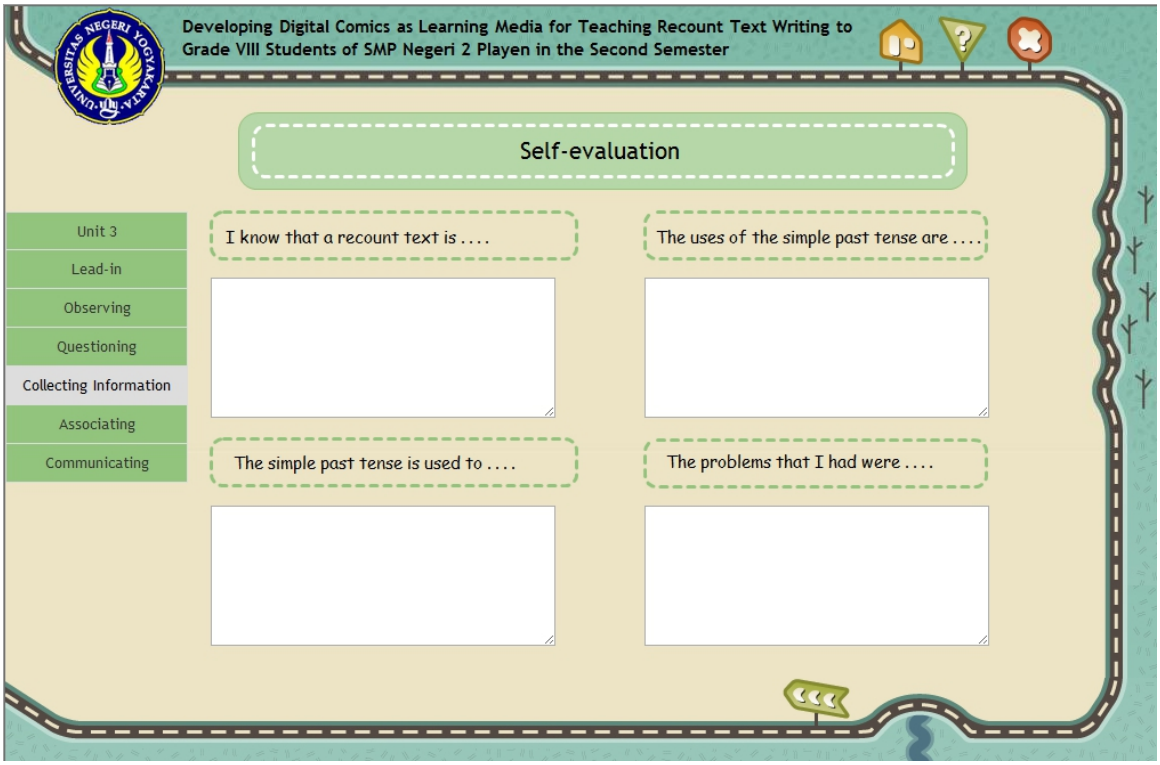


Slide 138 (Collecting Information – Page 13)



Slide 139 (Collecting Information – Page 14)



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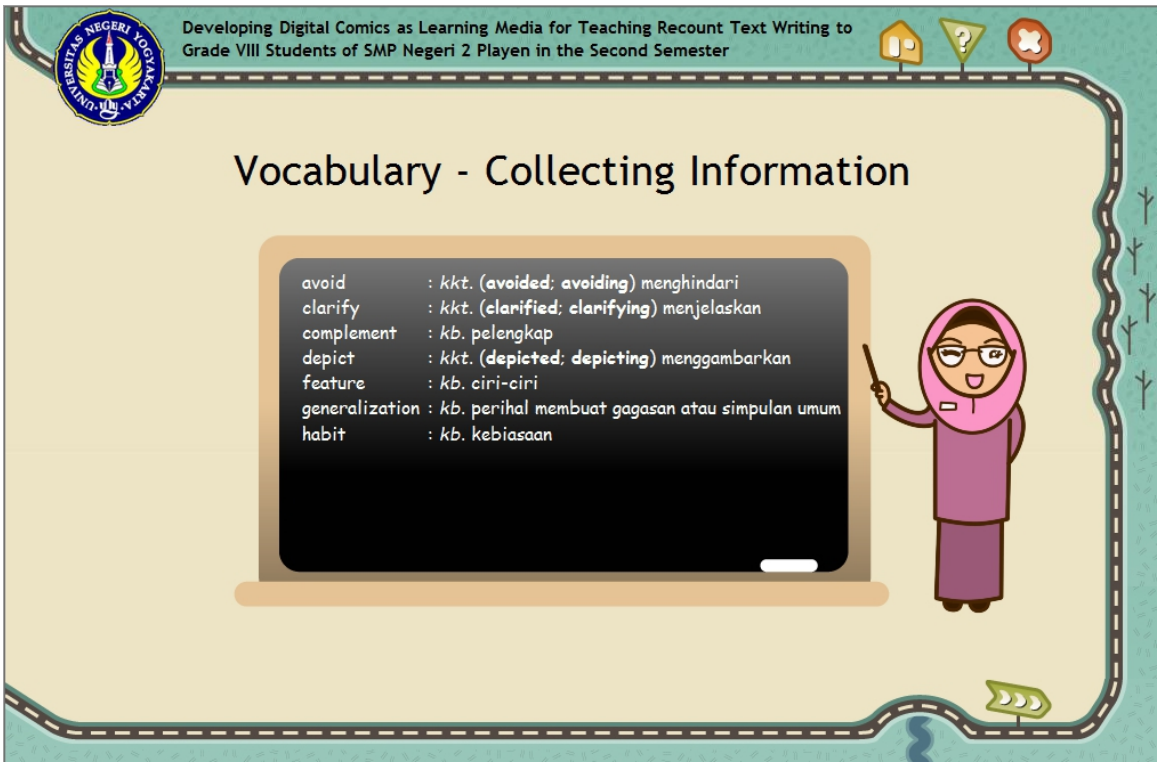
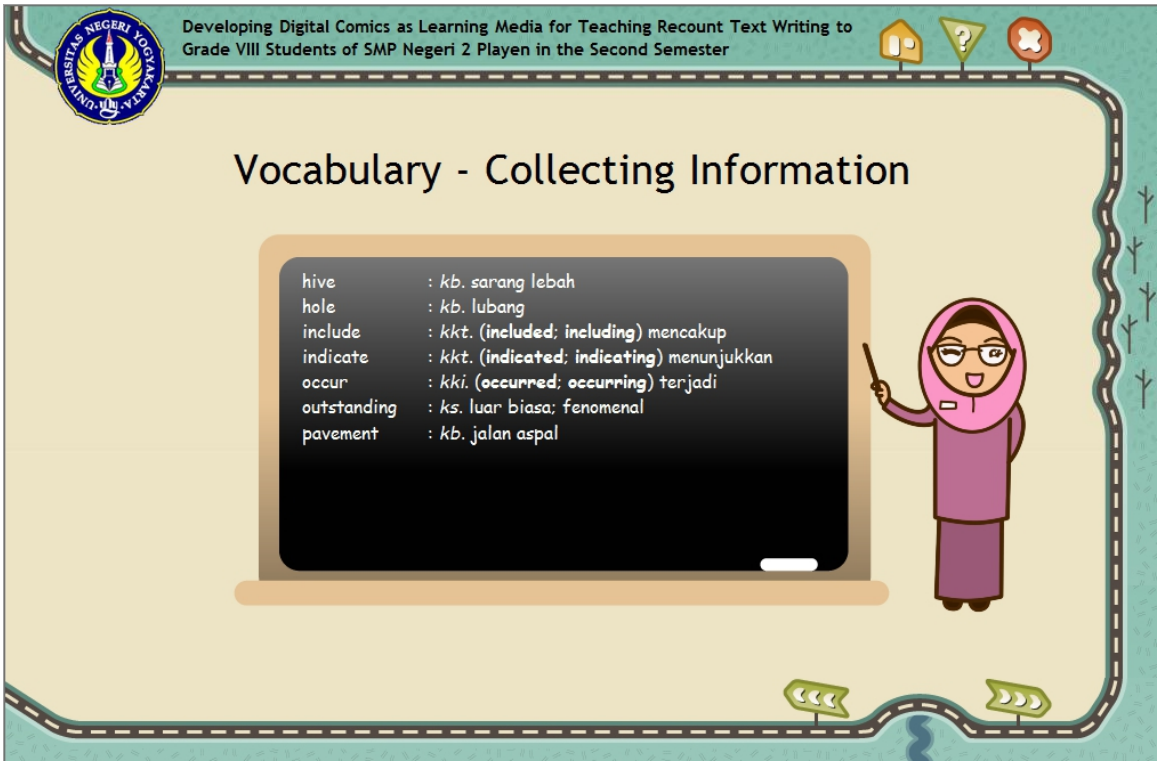
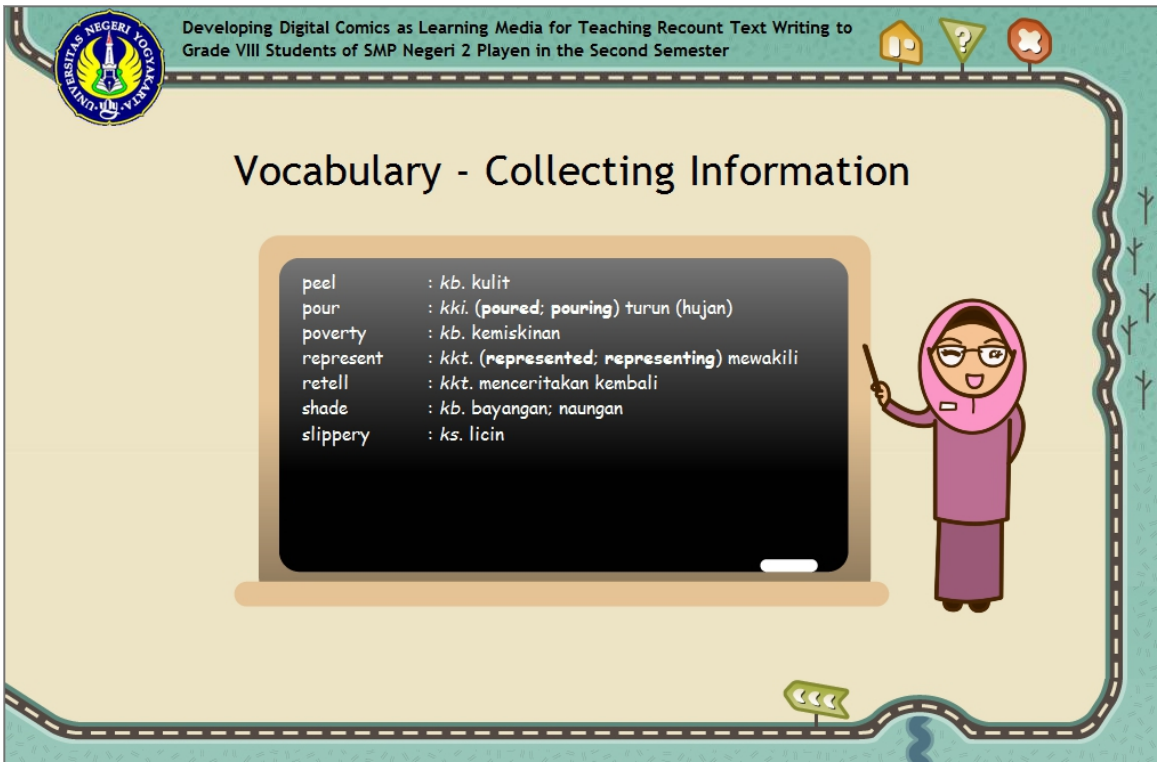


Slide 141 (Collecting Information – Vocabulary)

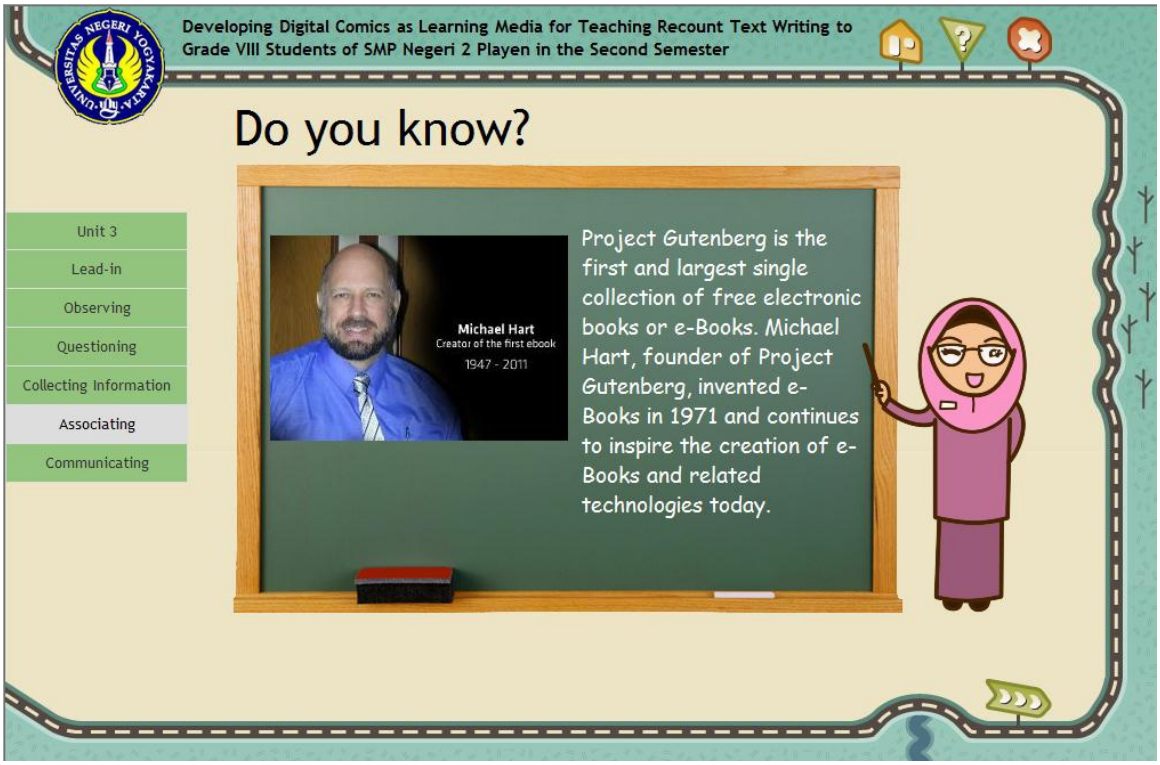


Slide 142 (Collecting Information – Vocabulary)

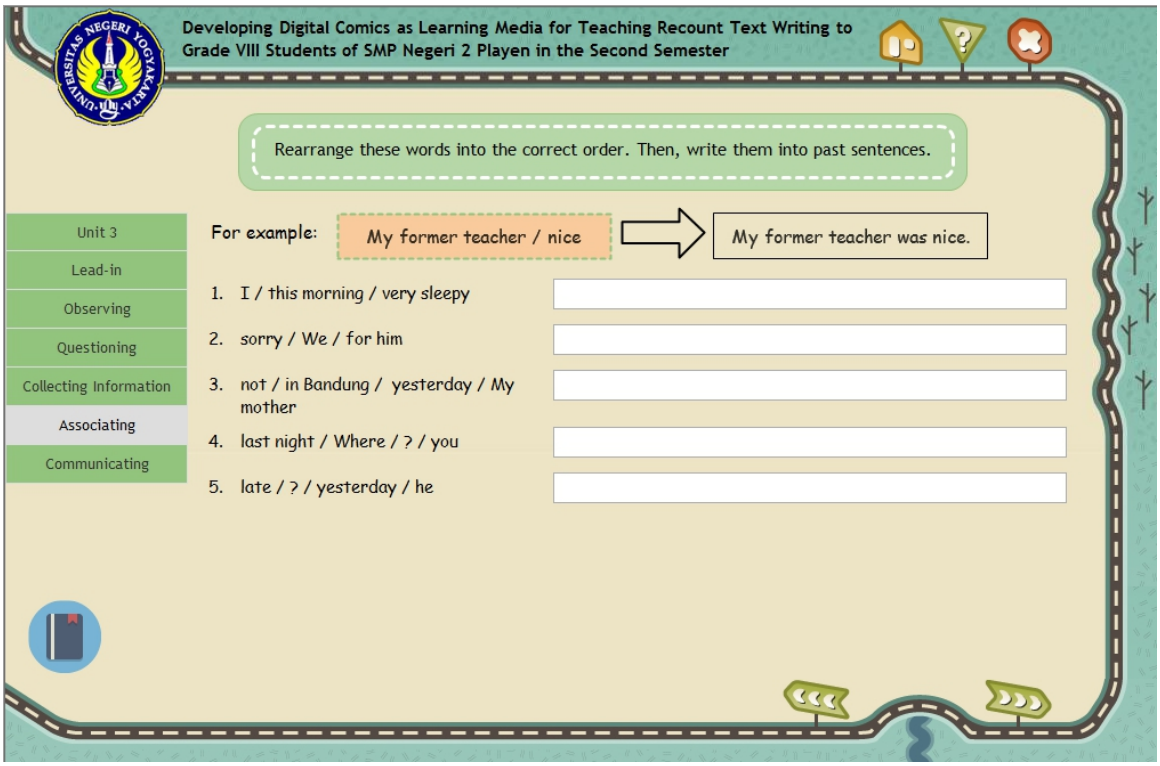


Slide 143 (Collecting Information – Vocabulary)

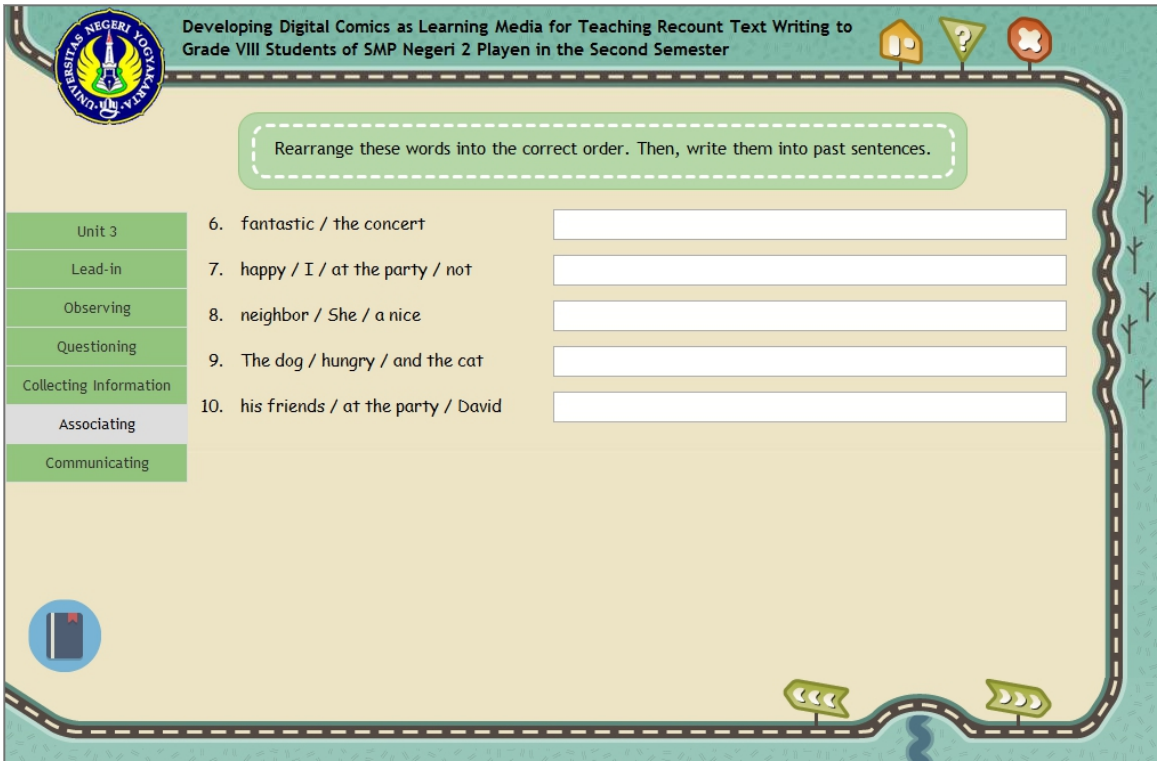
Associating



Slide 144 (Associating – Vocabulary)



Slide 145 (Associating – Page 1)



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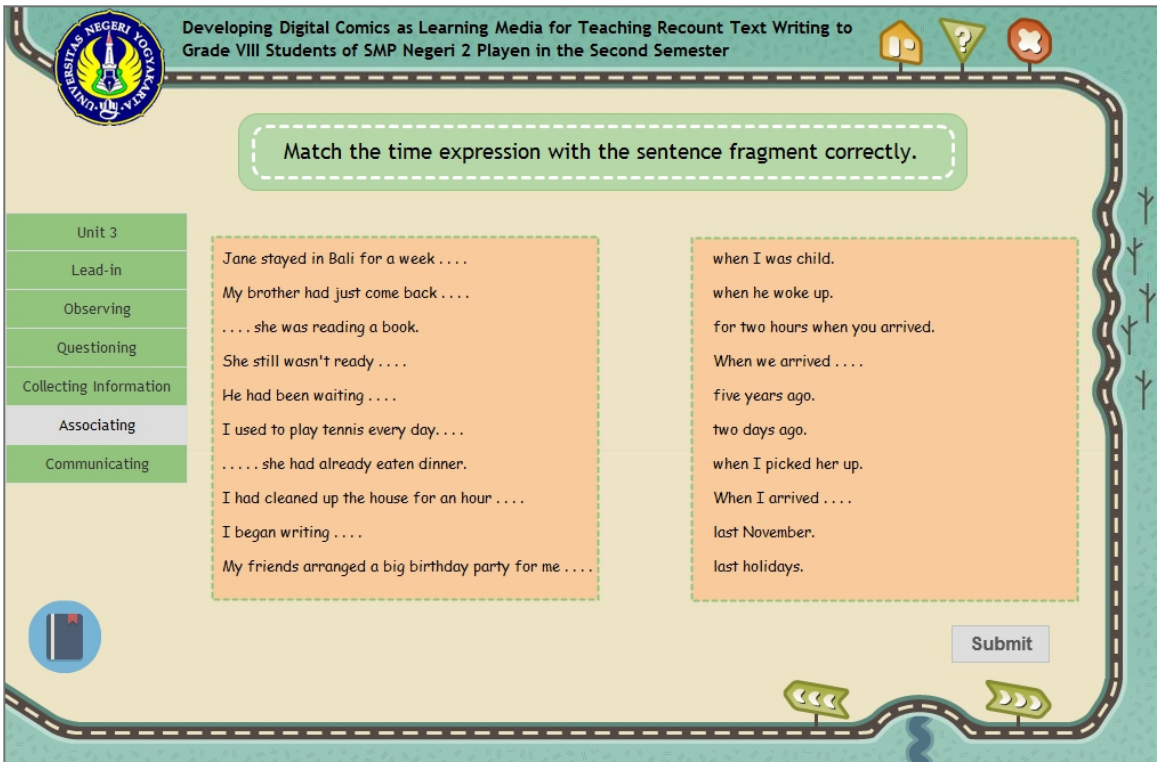

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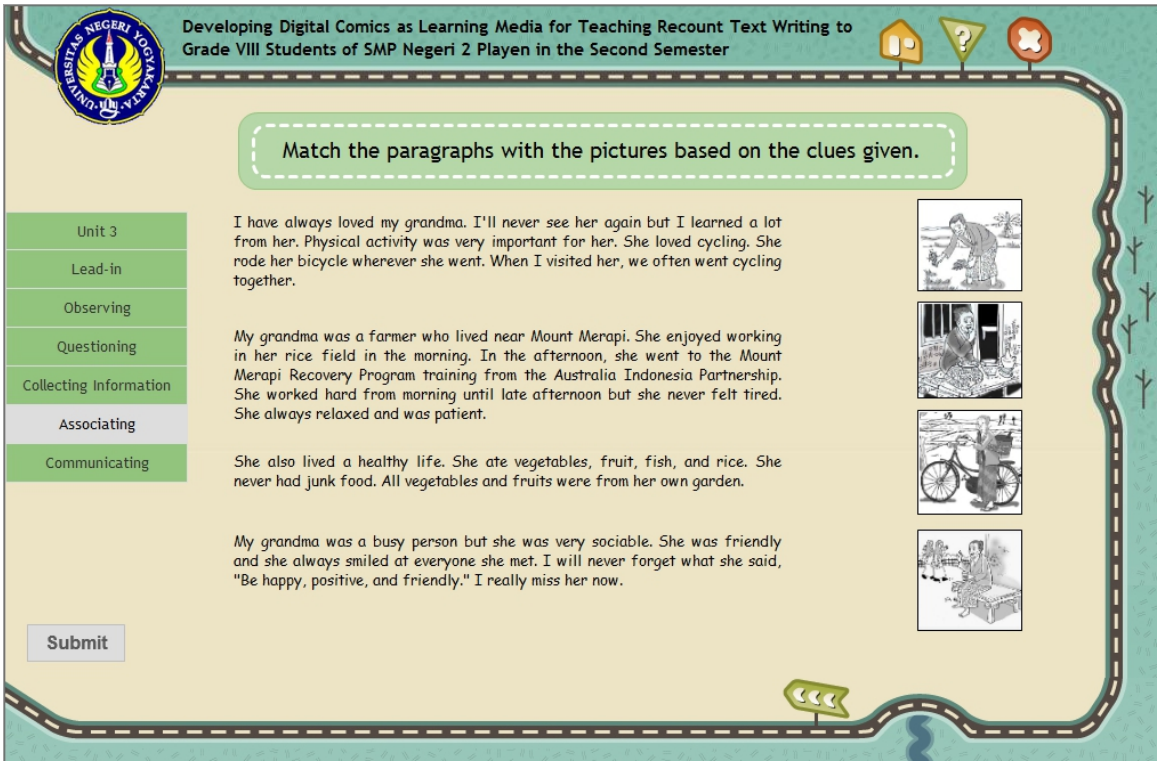

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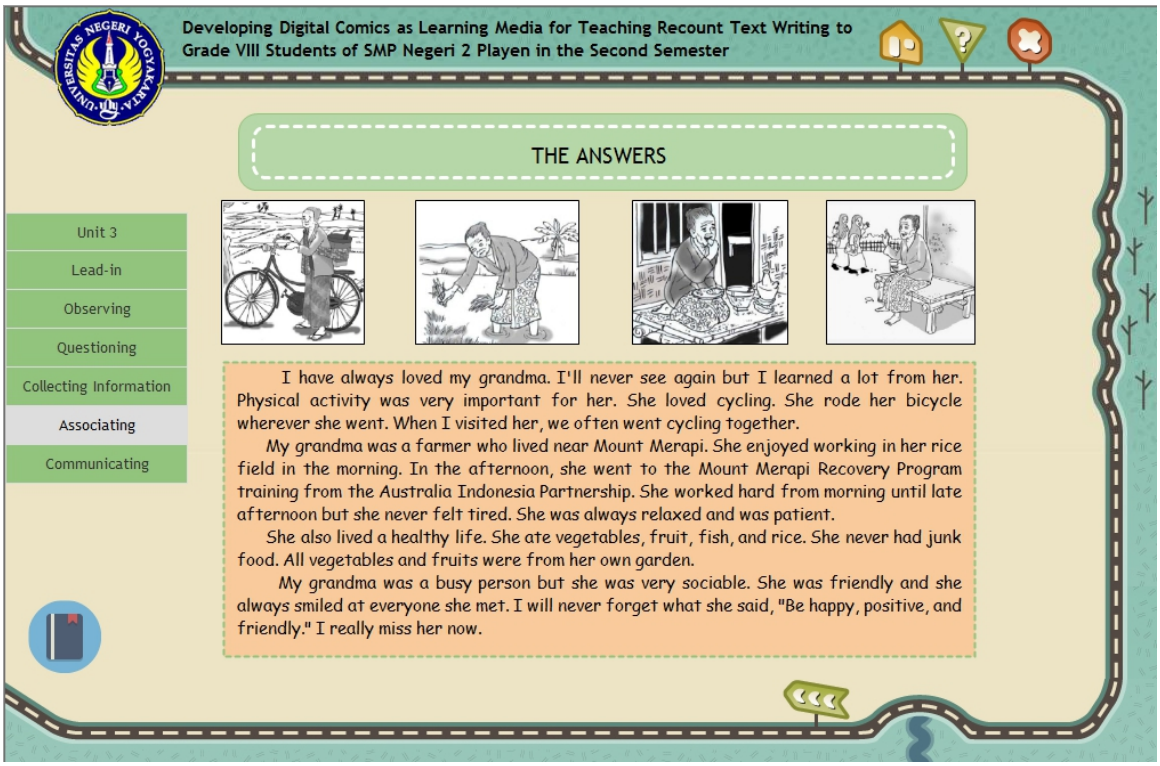
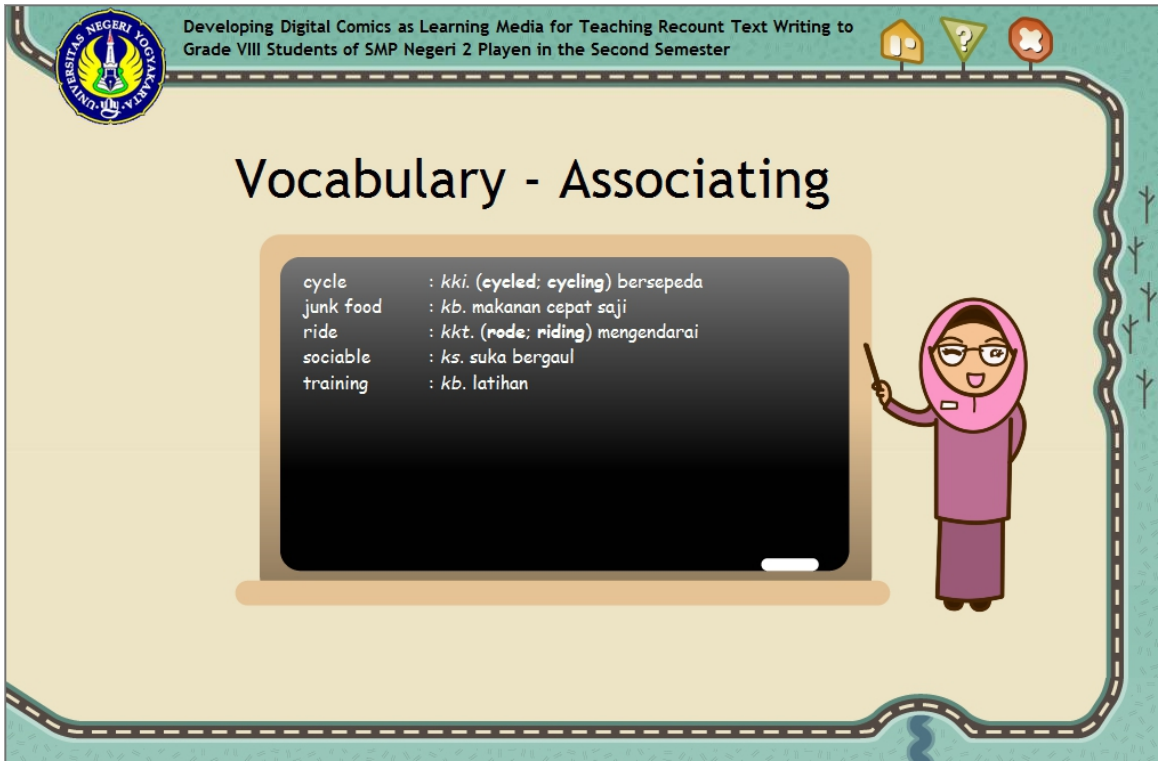
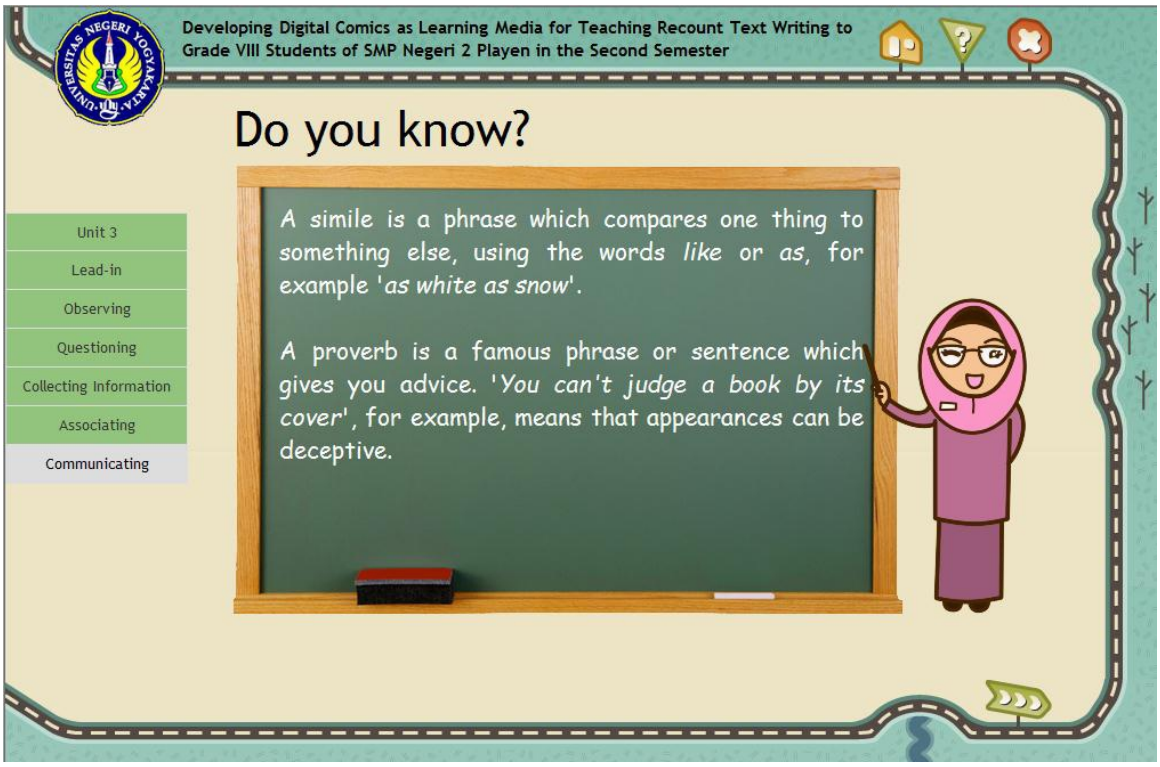


Slide 149 (Associating – Page 5)

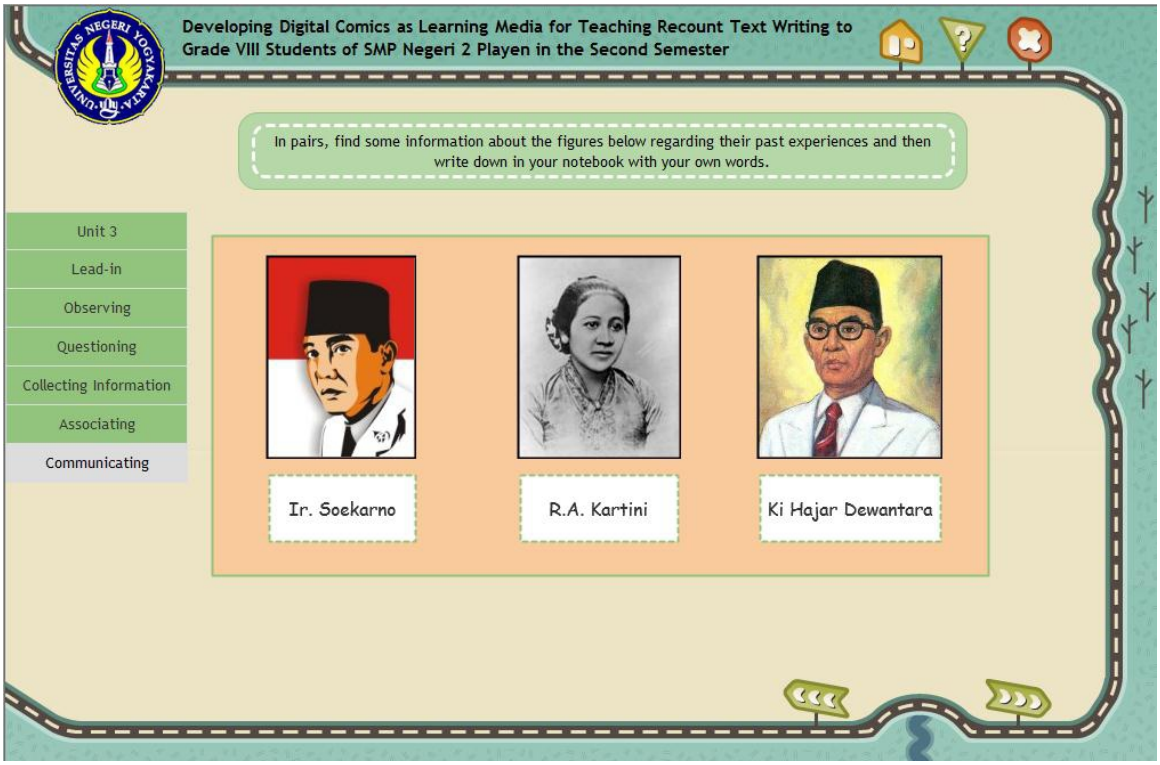


Slide 150 (Associating – Vocabulary)

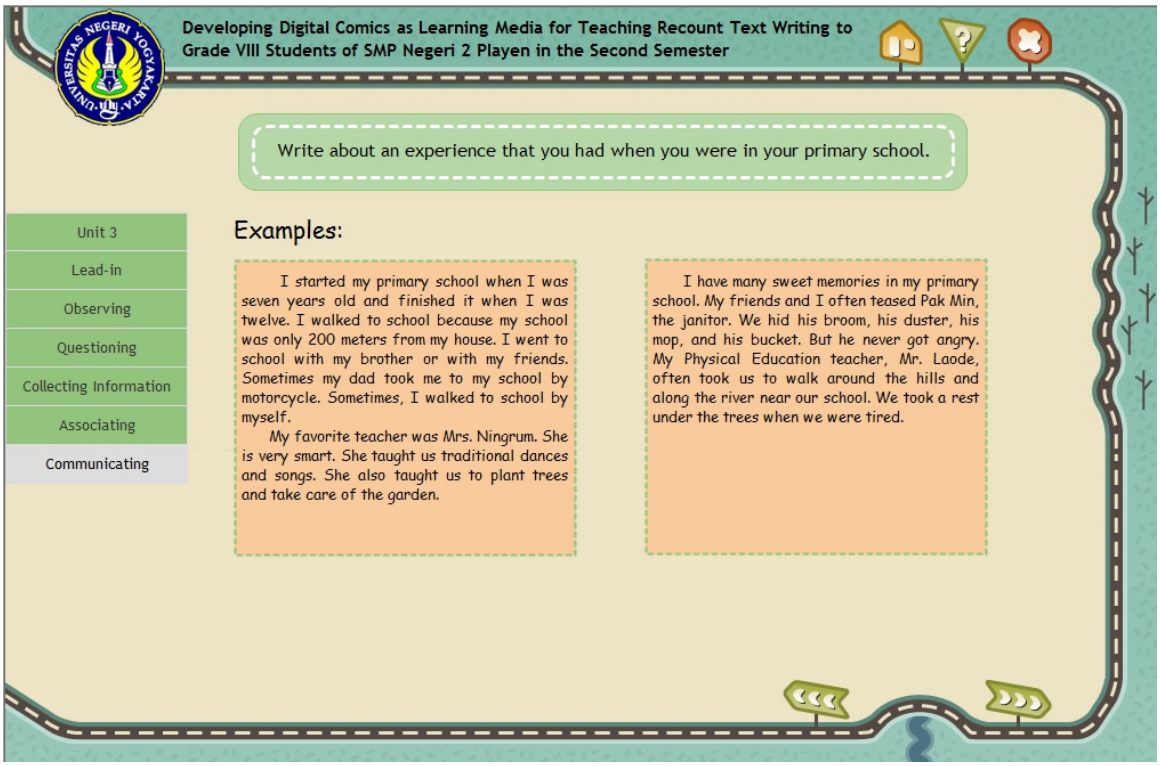
Communicating



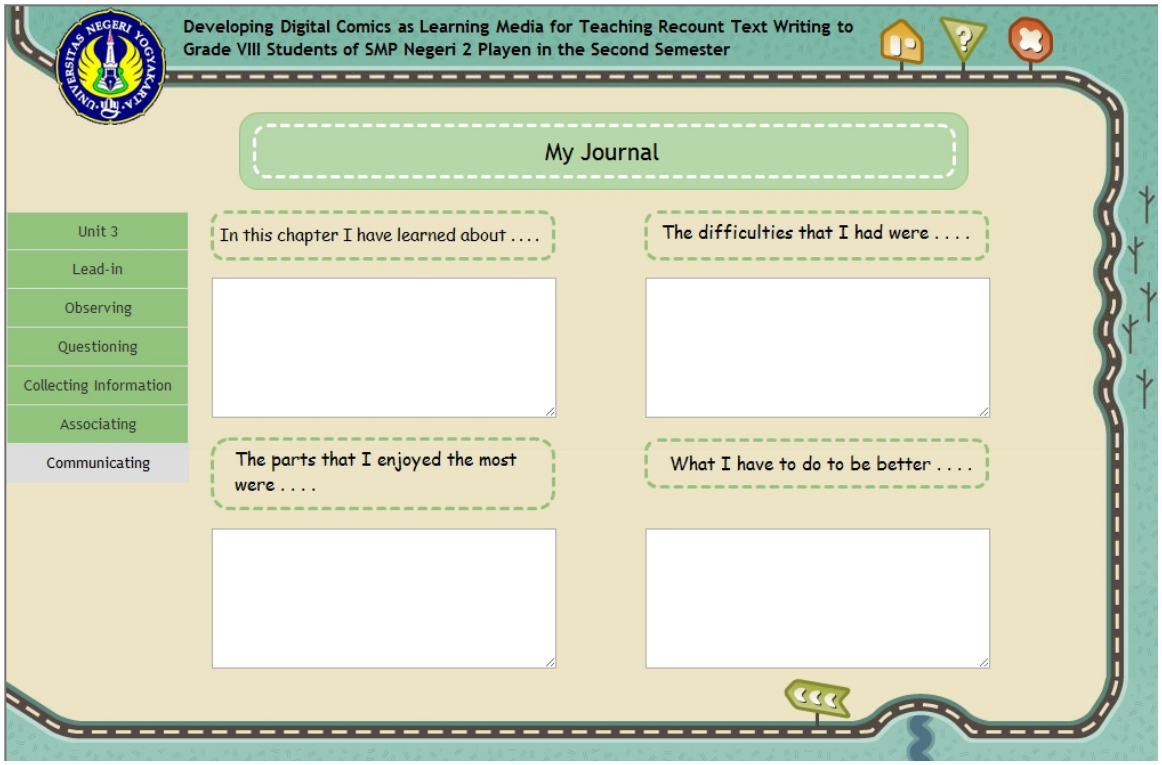
Slide 151 (Communicating – Do you know?)



Slide 152 (Communicating – Page 1)



Slide 153 (Communicating – Page 2)

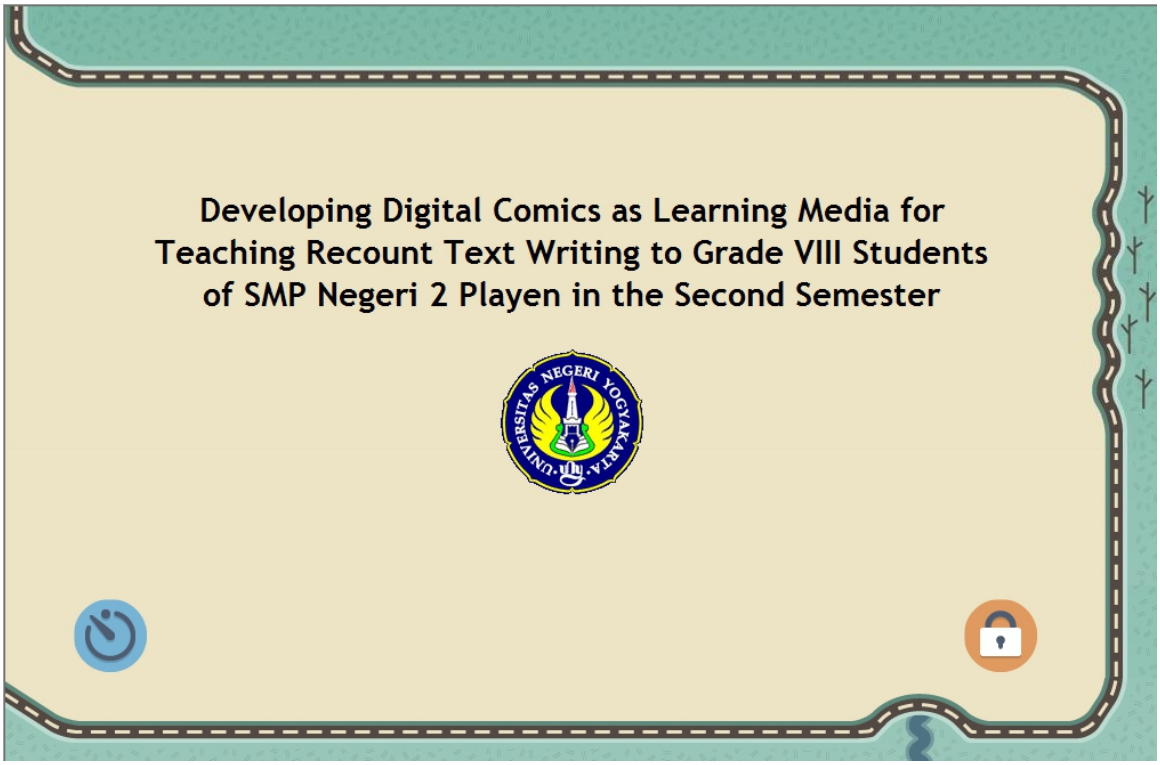


Slide 154 (Communicating – Page 3)

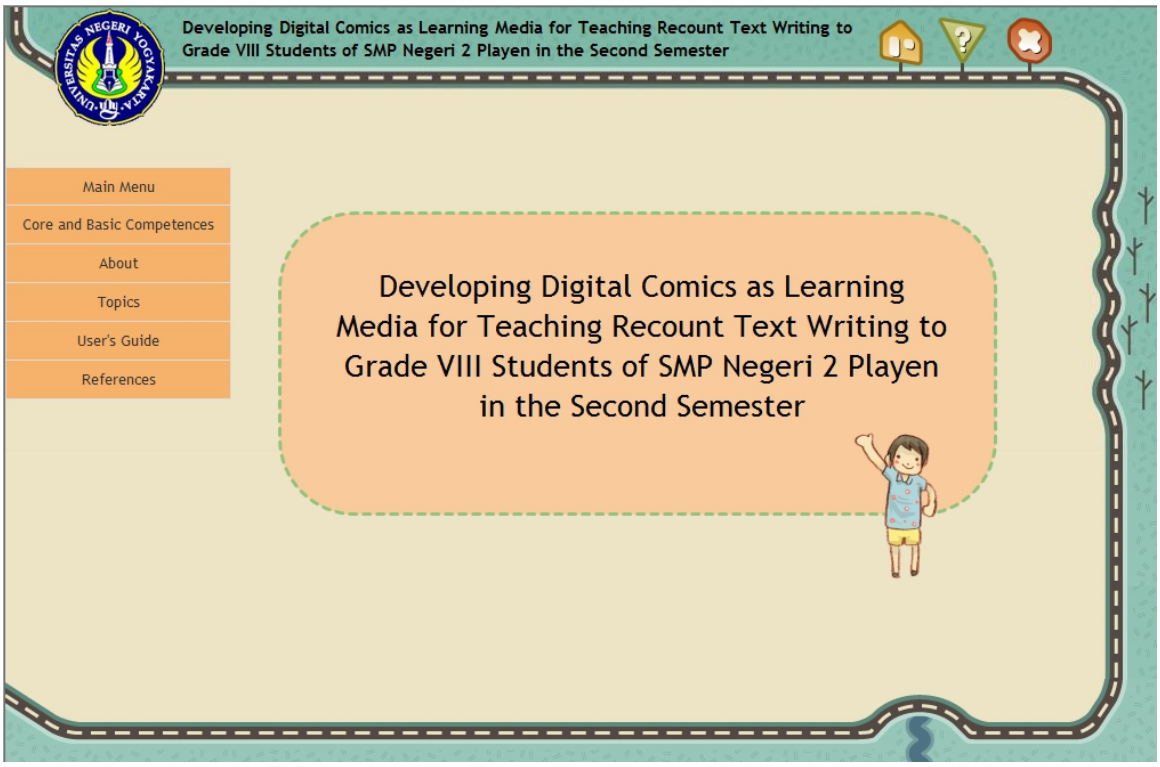
APPENDIX I

THE FINAL DRAFT OF DIGITAL COMICS

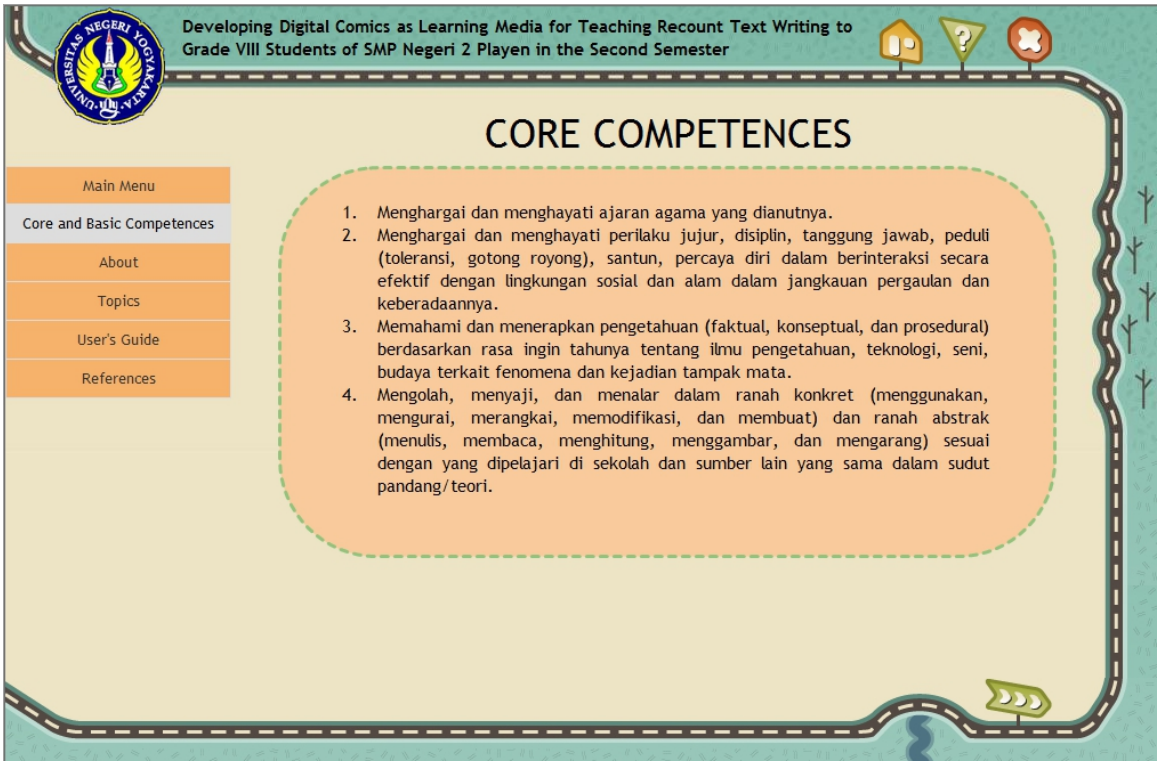
DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING TO GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER



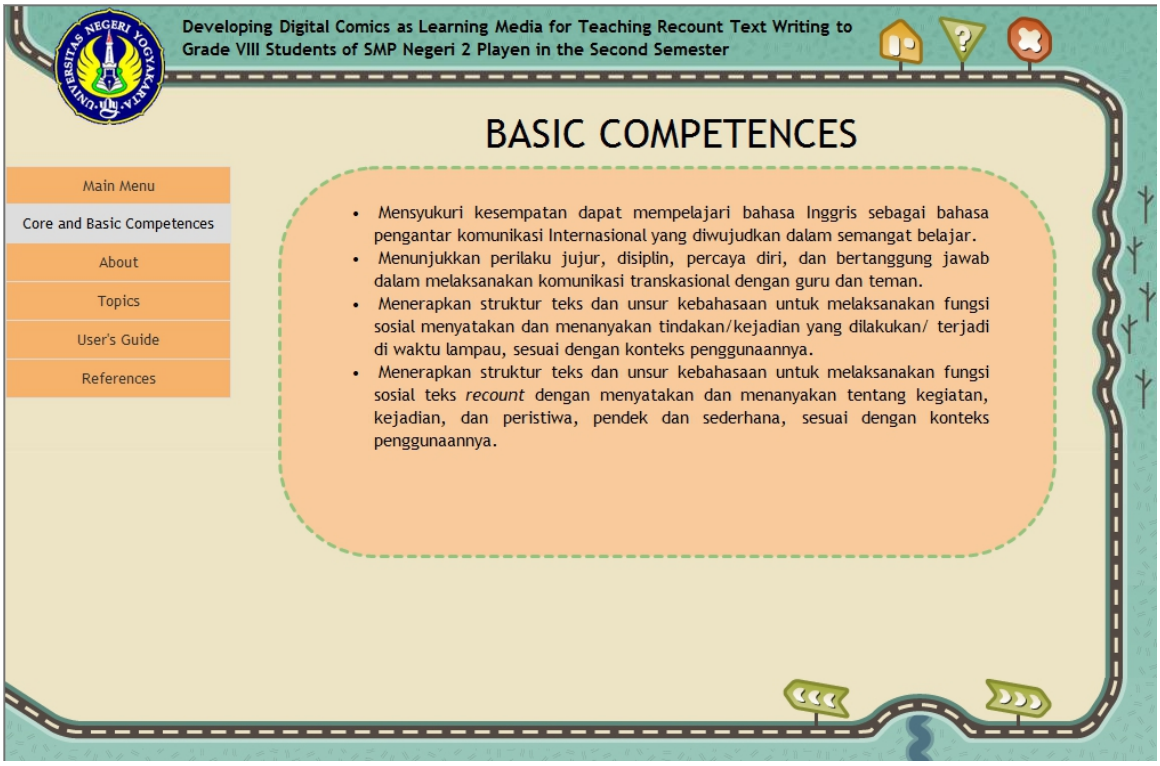
Slide 1 (Home Screen)



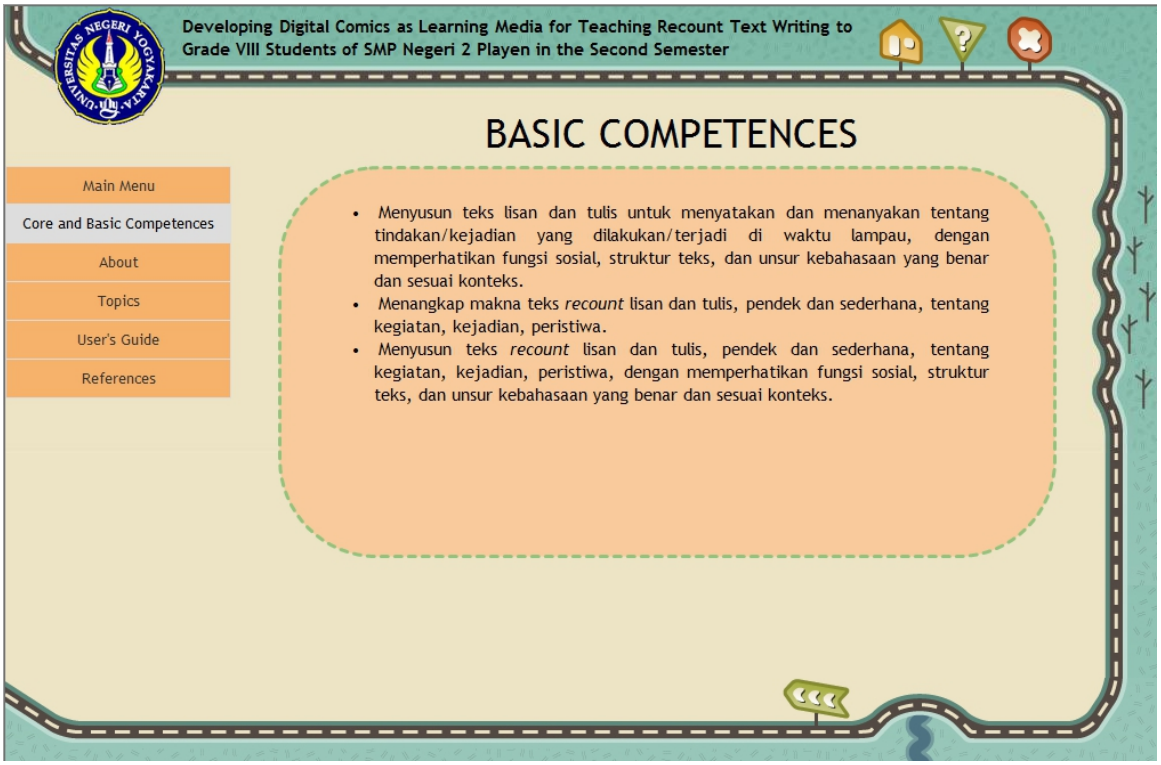
Slide 2 (Main Menu)



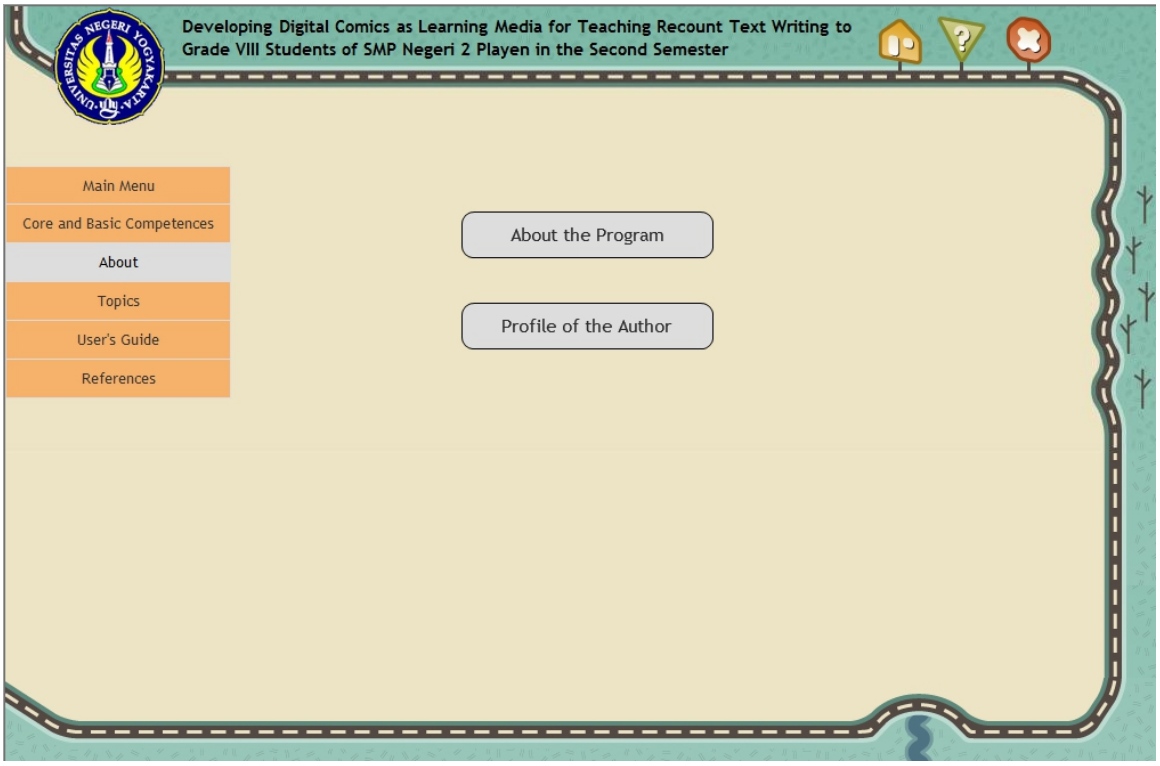
Slide 3 (Core Competences)



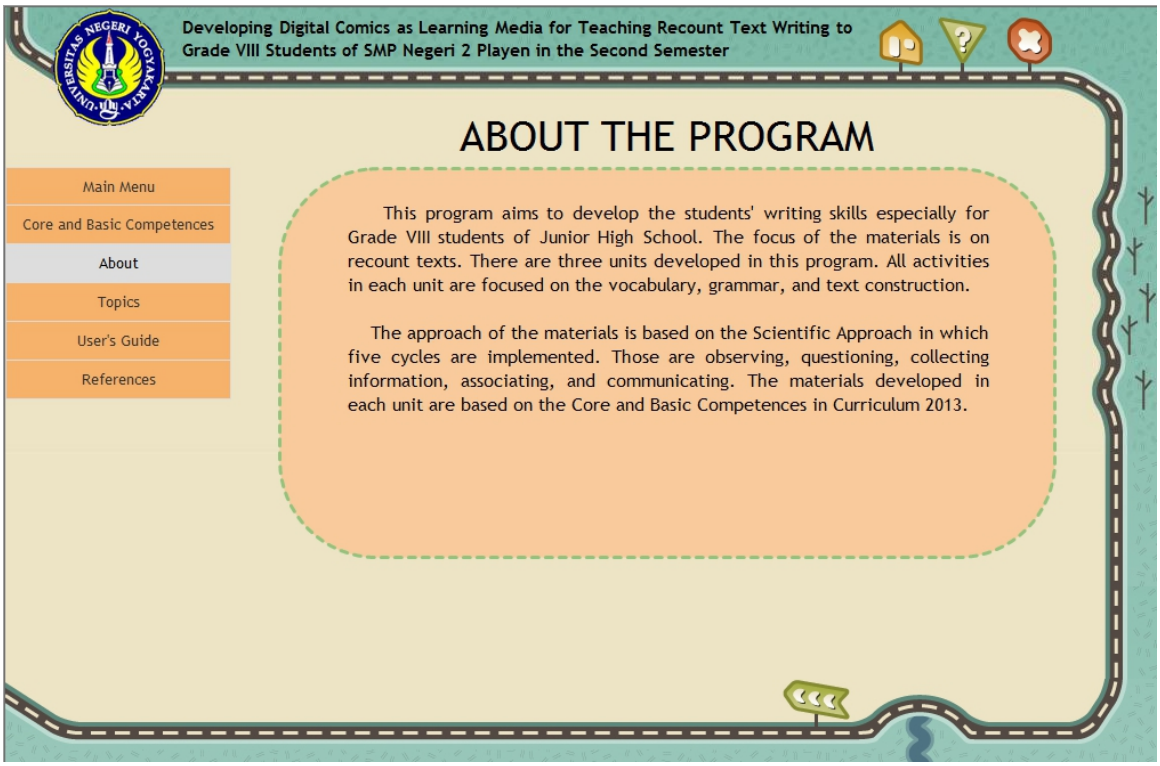
Slide 4 (Basic Competences – Page 1)



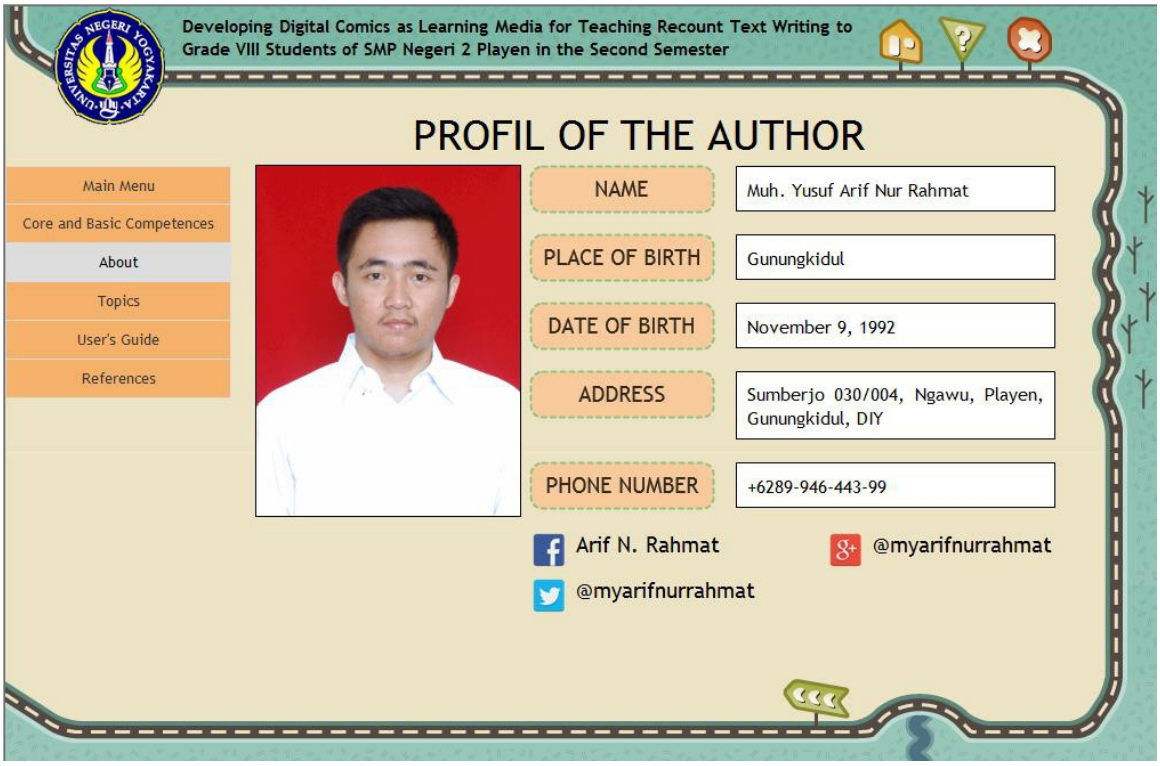
Slide 5 (Basic Competences – Page 2)



Slide 6 (About the Program – Menu)

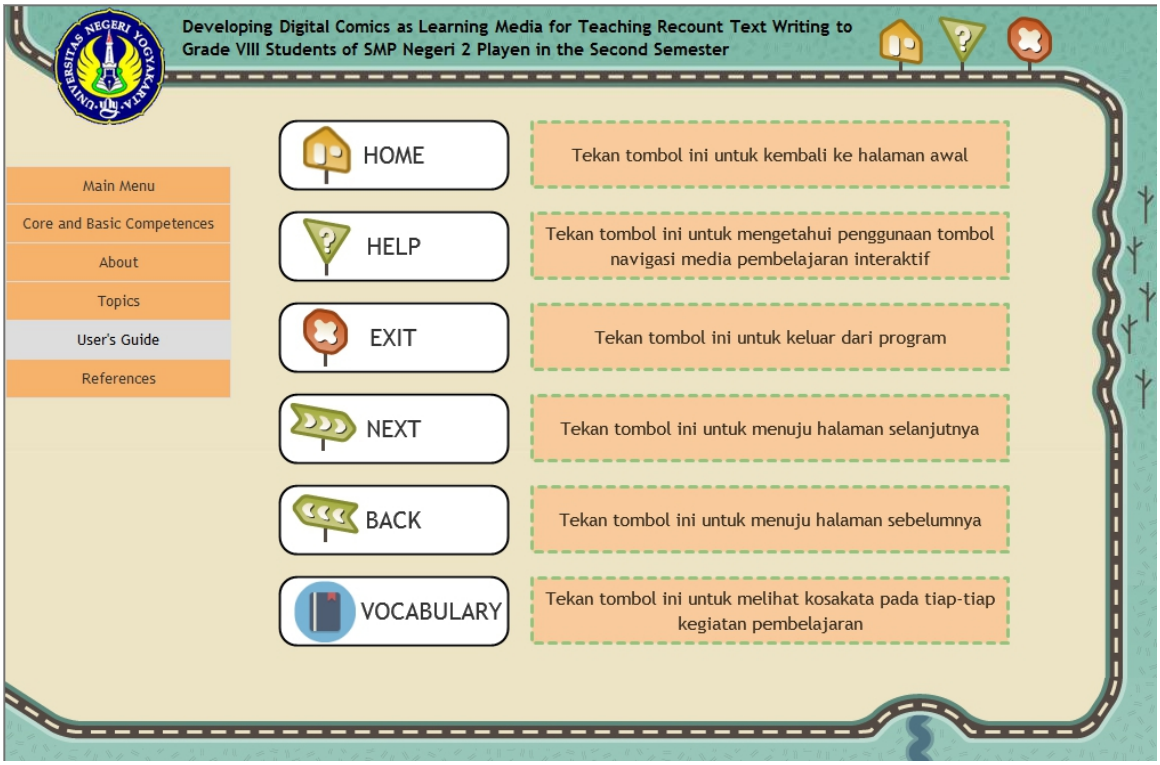


Slide 7 (About the Program)

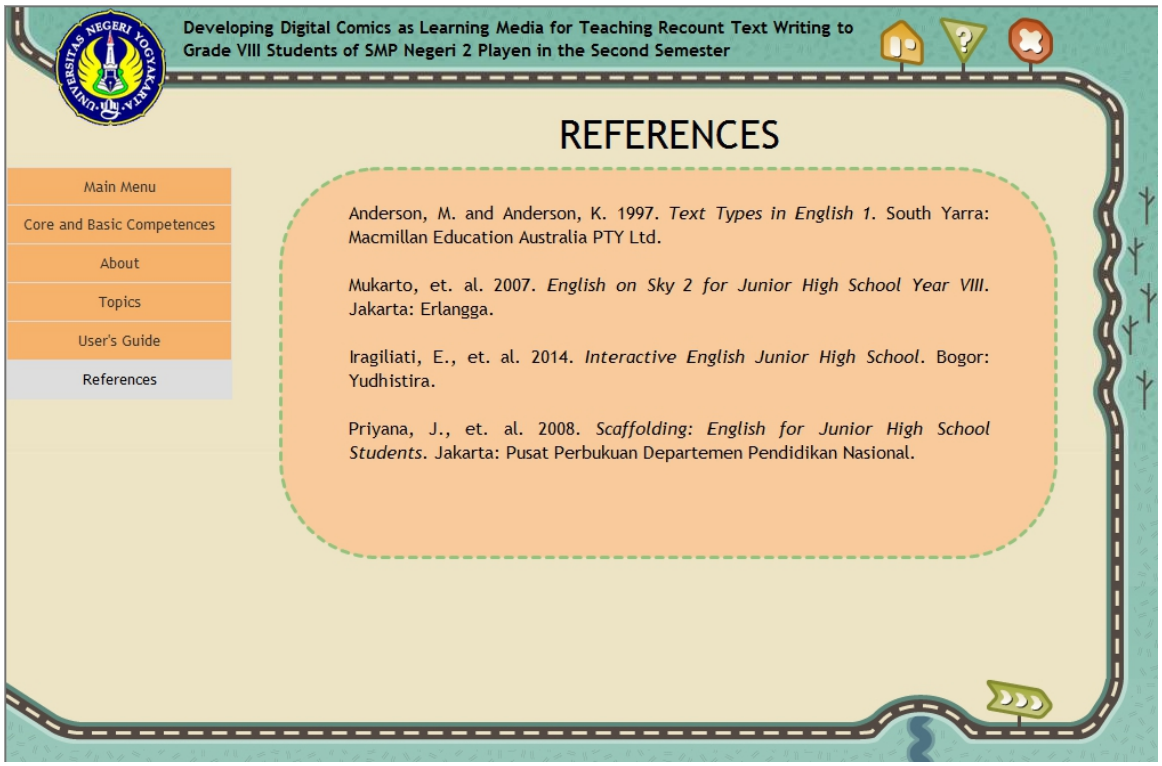


Slide 8 (About – Profile of the Author)

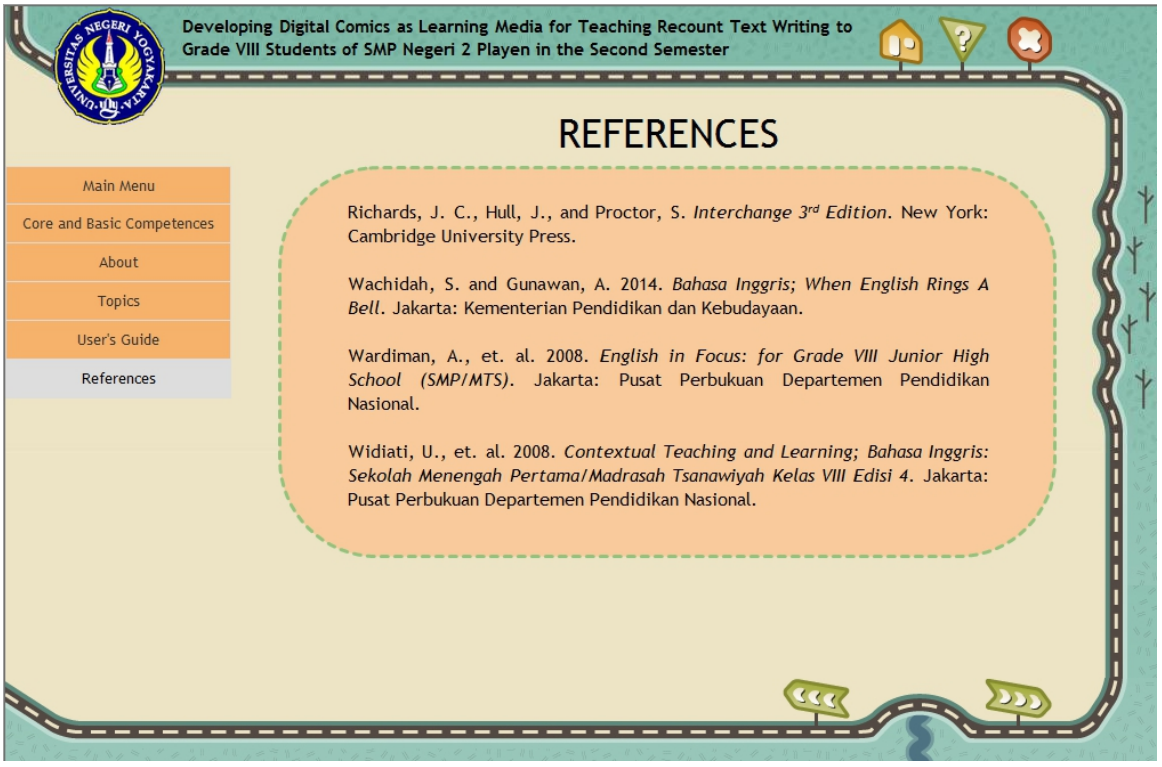
Slide 9 (Topics)



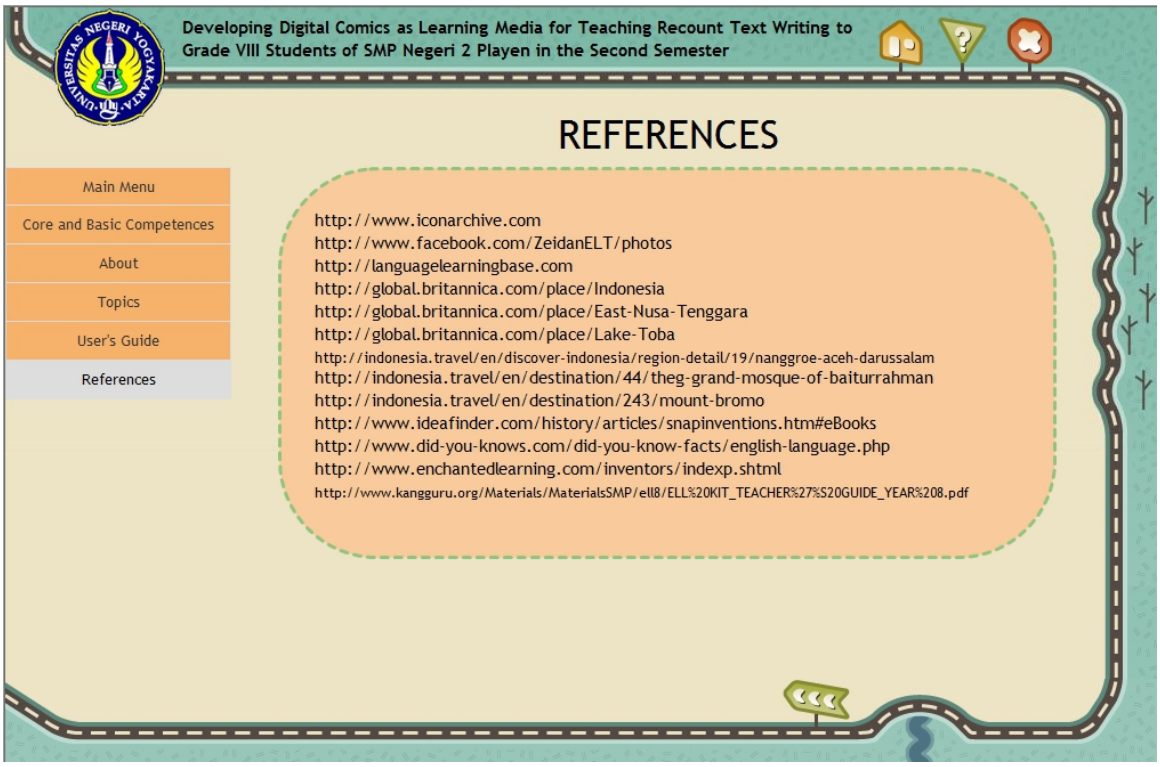
Slide 10 (User's Guide)



Slide 11 (References – Page 1)

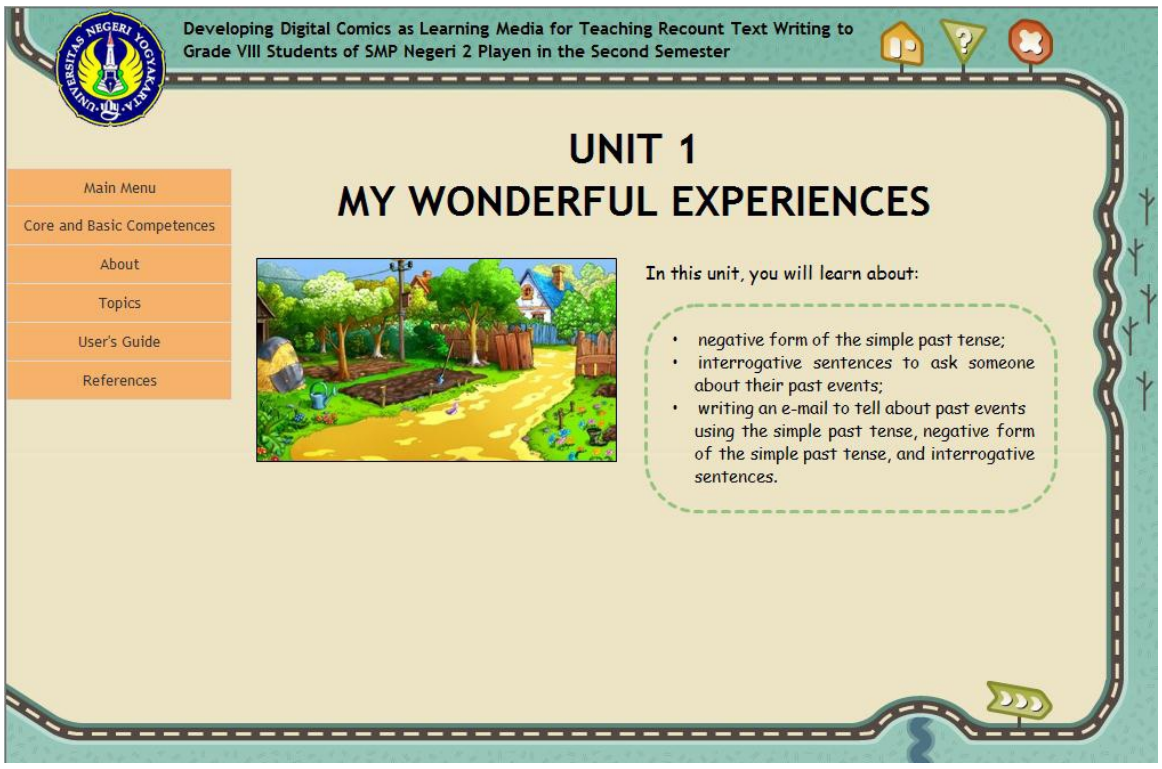


Slide 12 (References – Page 2)



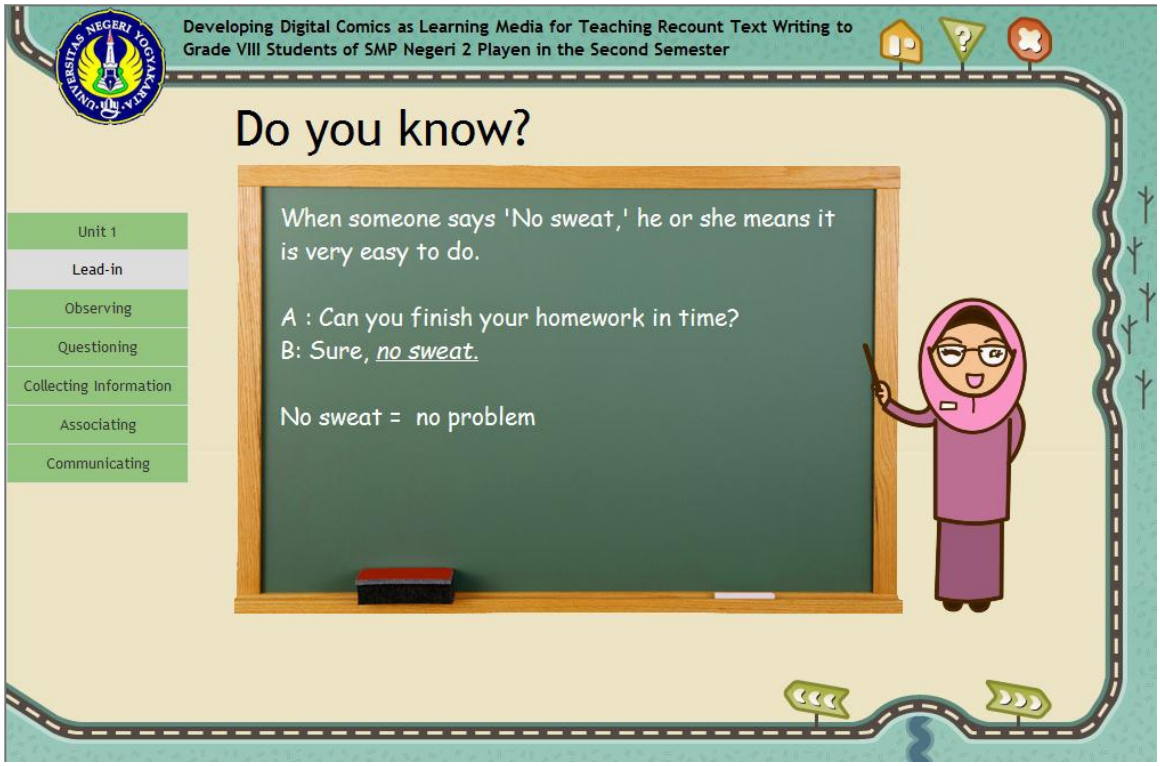
Slide 13 (References – Page 3)

UNIT 1
MY WONDERFUL EXPERIENCES



Slide 14 (Unit 1 Cover)

Lead-in



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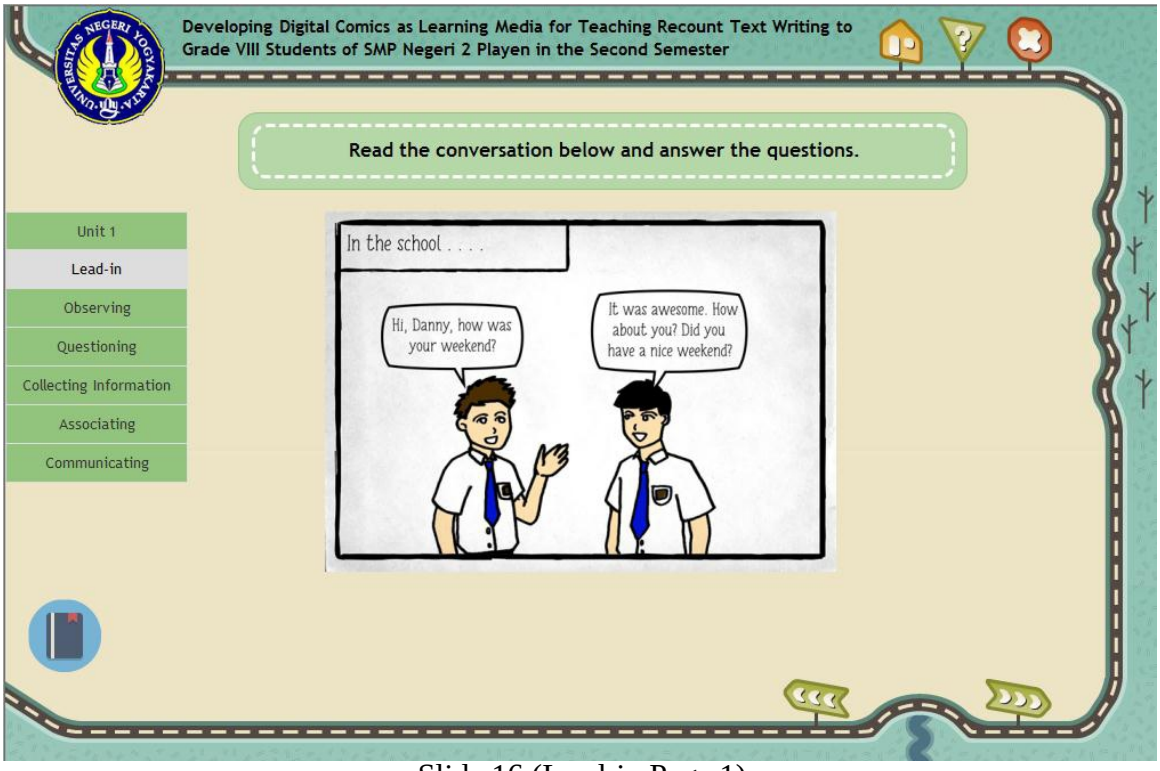
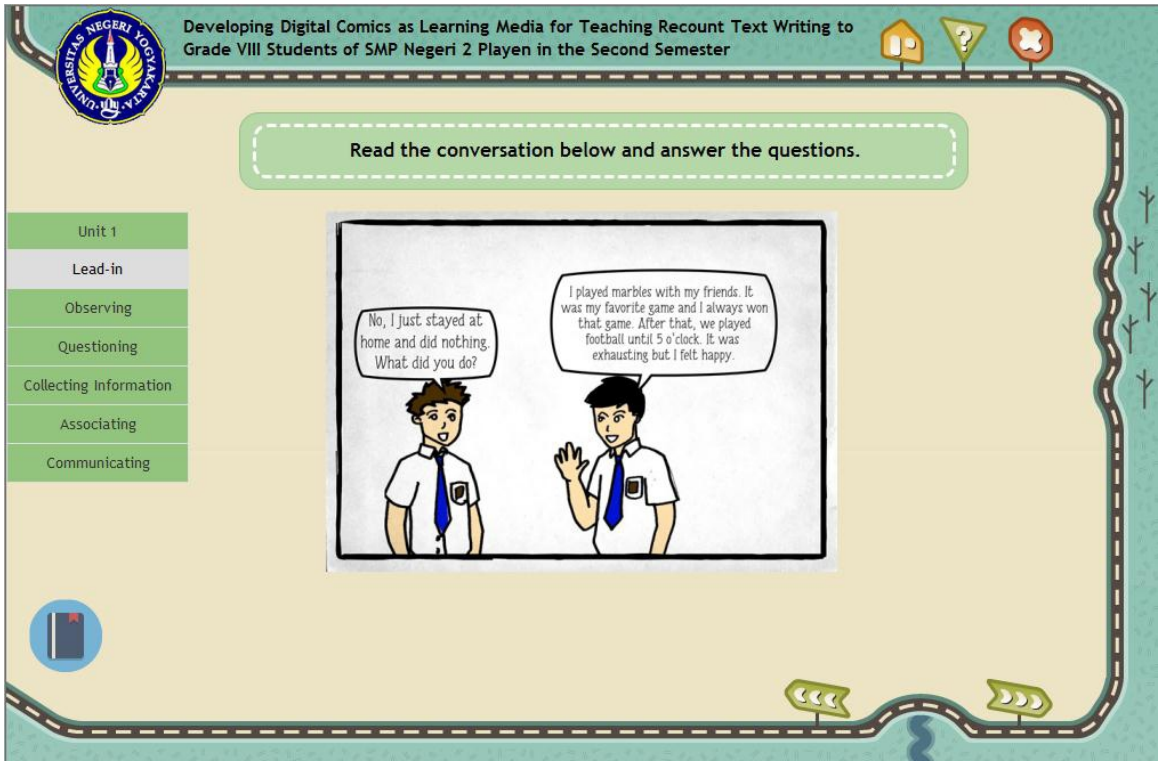


Slide 16 (Lead-in Page 1)



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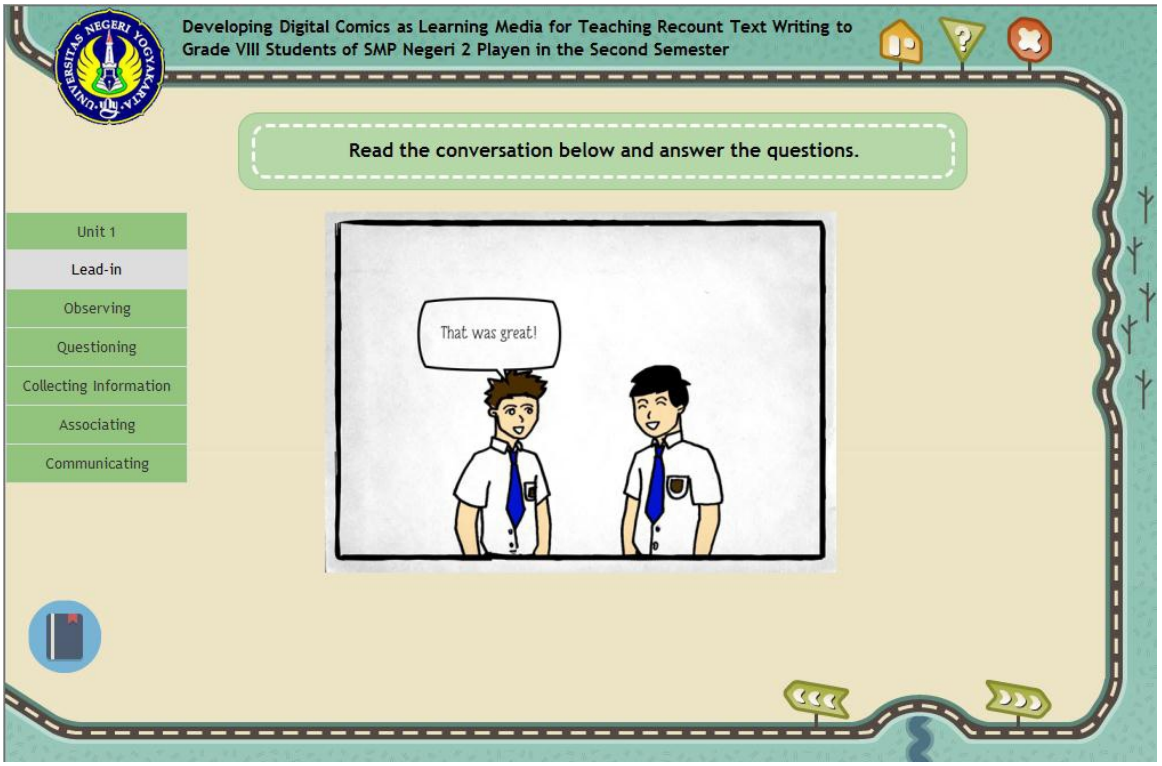

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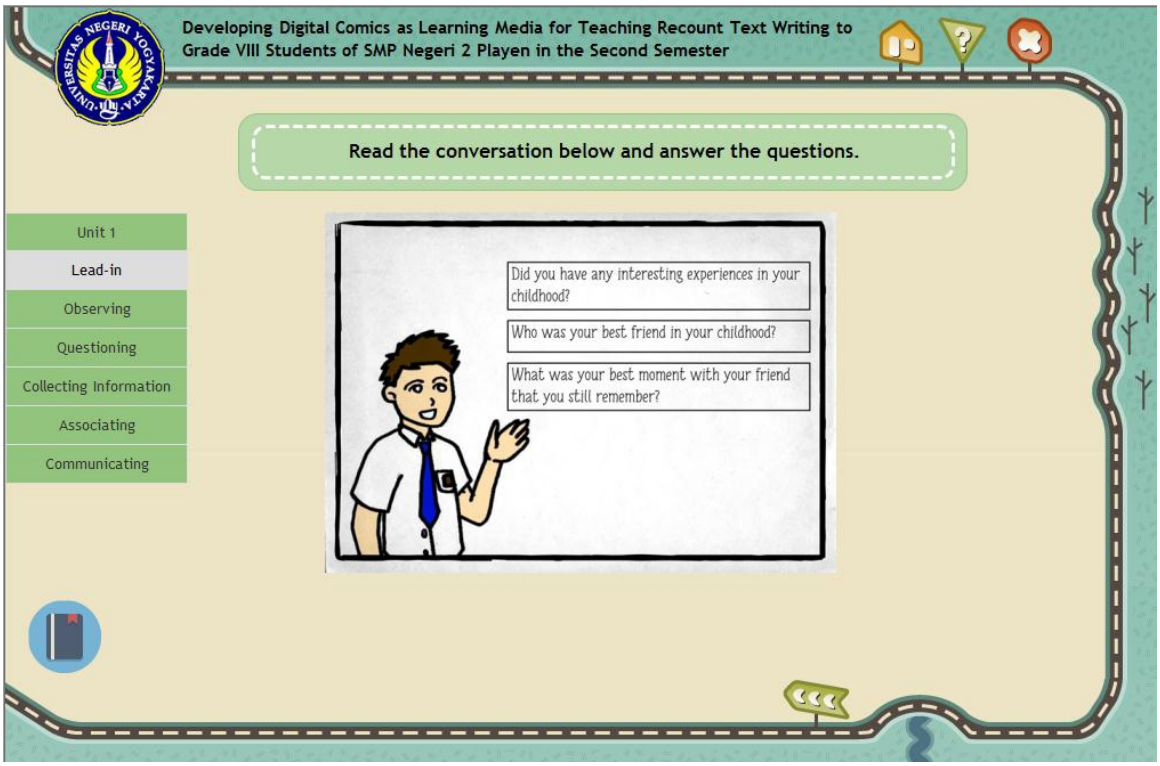

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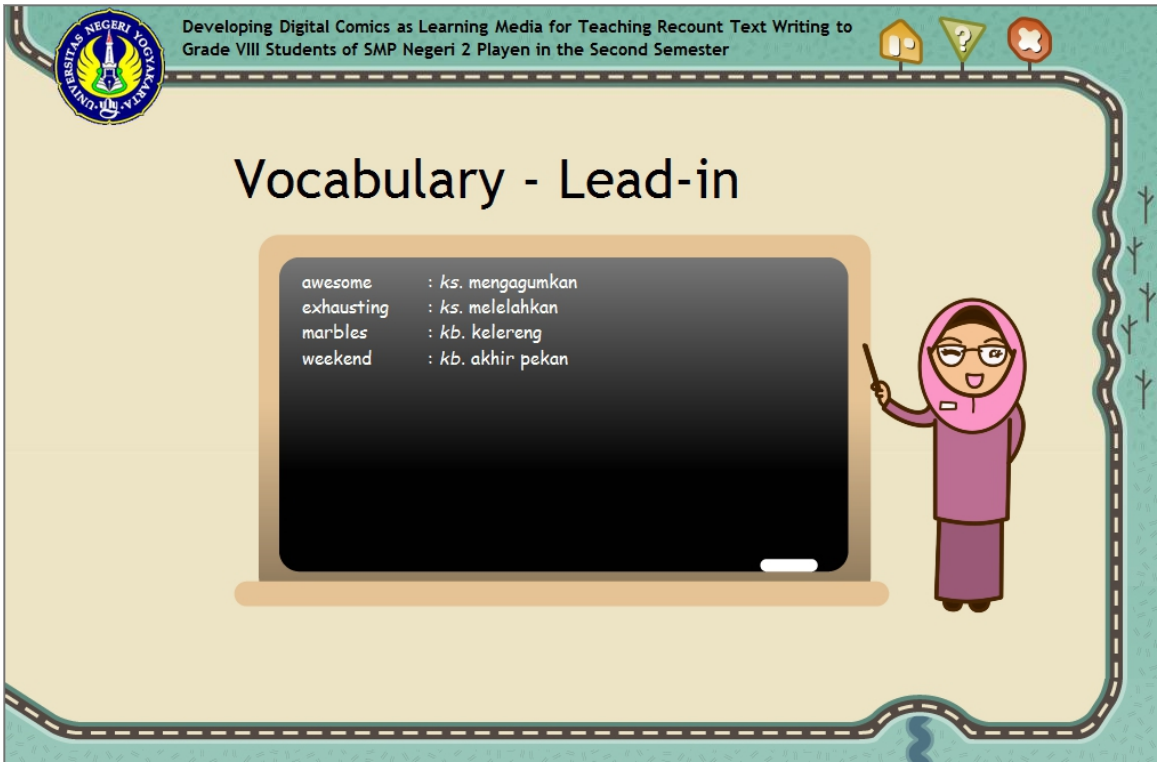
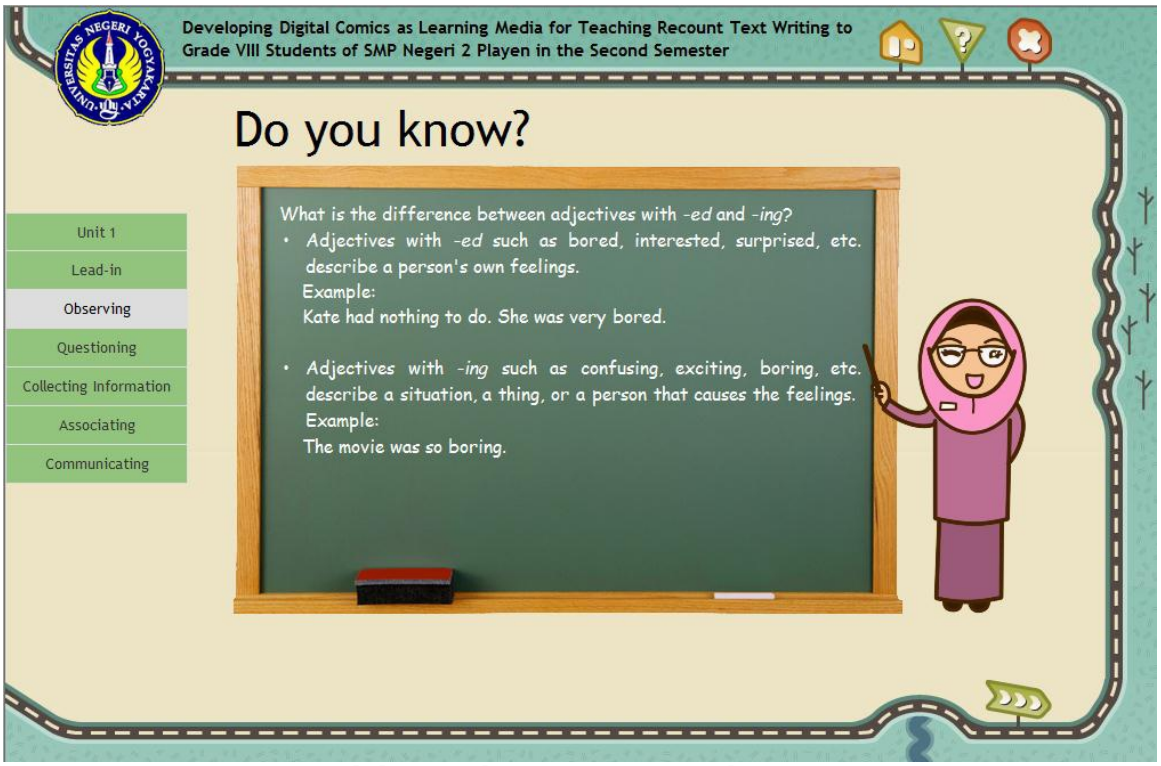


Slide 20 (Lead-in – Vocabulary)

Observing



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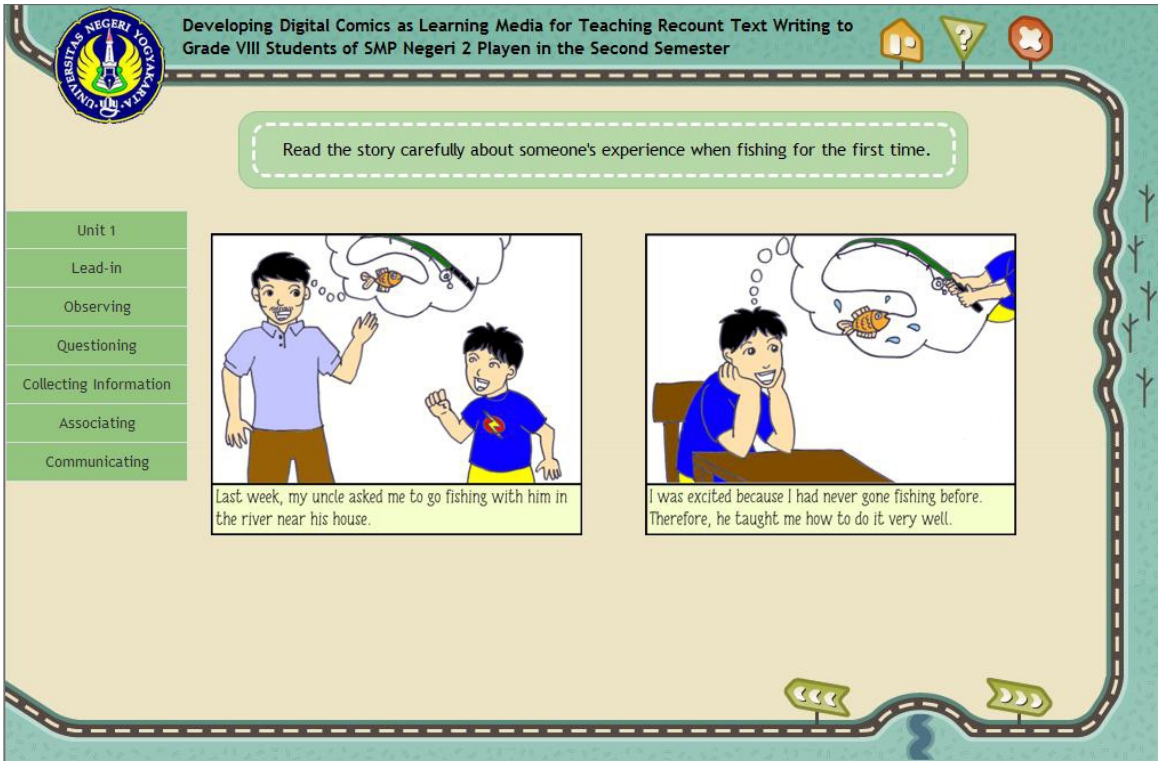
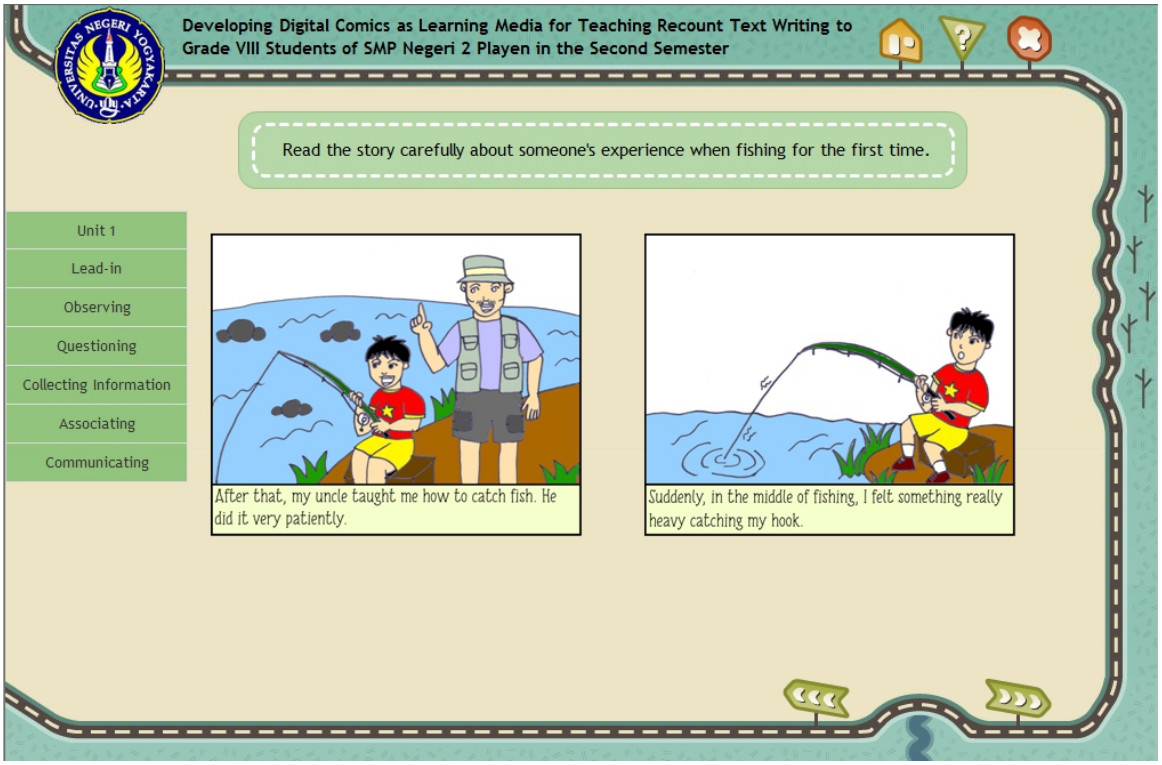


Slide 22 (Observing – Page 1)

Slide 23 (Observing – Page 2)



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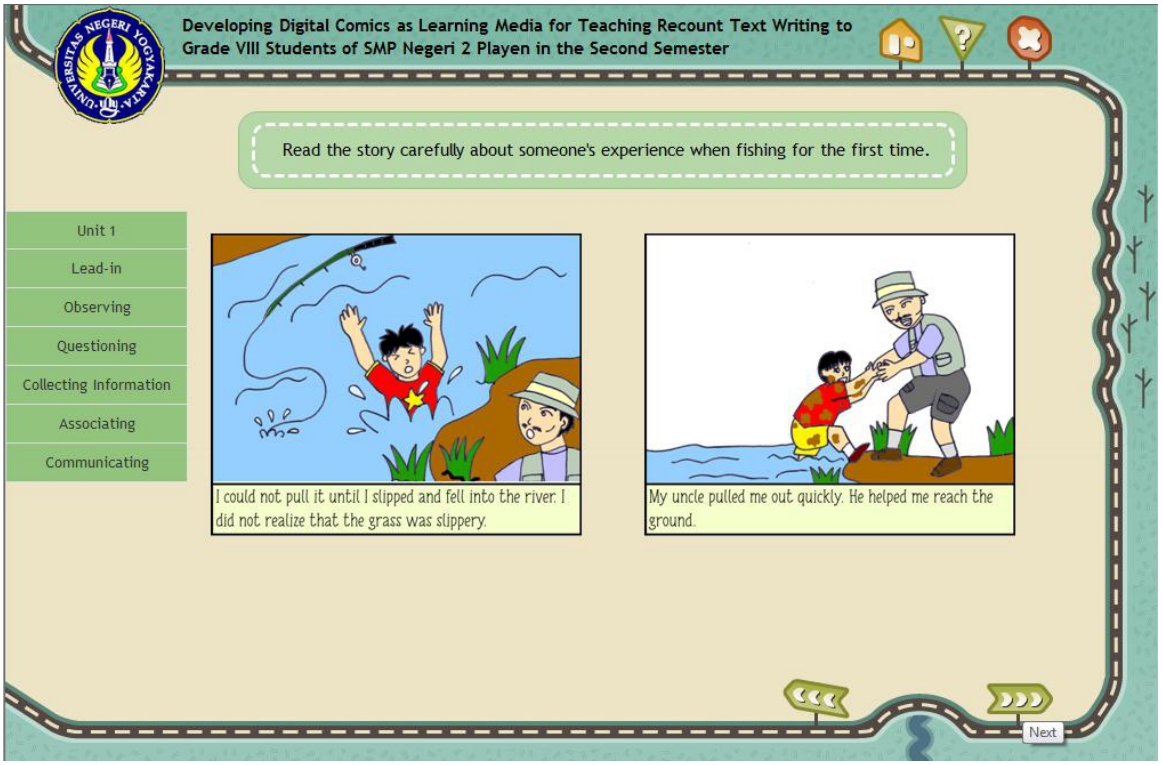

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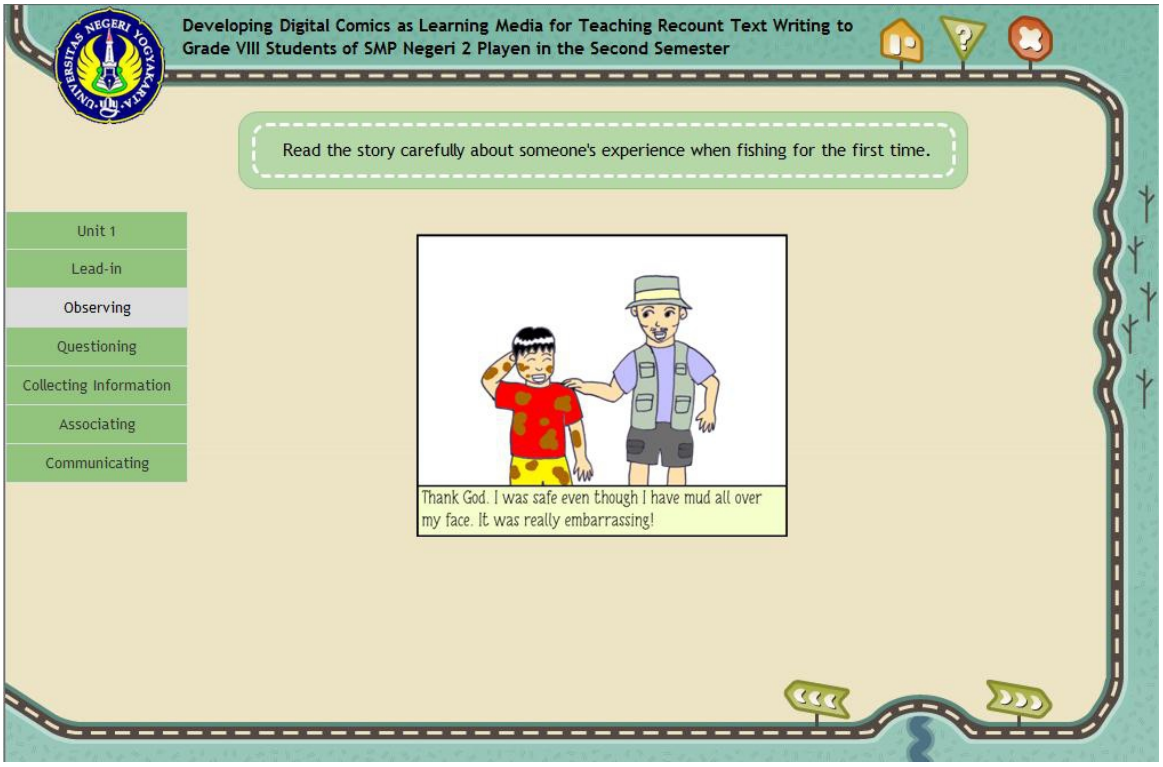

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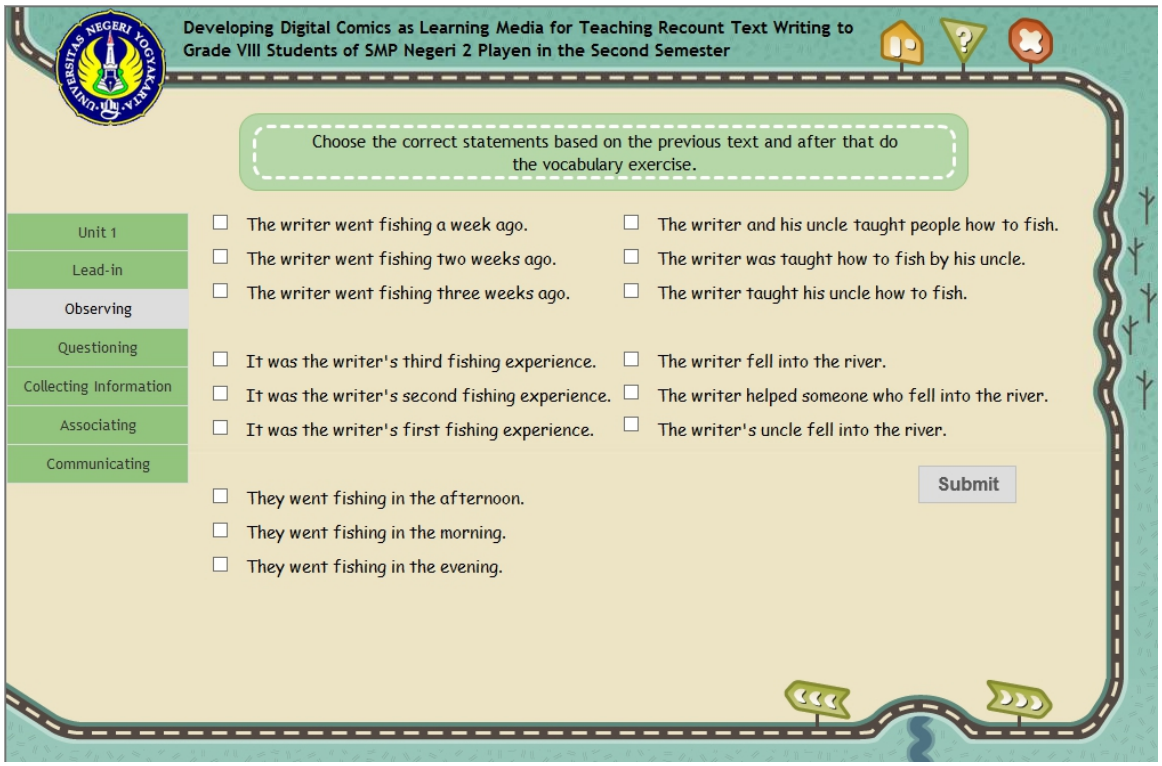
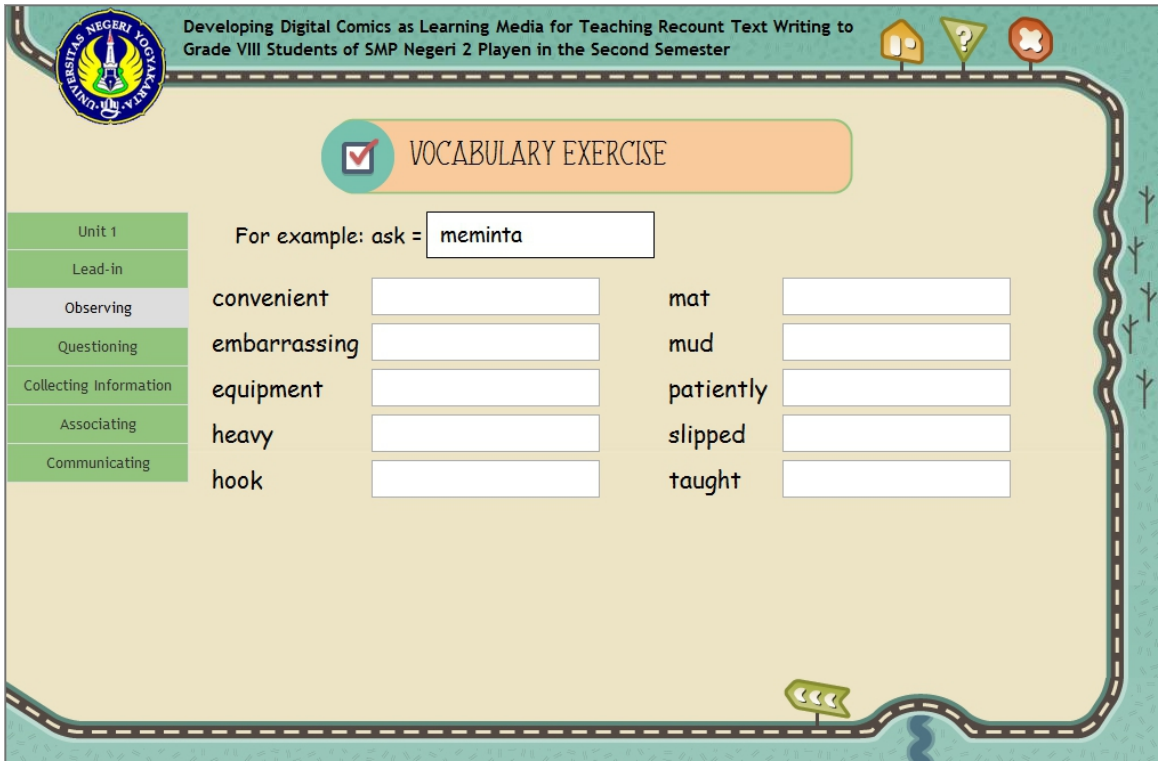
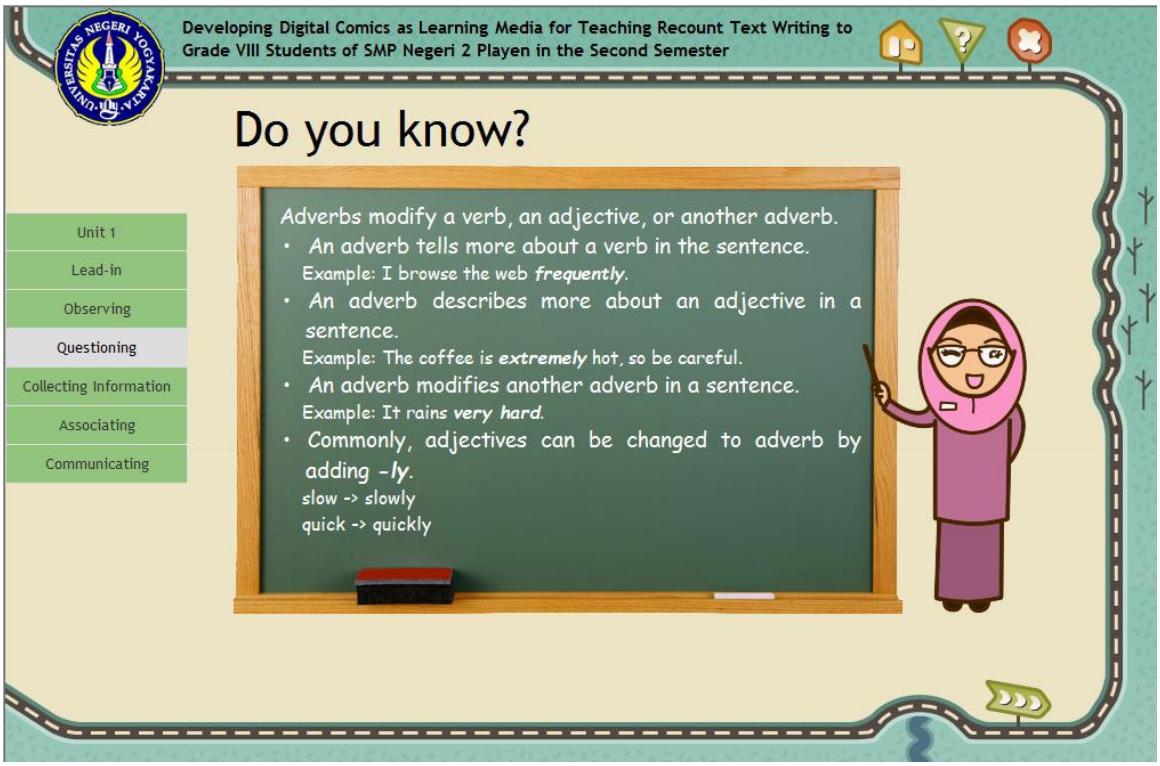


Slide 27 (Observing – Page 6)



Slide 28 (Observing – Page 7)

Questioning



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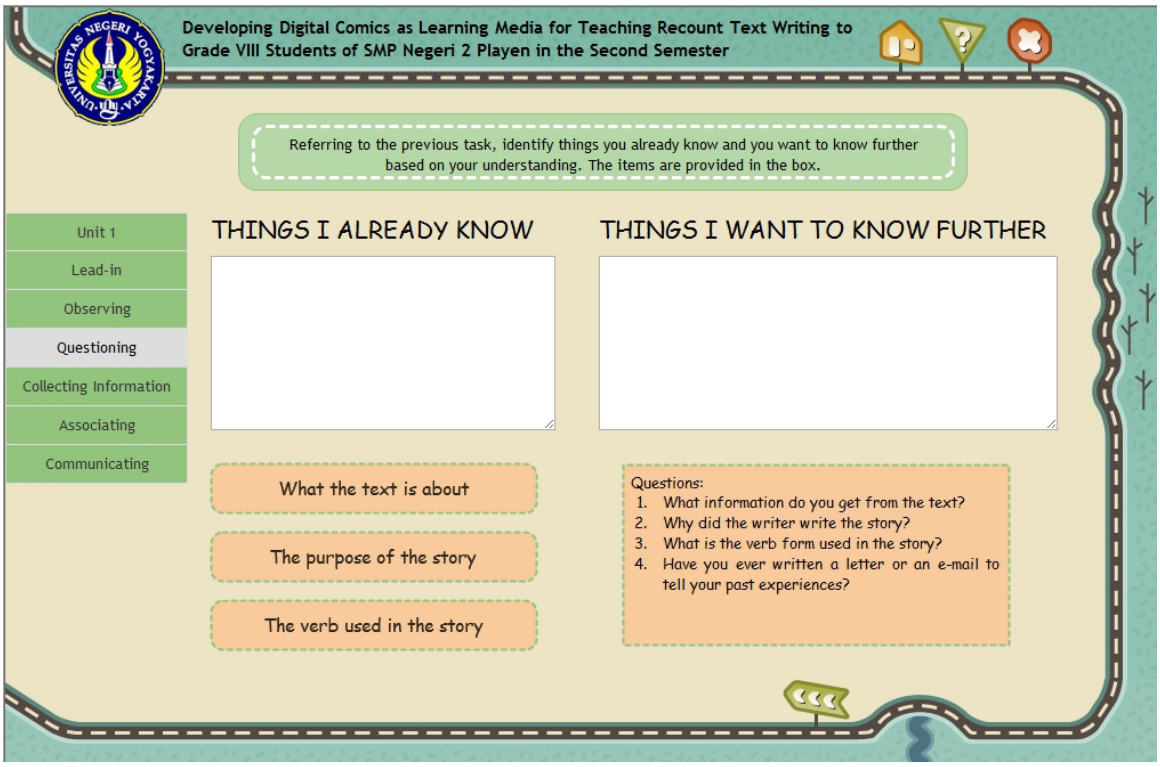
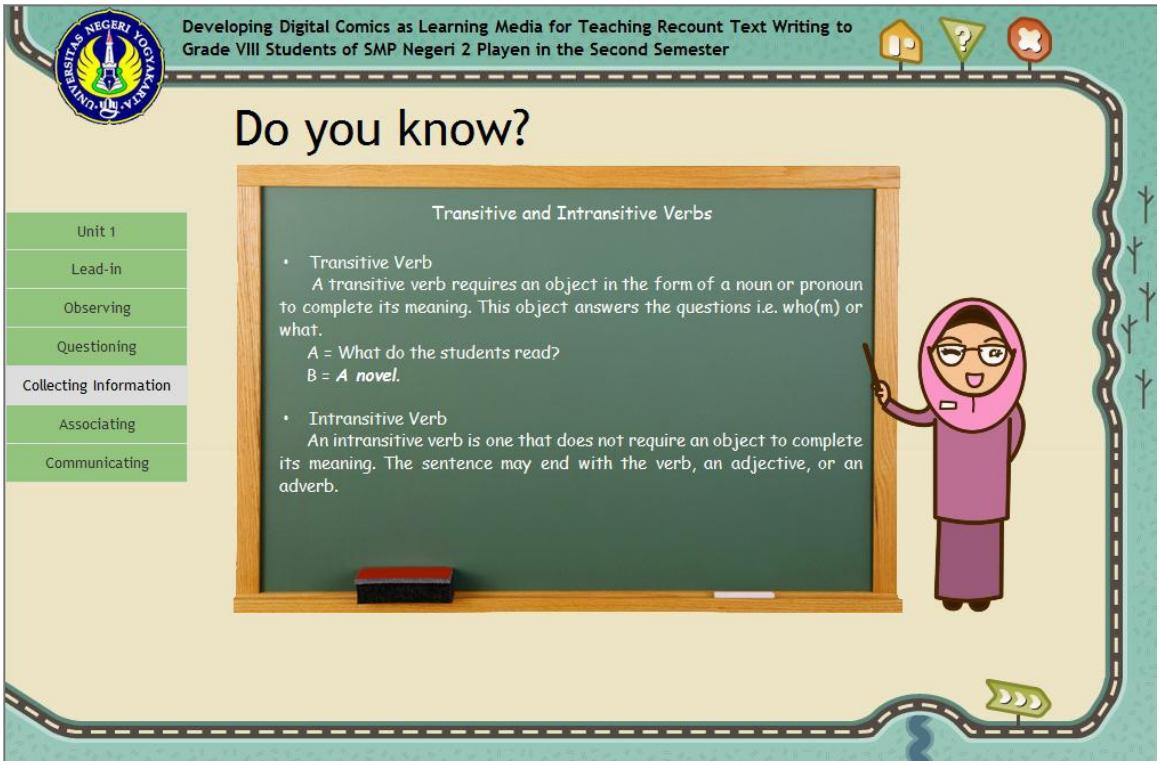
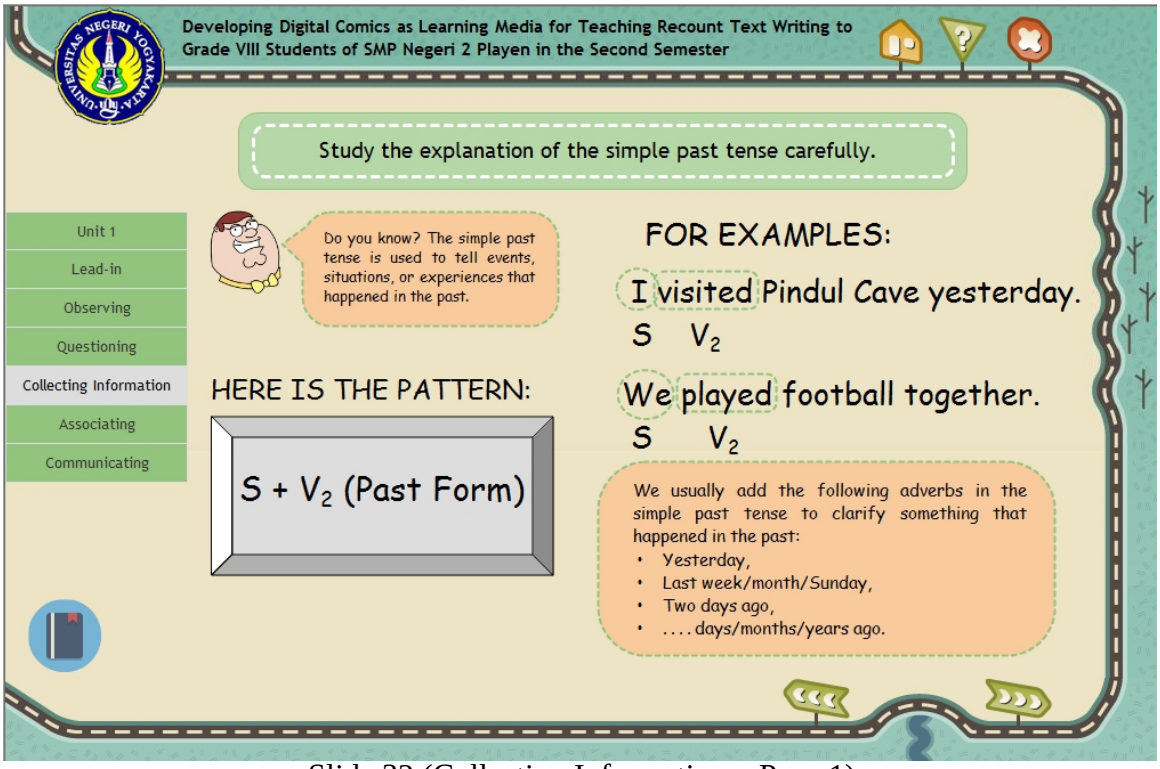


Slide 30 (Questioning)

Collecting Information



Slide 31 (Collecting Information – Do you know?)



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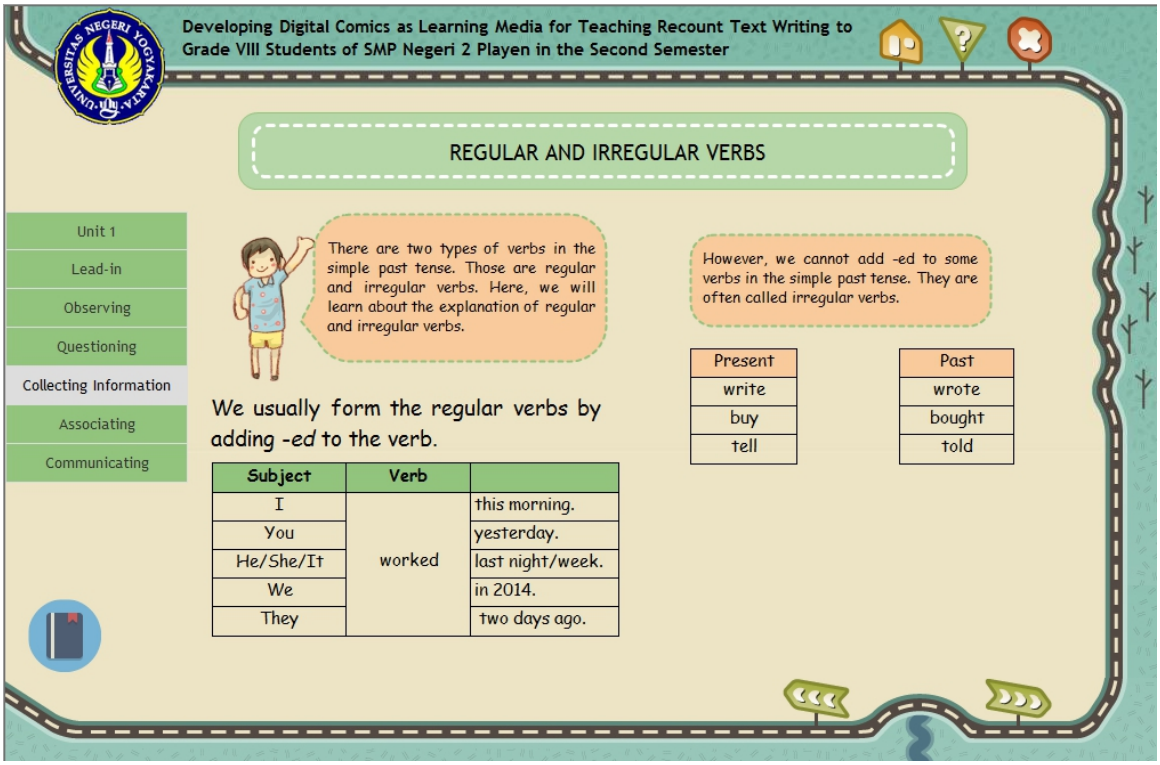
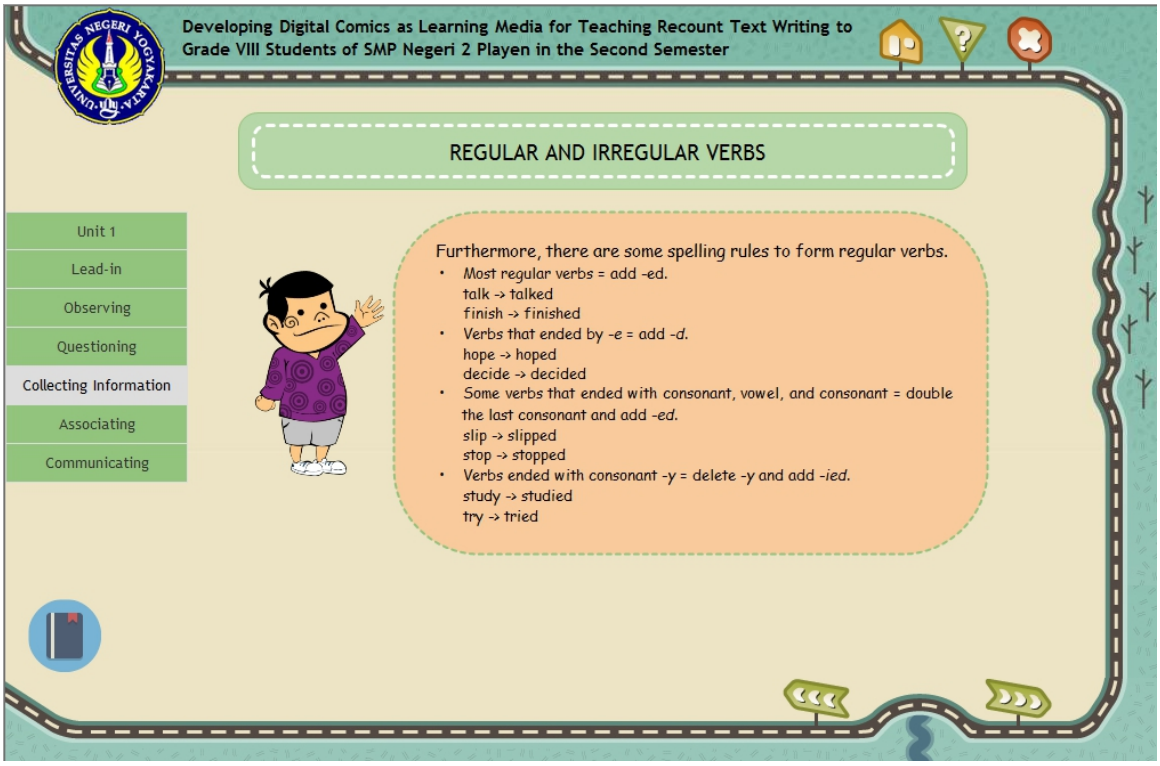


Slide 33 (Collecting Information – Page 2)



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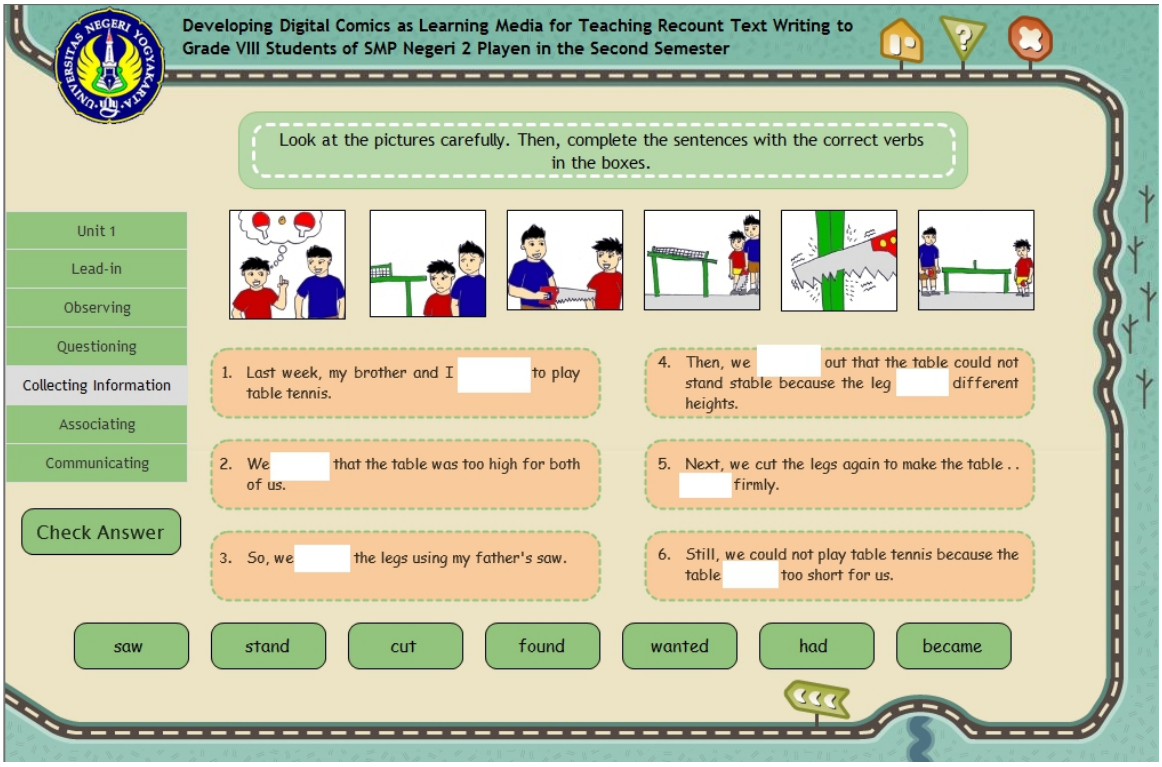

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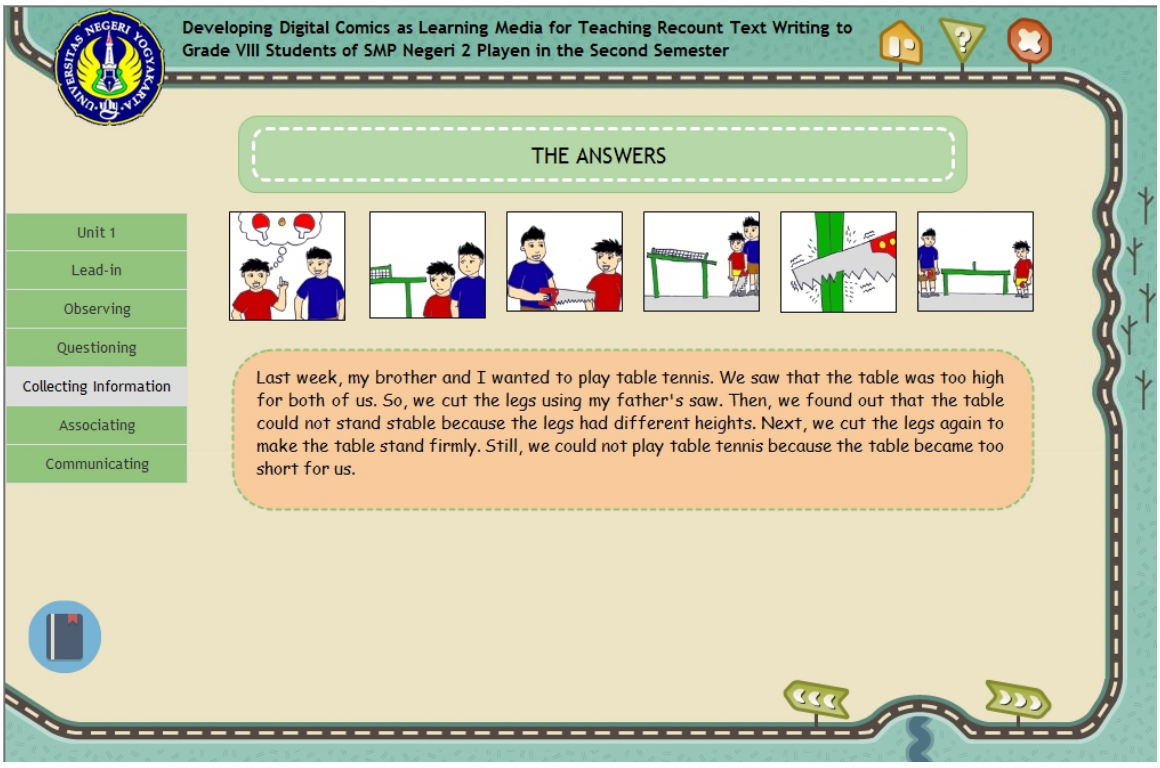
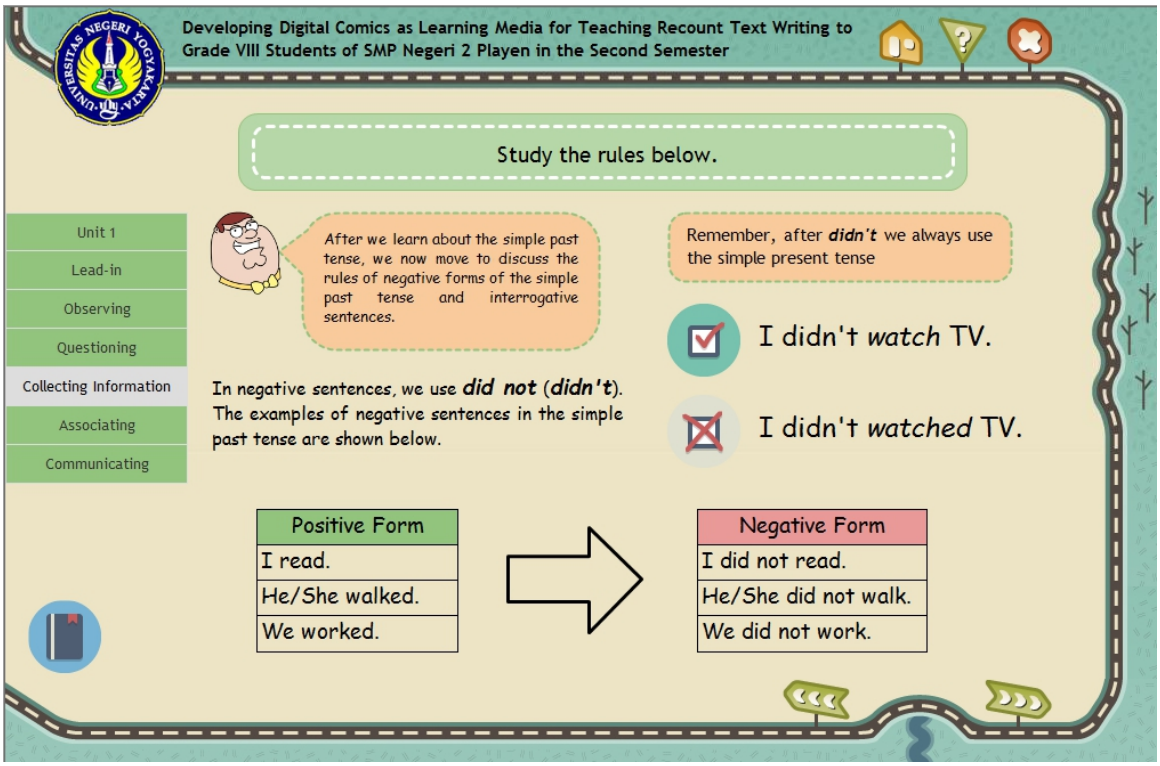
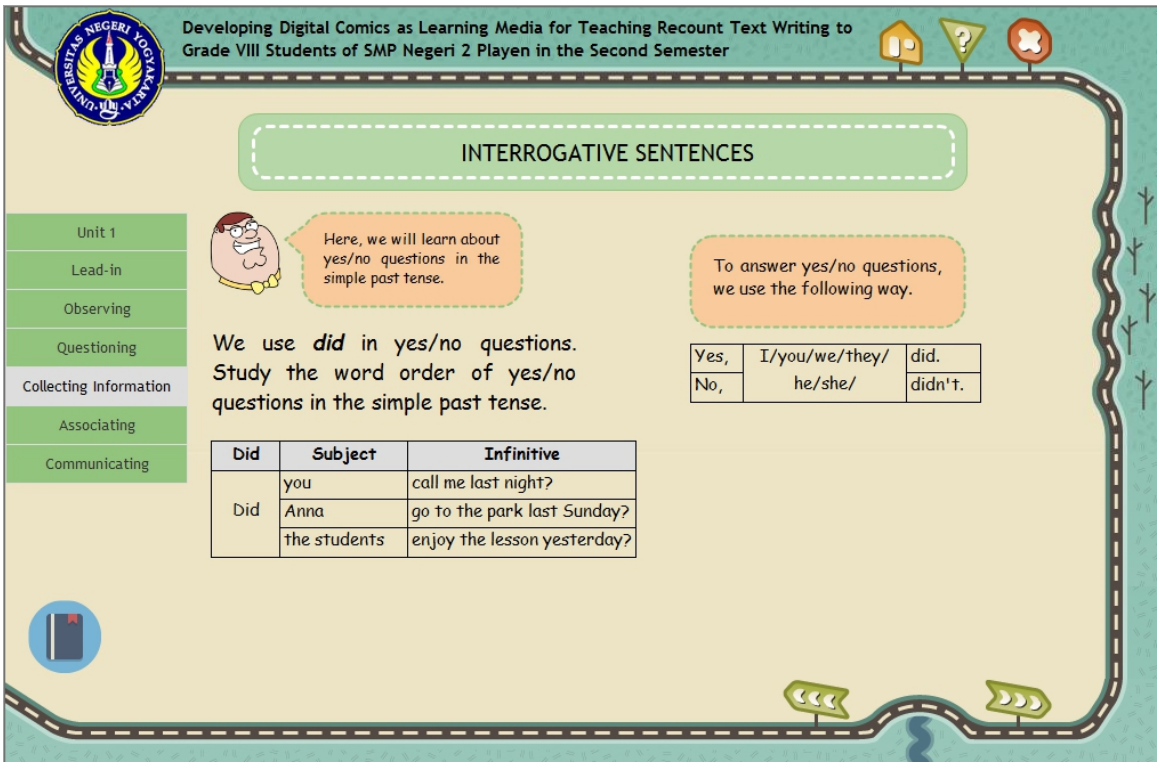


Slide 36 (Collecting Information – Page 5)



Slide 37 (Collecting Information – Page 6)



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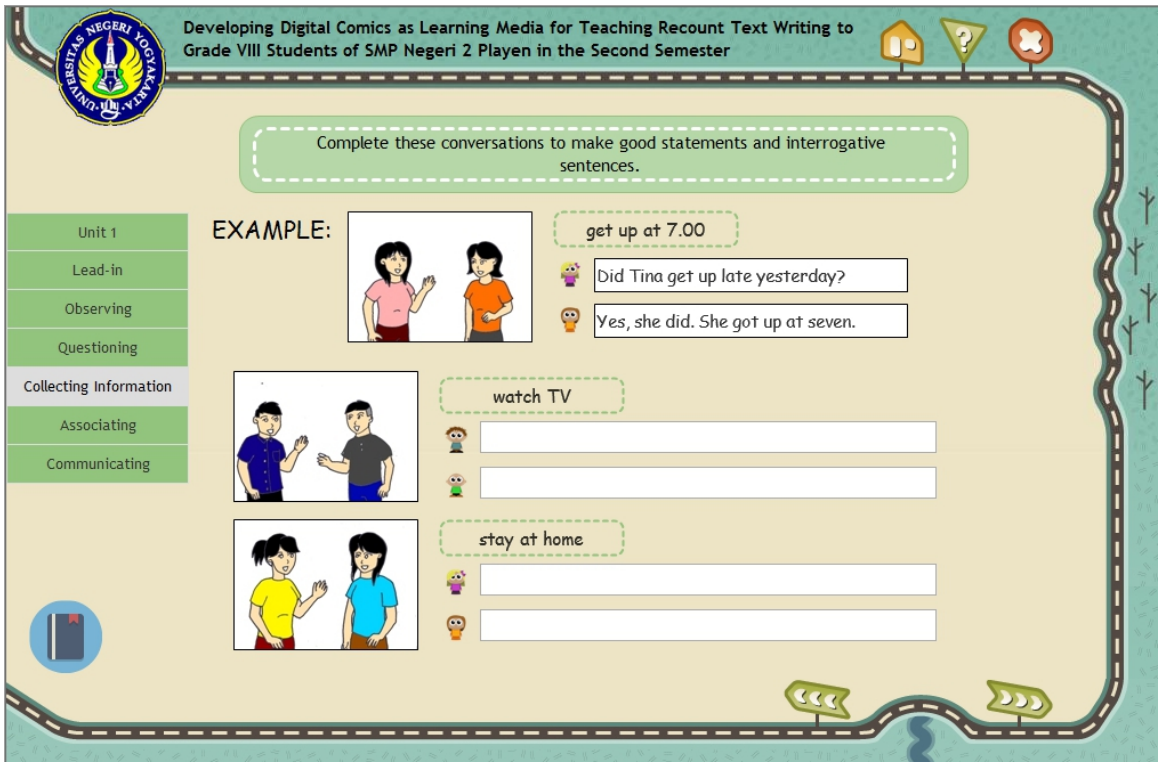

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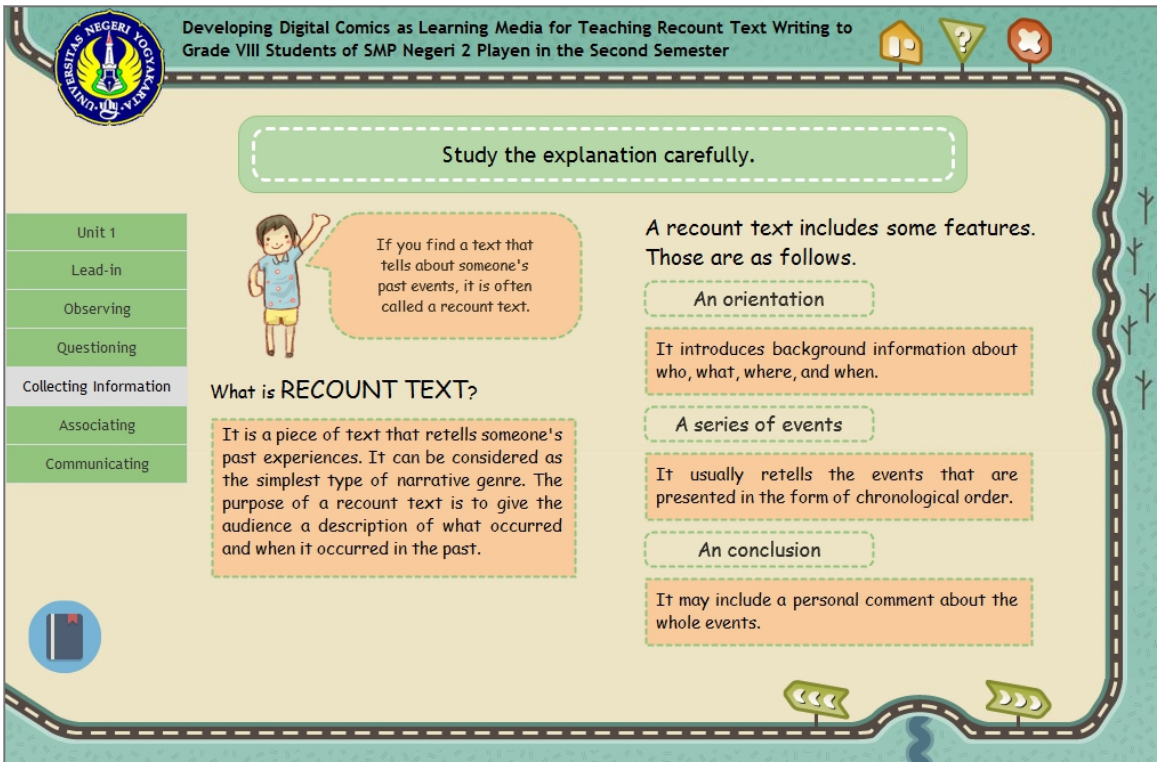
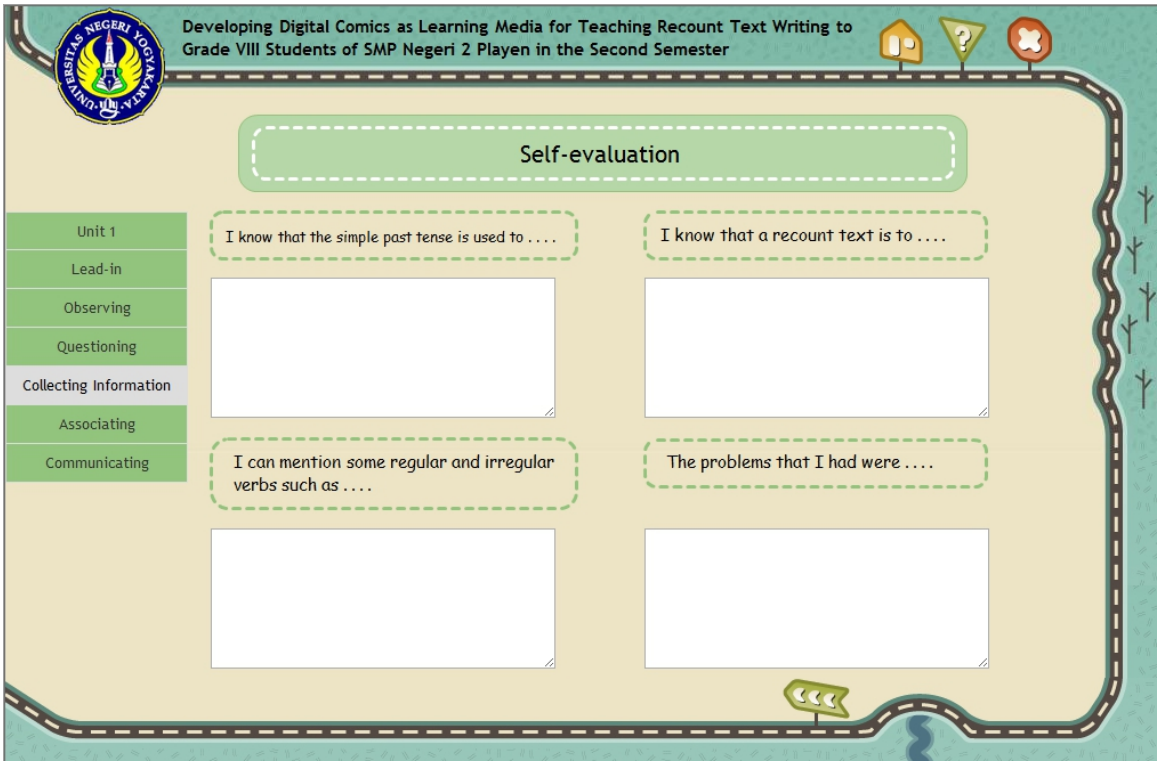
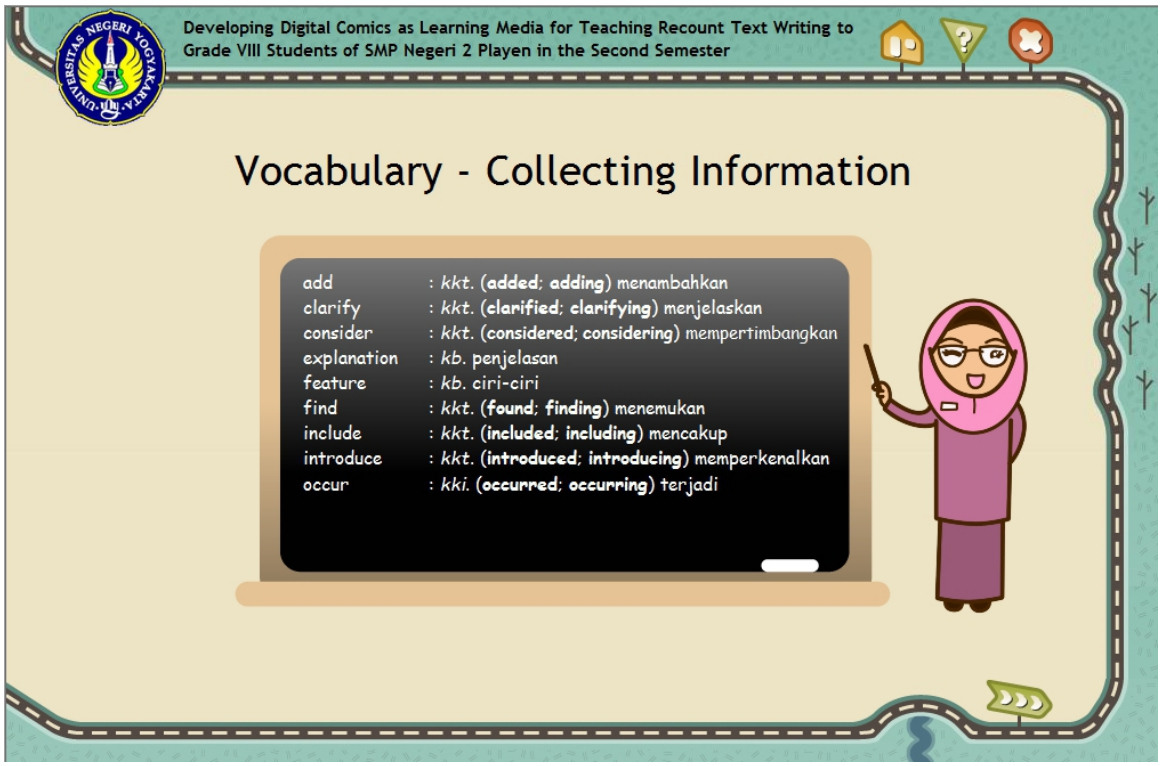
Slide 40 (Collecting Information – Page 9)



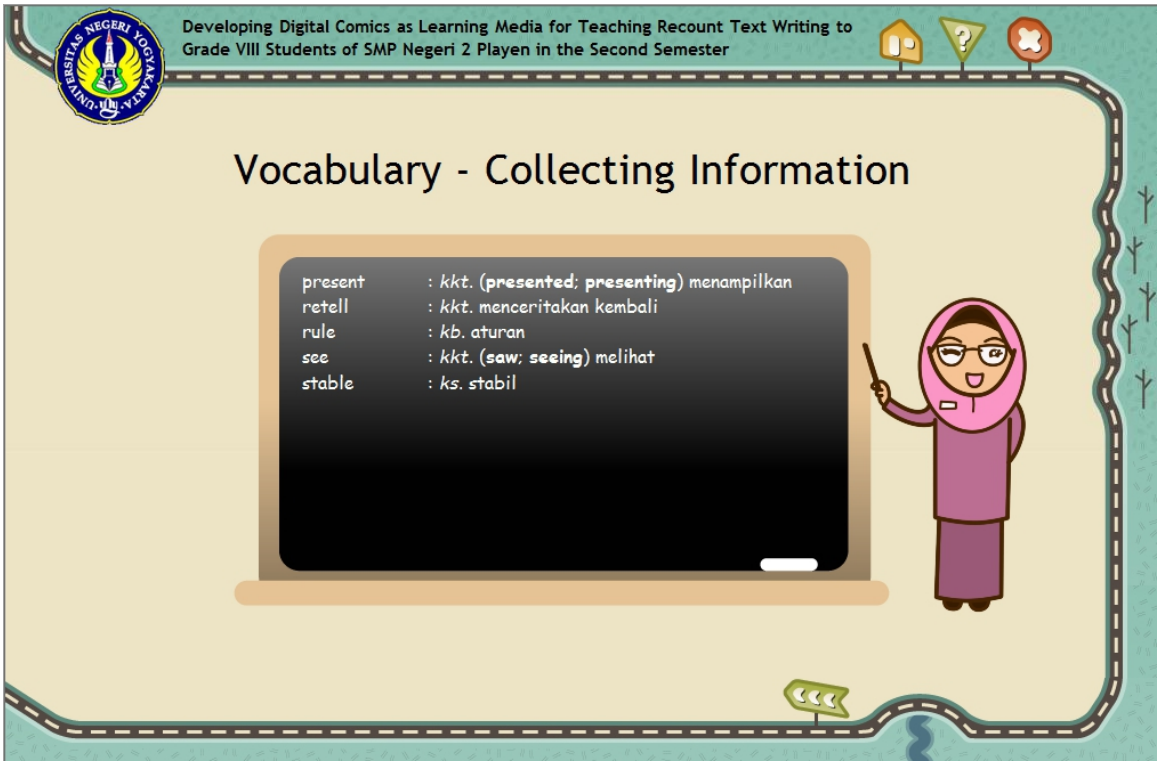
Slide 41 (Collecting Information – Page 10)



Slide 42 (Collecting Information – Page 11)

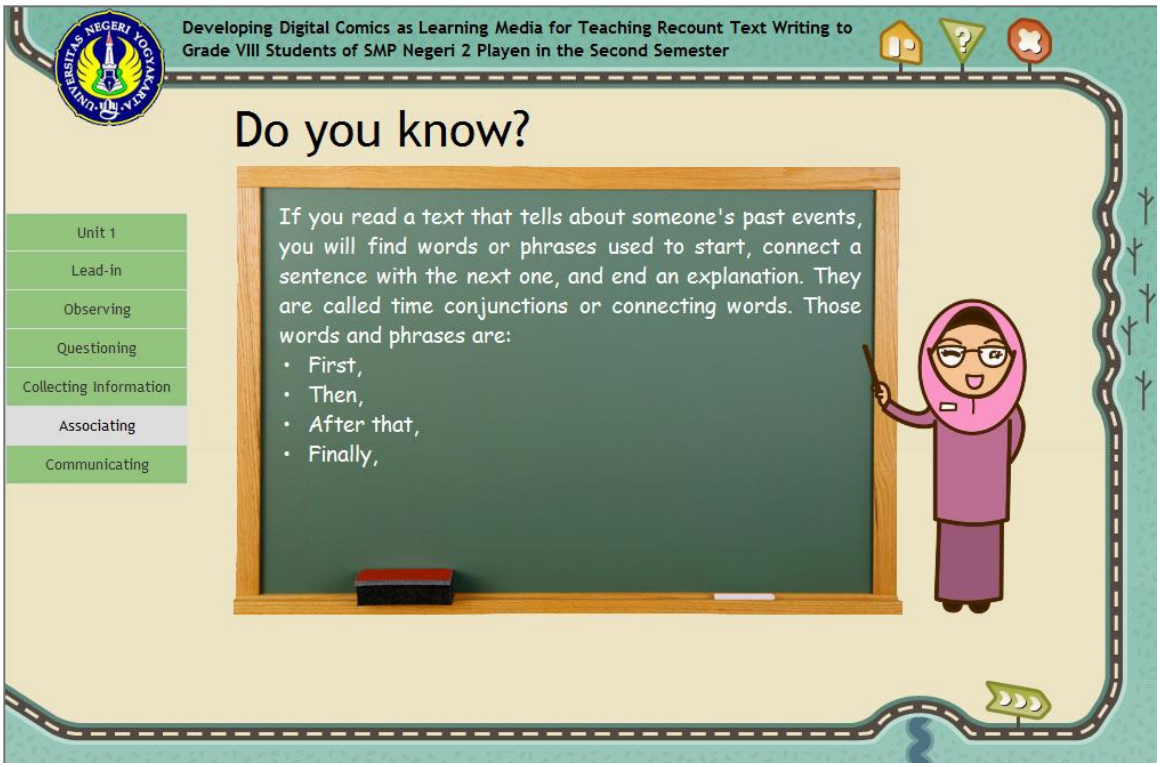


Slide 43 (Collecting Information – Vocabulary)

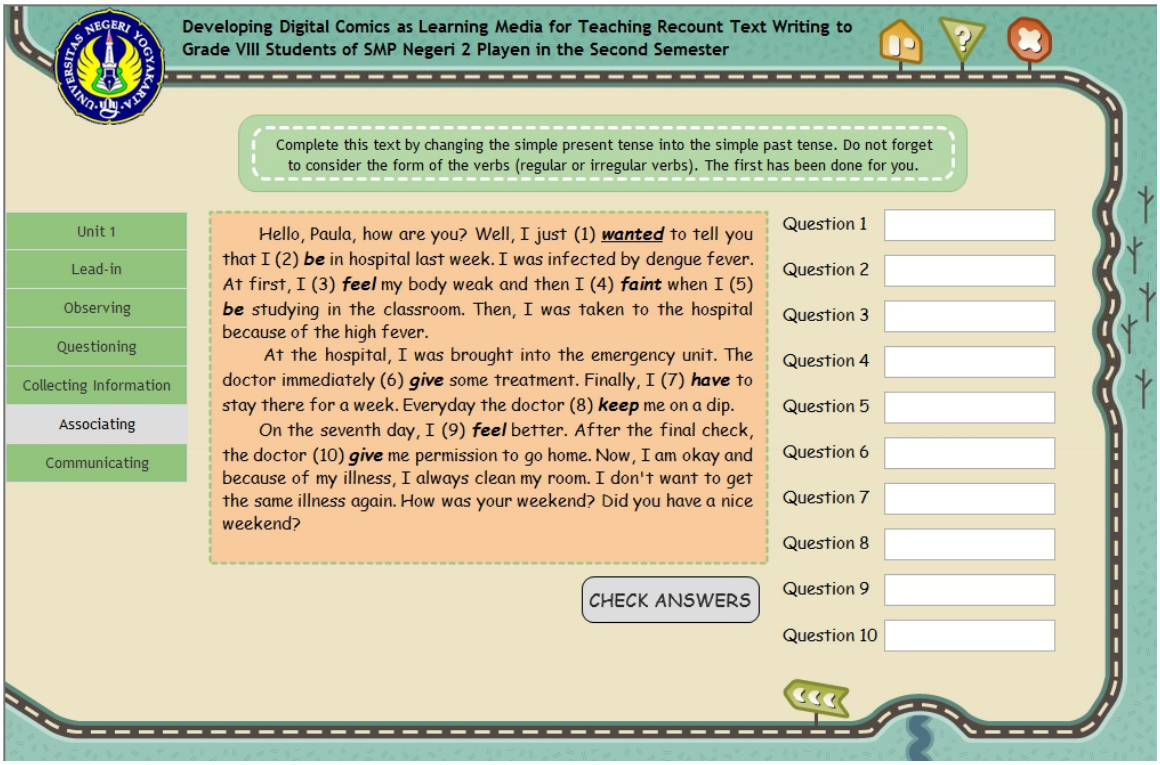


Slide 44 (Collecting Information – Vocabulary)

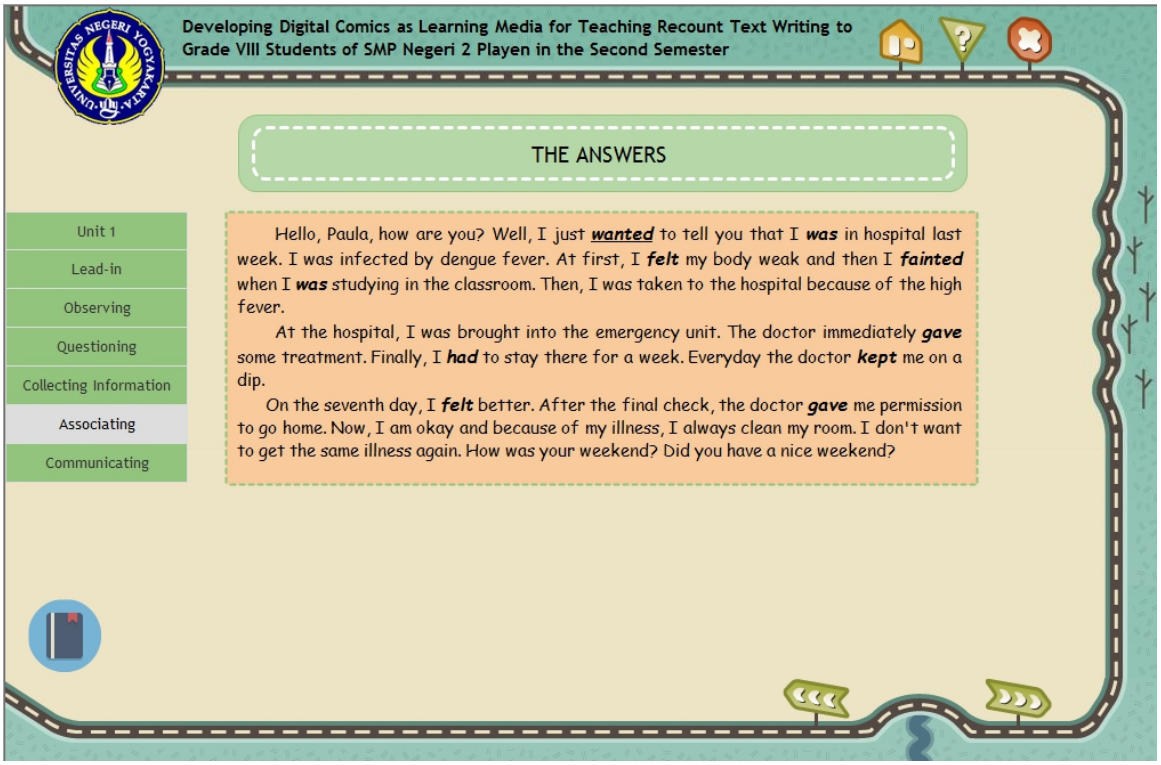
Associating



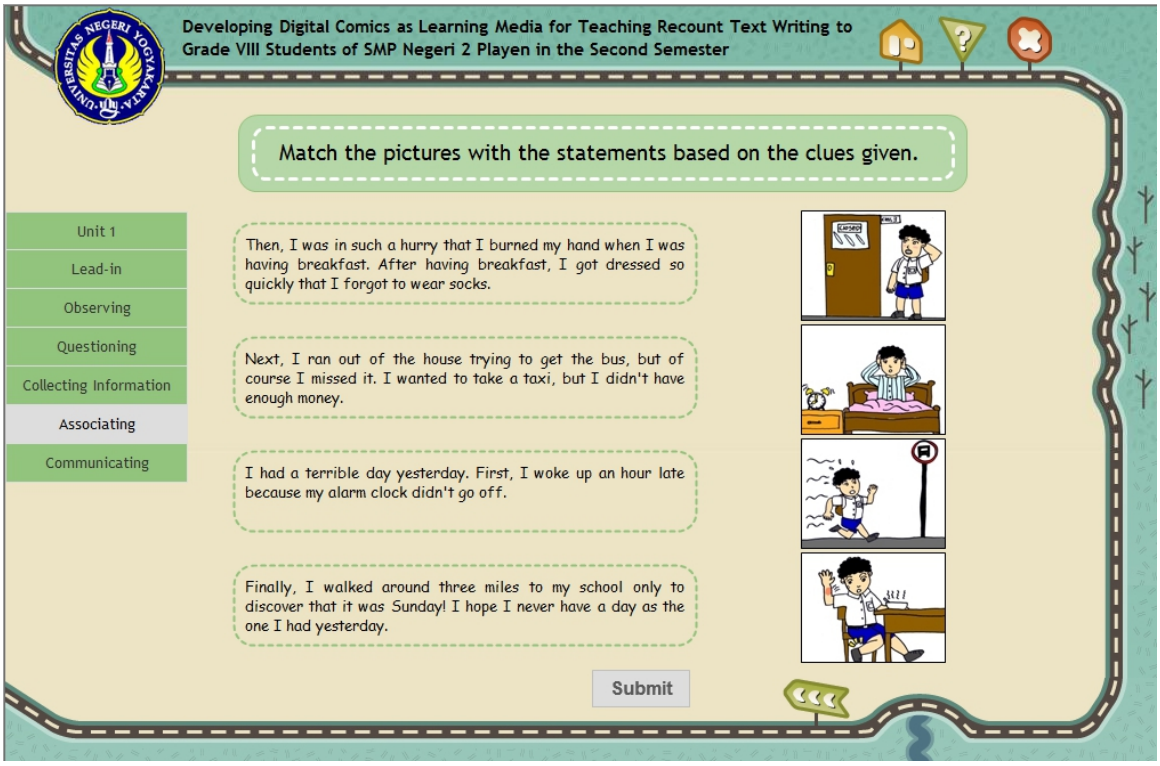
Slide 45 (Associating – Do you know?)



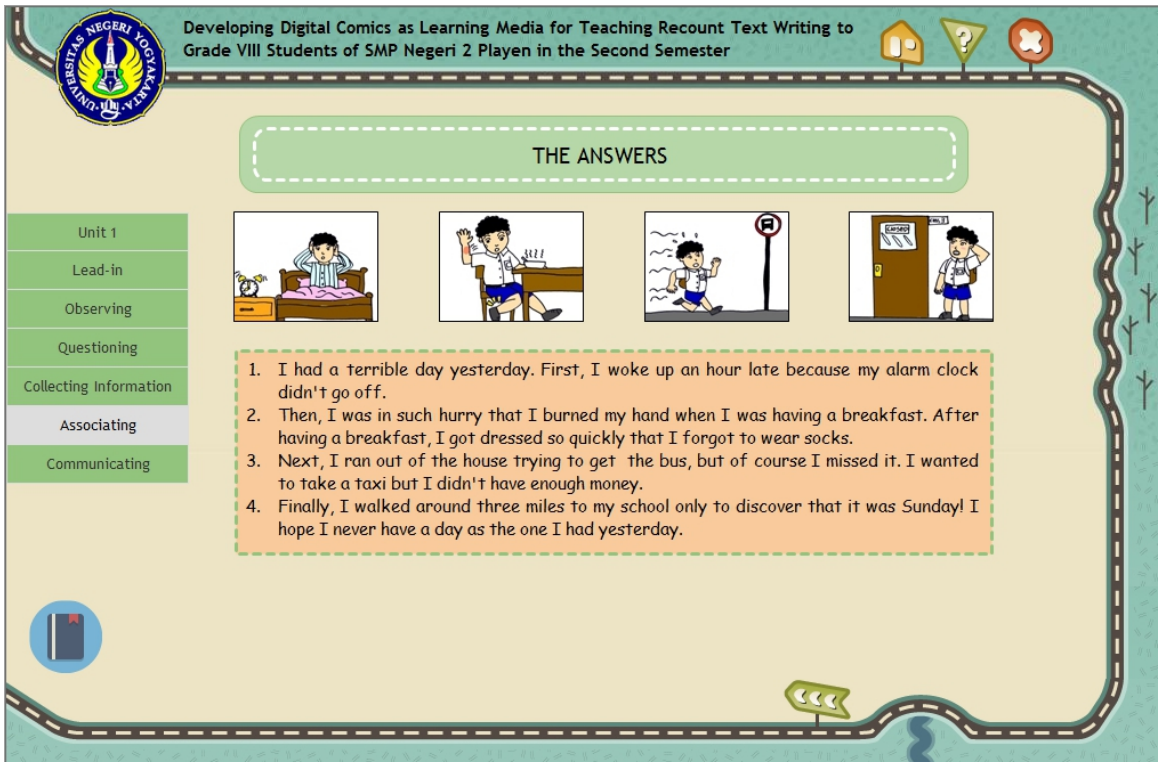
Slide 46 (Associating – Page 1)



Slide 47 (Associating – Page 2)

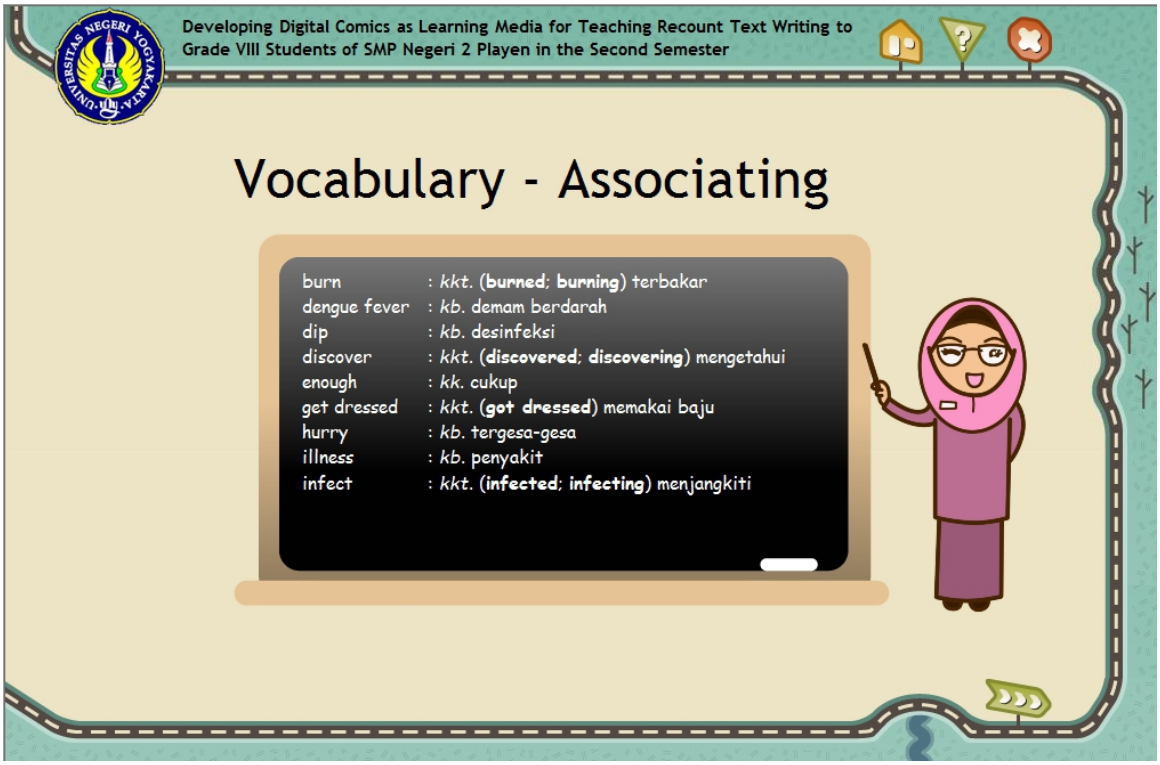


Slide 48 (Associating – Page 3)

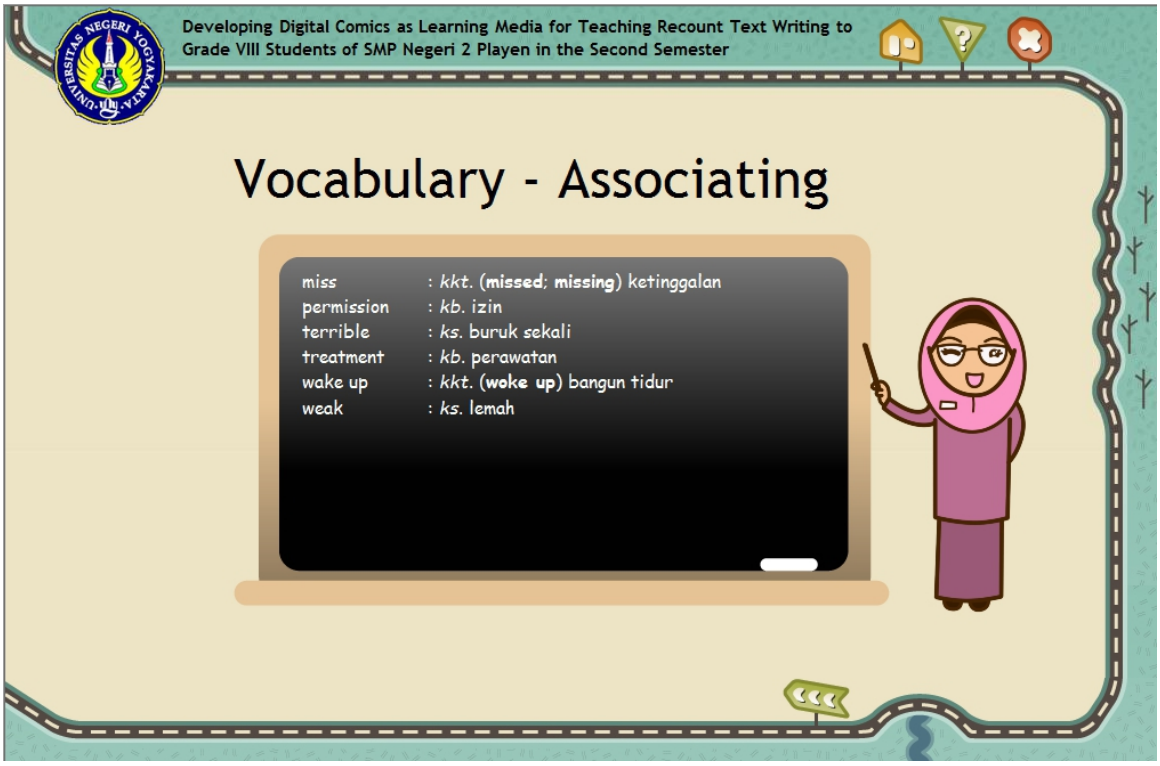


Slide 49 (Associating – Page 4)

Slide 50 (Associating – Page 5)

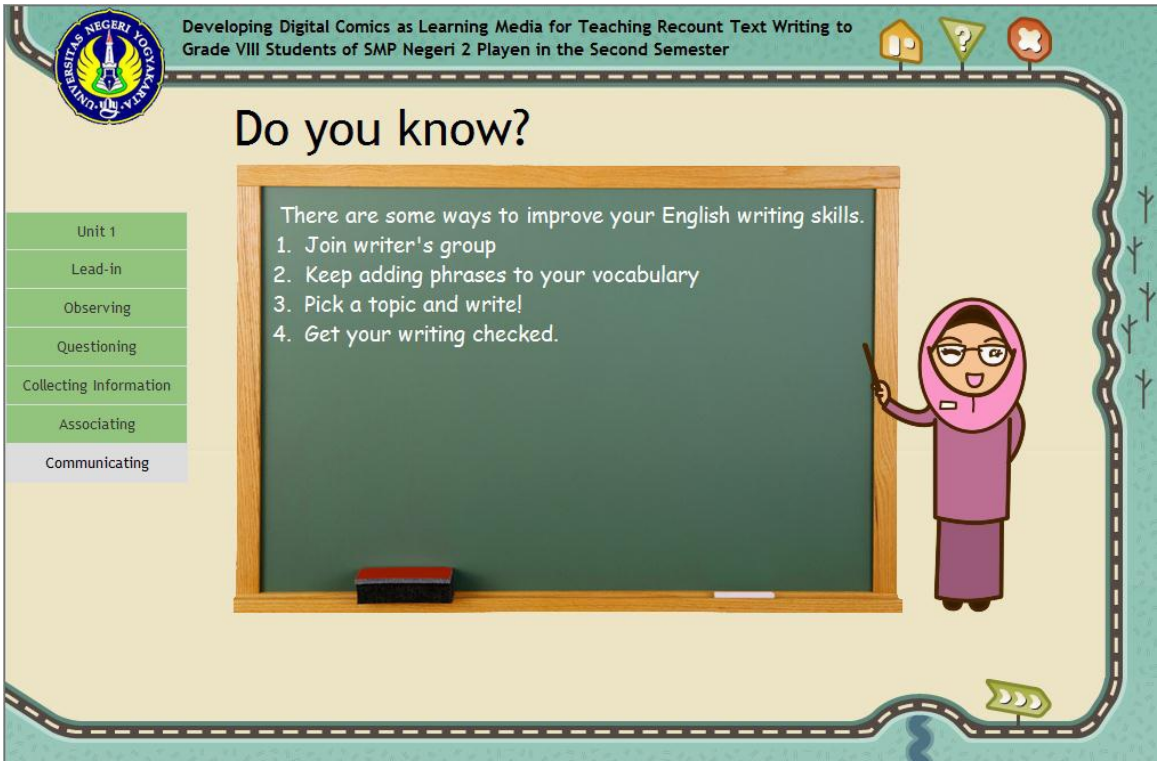


Slide 51 (Associating – Vocabulary)

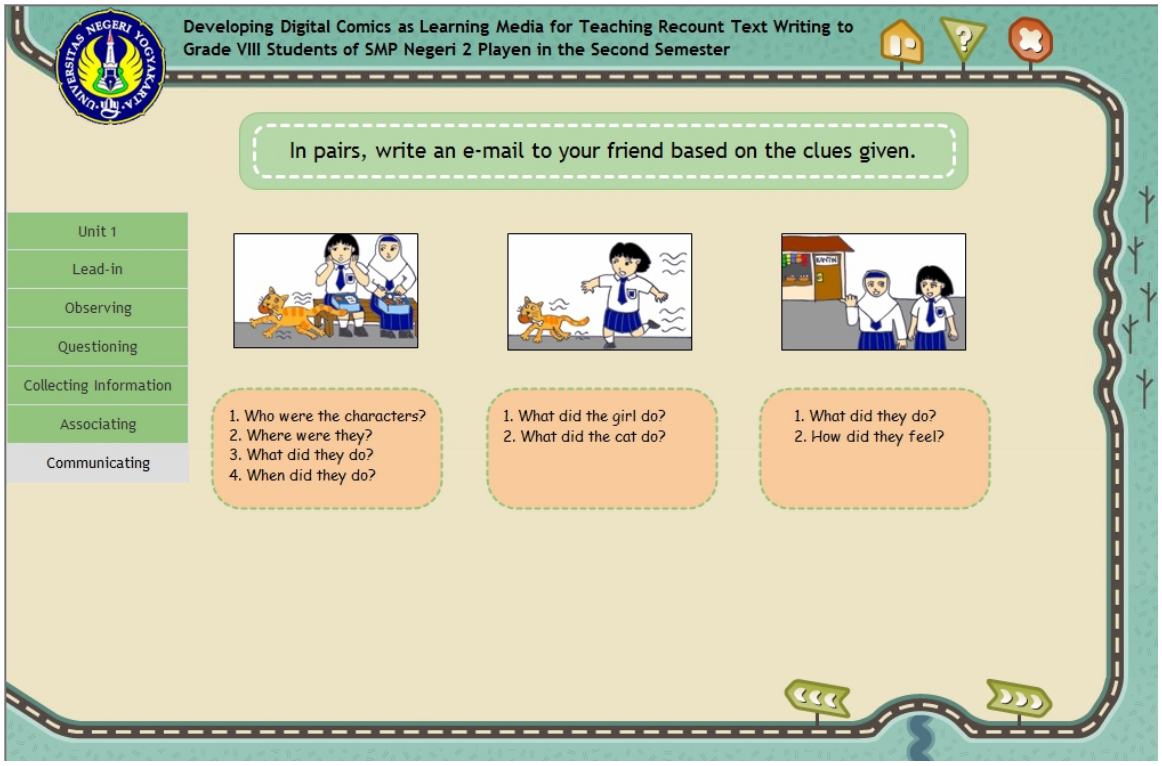


Slide 52 (Associating – Vocabulary)

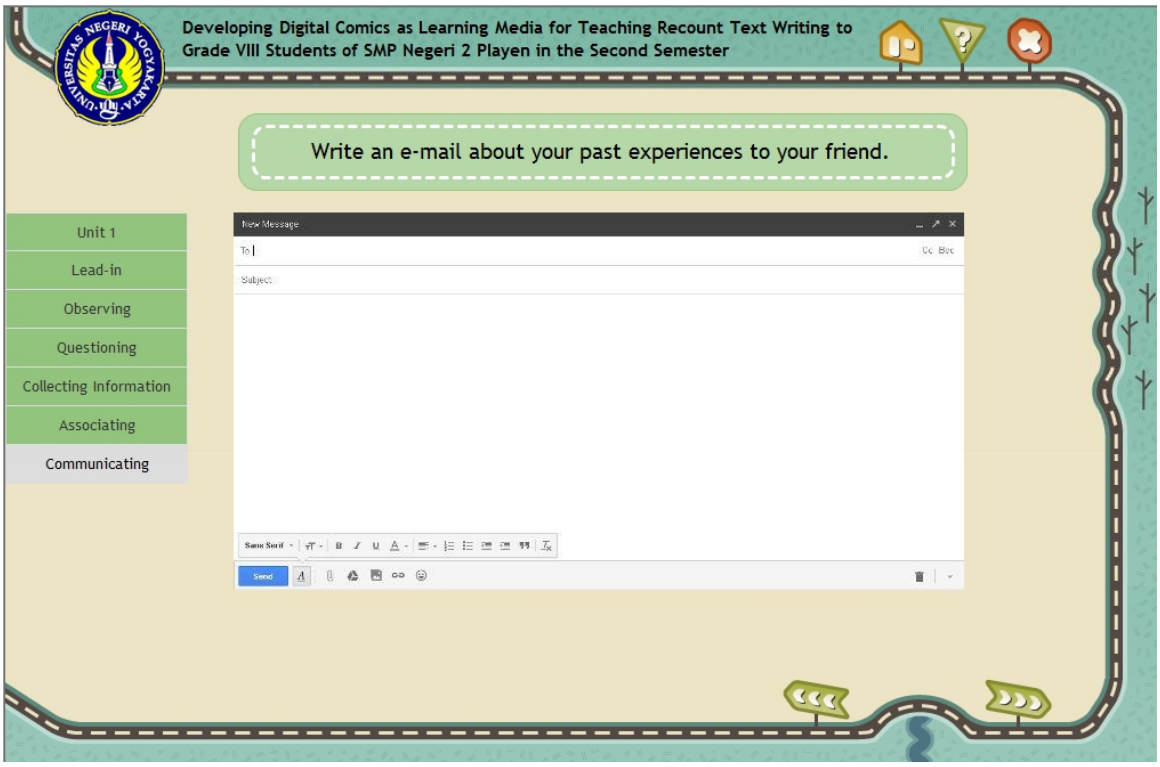
Communicating



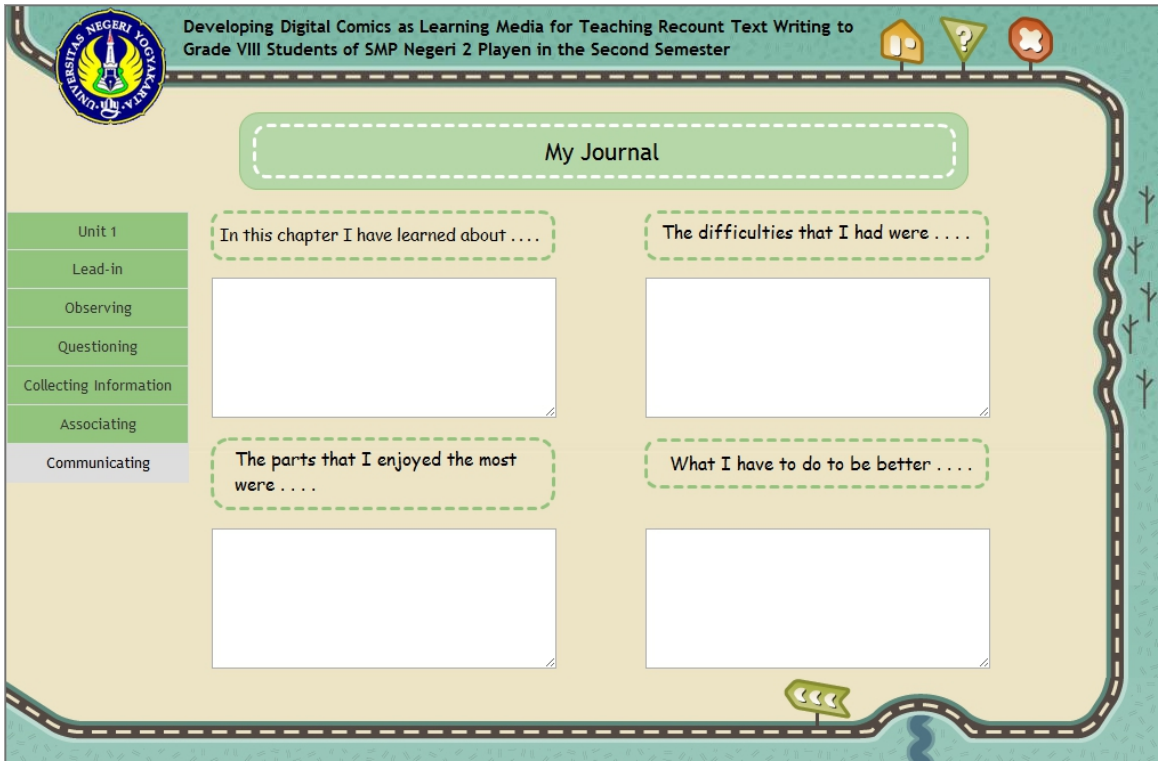
Slide 53 (Communicating – Do you know?)



Slide 54 (Communicating – Page 1)



Slide 55 (Communicating – Page 2)



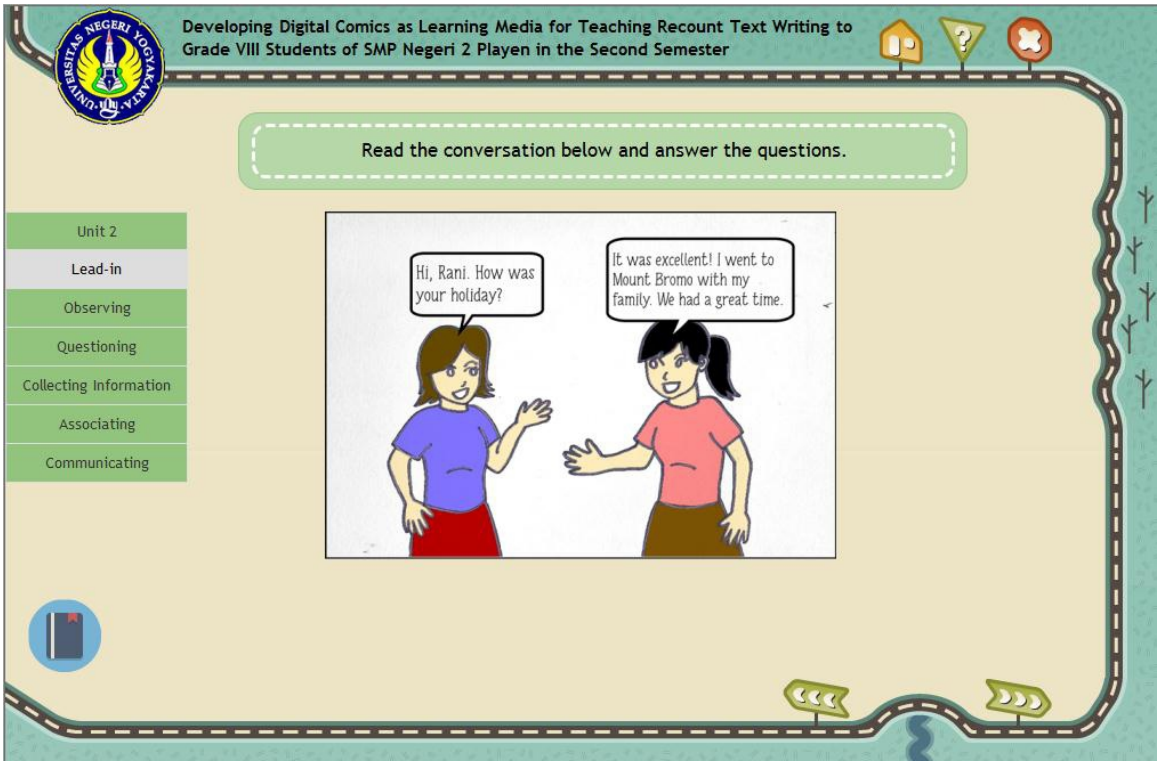
Slide 56 (Communicating – Page 3)

UNIT 2
15 DAYS TRAVELLING INDONESIA

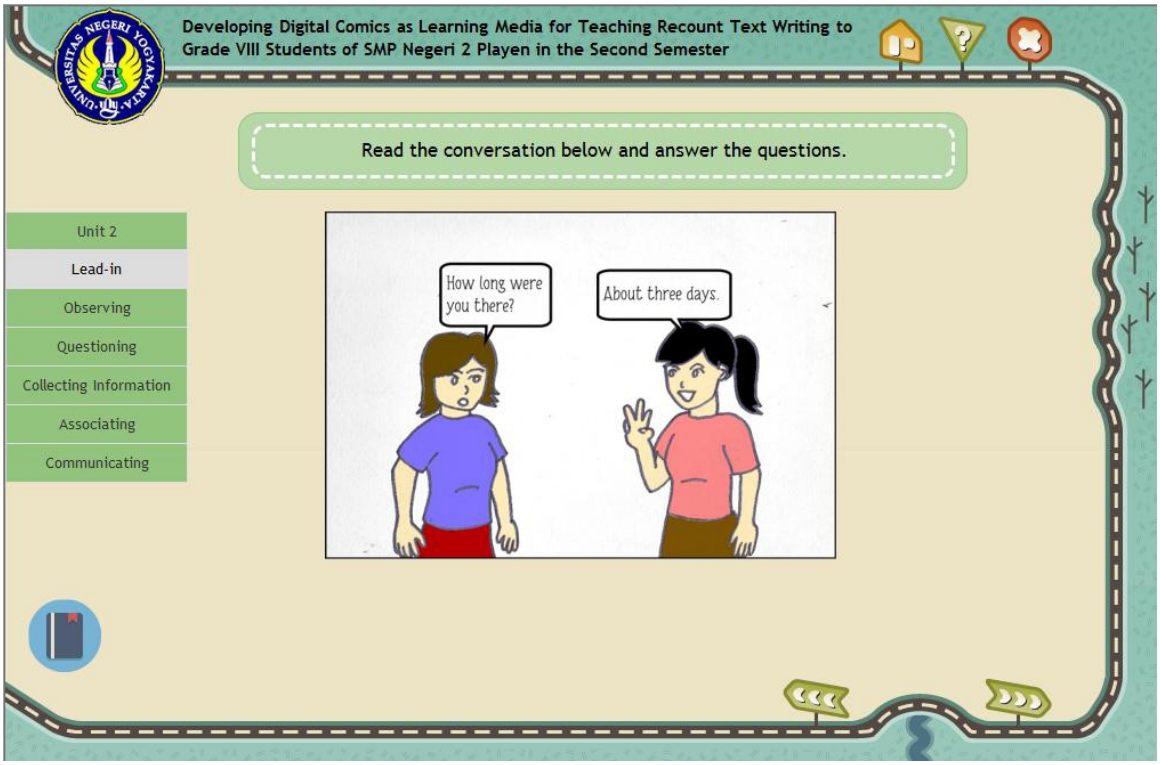
Slide 57 (Unit 2 Cover)

Lead-in

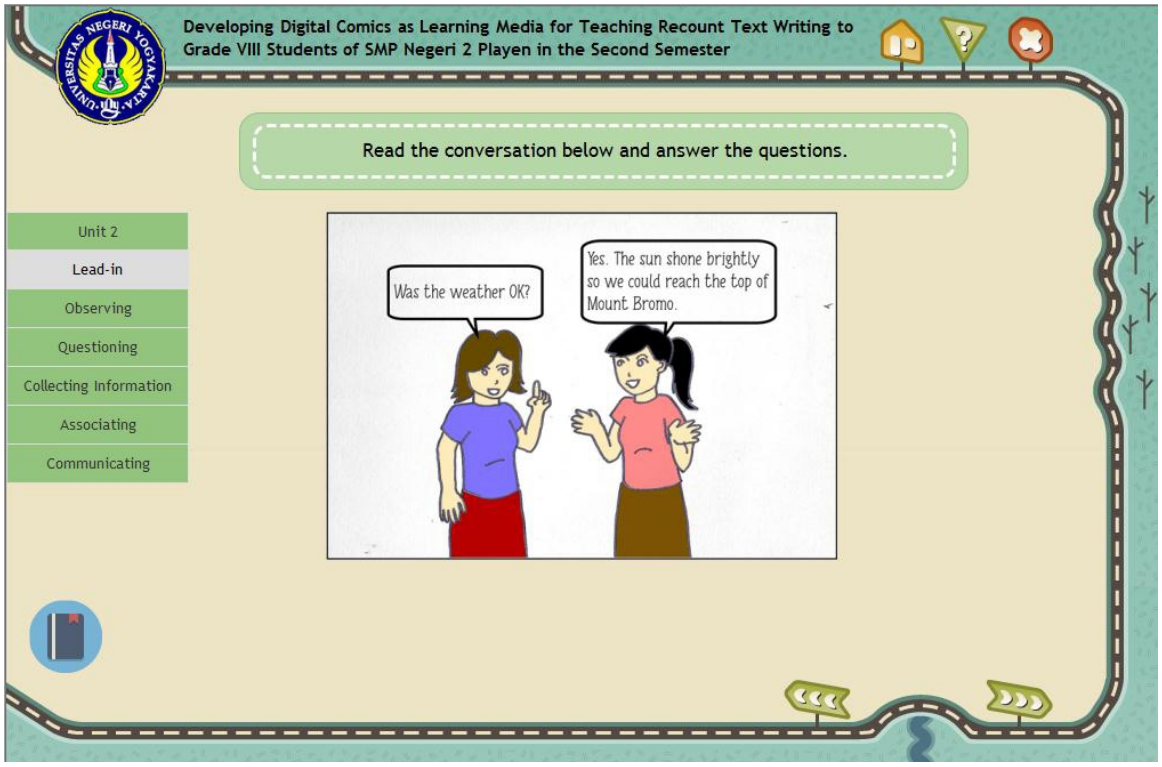
Slide 58 (Lead-in – Do you know?)



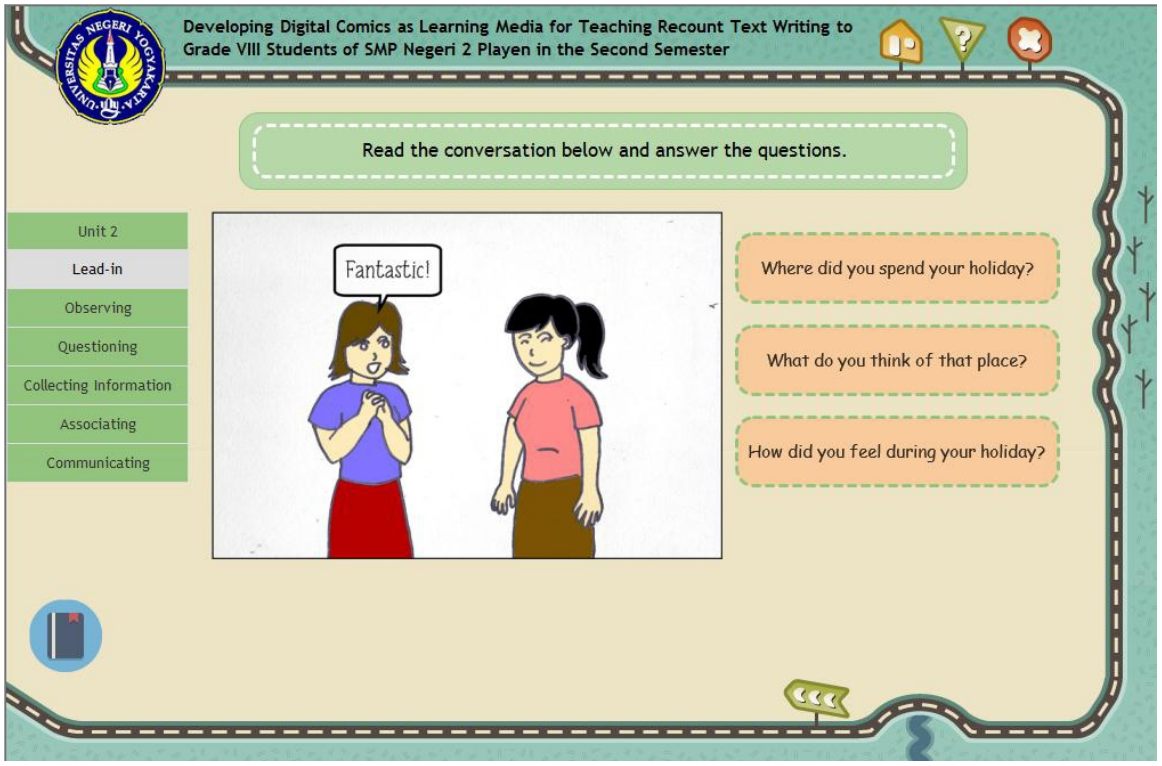
Slide 59 (Lead-in – Page 1)



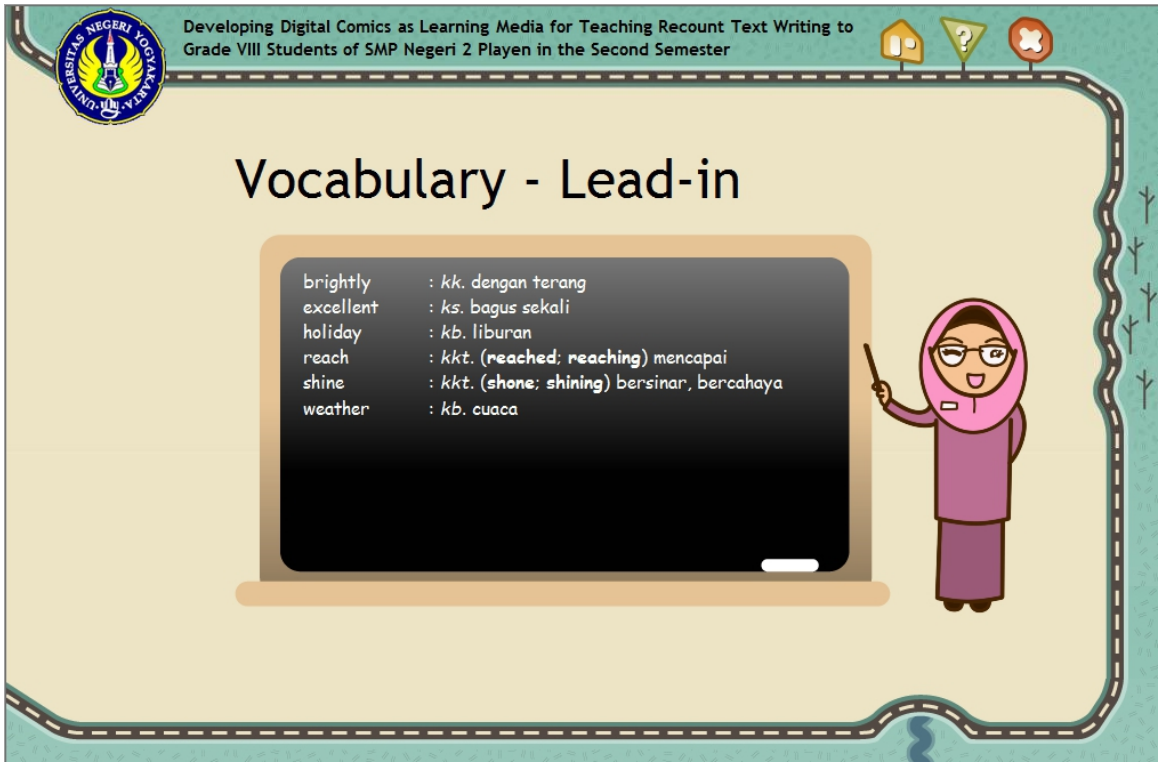
Slide 60 (Lead-in – Page 2)



Slide 61 (Lead-in – Page 3)

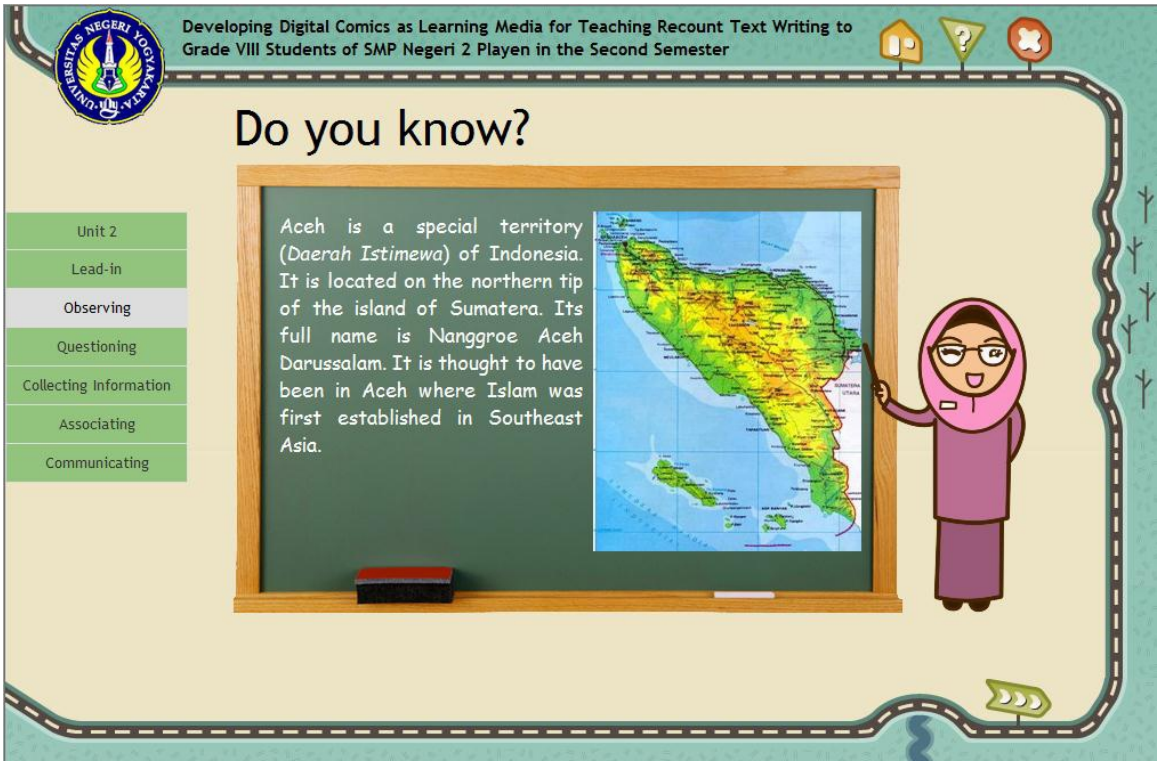


Slide 62 (Lead-in – Page 4)

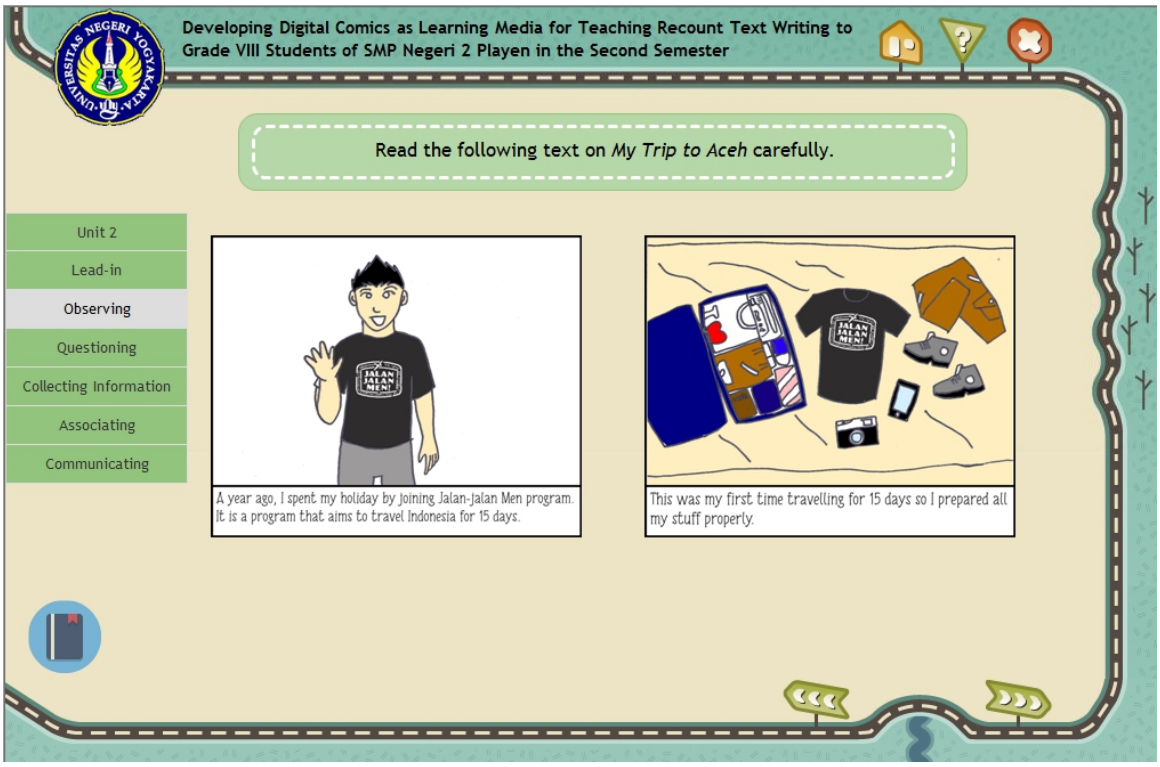


Slide 63 (Lead-in – Vocabulary)

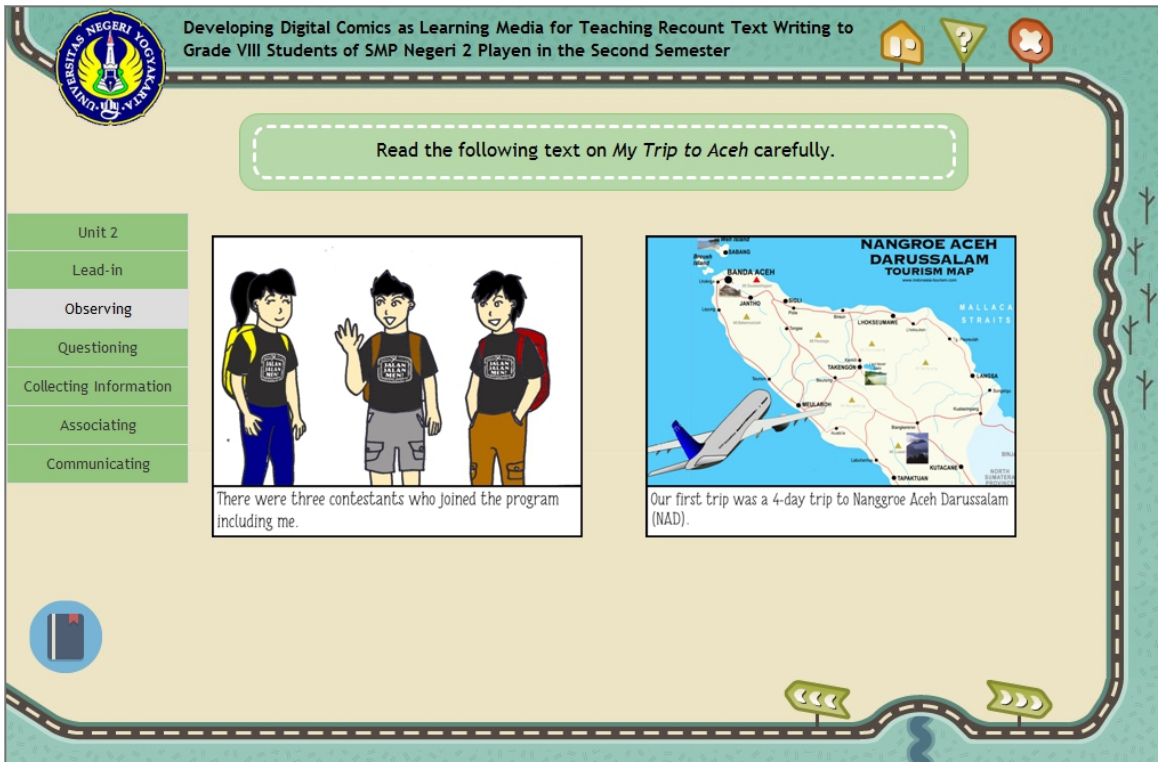
Observing



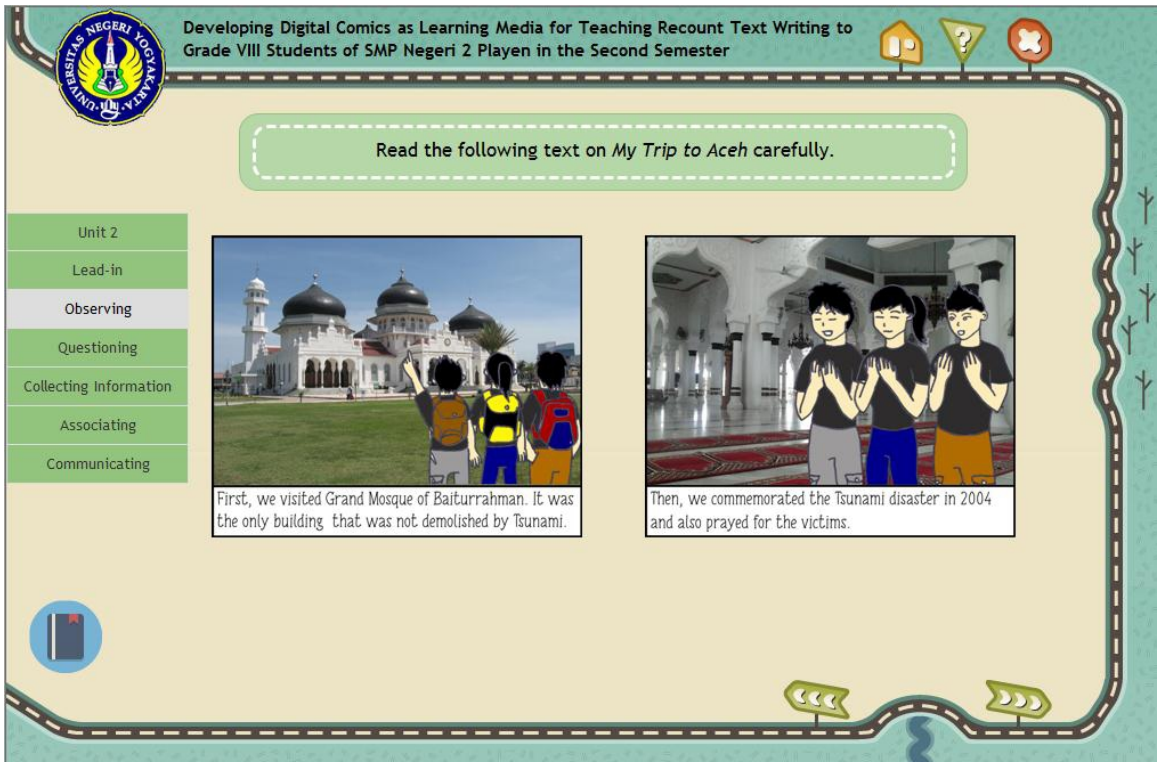
Slide 64 (Observing – Do you know?)



Slide 65 (Observing – Page 1)

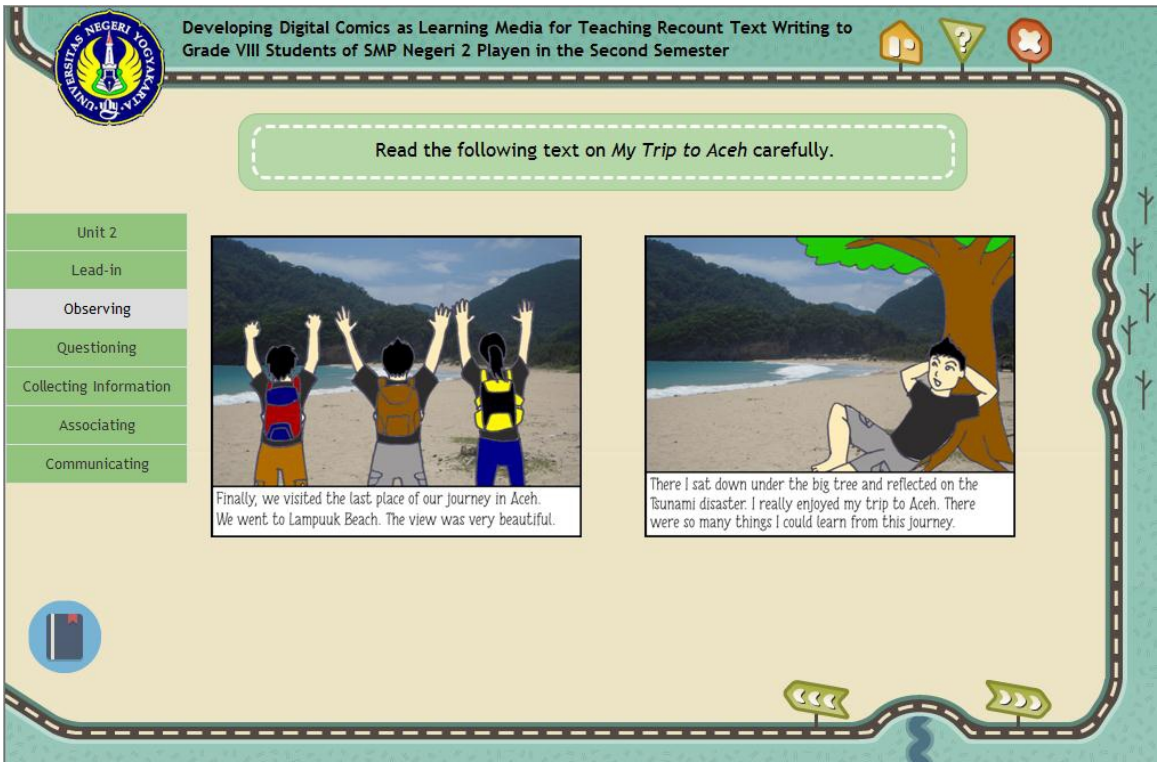


Slide 66 (Observing – Page 2)

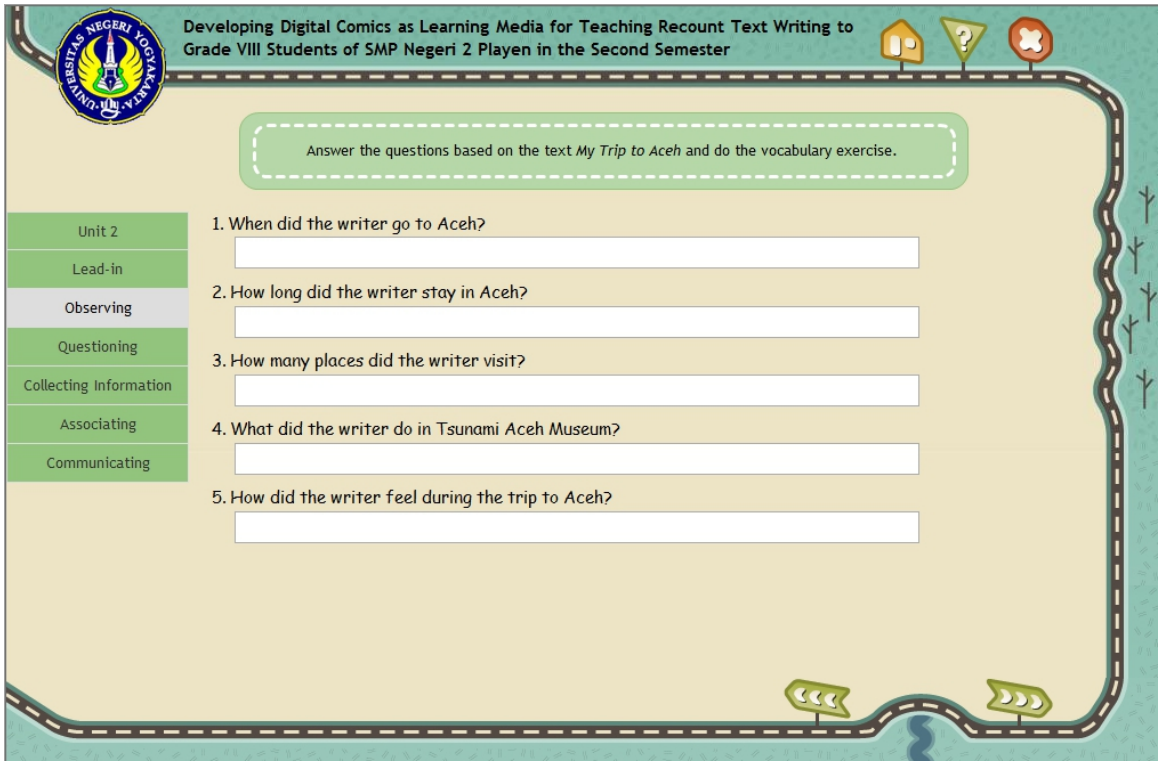


Slide 67 (Observing – Page 3)

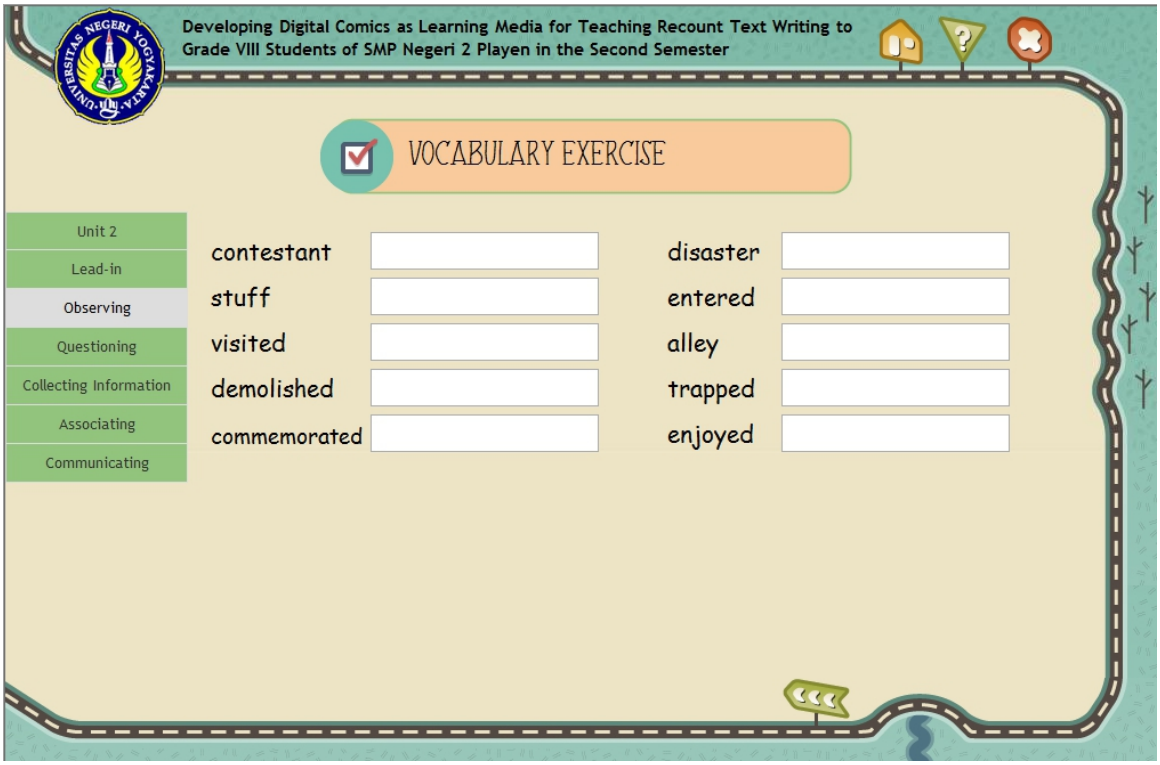
Slide 68 (Observing – Page 4)



Slide 69 (Observing – Page 5)

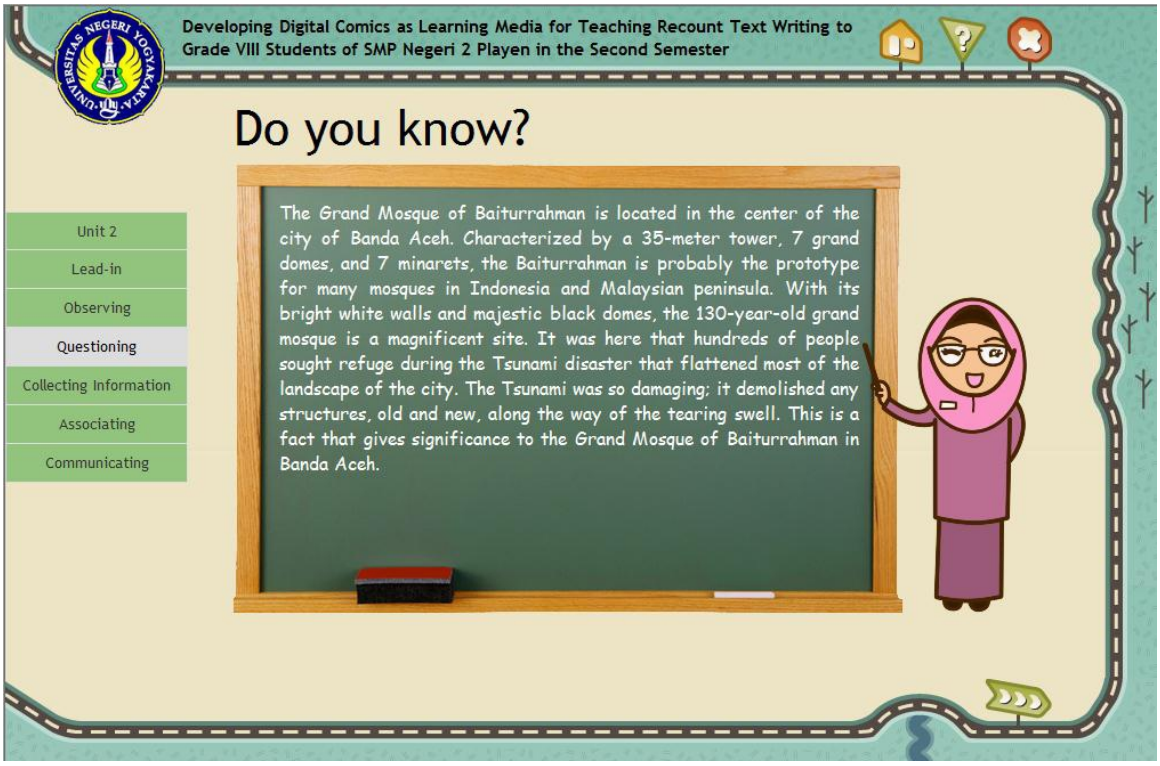


Slide 70 (Observing – Page 6)

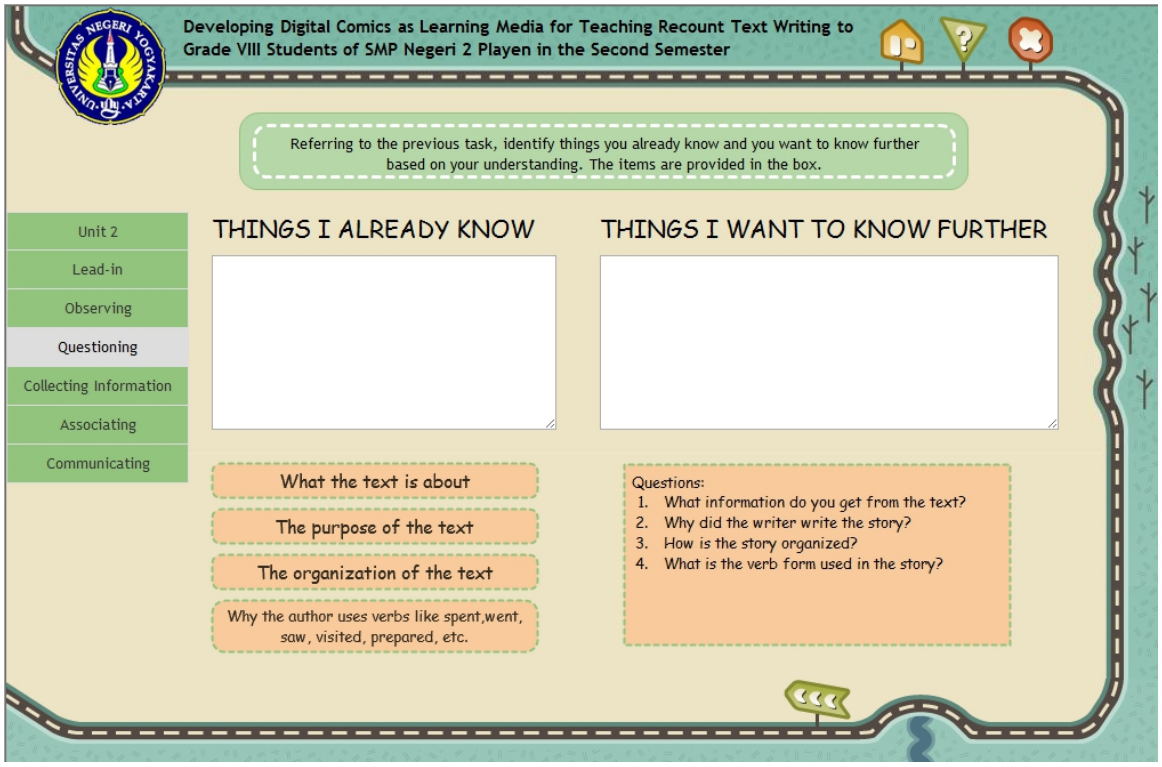


Slide 71 (Observing – Page 7)

Questioning

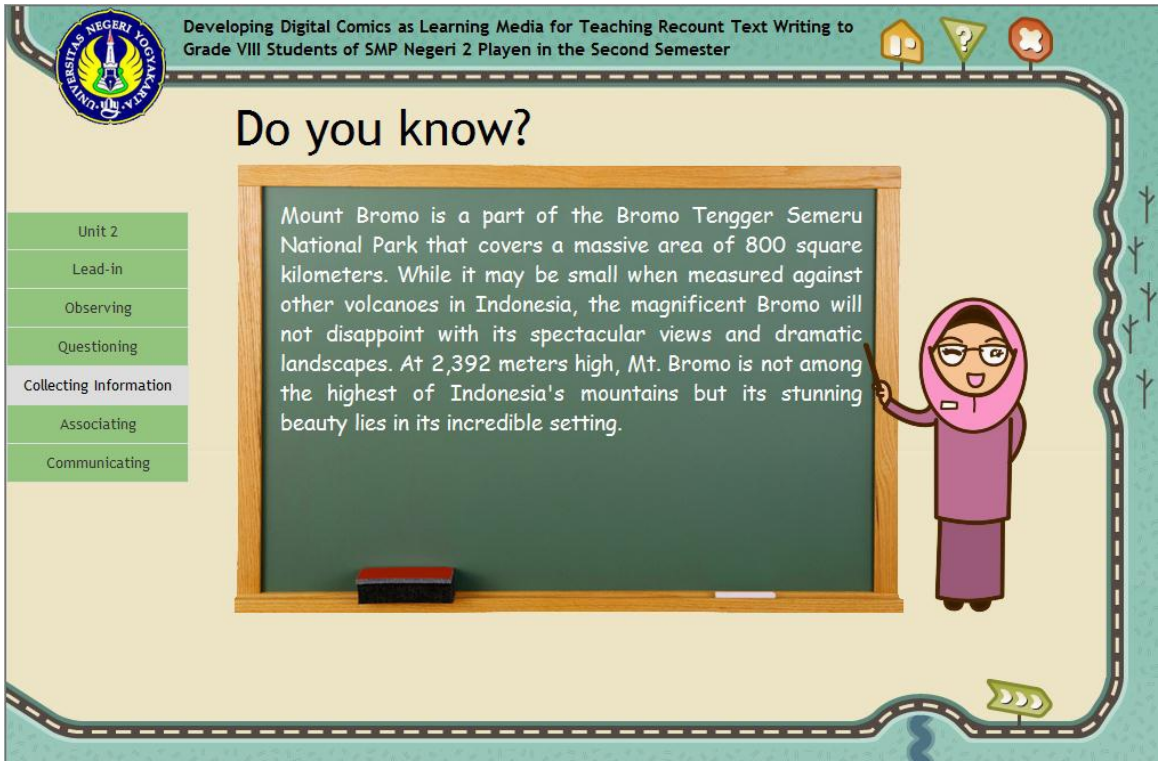


Slide 72 (Questioning – Do you know?)

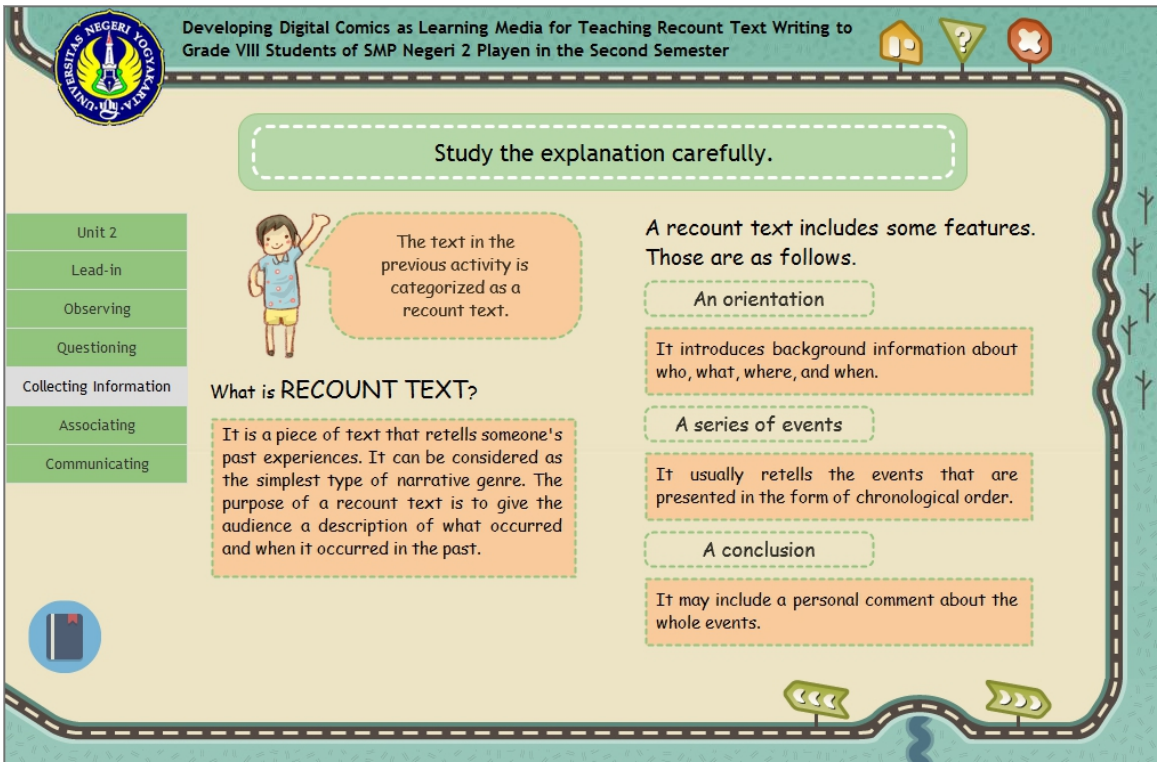


Slide 73 (Questioning)

Collecting Information

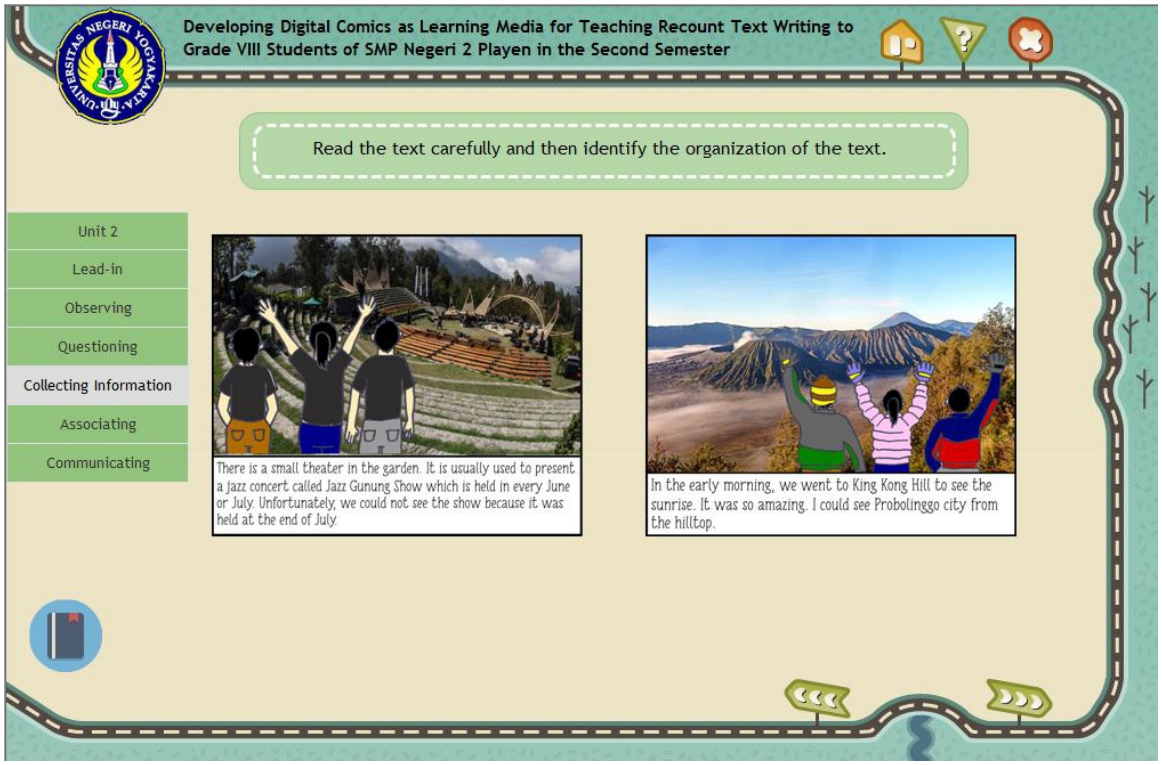


Slide 74 (Collecting Information – Do you know?)



Slide 75 (Collecting Information – Page 1)

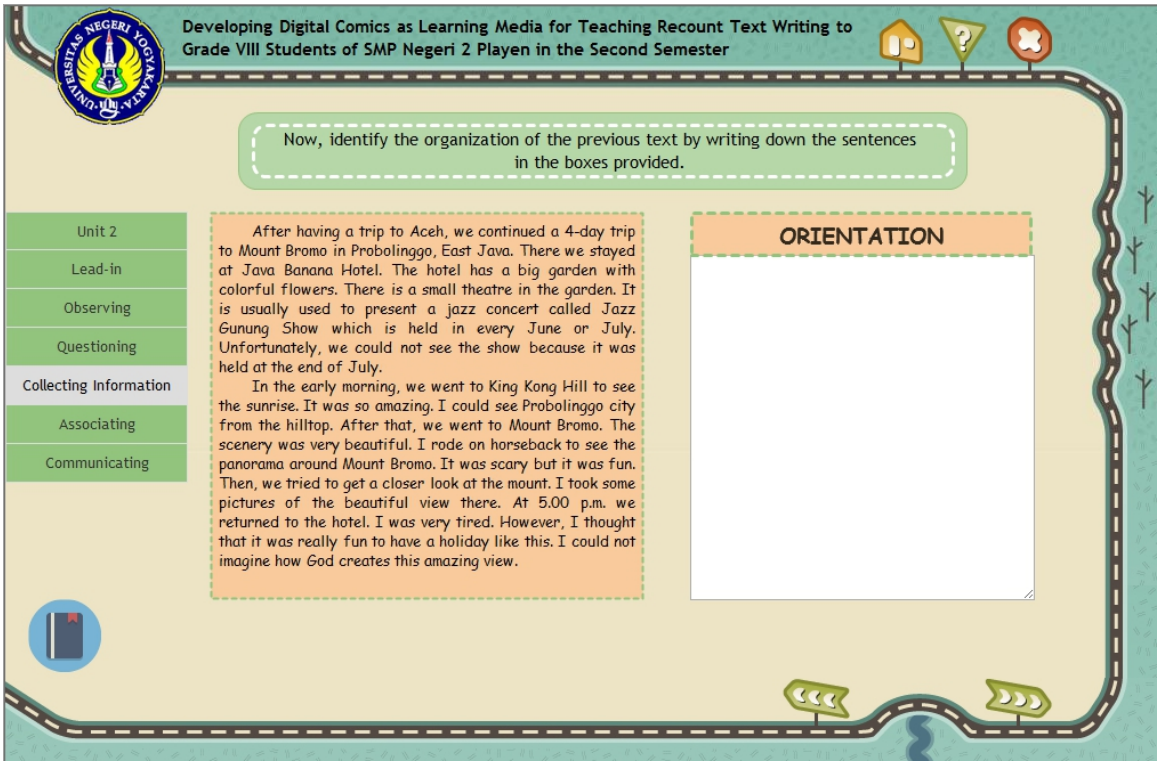
Slide 76 (Collecting Information – Page 2)



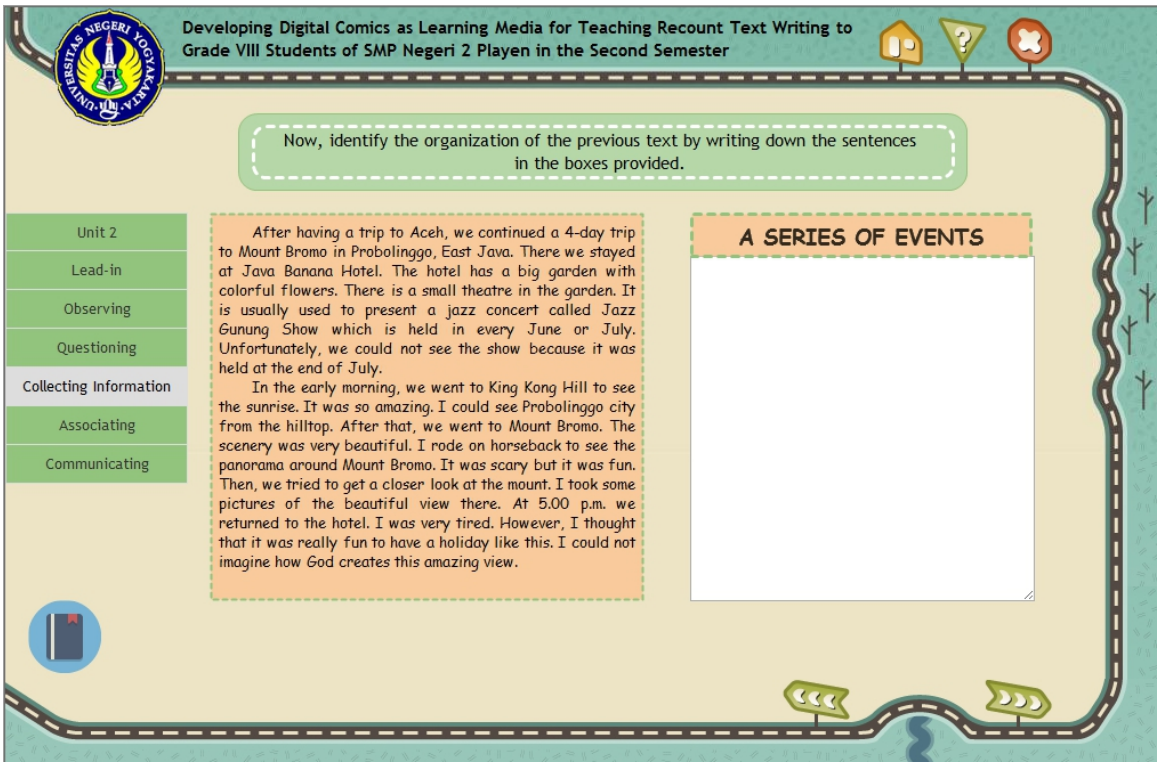
Slide 77 (Collecting Information – Page 3)

Slide 78 (Collecting Information – Page 4)

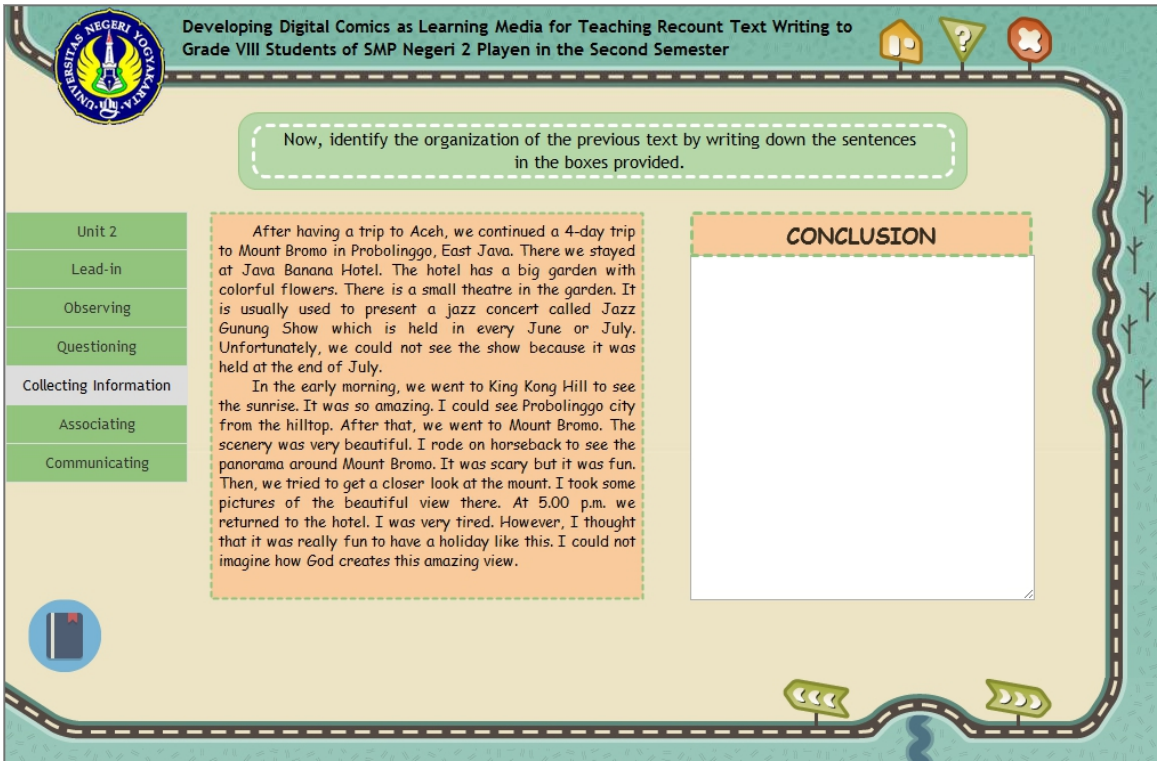
Slide 79 (Collecting Information – Page 5)



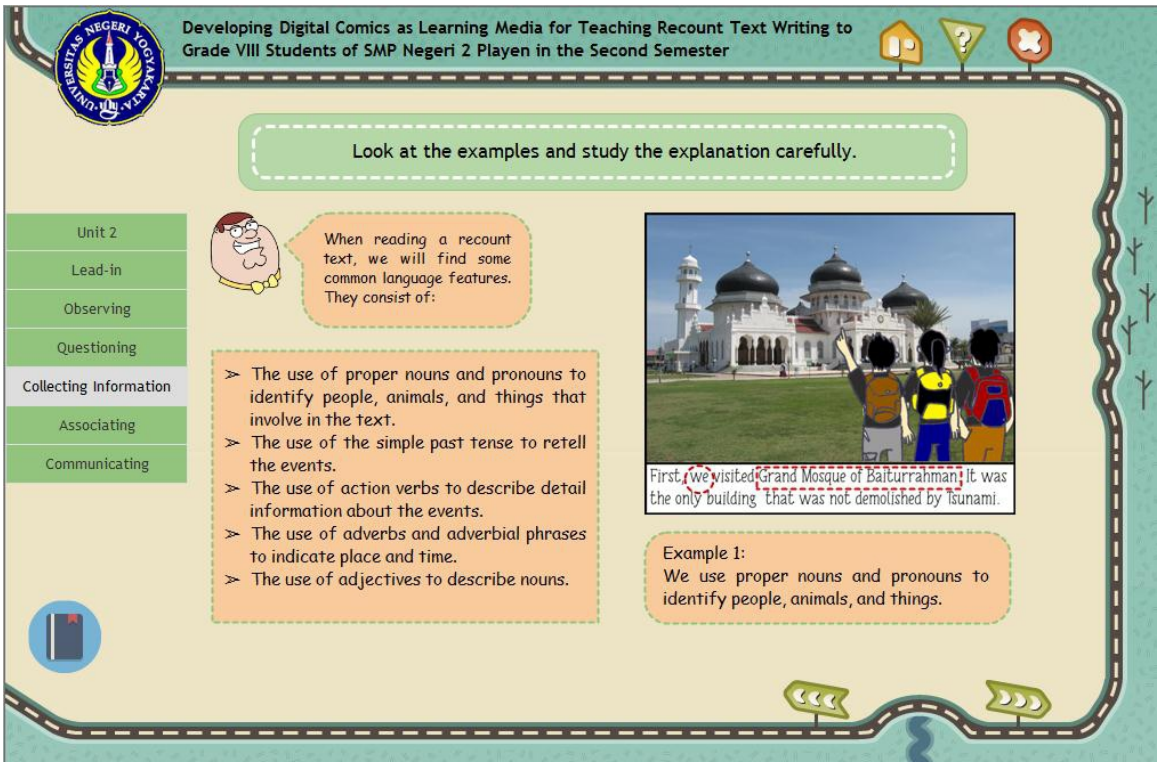
Slide 80 (Collecting Information – Page 6)



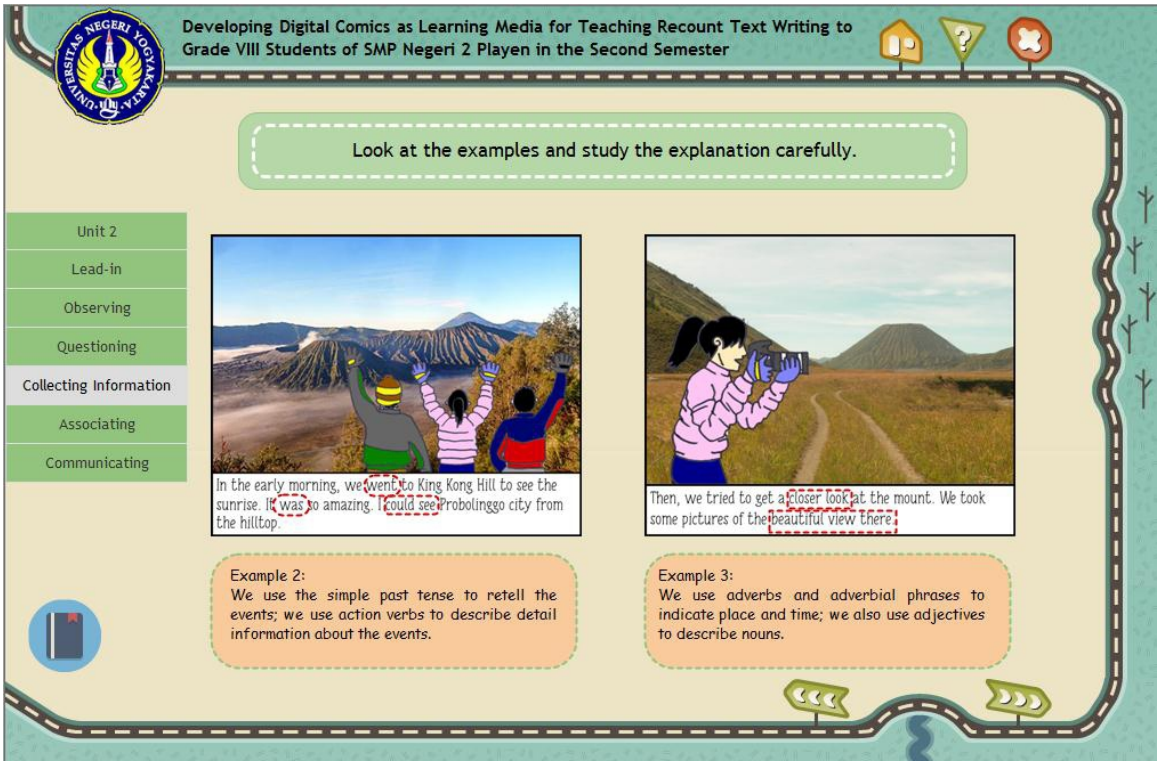
Slide 81 (Collecting Information – Page 7)



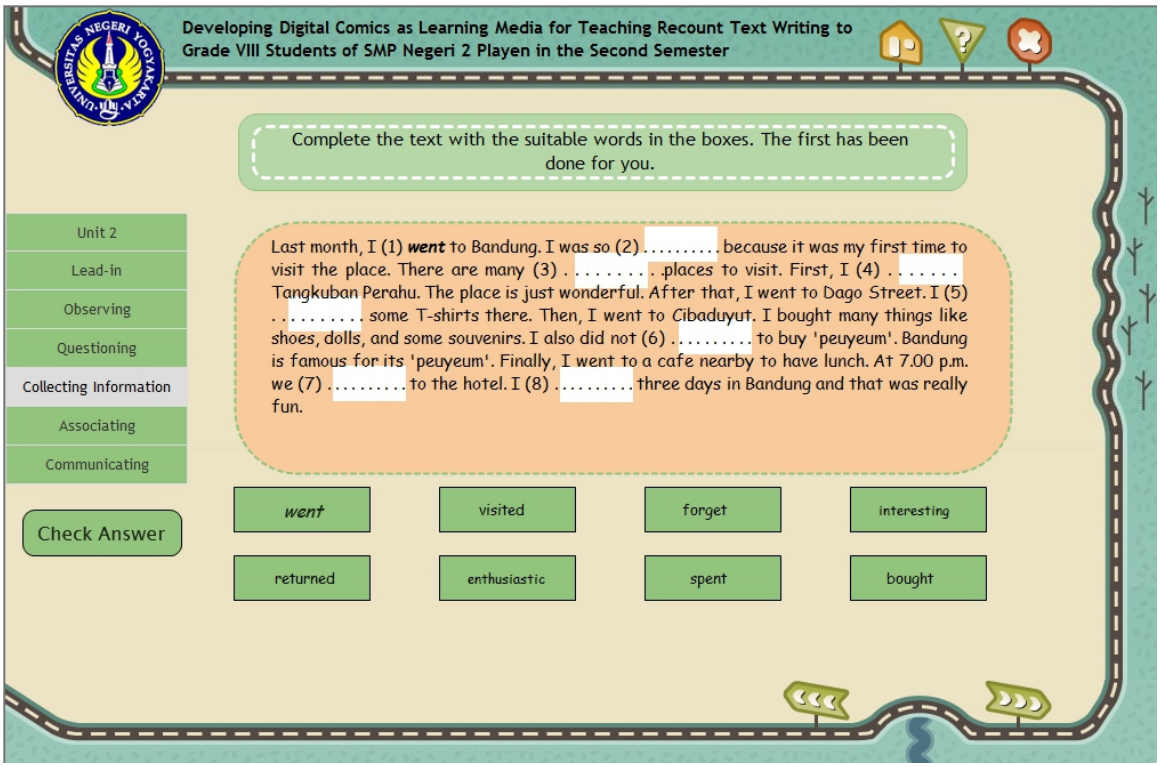
Slide 82 (Collecting Information – Page 8)



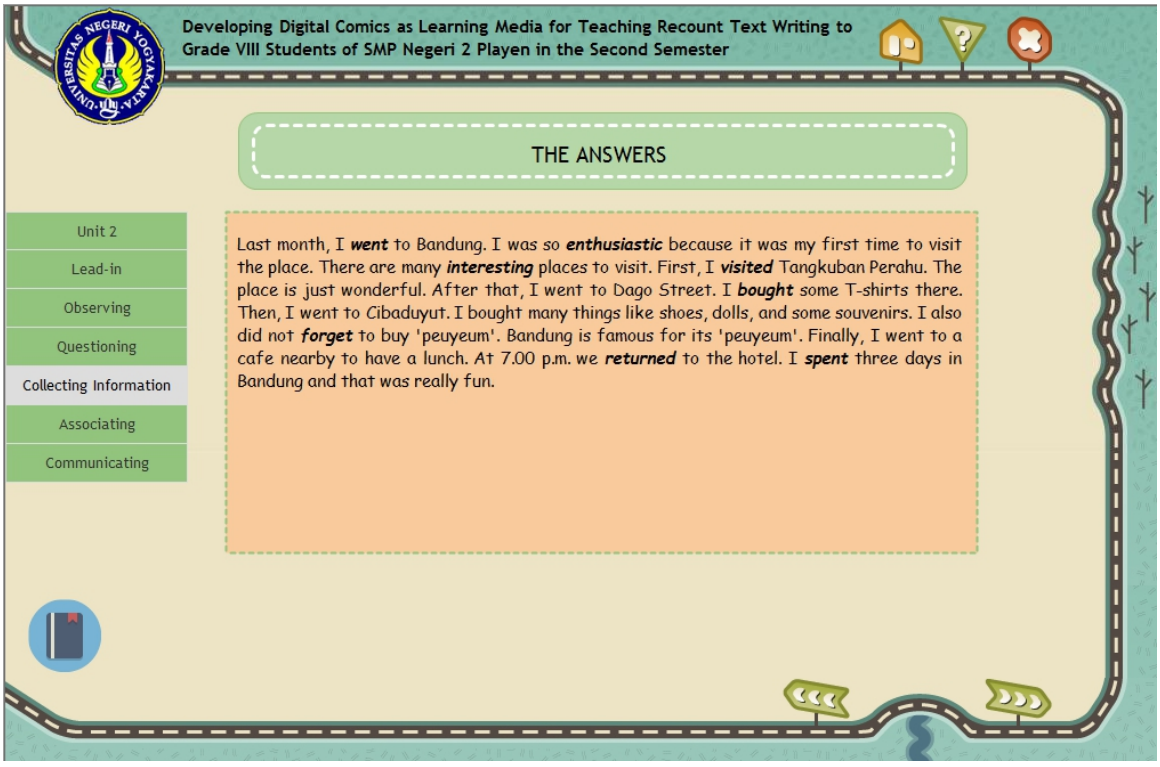
Slide 83 (Collecting Information – Page 9)



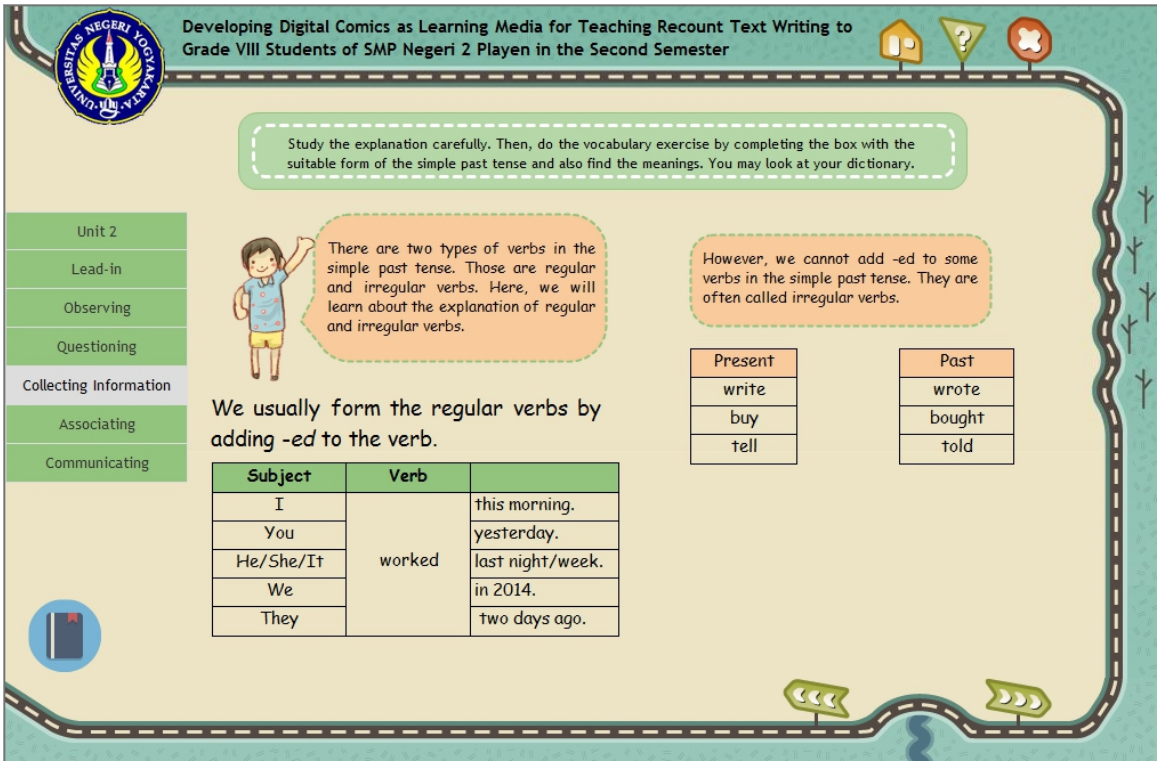
Slide 84 (Collecting Information – Page 10)



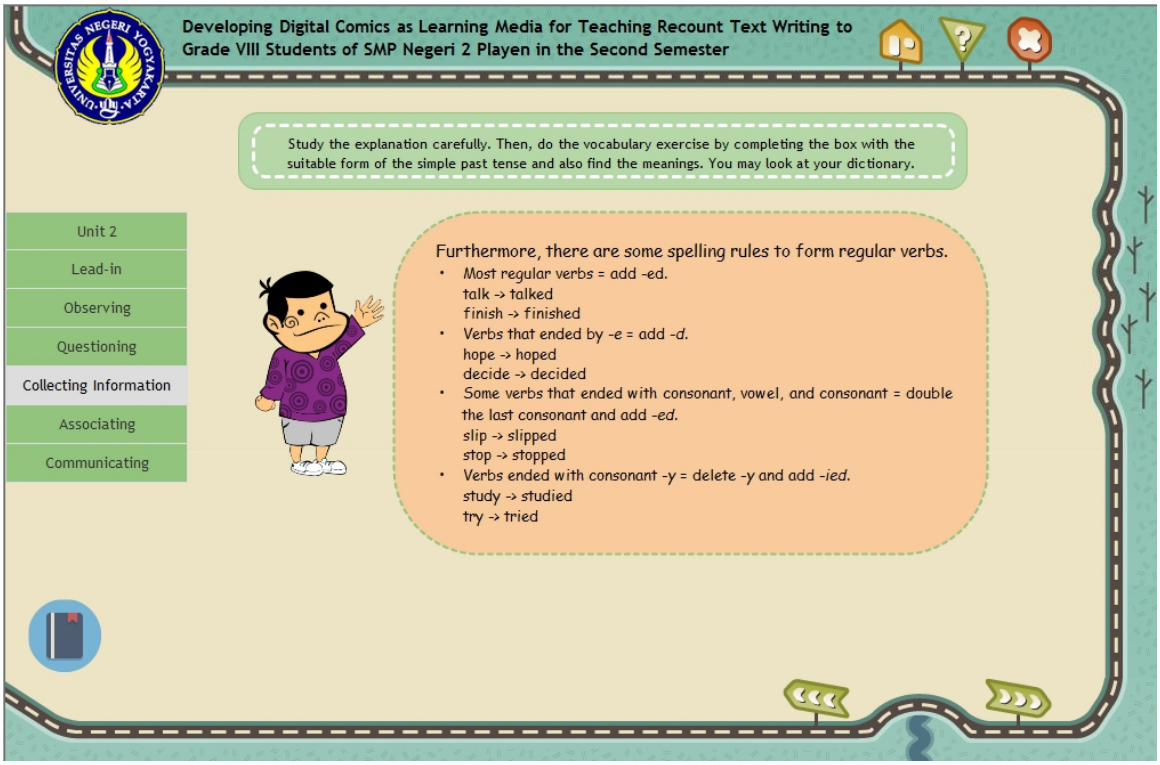
Slide 85 (Collecting Information – Page 11)



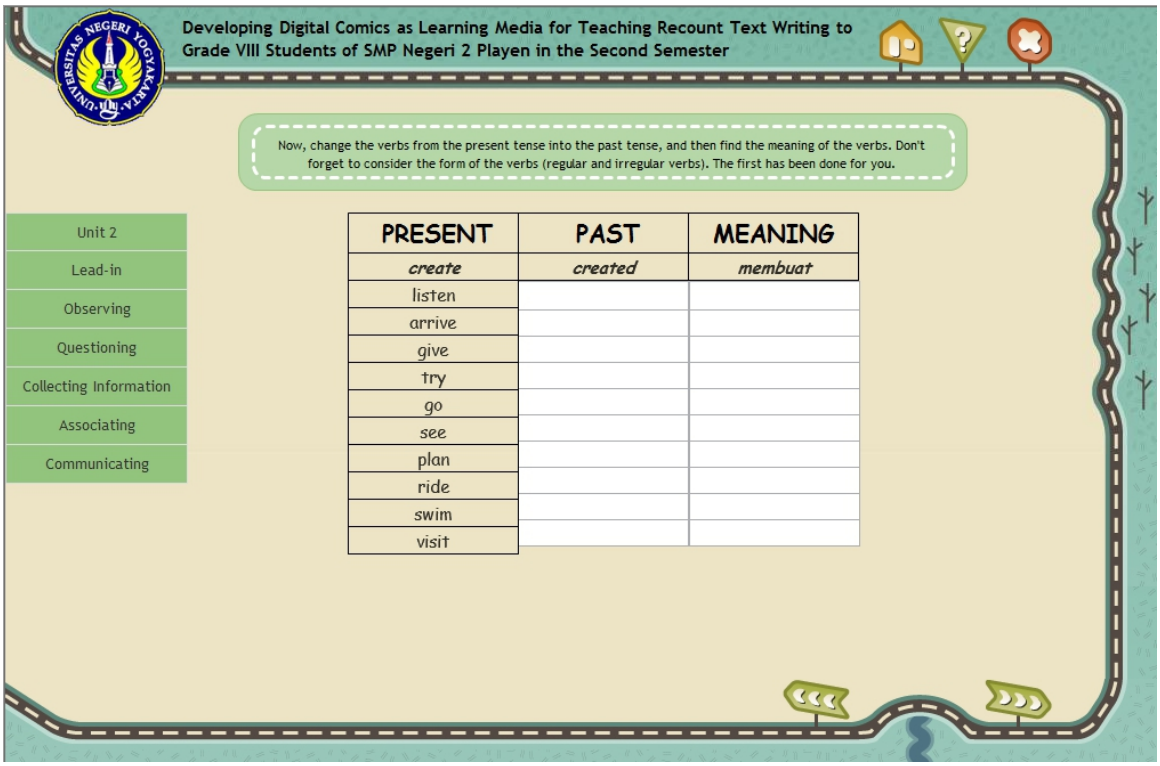
Slide 86 (Collecting Information – Page 12)



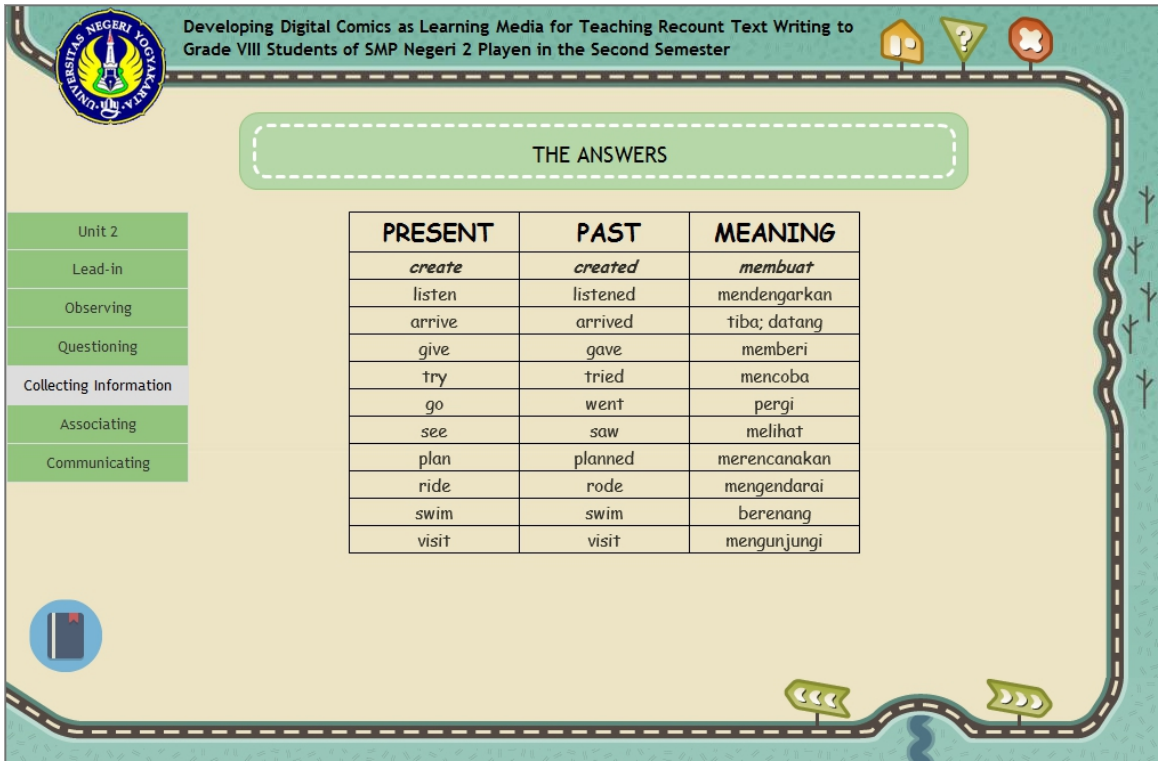
Slide 87 (Collecting Information – Page 13)



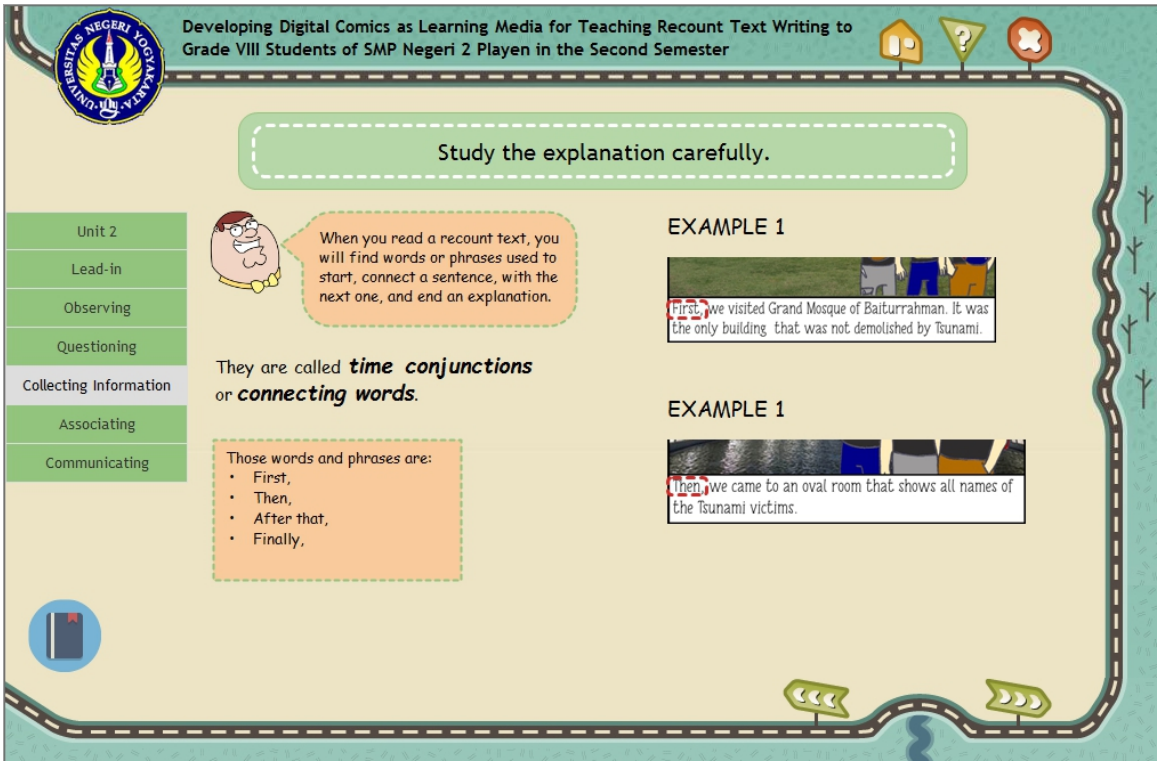
Slide 88 (Collecting Information – Page 14)



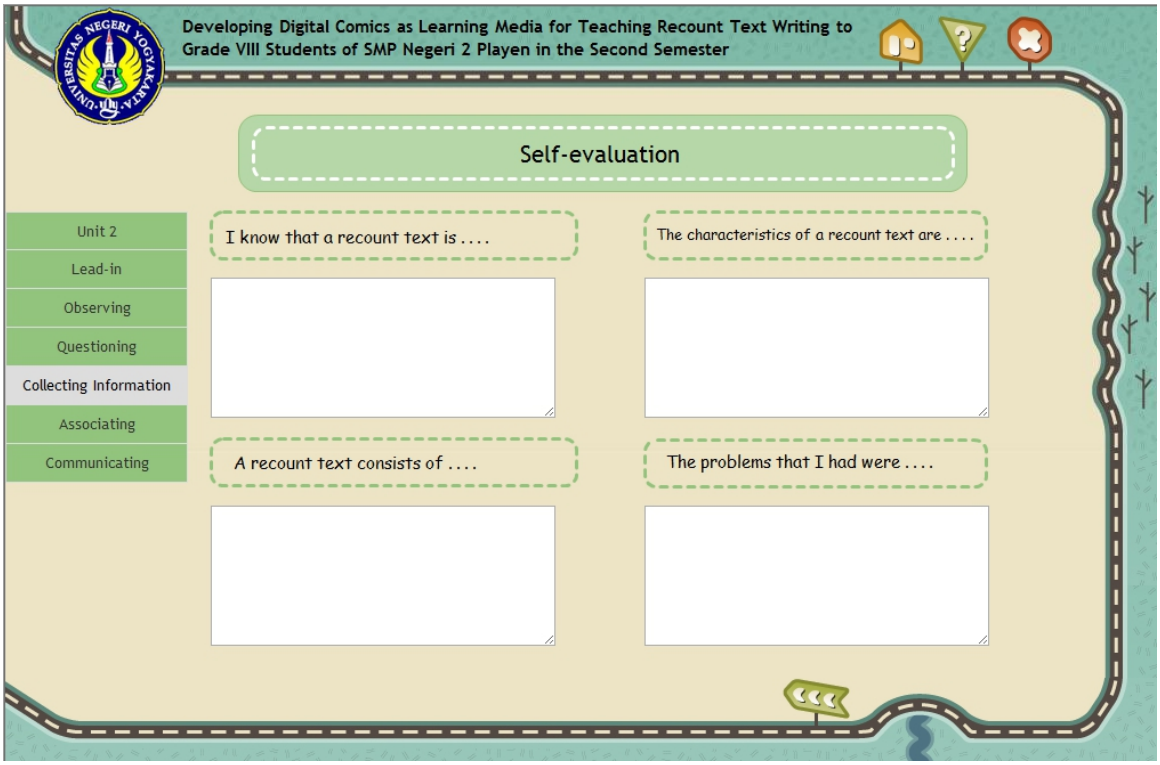
Slide 89 (Collecting Information – Page 15)



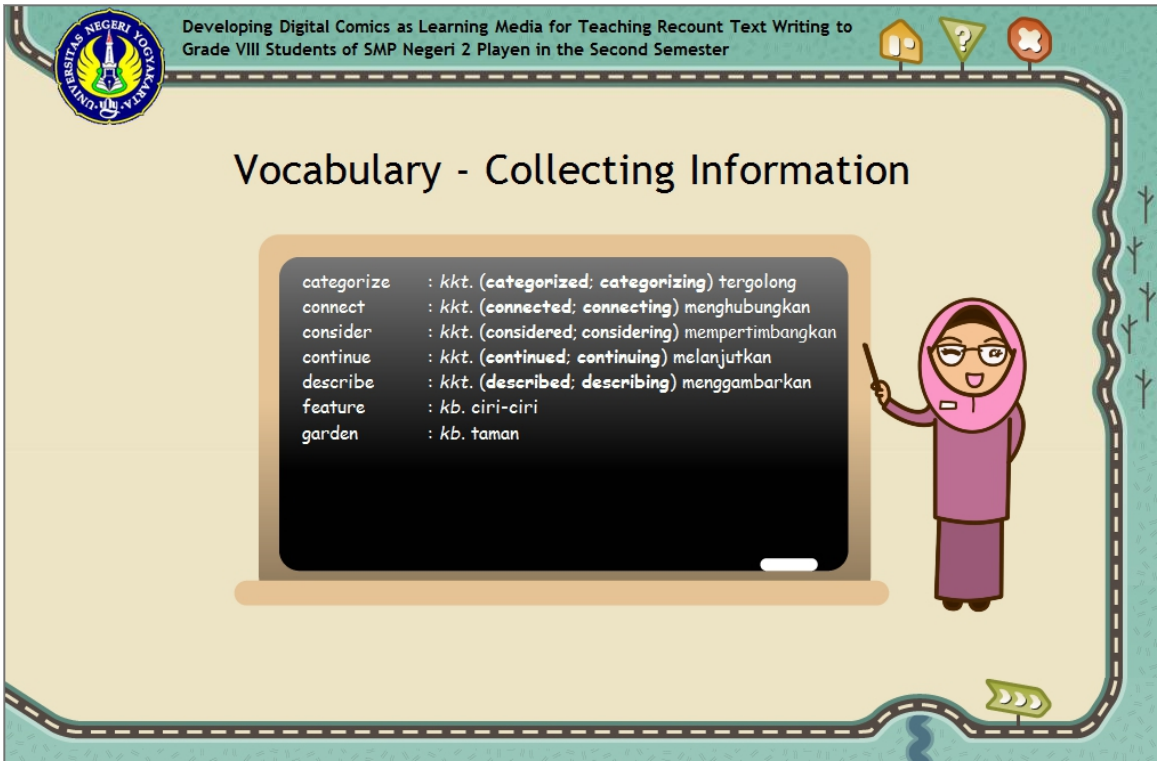
Slide 90 (Collecting Information – Page 16)



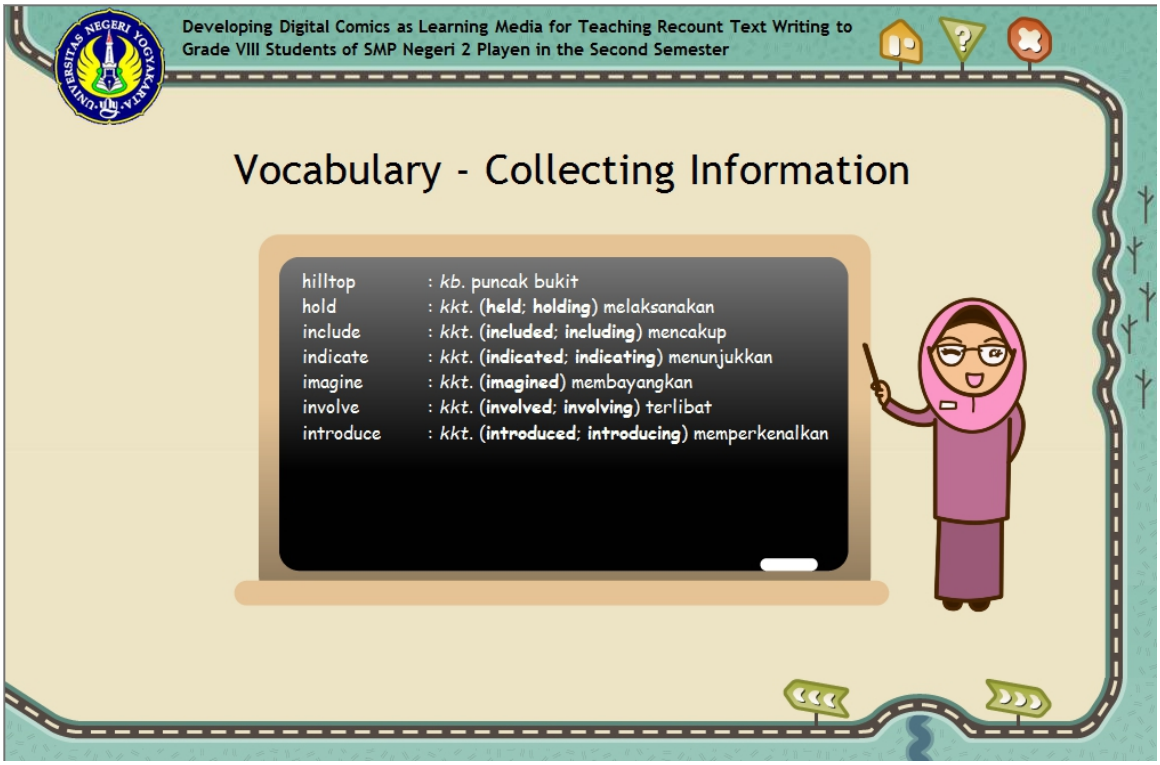
Slide 91 (Collecting Information – Page 17)



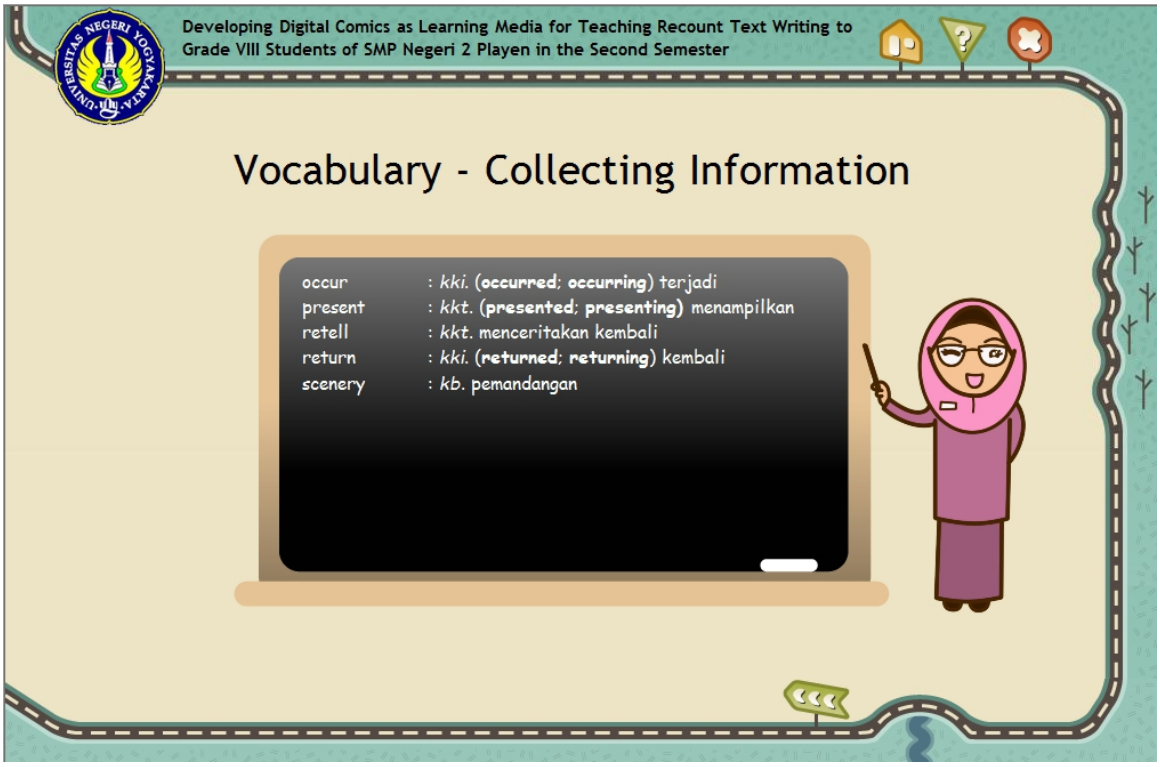
Slide 92 (Collecting Information – Page 18)



Slide 93 (Collecting Information – Vocabulary)

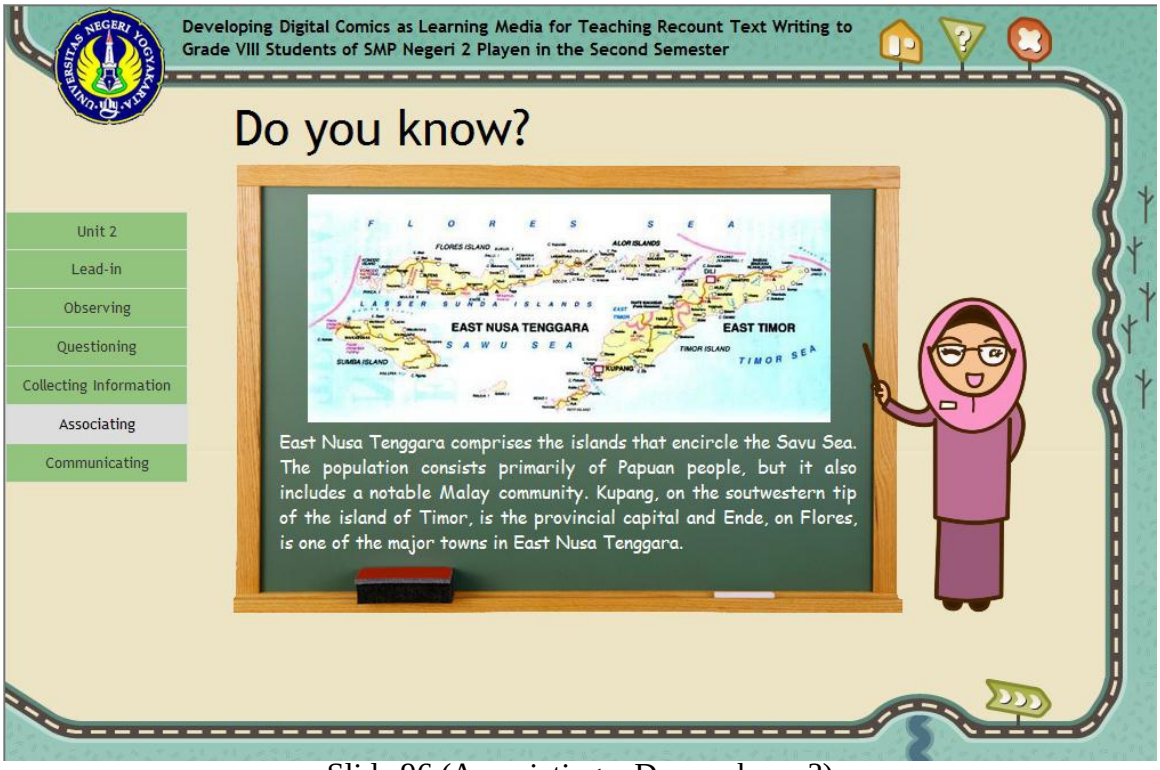


Slide 94 (Collecting Information – Vocabulary)

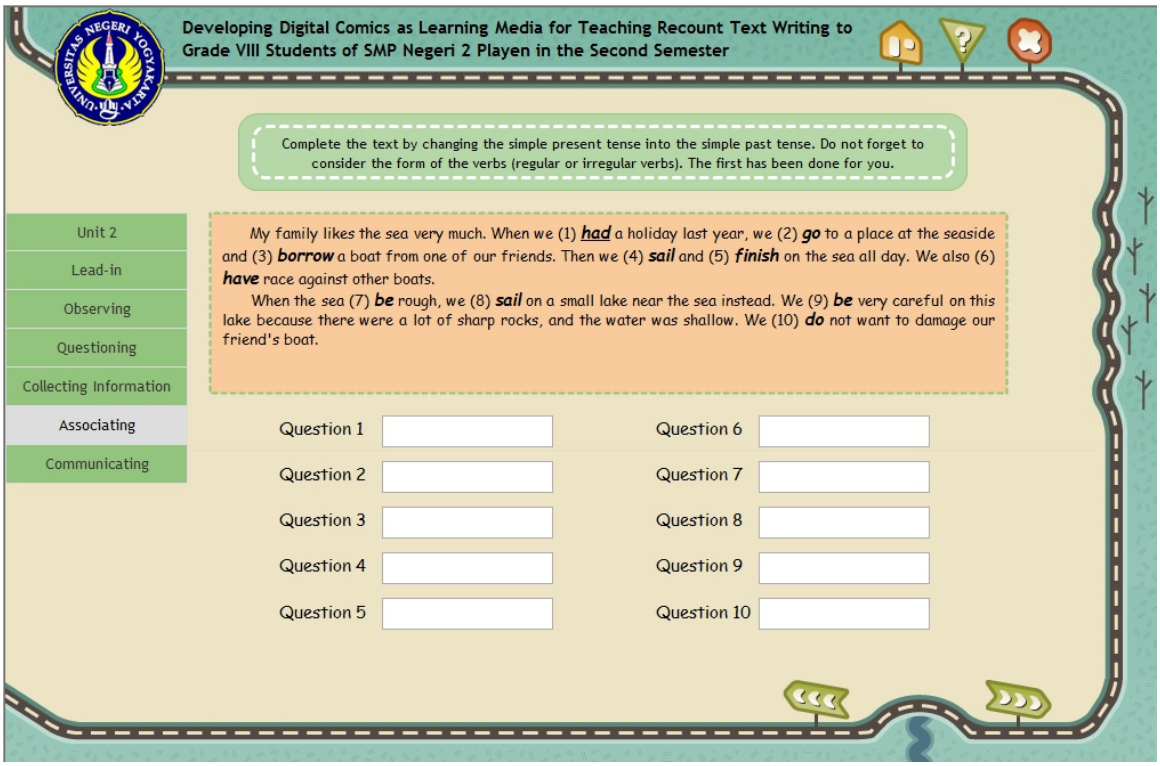


Slide 95 (Collecting Information – Vocabulary)

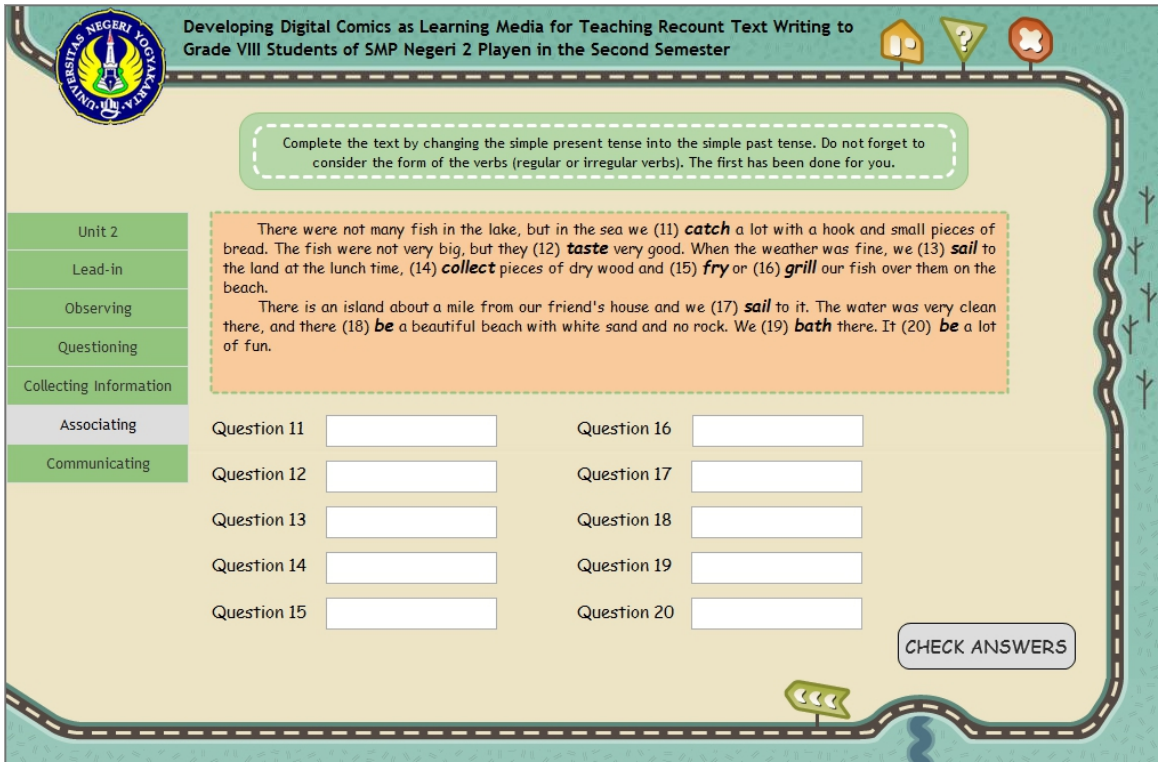
Associating



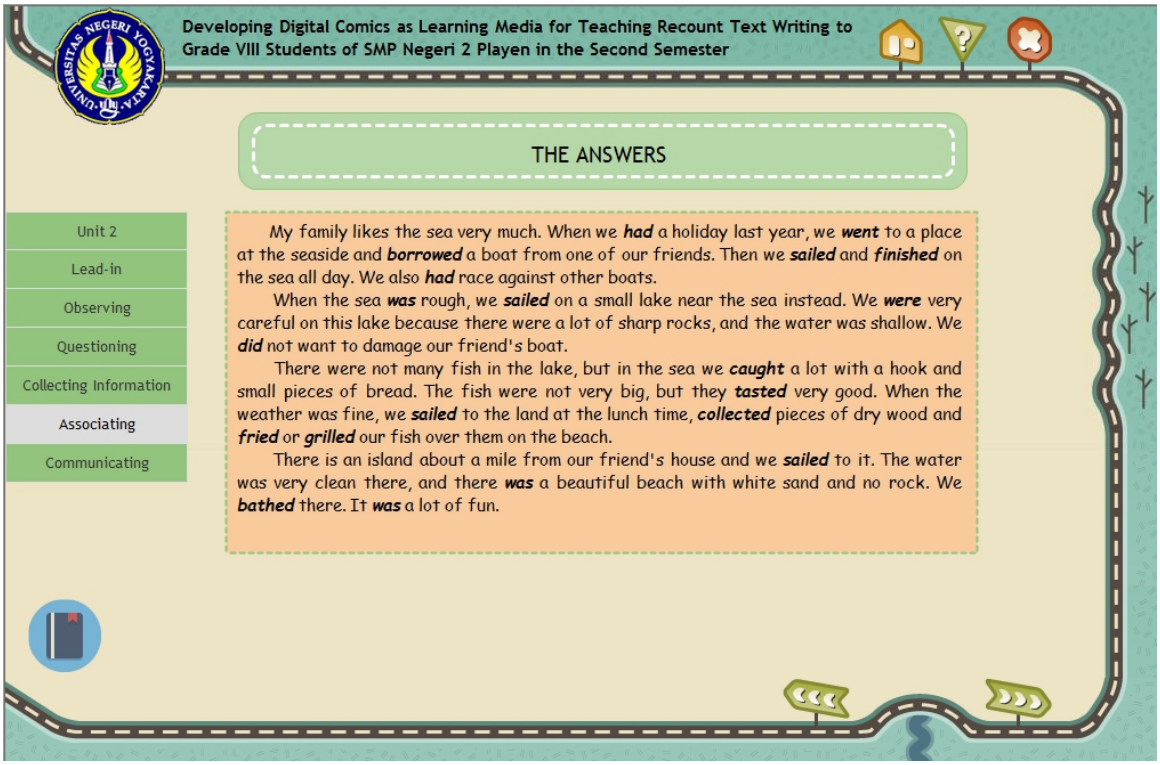
Slide 96 (Associating – Do you know?)



Slide 97 (Associating – Page 1)



Slide 98 (Associating – Page 2)



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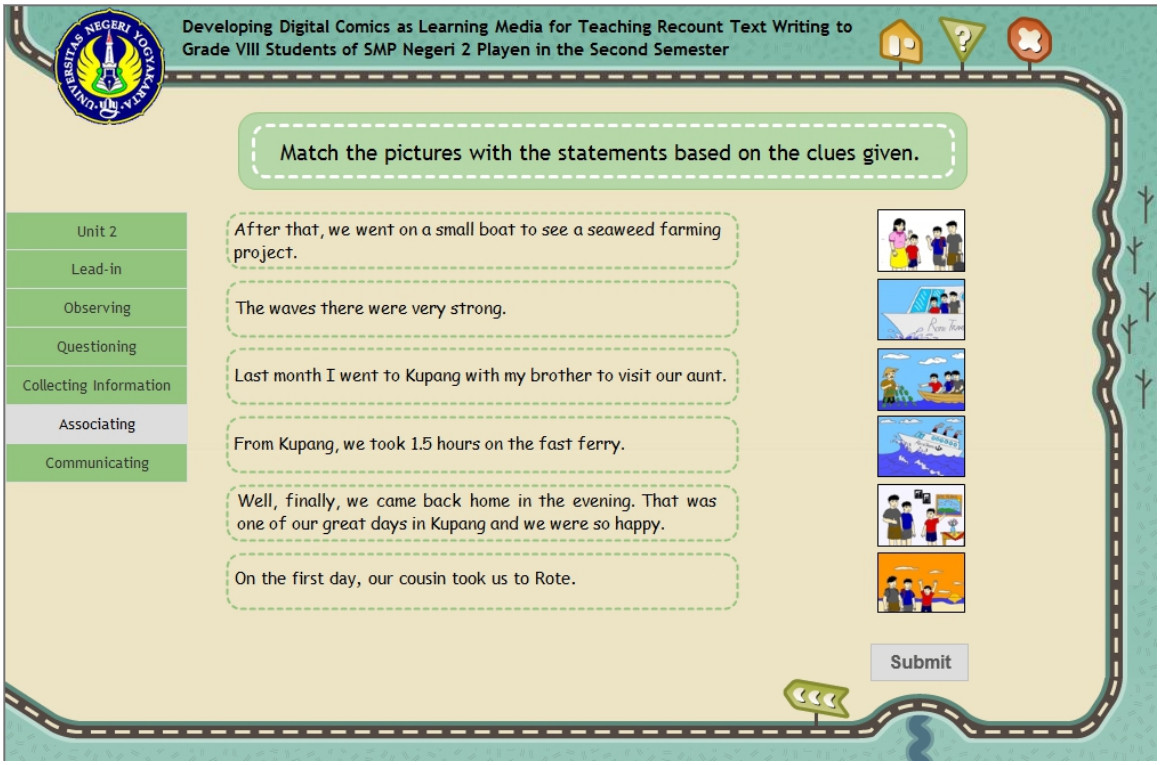

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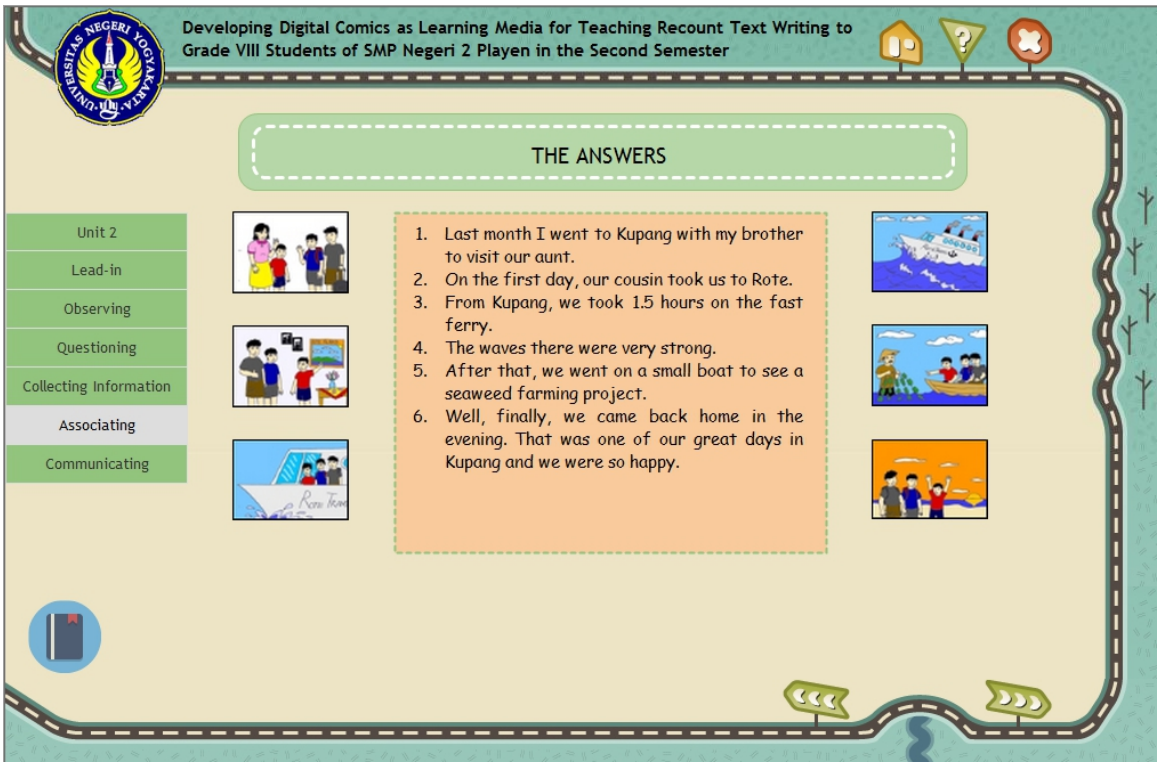
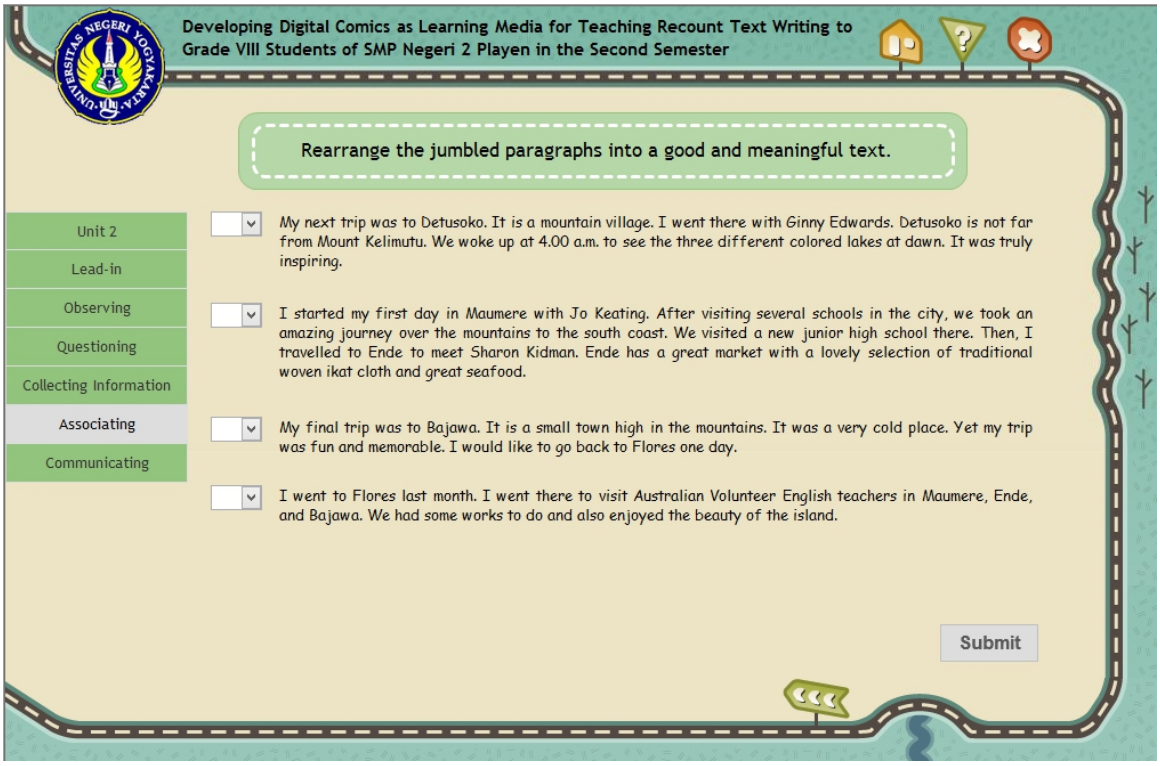


Slide 101 (Associating – Page 5)



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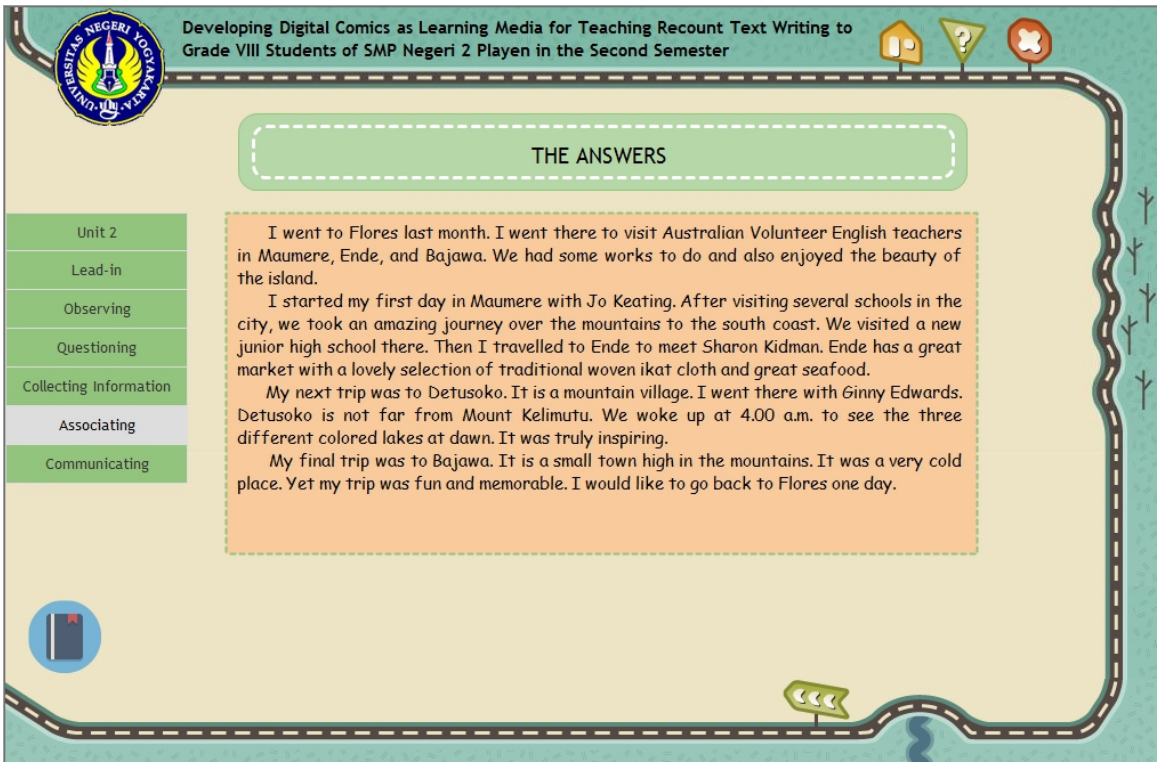

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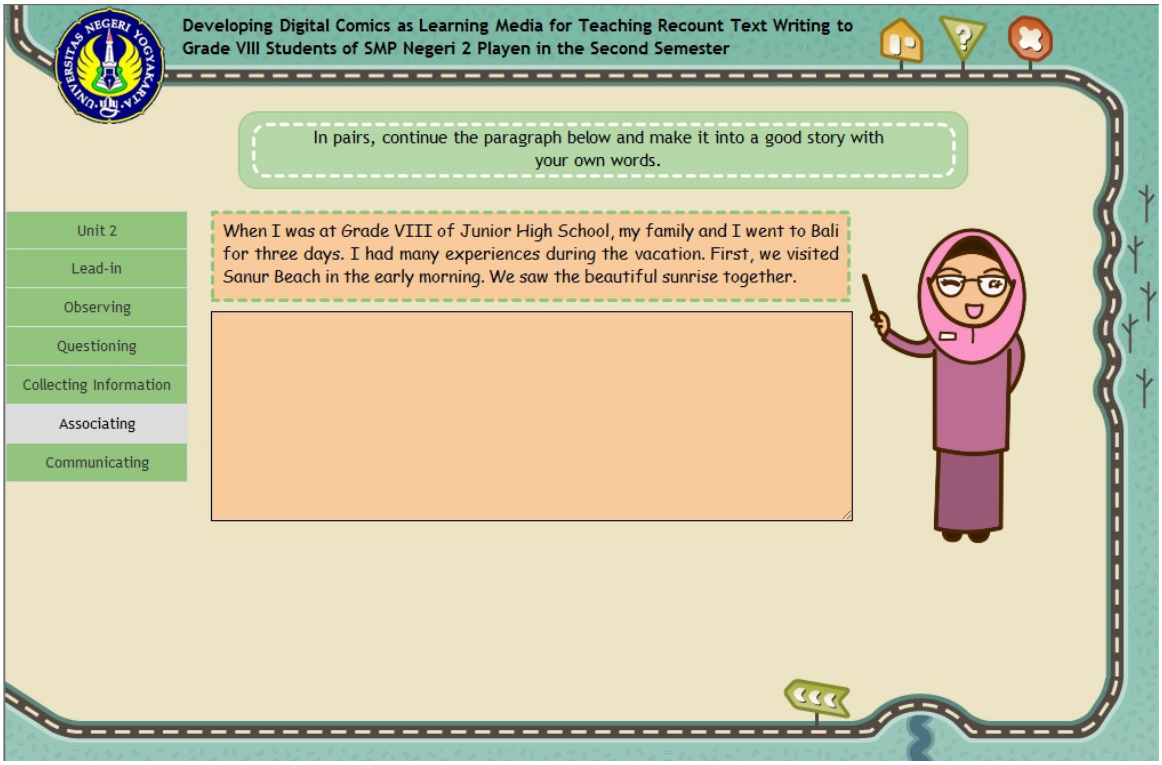

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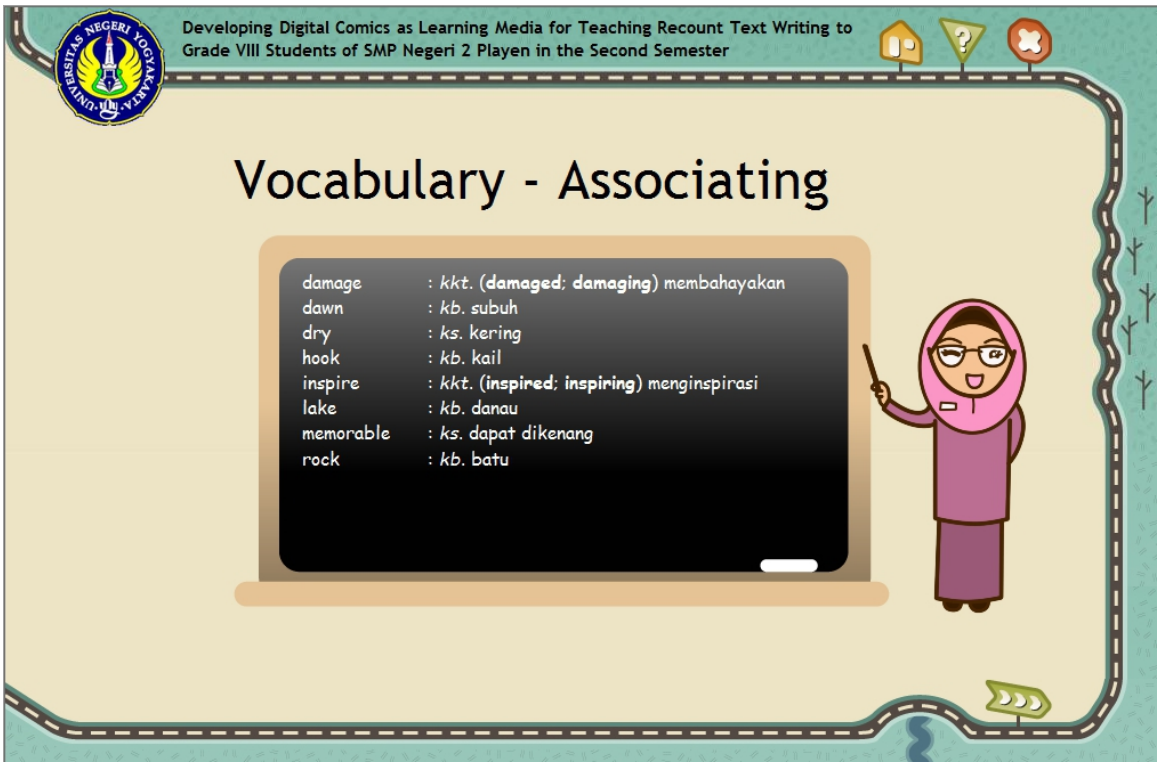
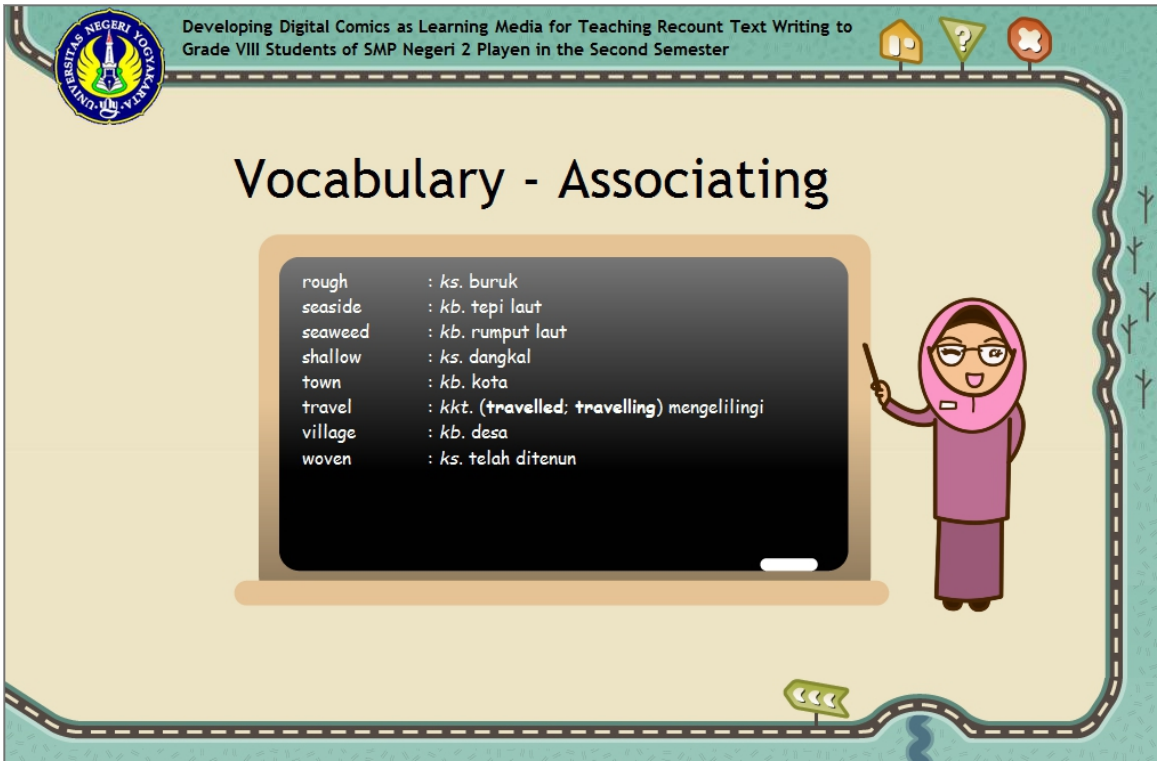
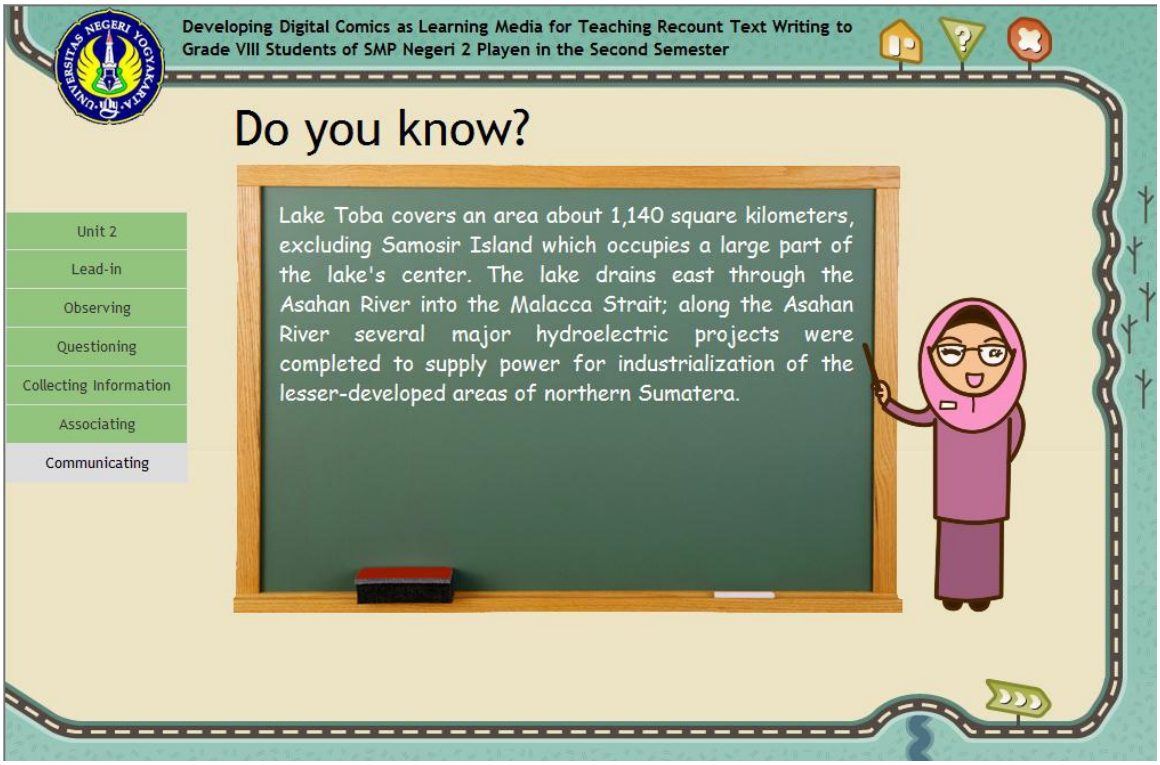


Slide 105 (Associating – Vocabulary)

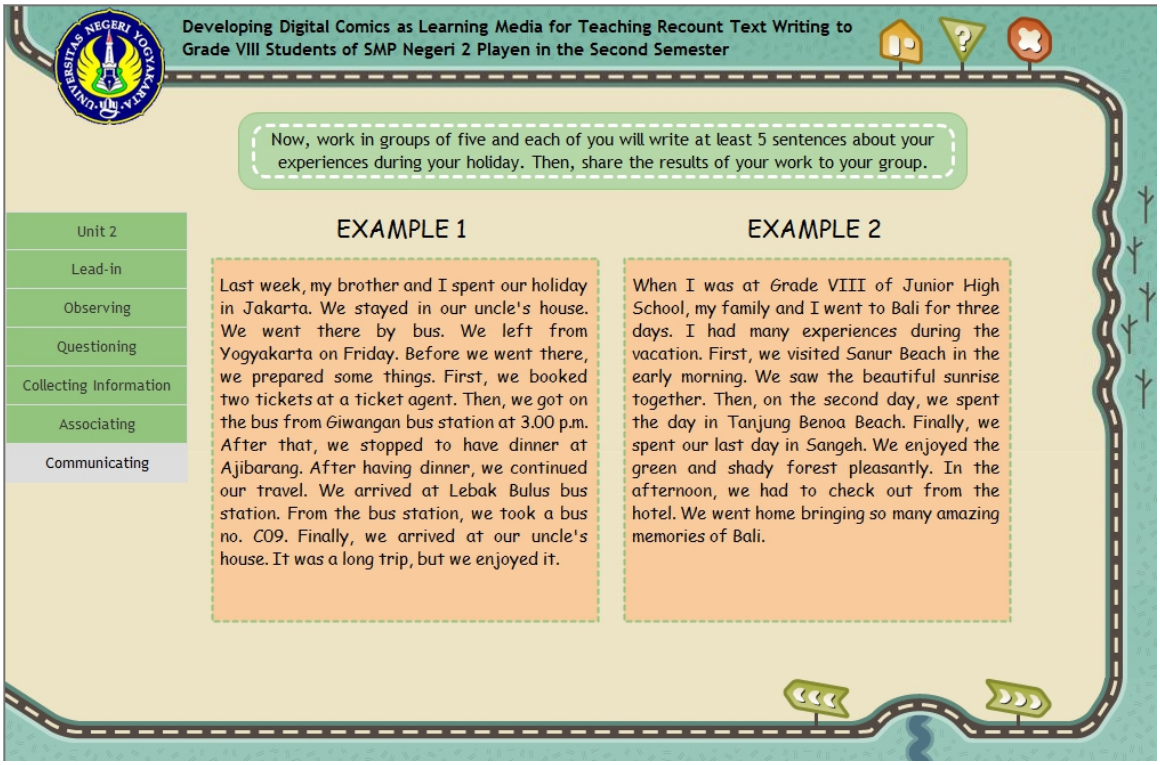


Slide 106 (Associating – Vocabulary)

Communicating

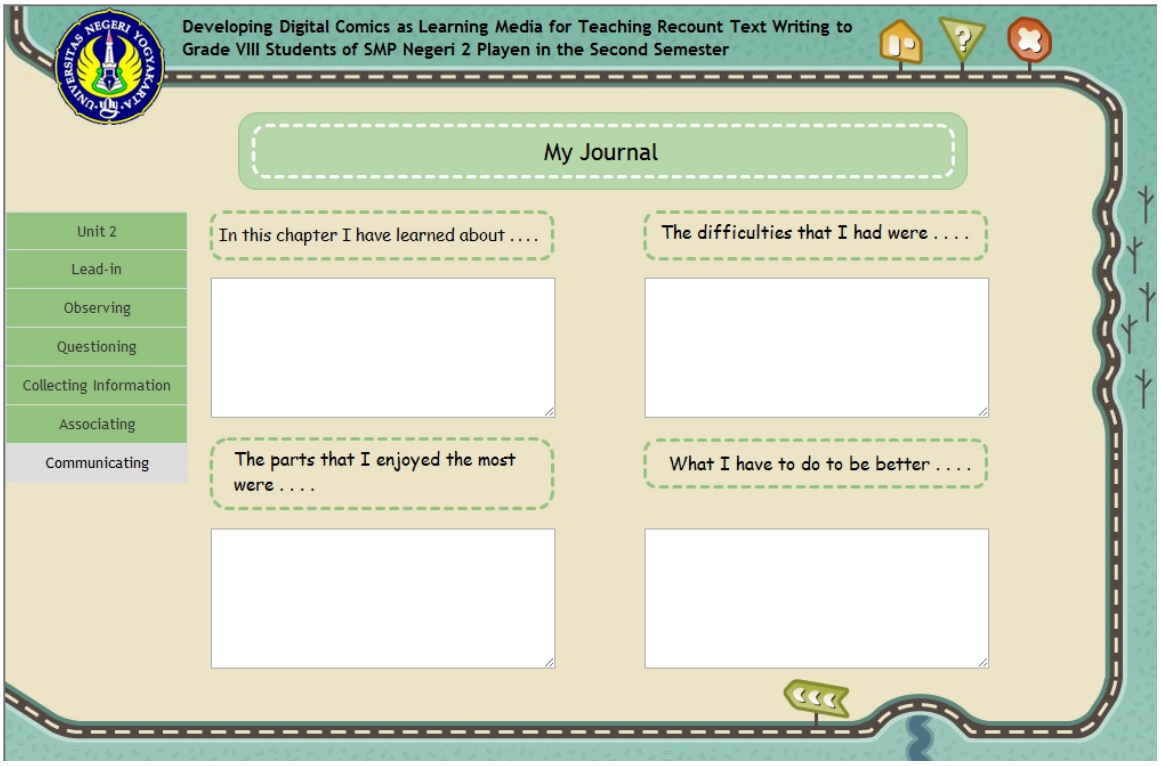


Slide 107 (Communicating – Do you know?)



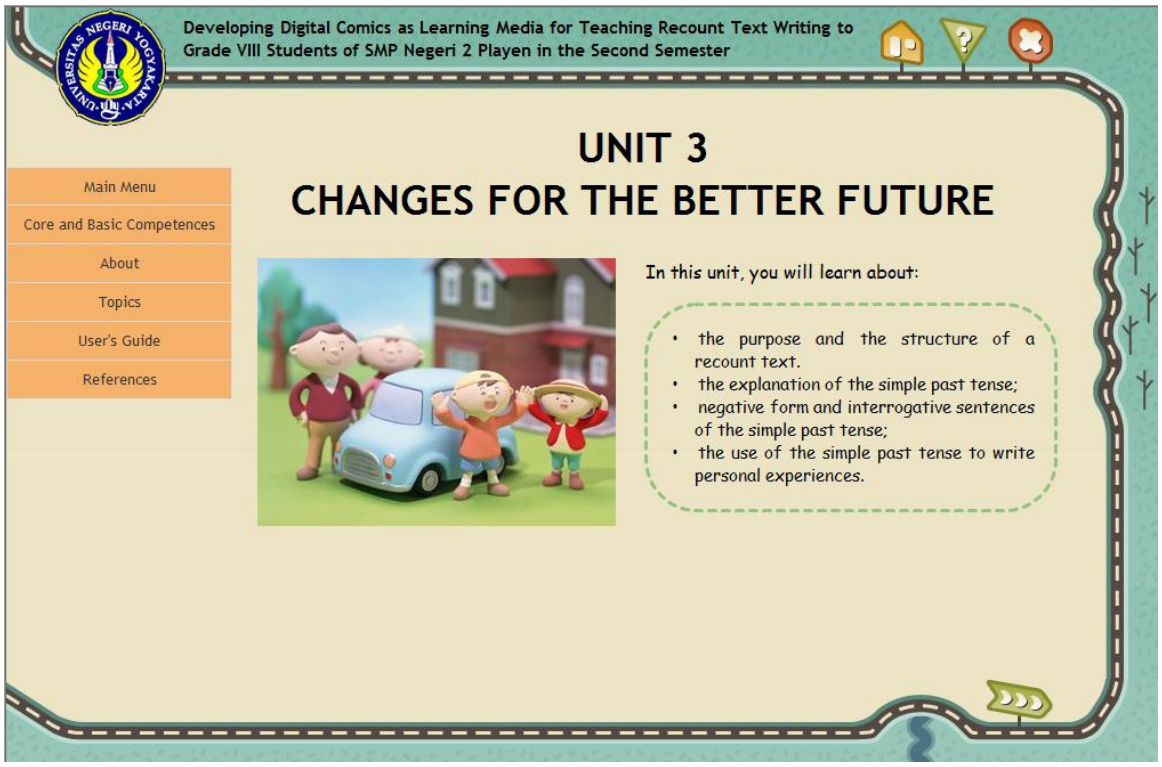
Slide 108 (Communicating – Page 1)

Slide 109 (Communicating – Page 3)



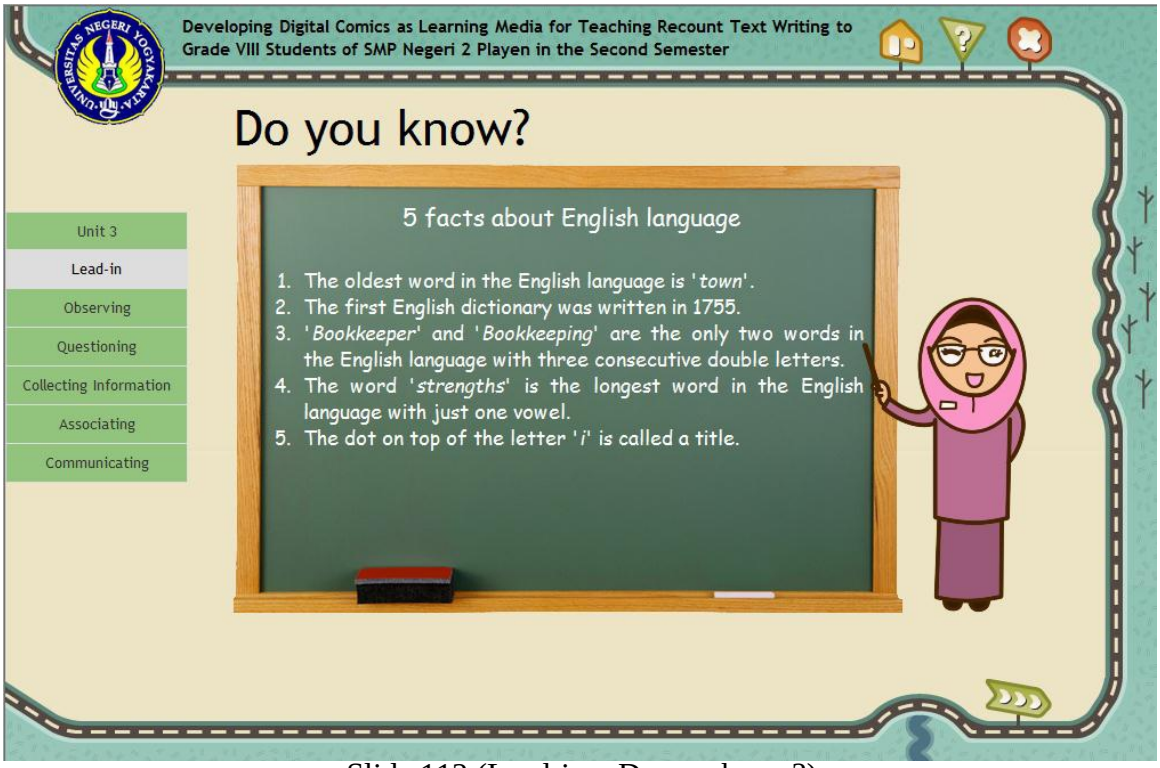
Slide 110 (Communicating – Page 4)

UNIT 3
CHANGES FOR THE BETTER FUTURE



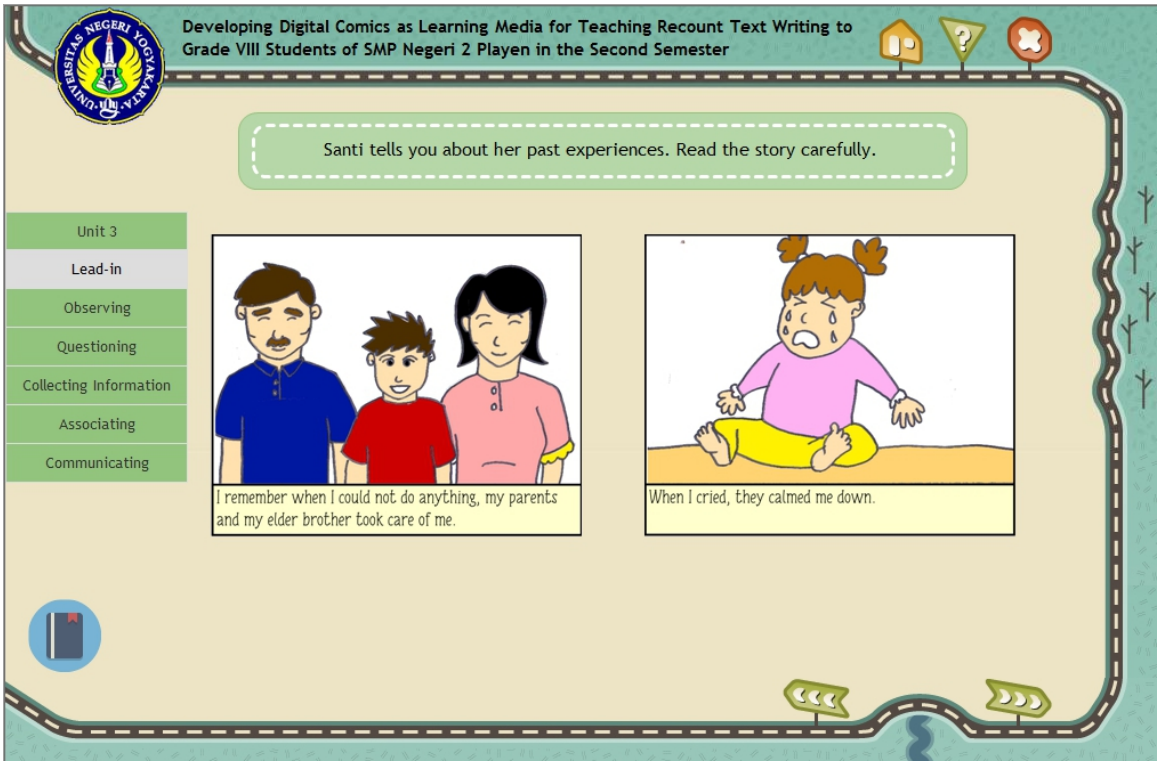
Slide 111 (Unit 3 Cover)

Lead-in

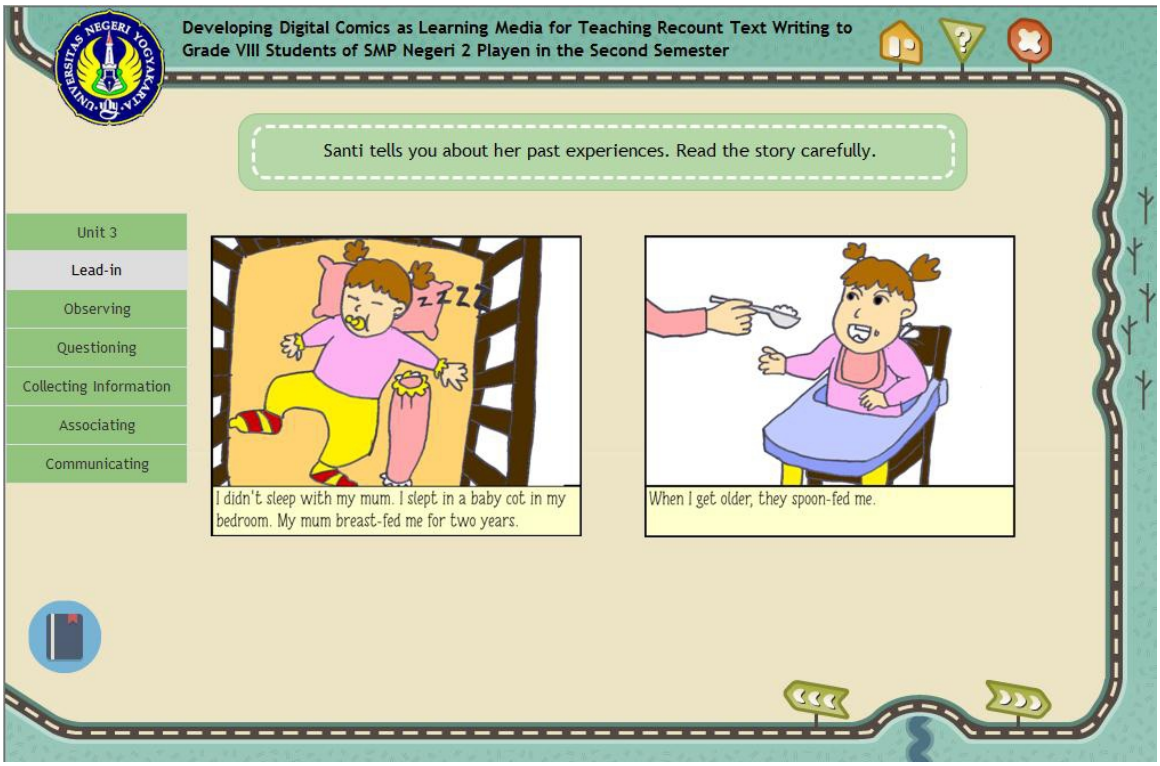


Slide 112 (Lead-in – Do you know?)

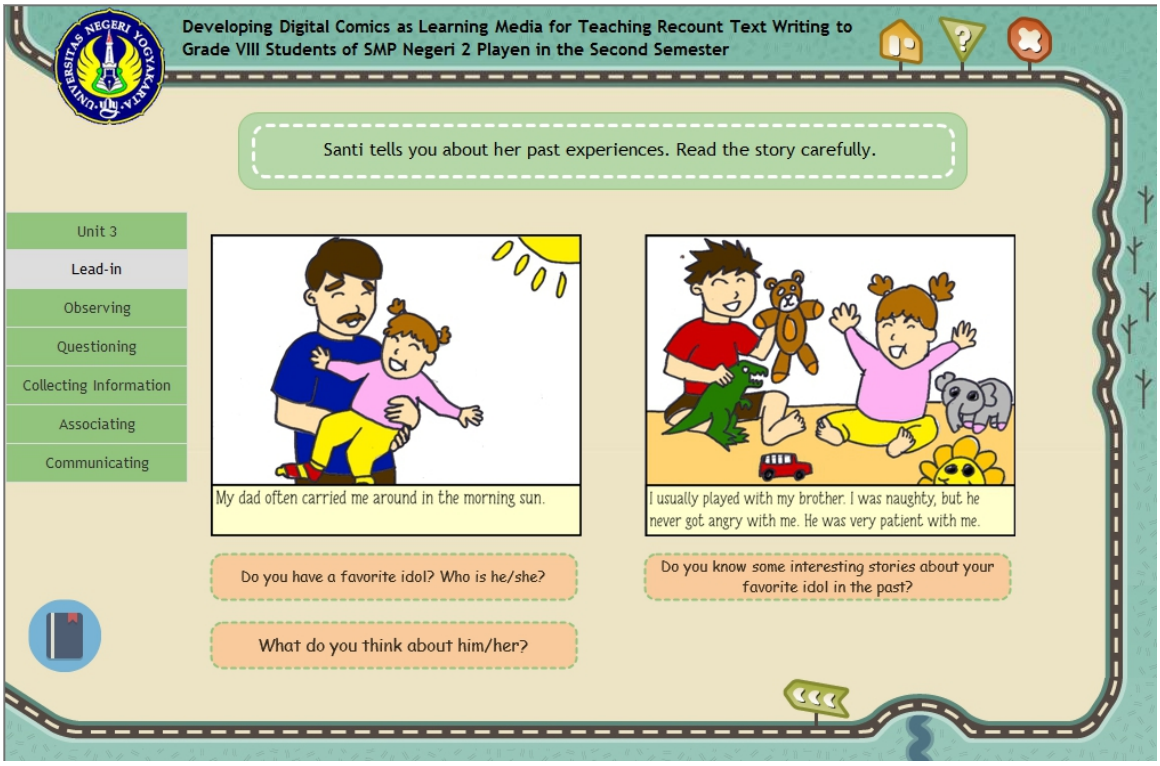
Slide 113 (Lead-in – Page 1)



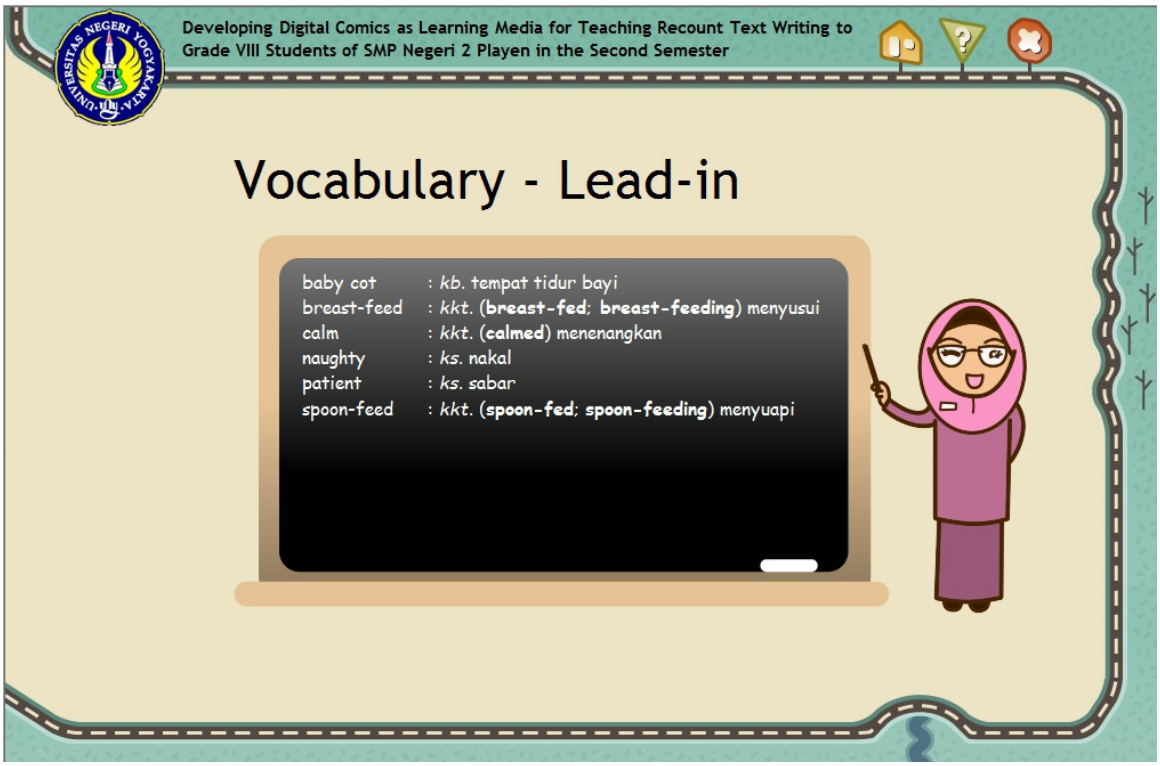
Slide 114 (Lead-in – Page 2)



Slide 115 (Lead-in – Page 3)

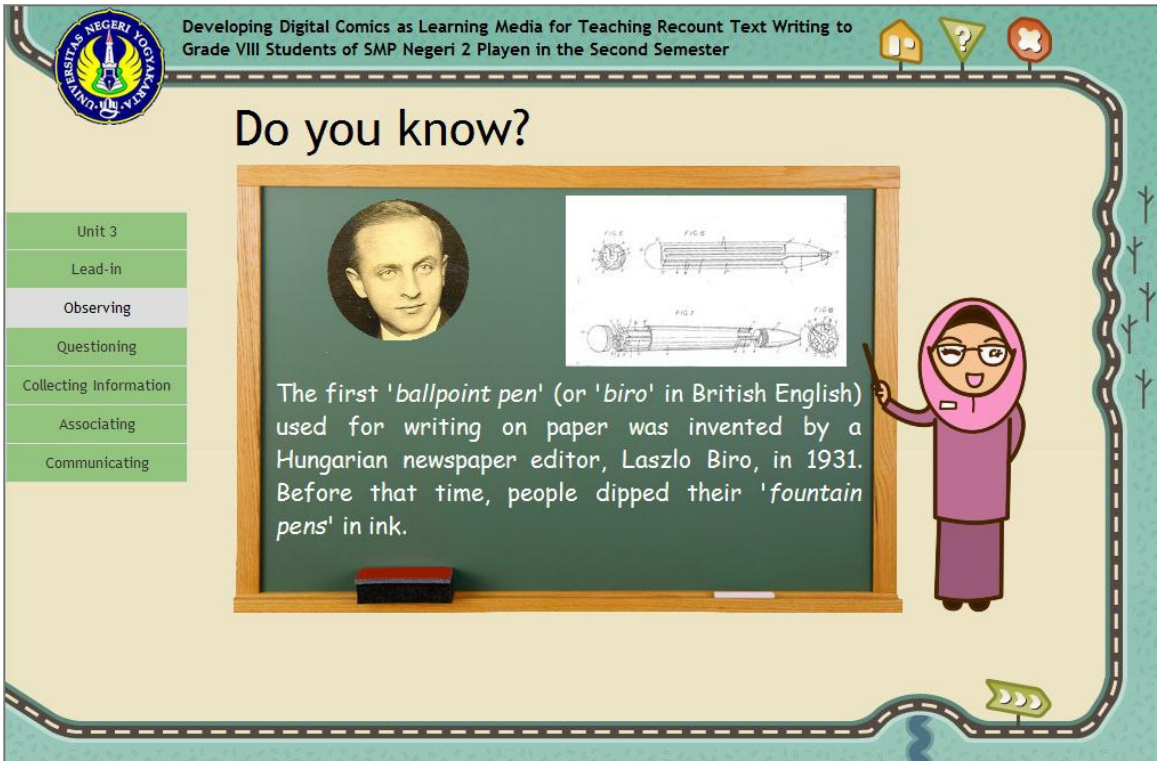


Slide 116 (Lead-in – Page 3)



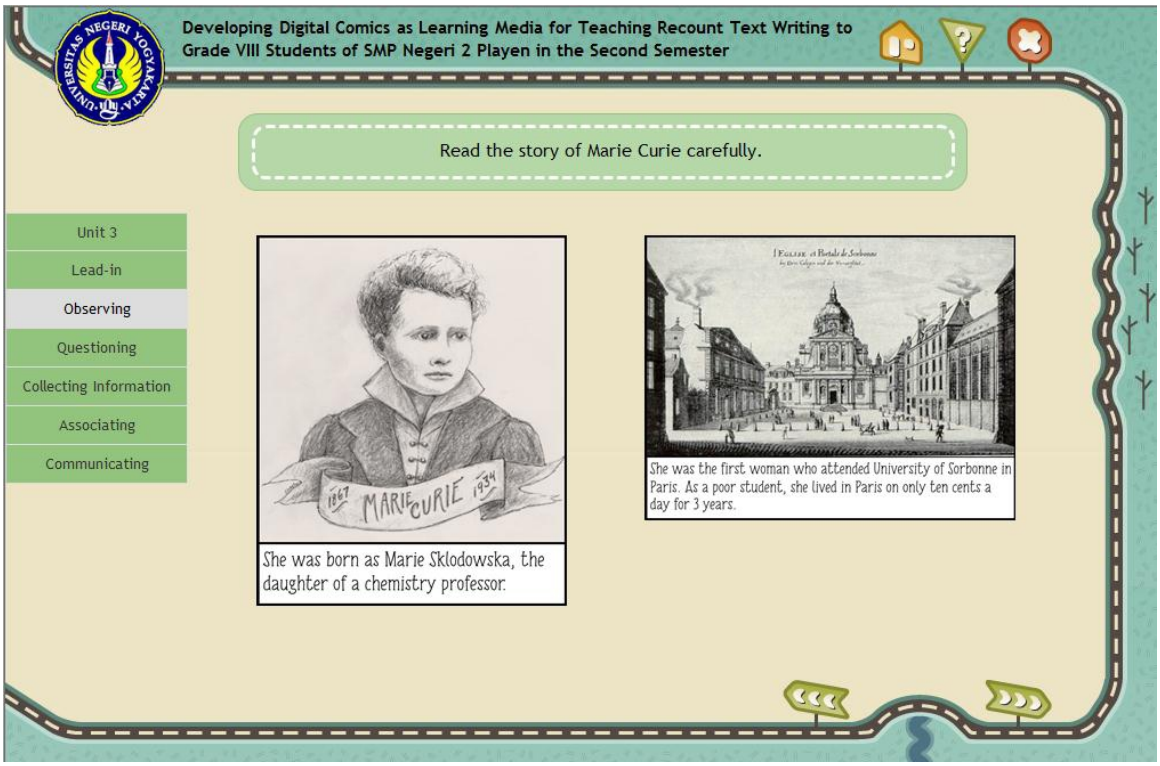
Slide 117 (Lead-in – Vocabulary)

Observing



Slide 118 (Observing – Do you know?)

Slide 119 (Observing – Page 1)



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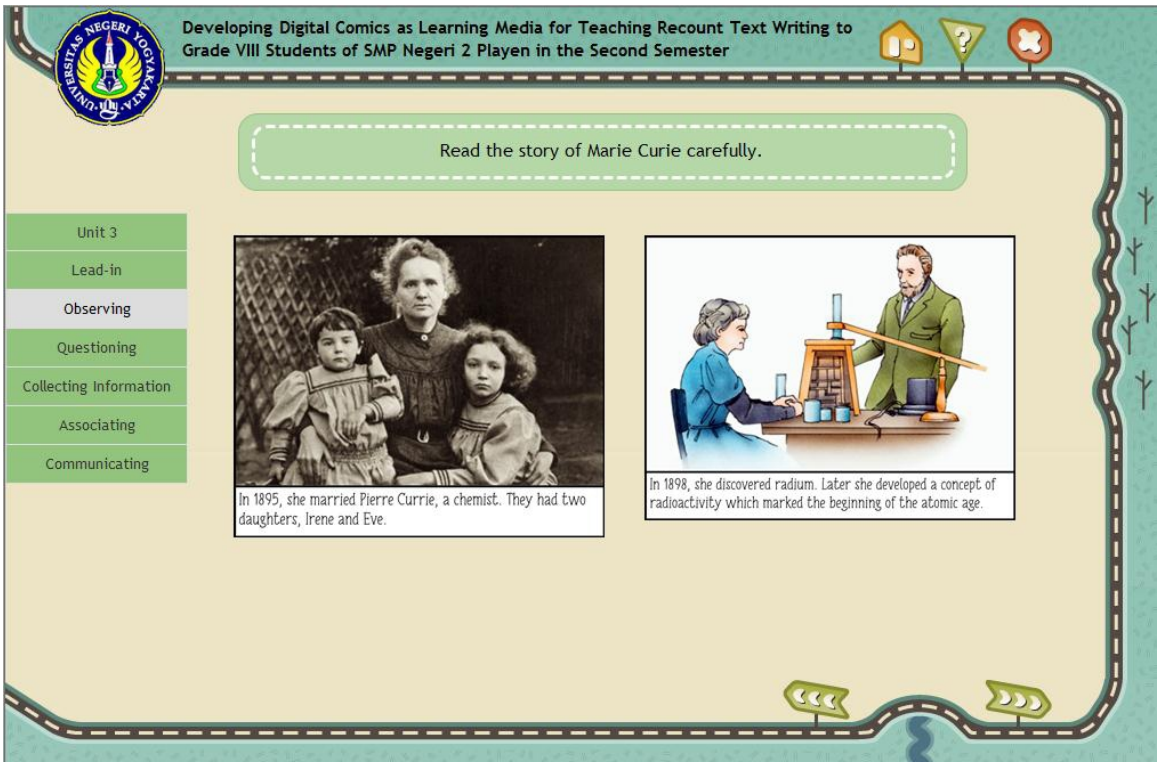

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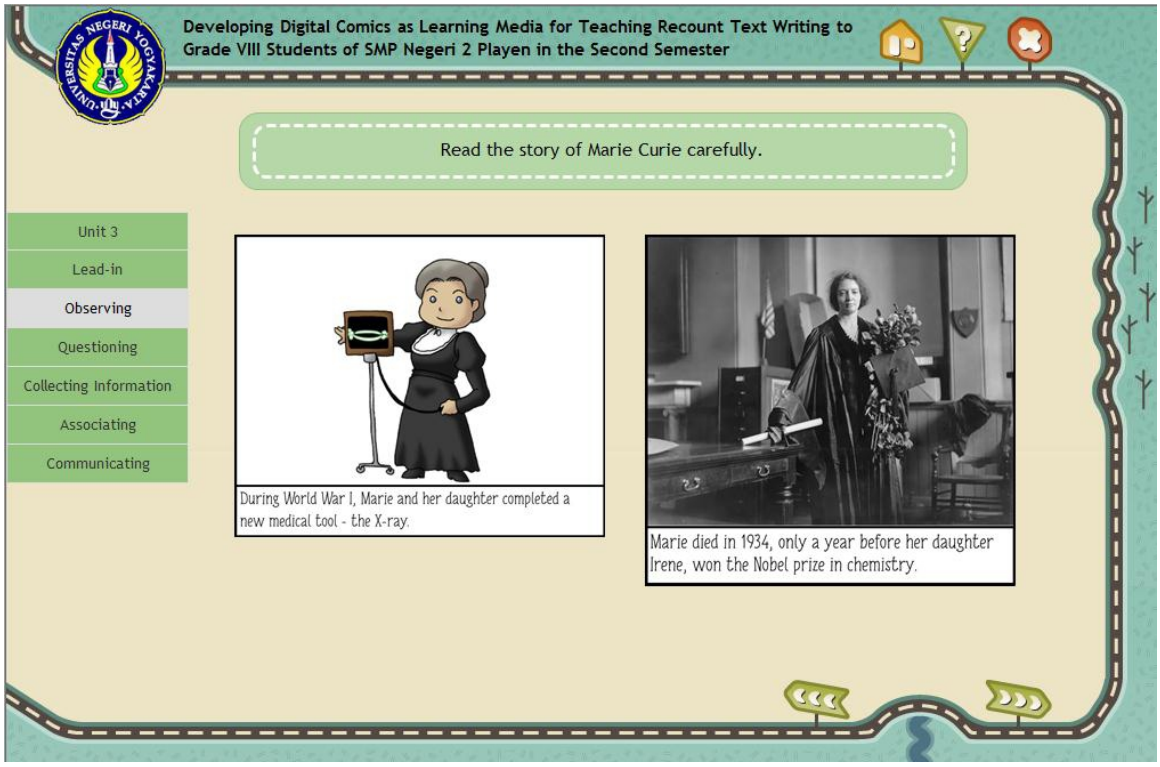

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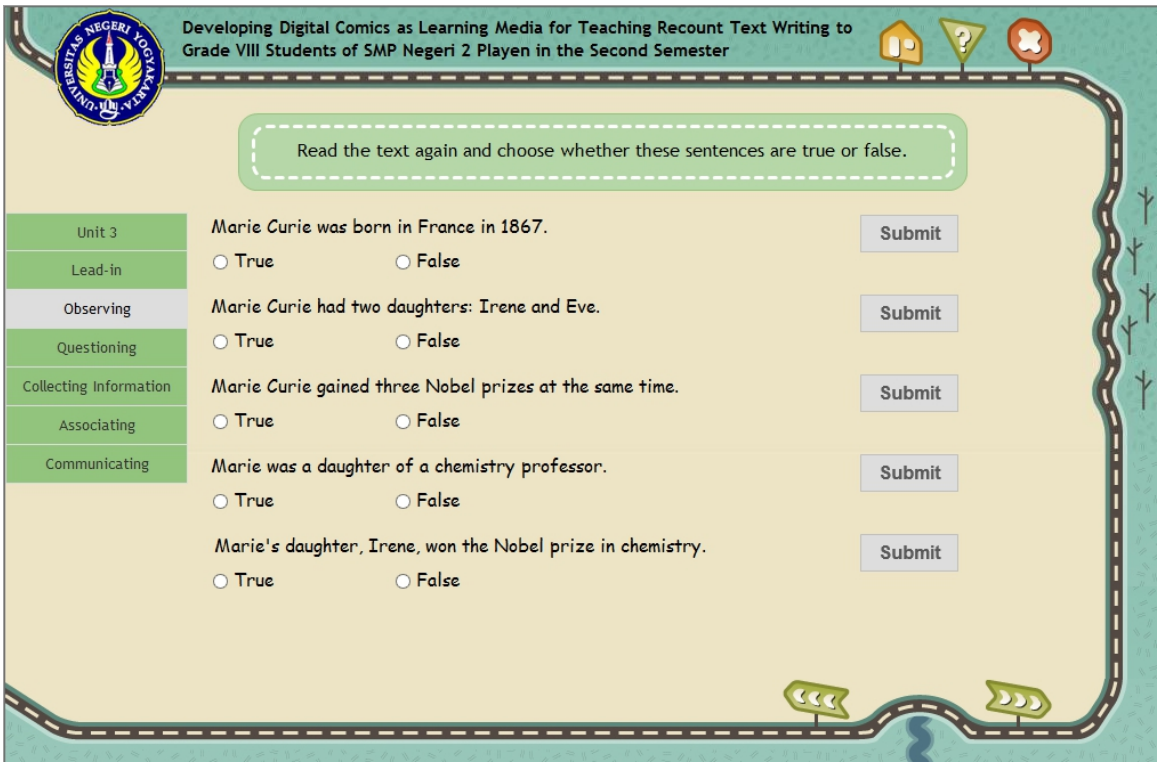
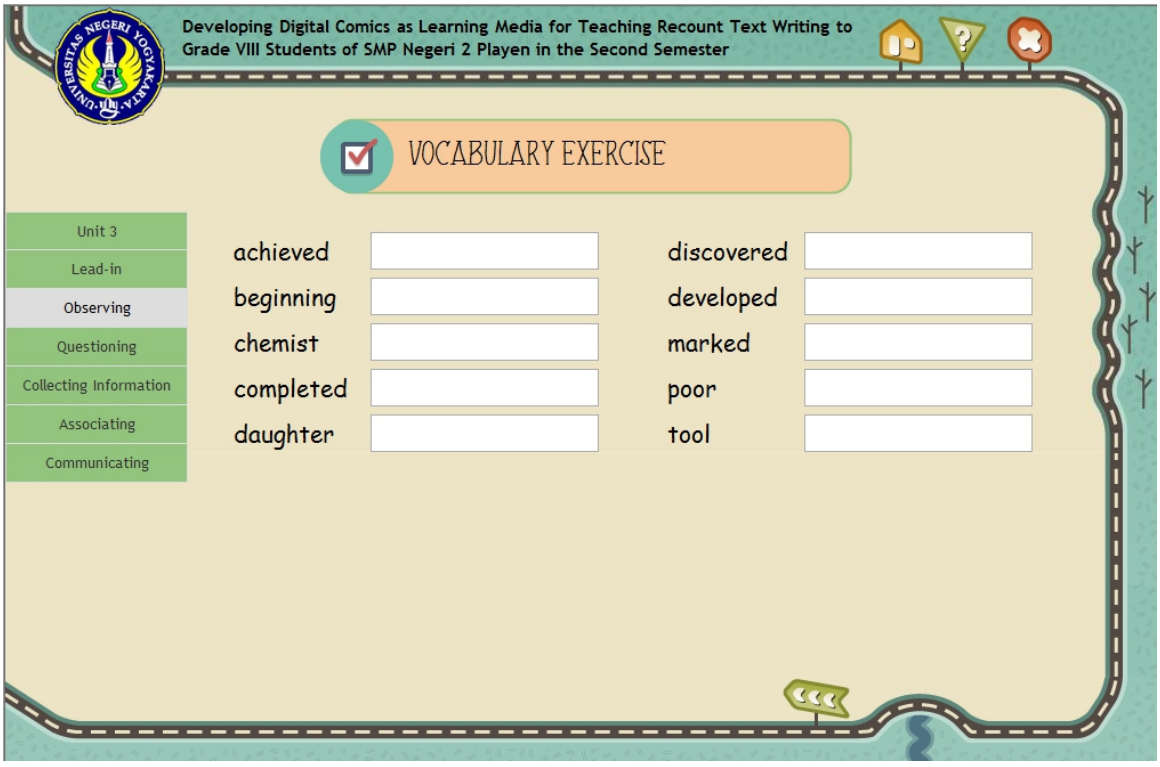
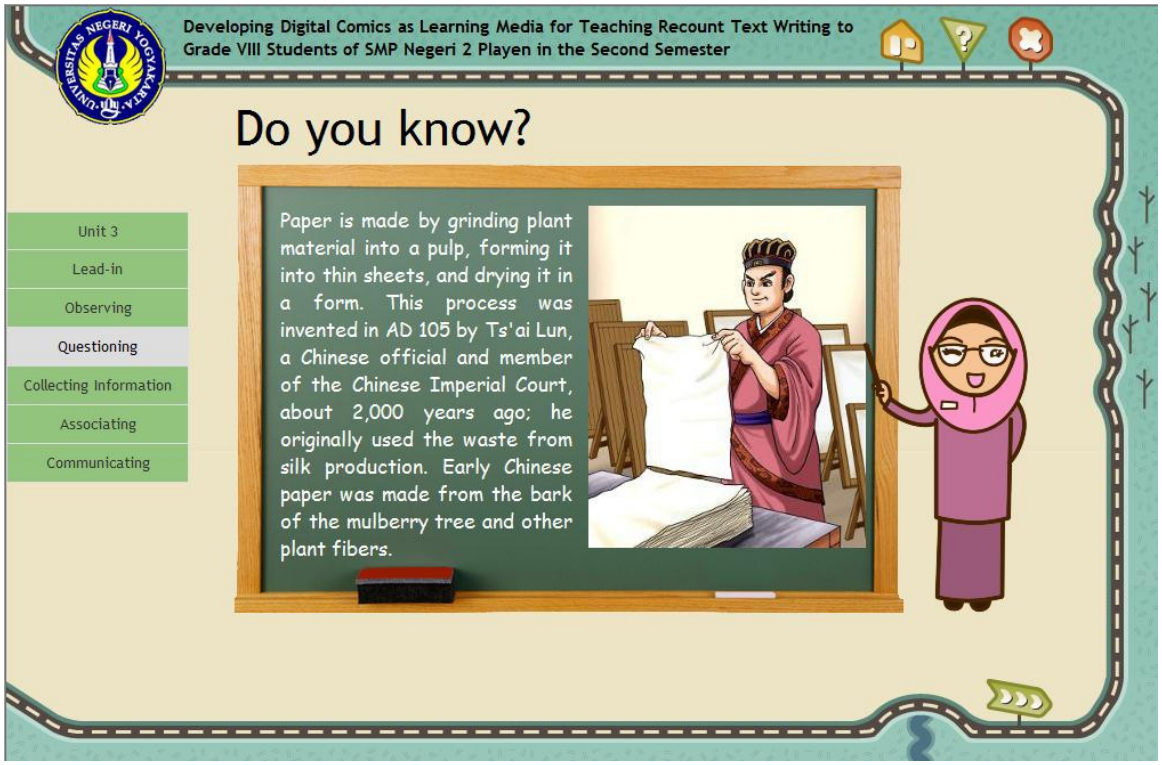


Slide 123 (Observing – Page 6)

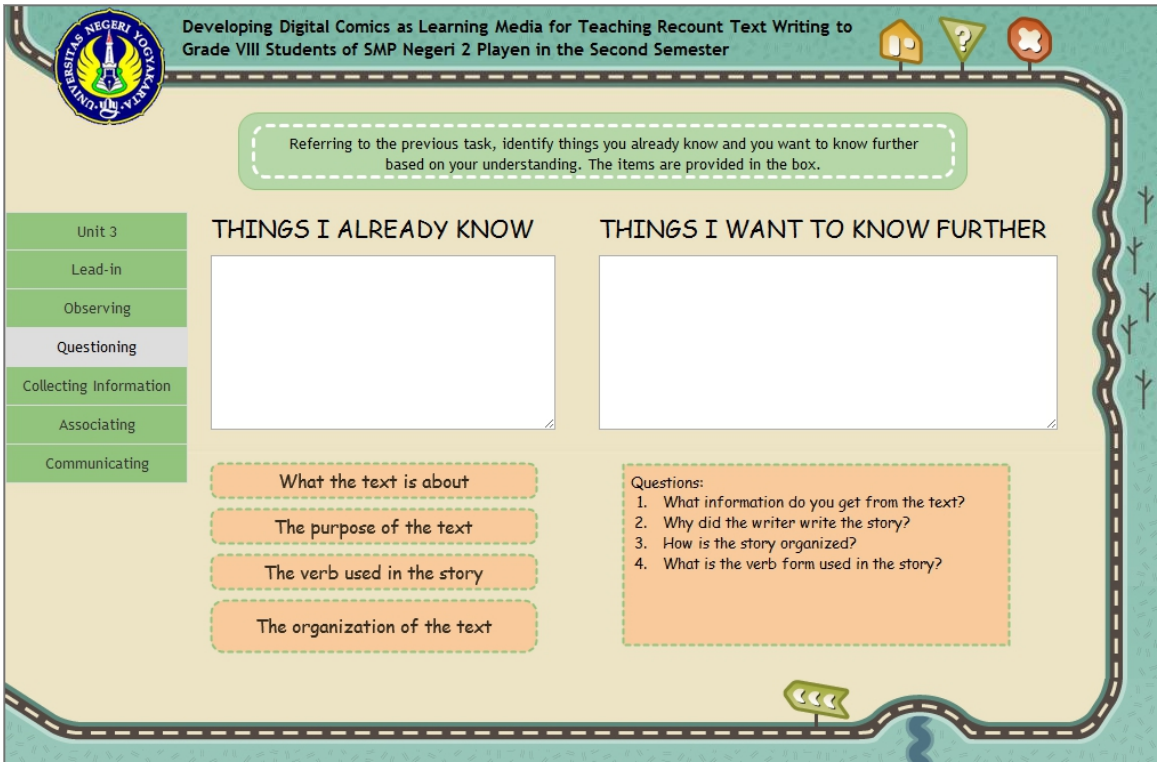


Slide 124 (Observing – Page 7)

Questioning

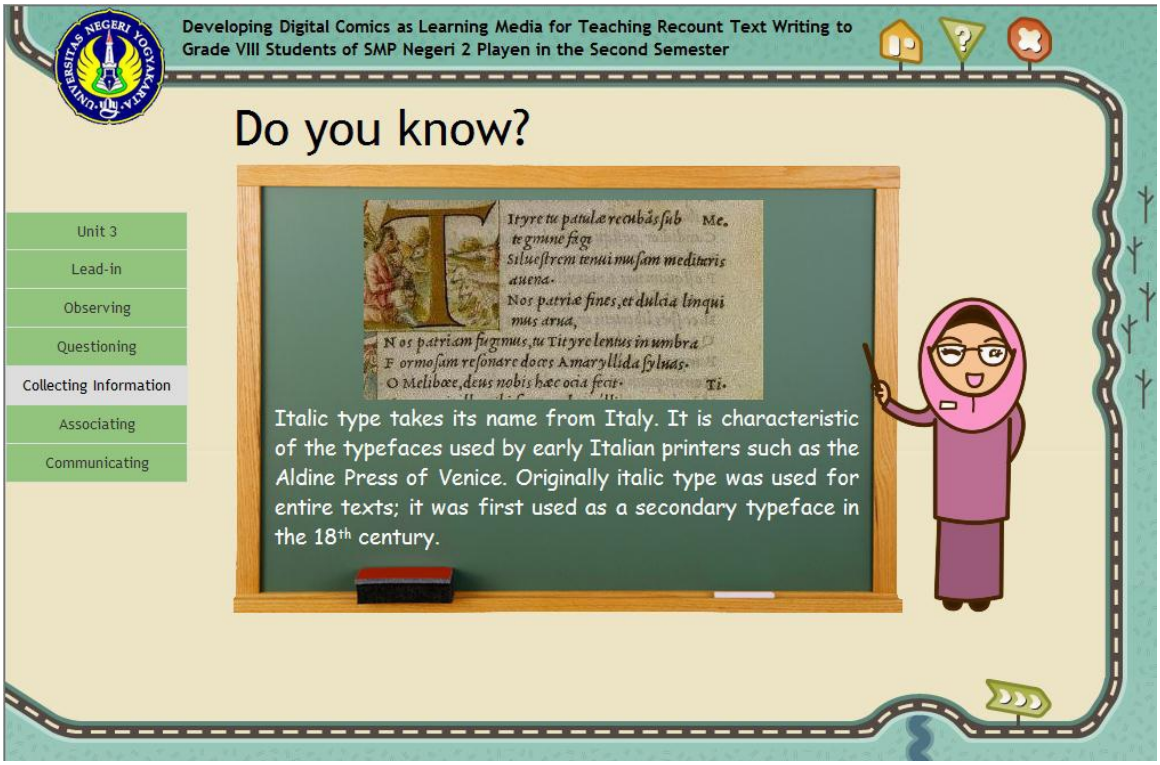


Slide 125 (Questioning – Do you know?)

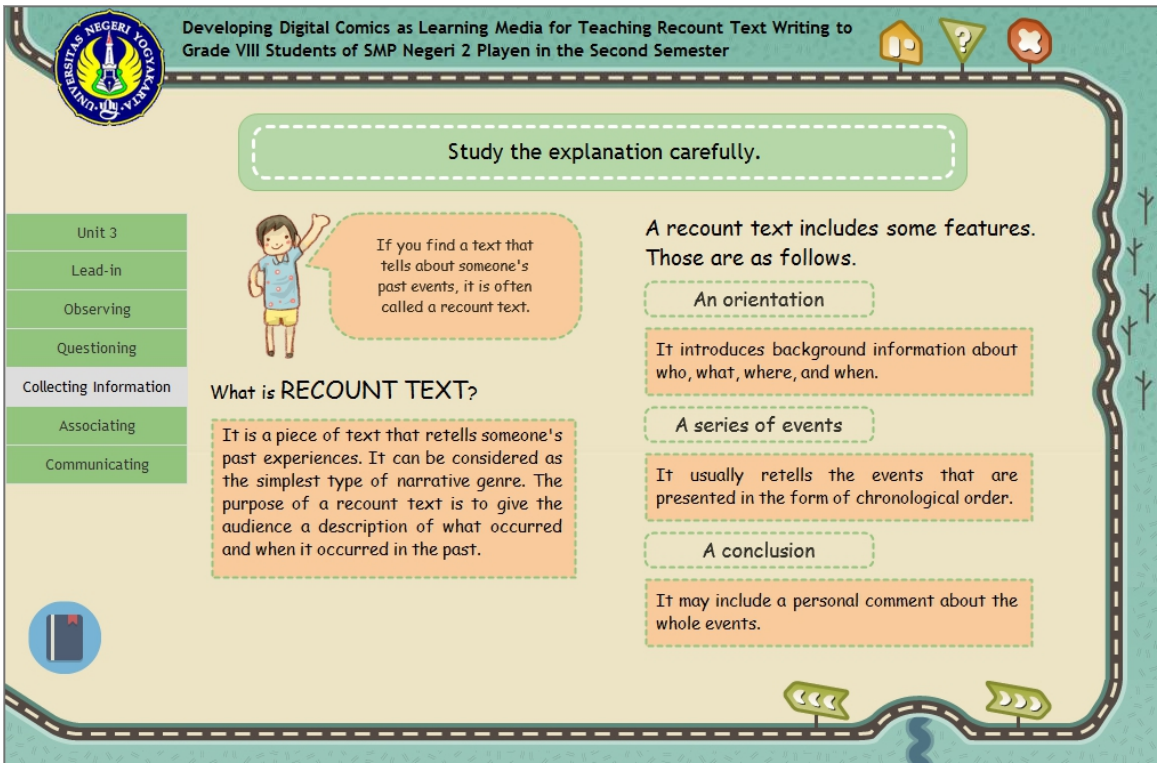


Slide 126 (Questioning)

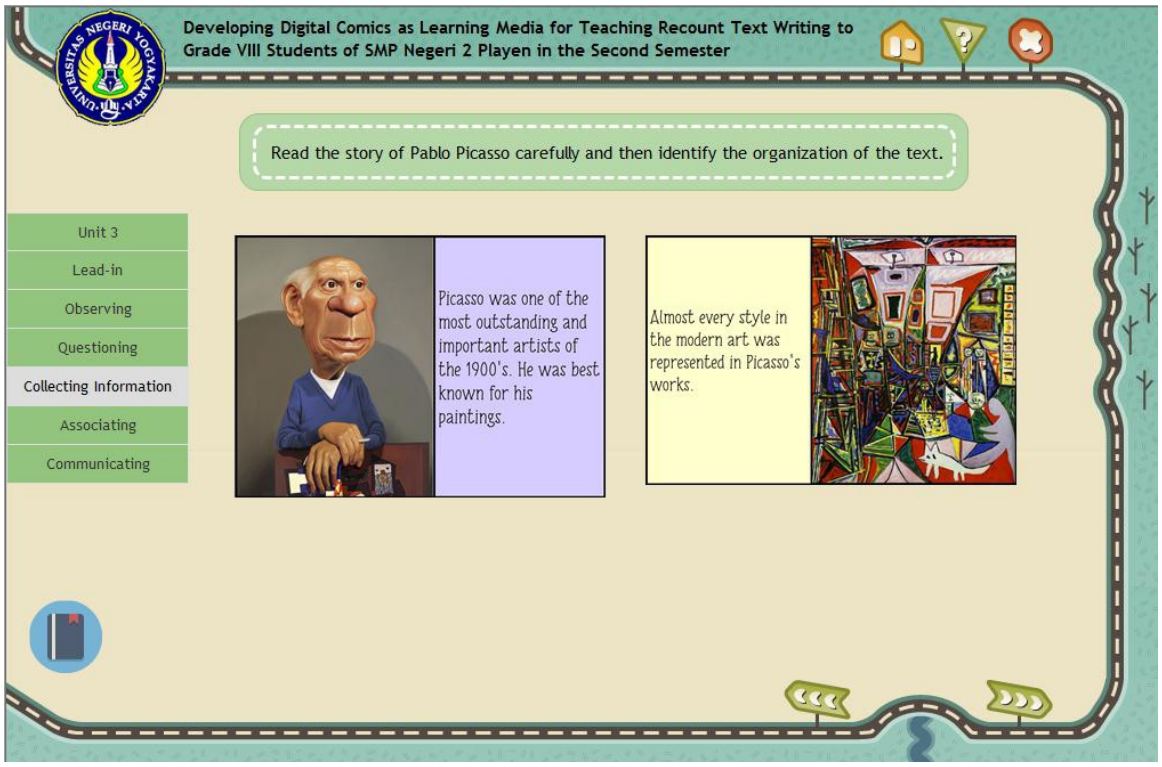
Collecting Information



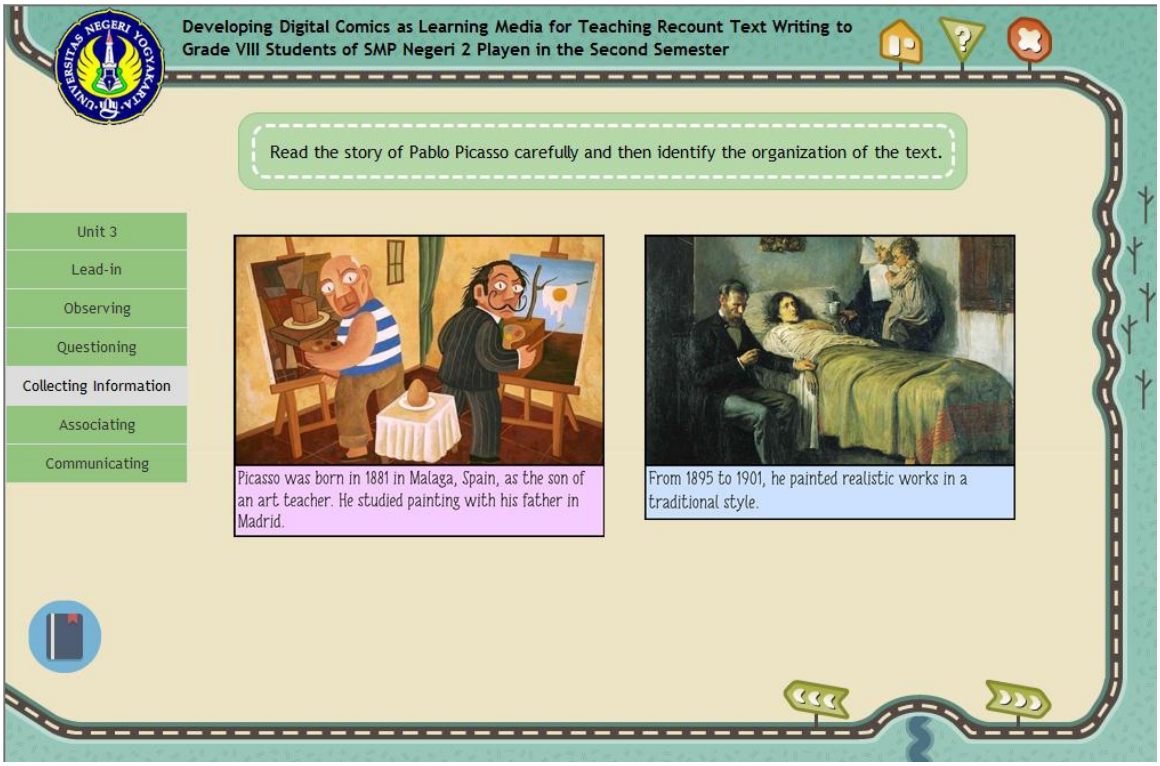
Slide 127 (Collecting Information – Do you know?)



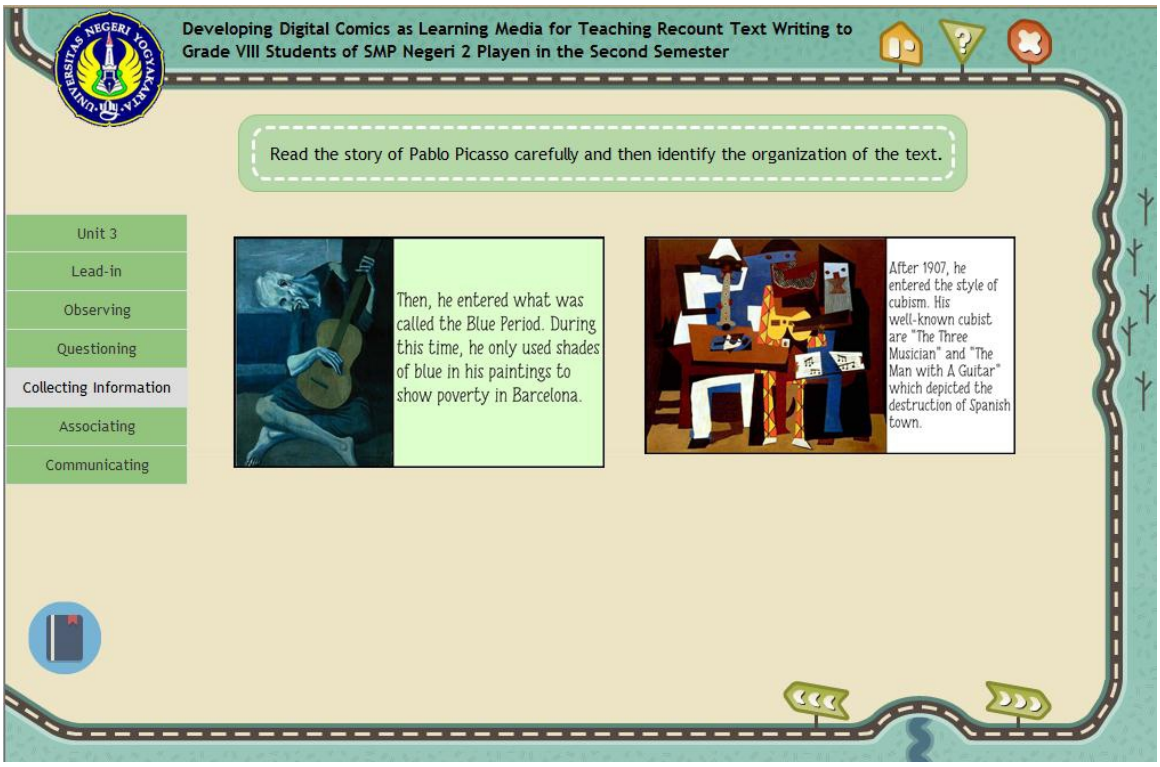
Slide 128 (Collecting Information – Page 1)



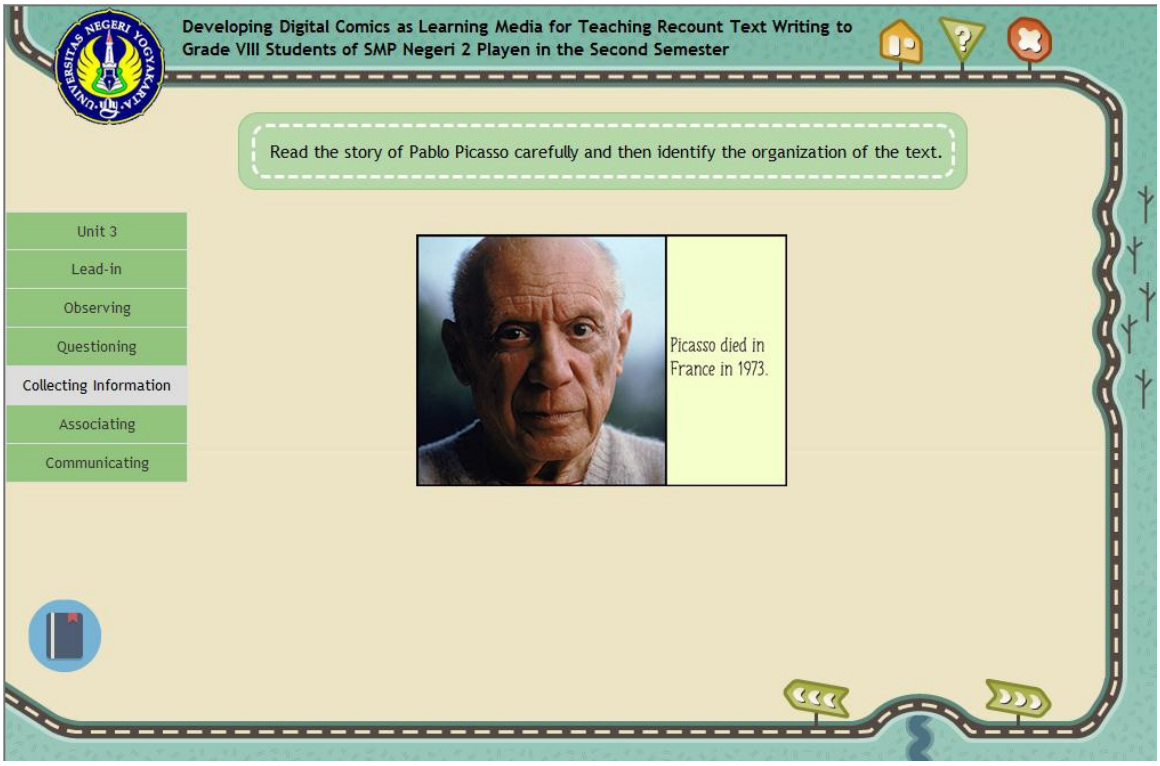
Slide 129 (Collecting Information – Page 2)



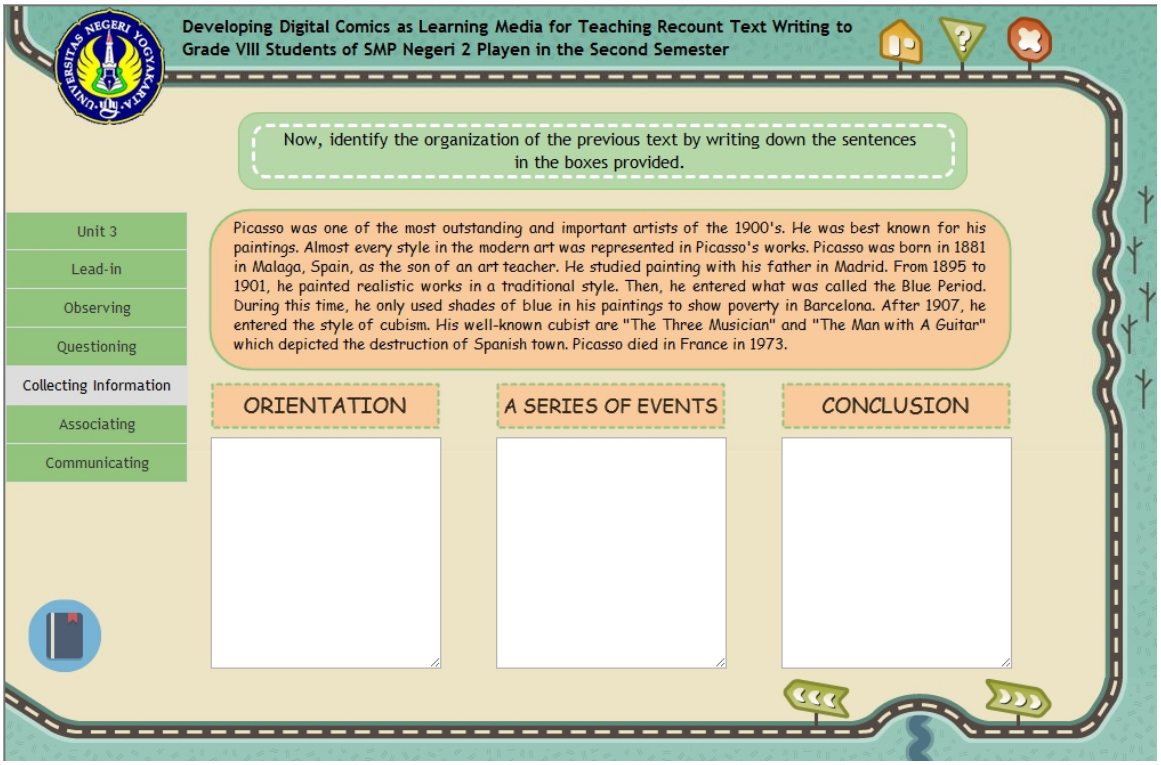
Slide 130 (Collecting Information – Page 3)



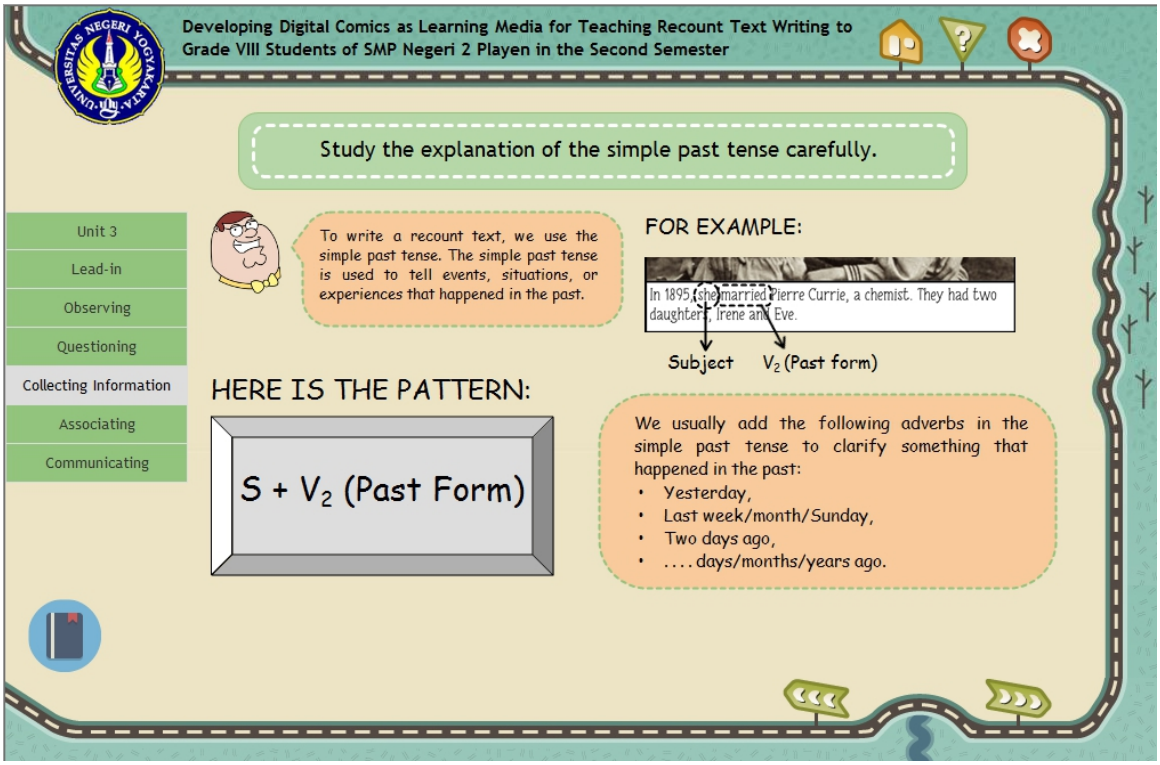
Slide 131 (Collecting Information – Page 4)



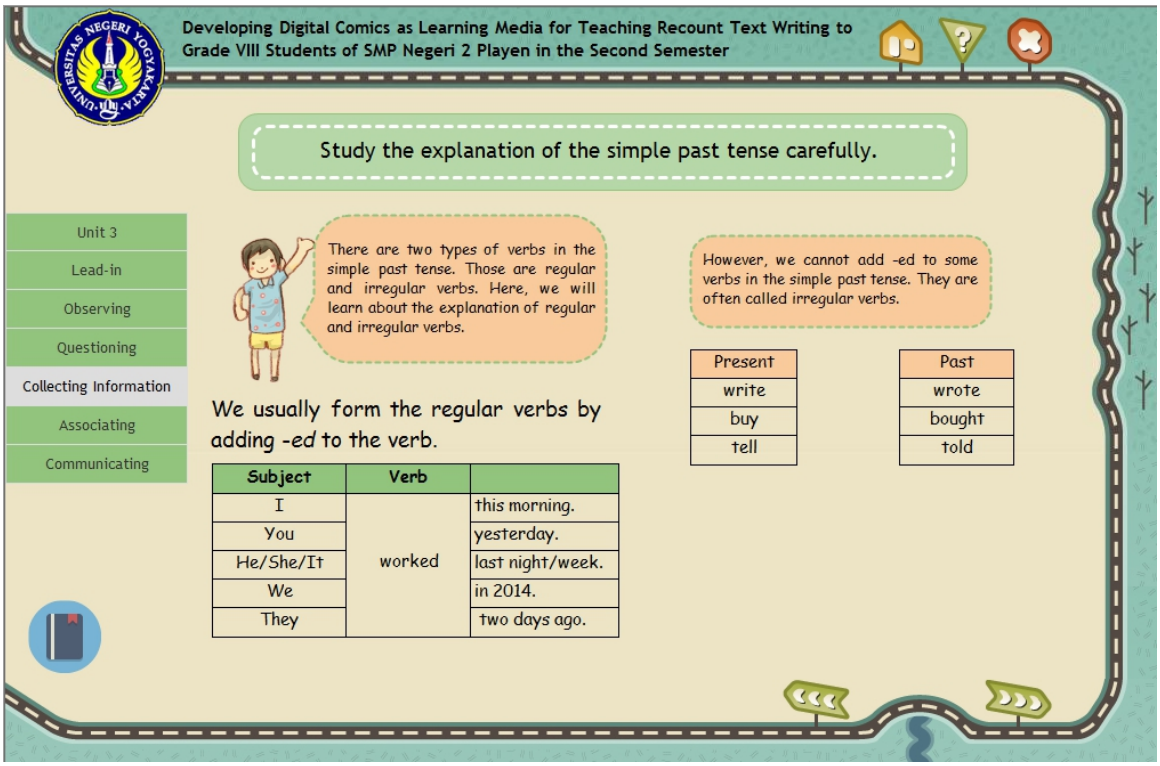
Slide 132 (Collecting Information – Page 5)



Slide 133 (Collecting Information – Page 6)



Slide 134 (Collecting Information – Page 7)



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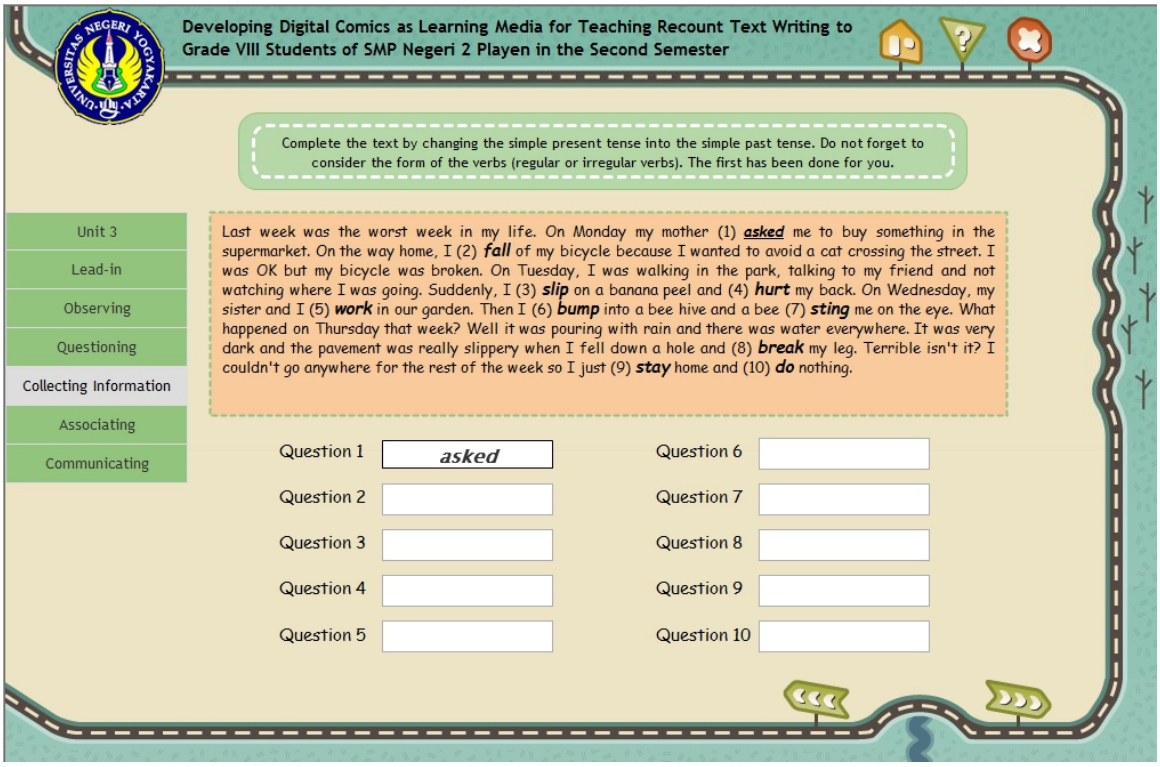
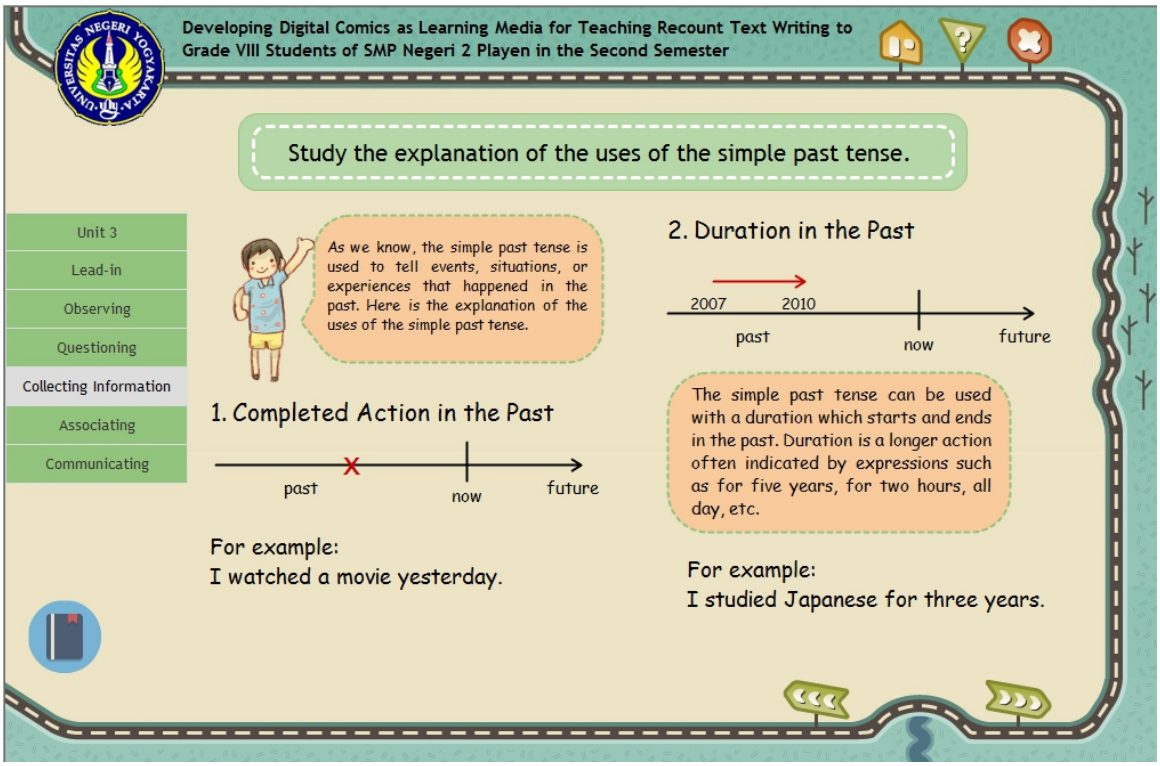
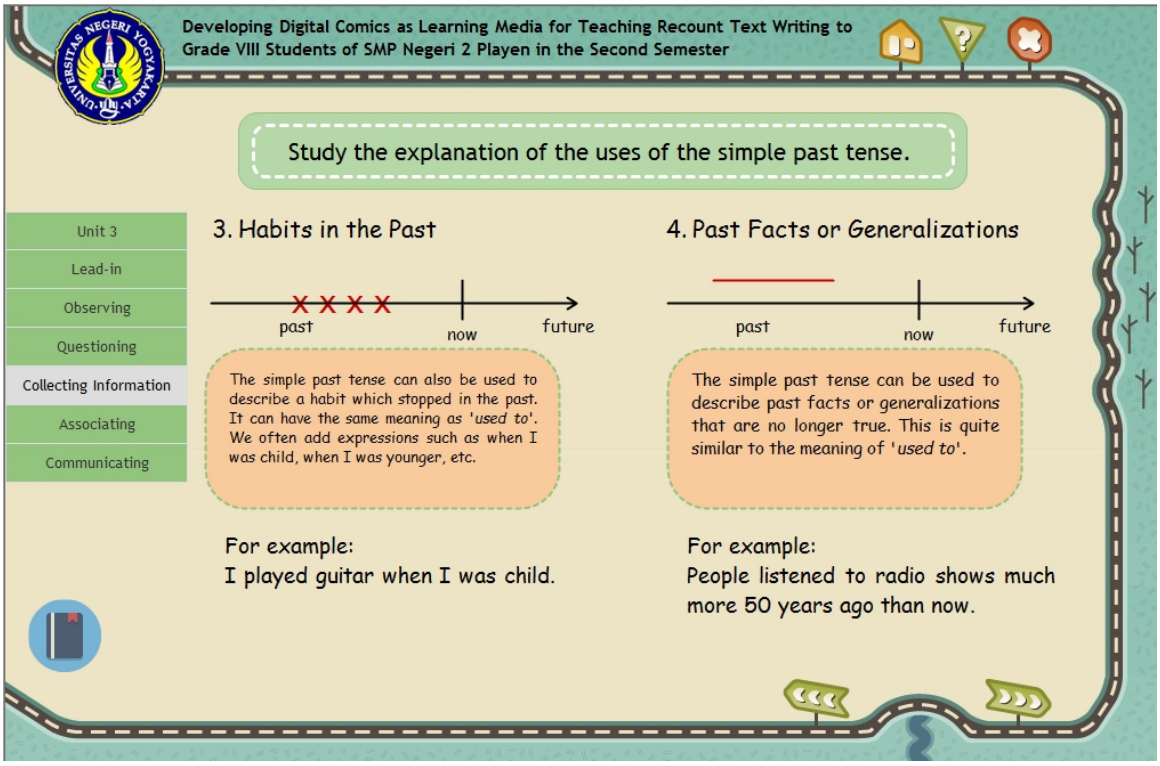


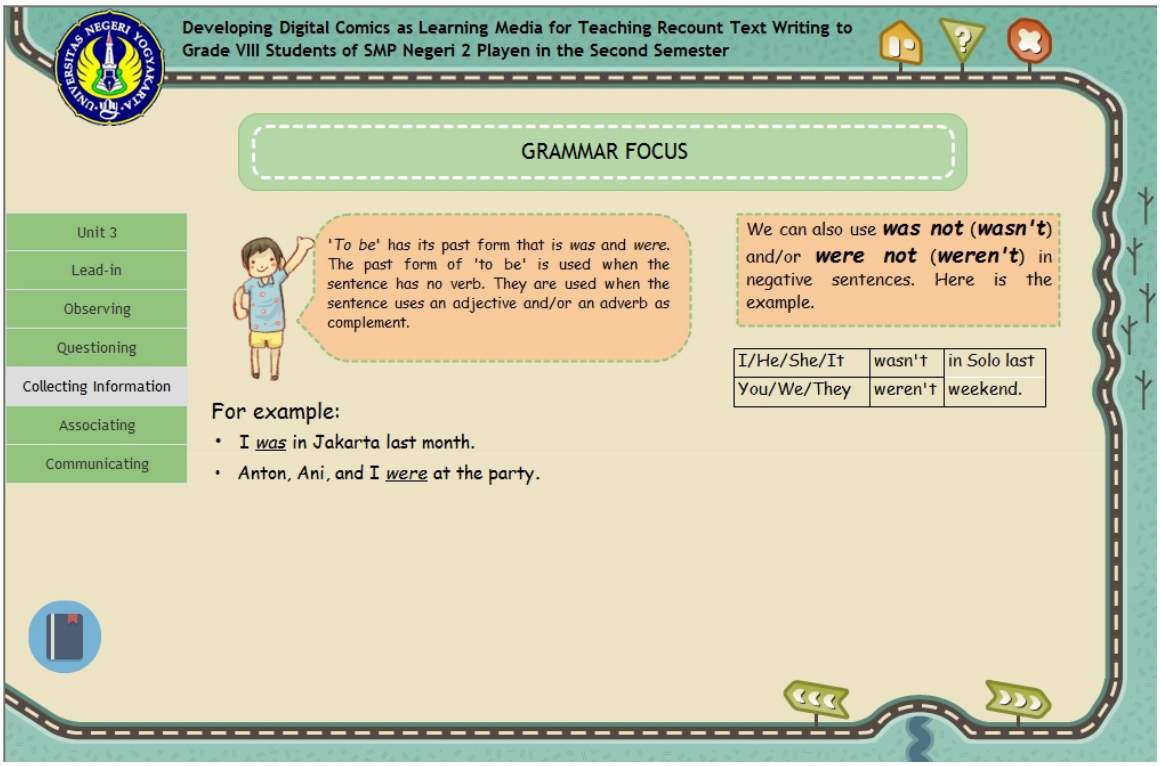
Slide 136 (Collecting Information – Page 9)



Slide 137 (Collecting Information – Page 10)



Slide 138 (Collecting Information – Page 11)



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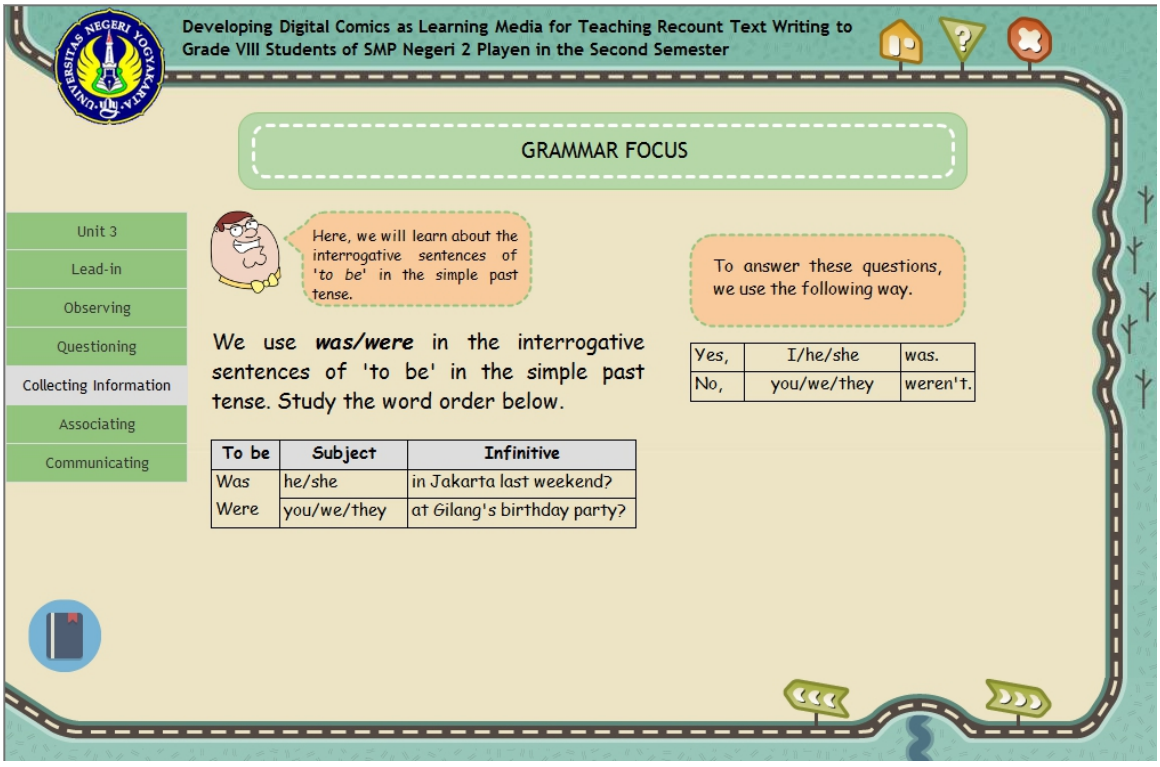
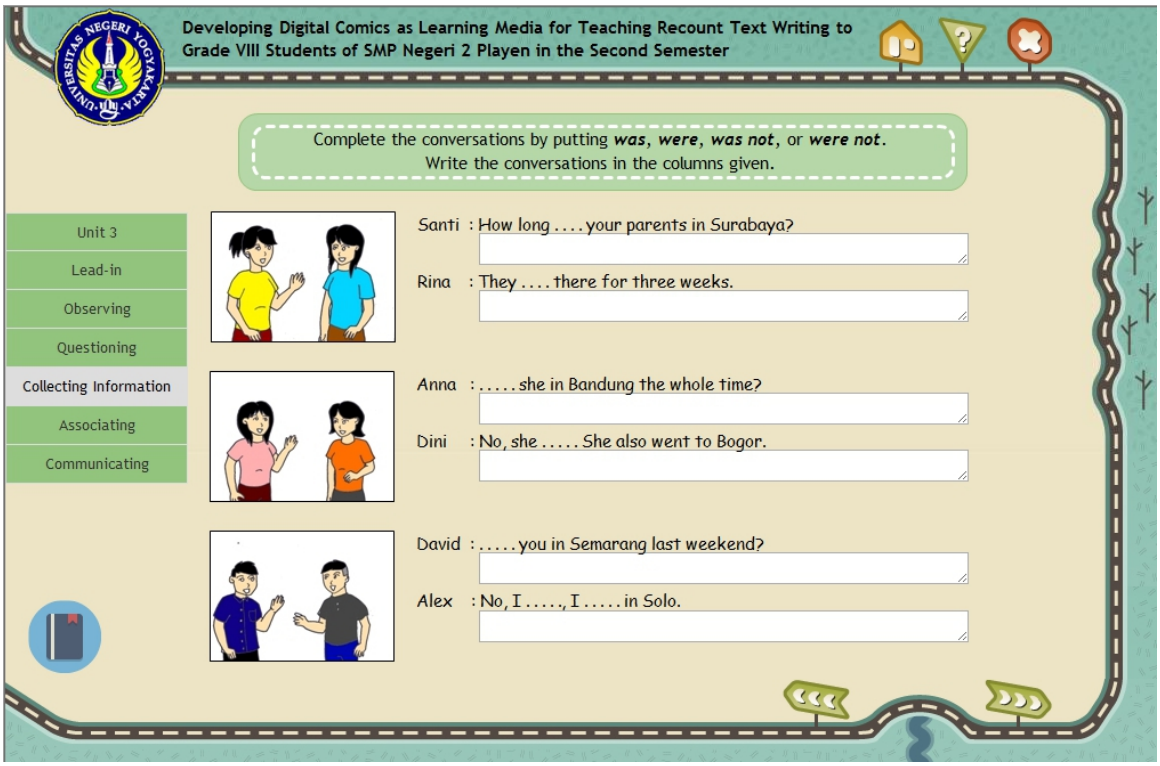
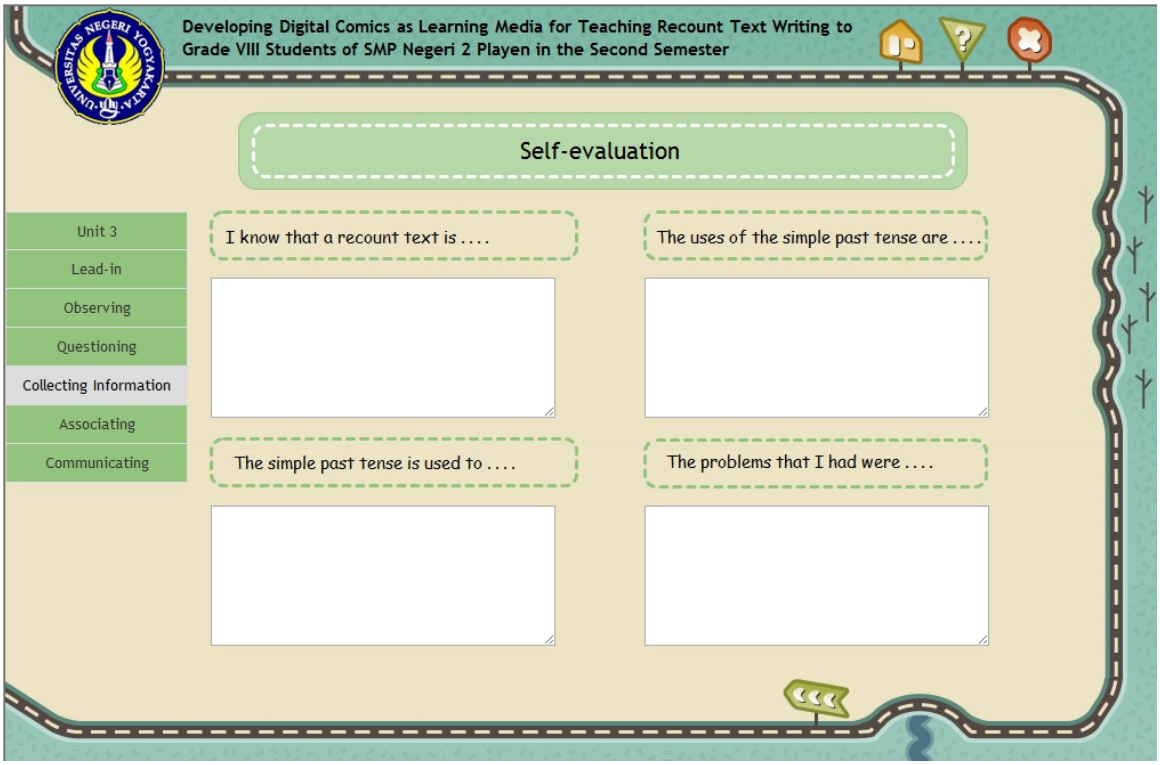


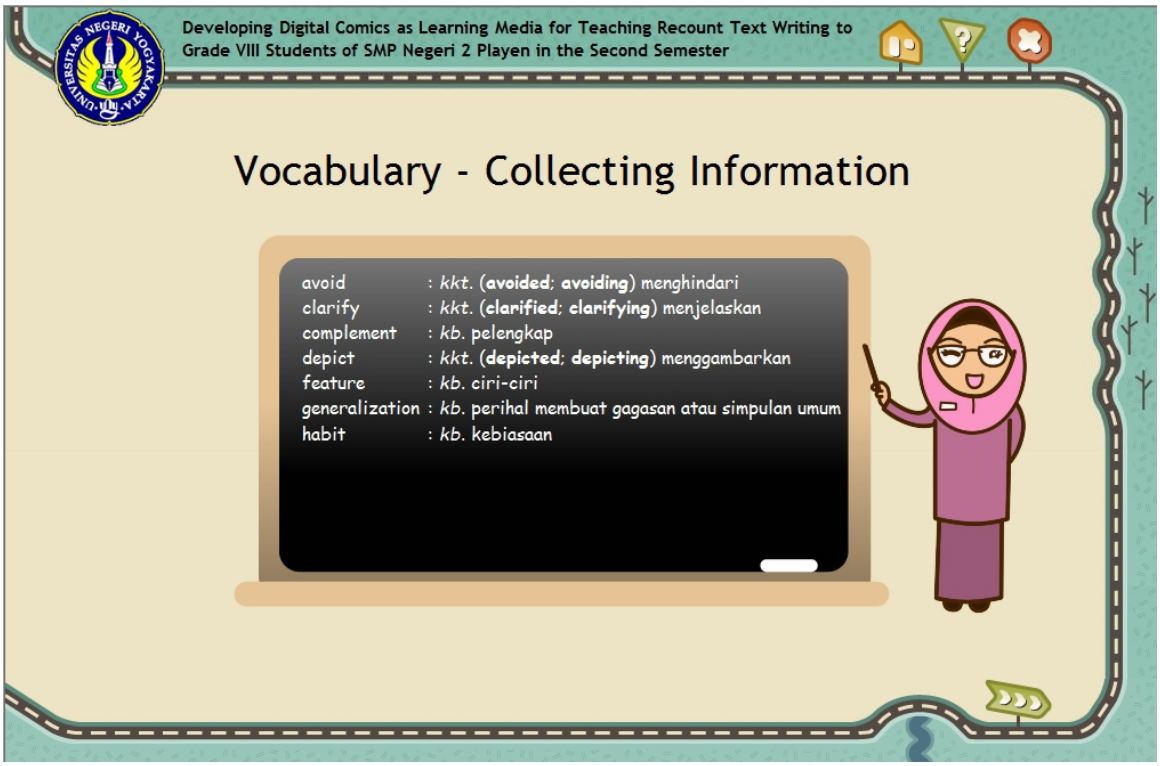
Slide 140 (Collecting Information – Page 13)



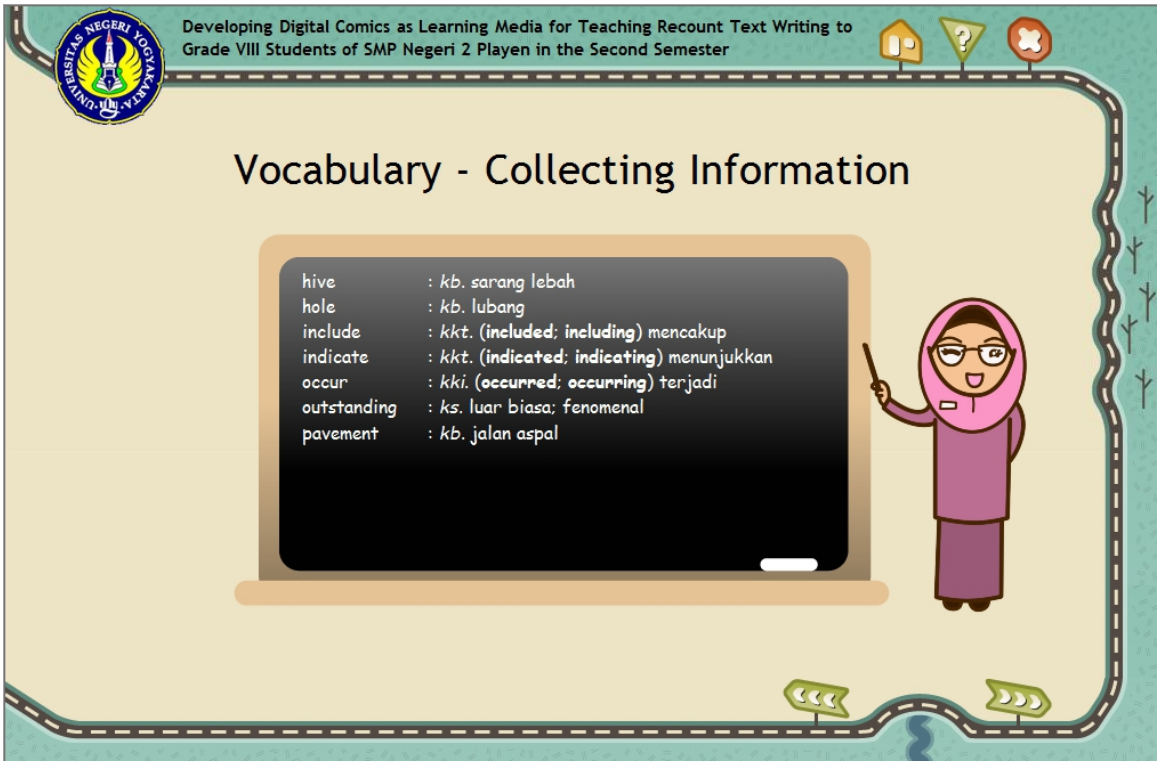
Slide 141 (Collecting Information – Page 14)



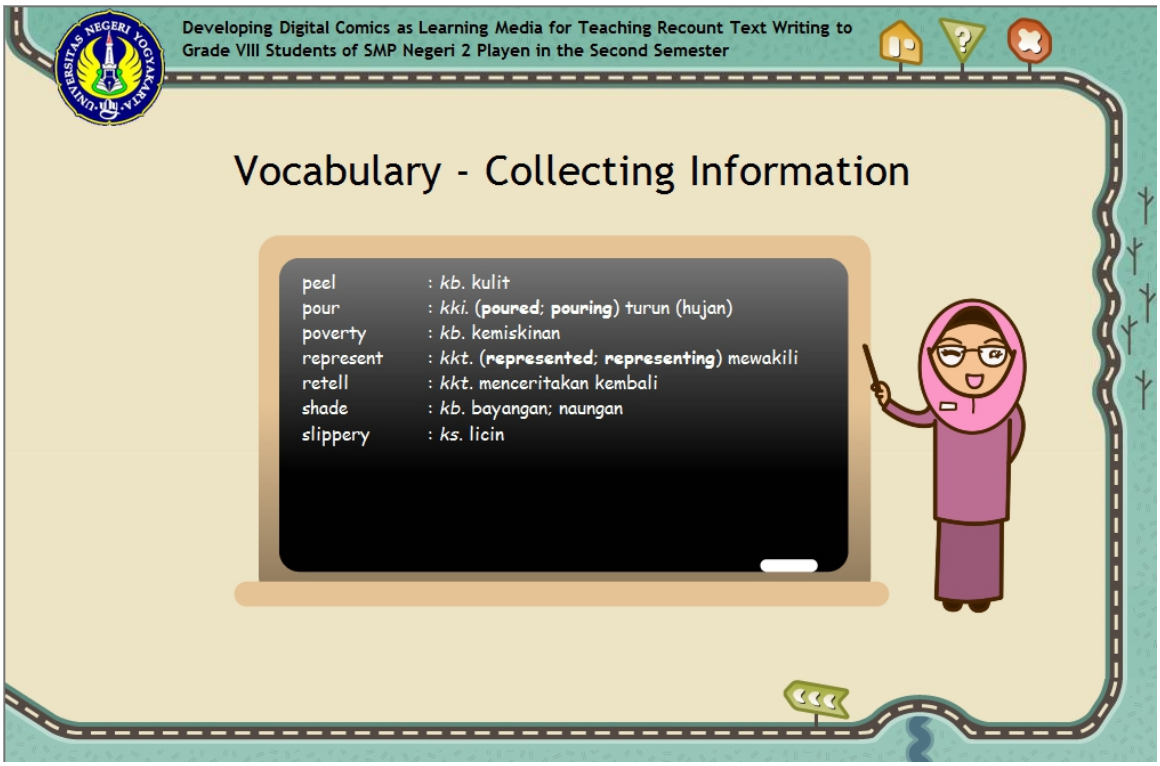
Slide 142 (Collecting Information – Page 15)



Slide 143 (Collecting Information – Vocabulary)

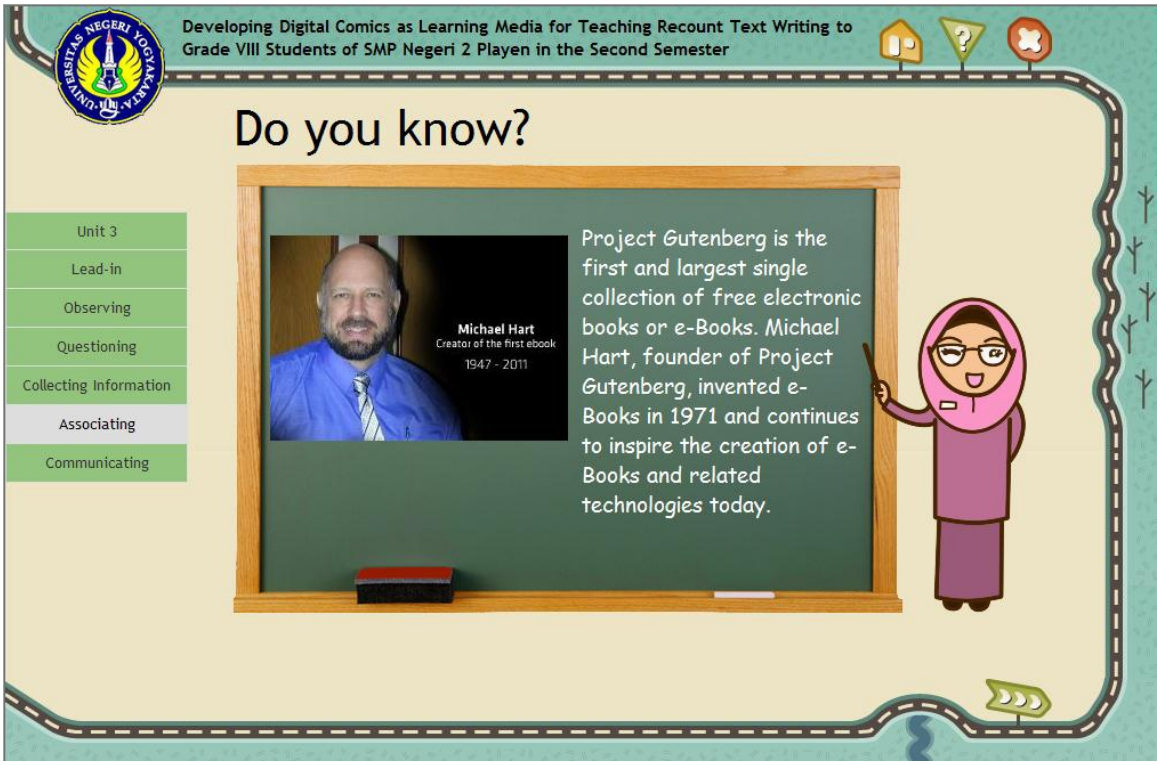


Slide 144 (Collecting Information – Vocabulary)

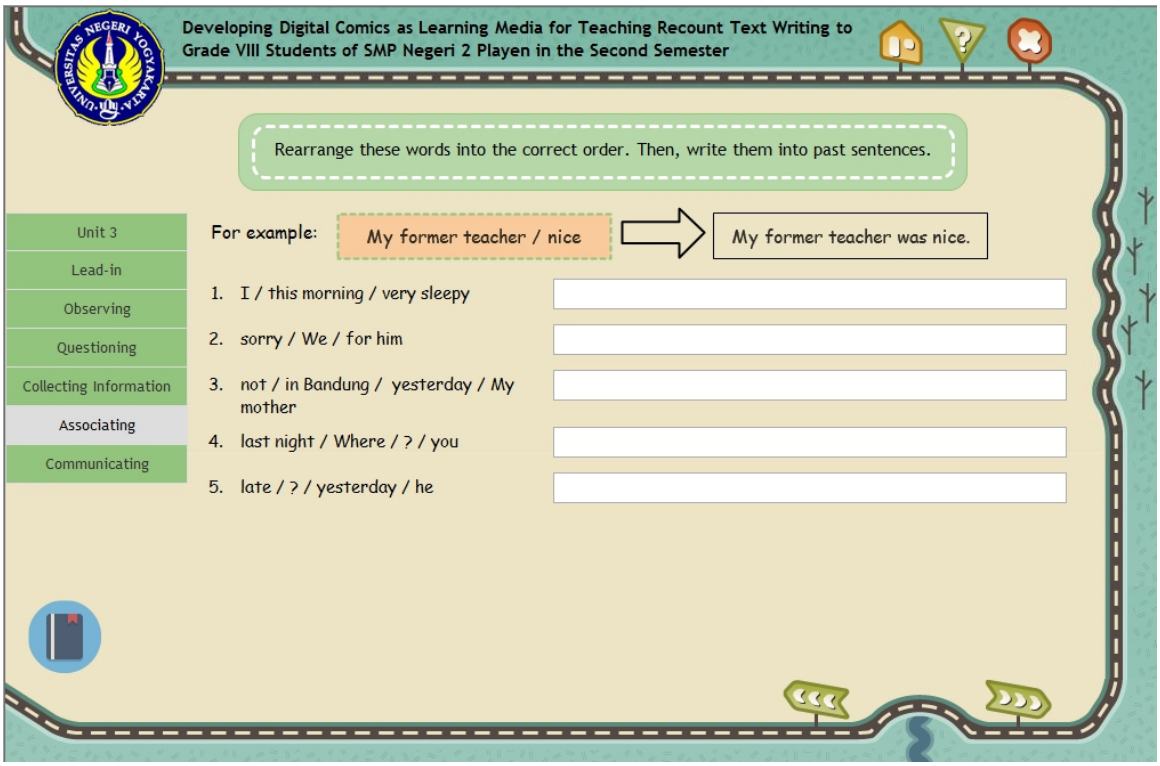


Slide 145 (Collecting Information – Vocabulary)

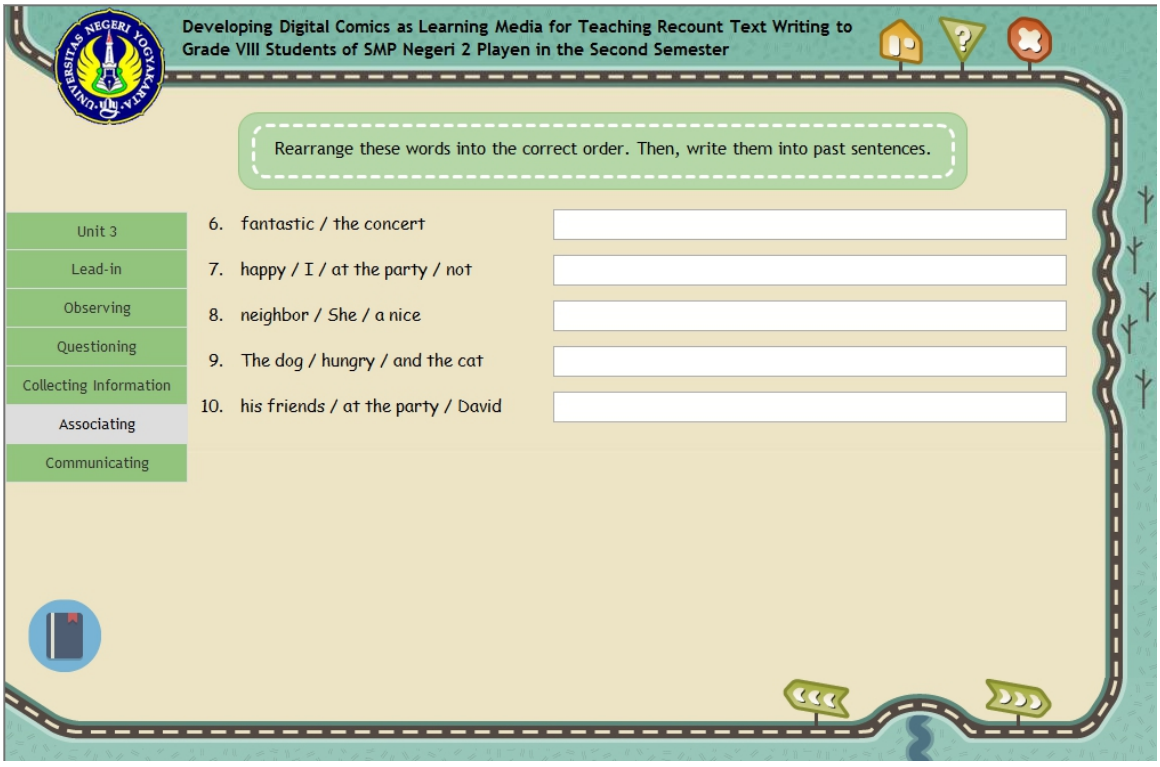
Associating



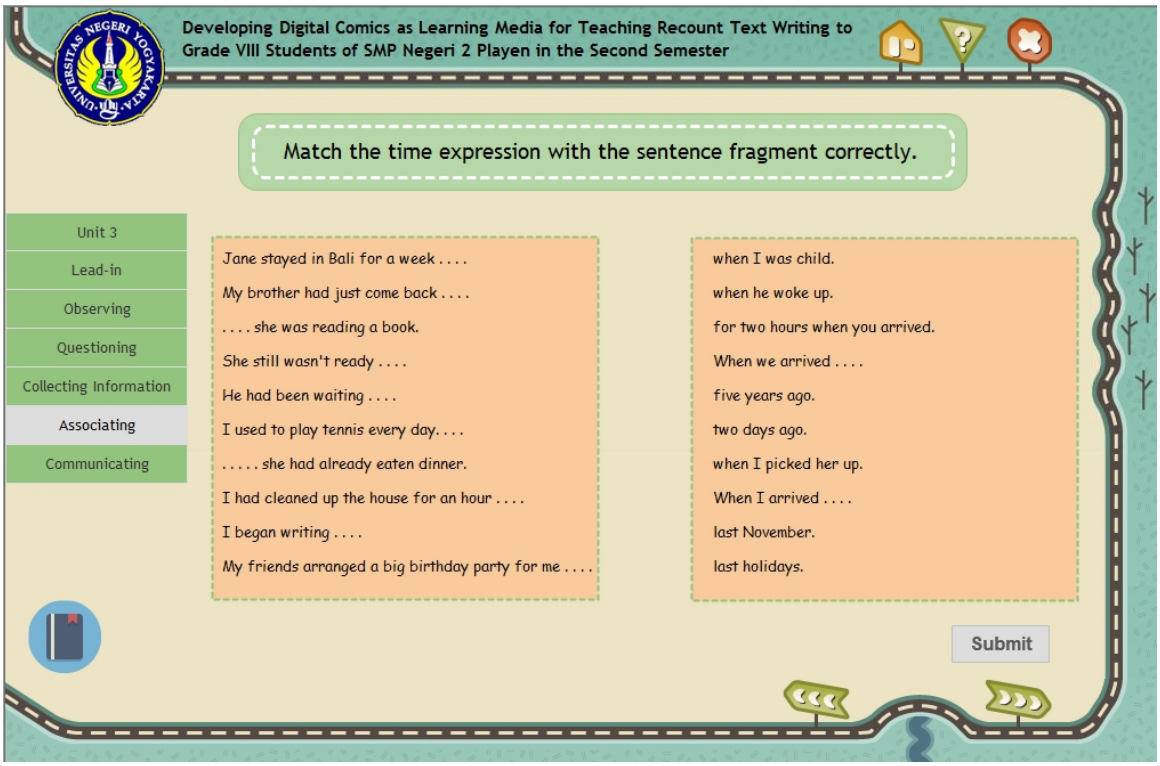
Slide 146 (Associating – Vocabulary)



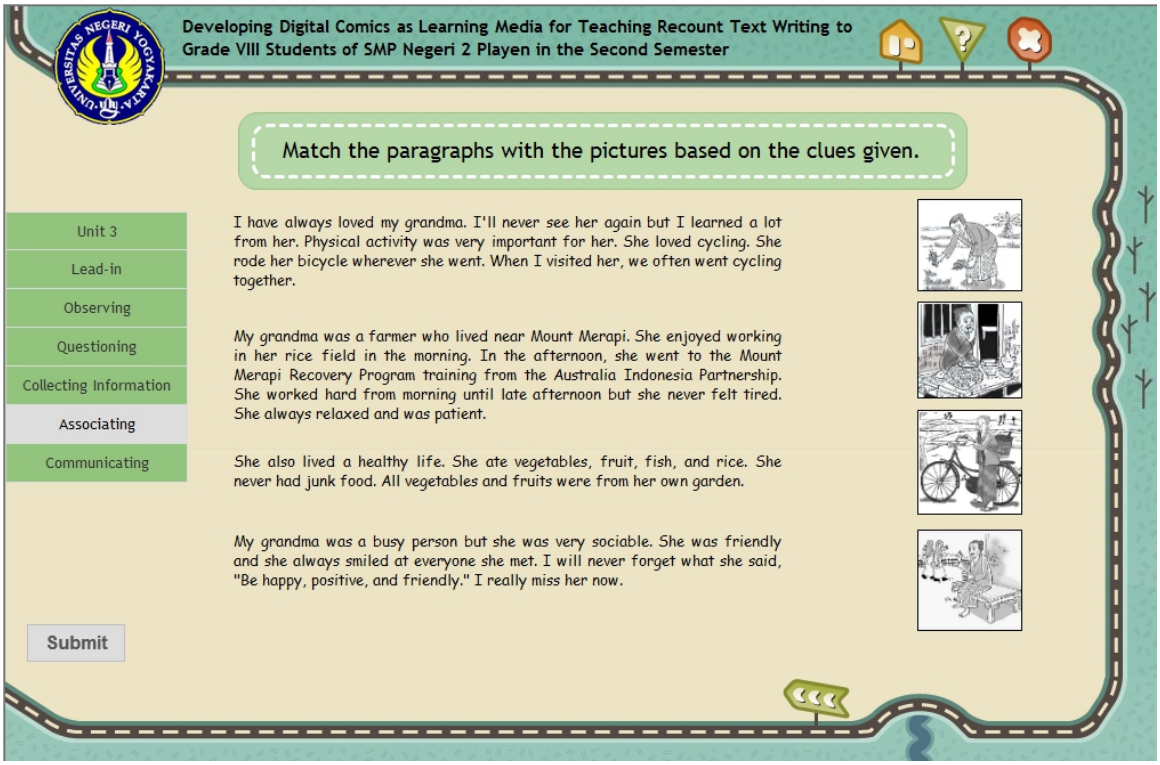
Slide 147 (Associating – Page 1)



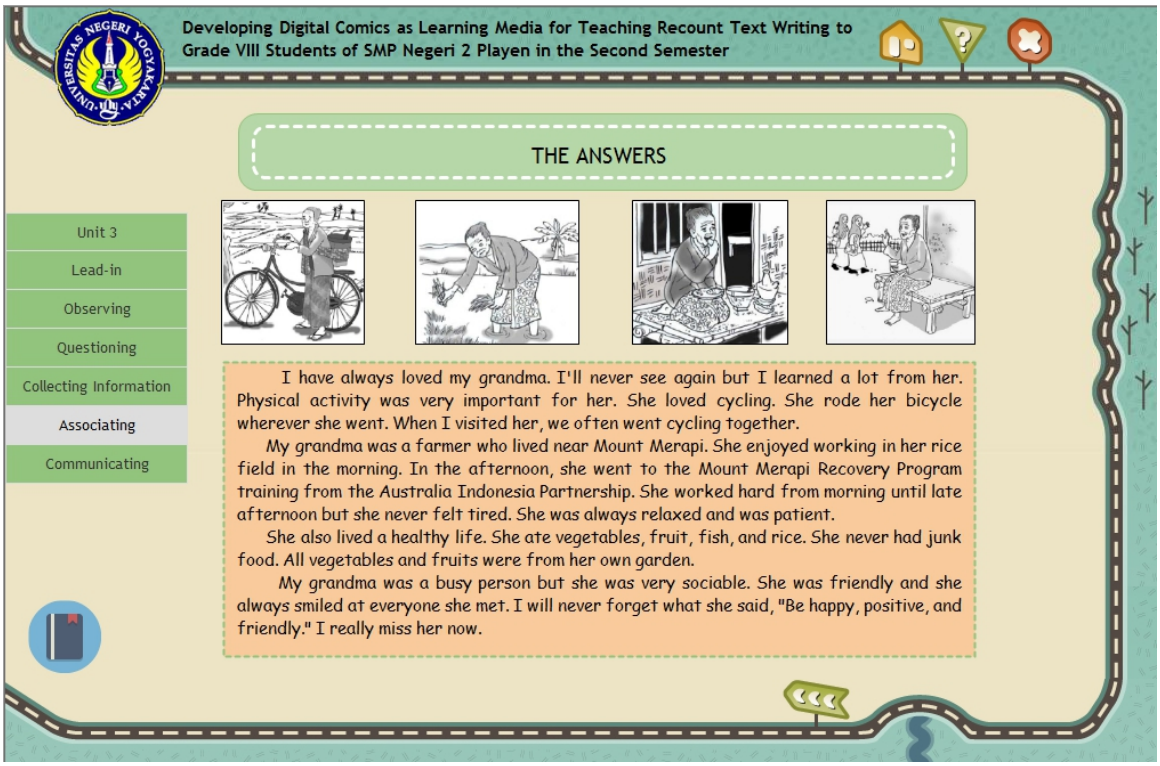
Slide 148 (Associating – Page 2)



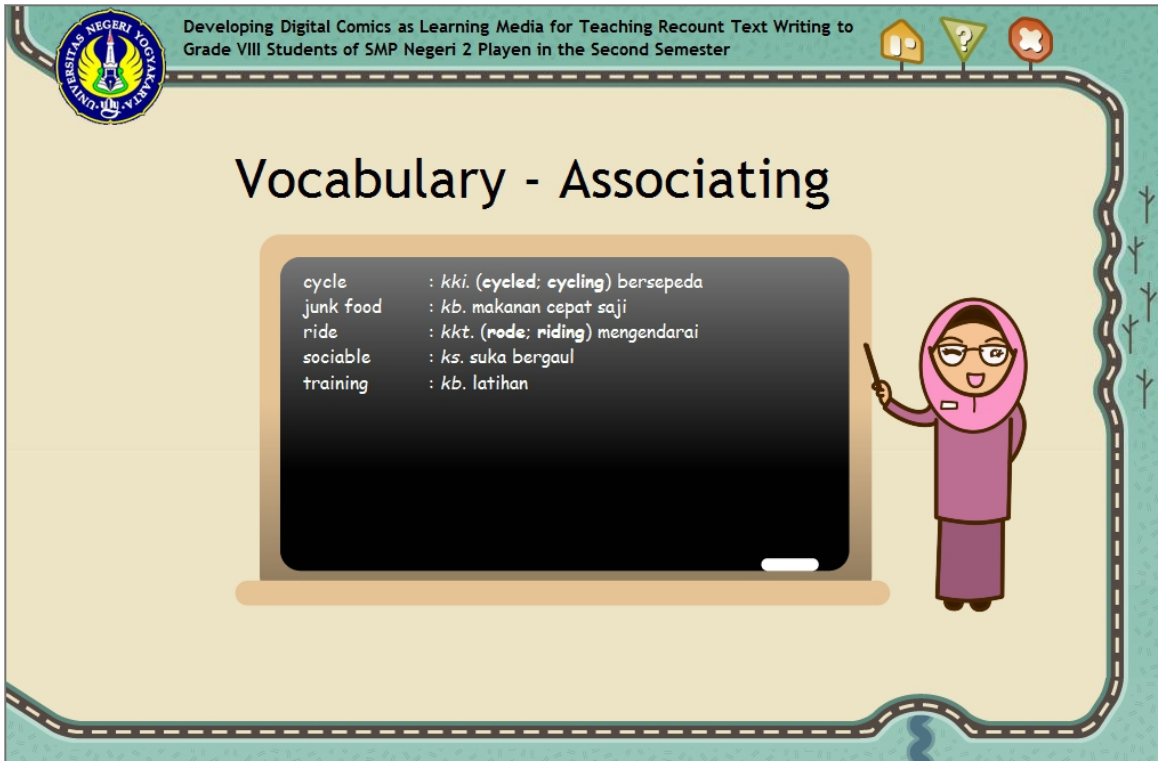
Slide 149 (Associating – Page 3)



Slide 150 (Associating – Page 4)

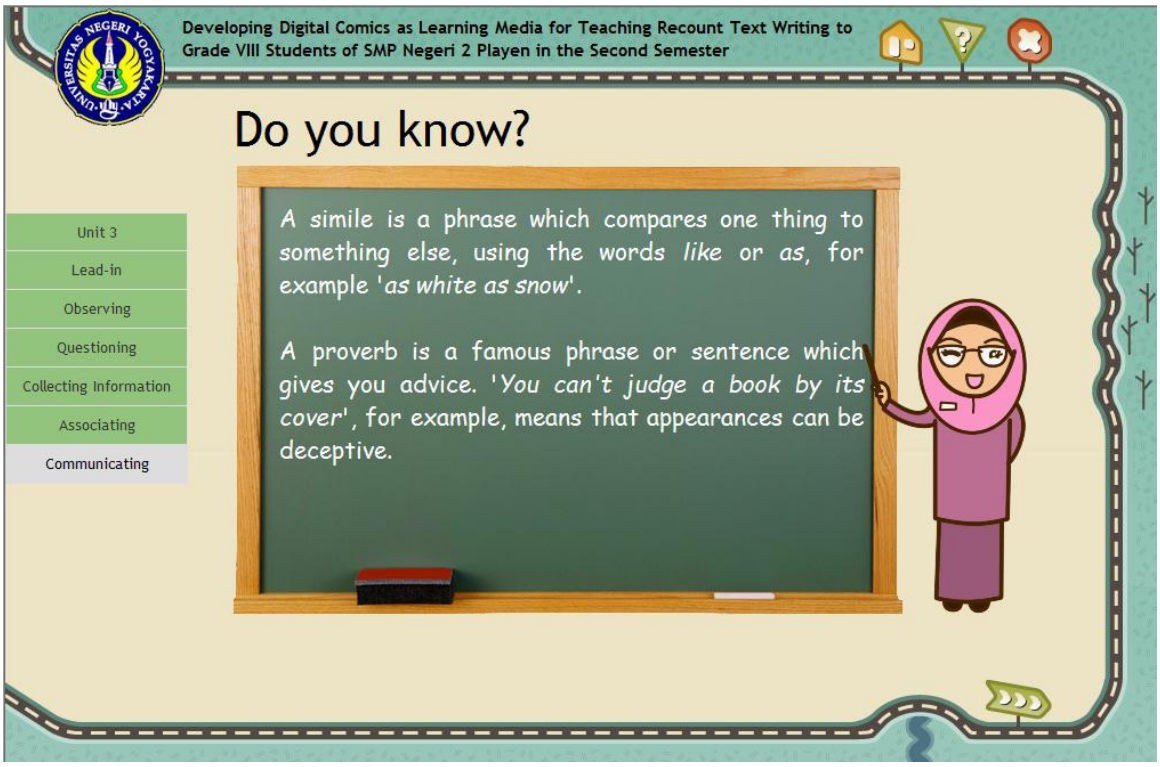


Slide 151 (Associating – Page 5)

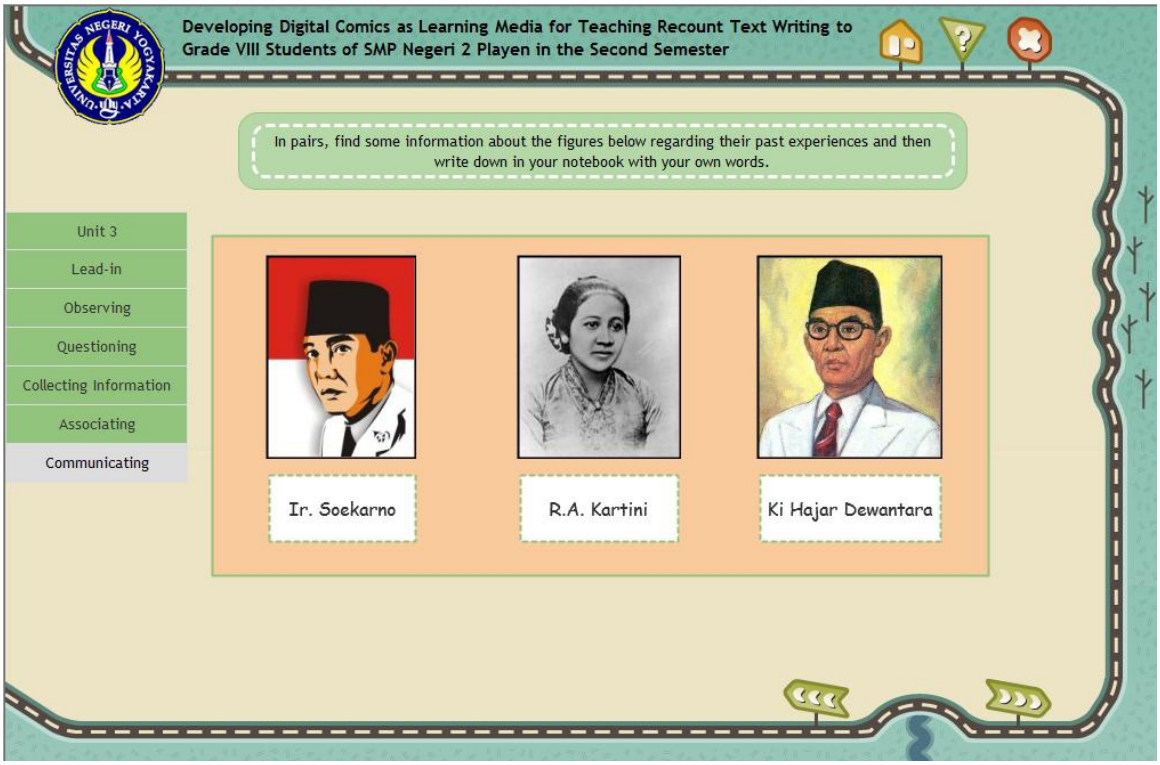


Slide 152 (Associating – Vocabulary)

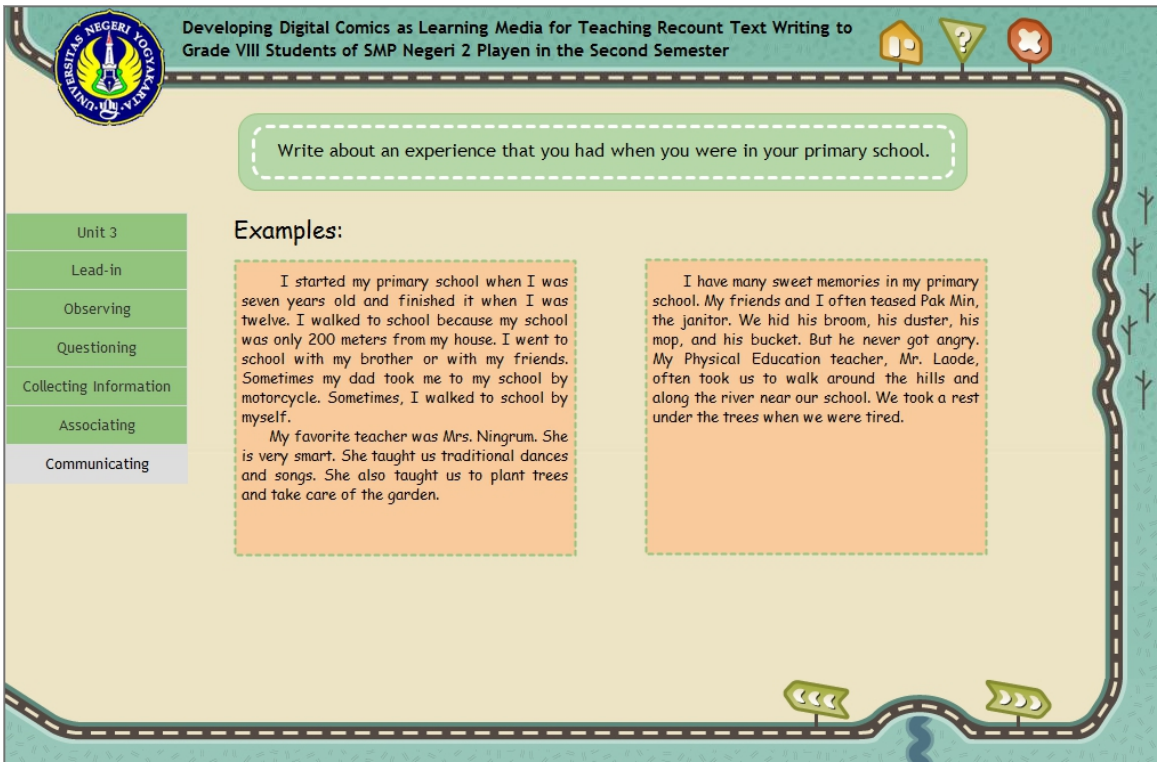
Communicating



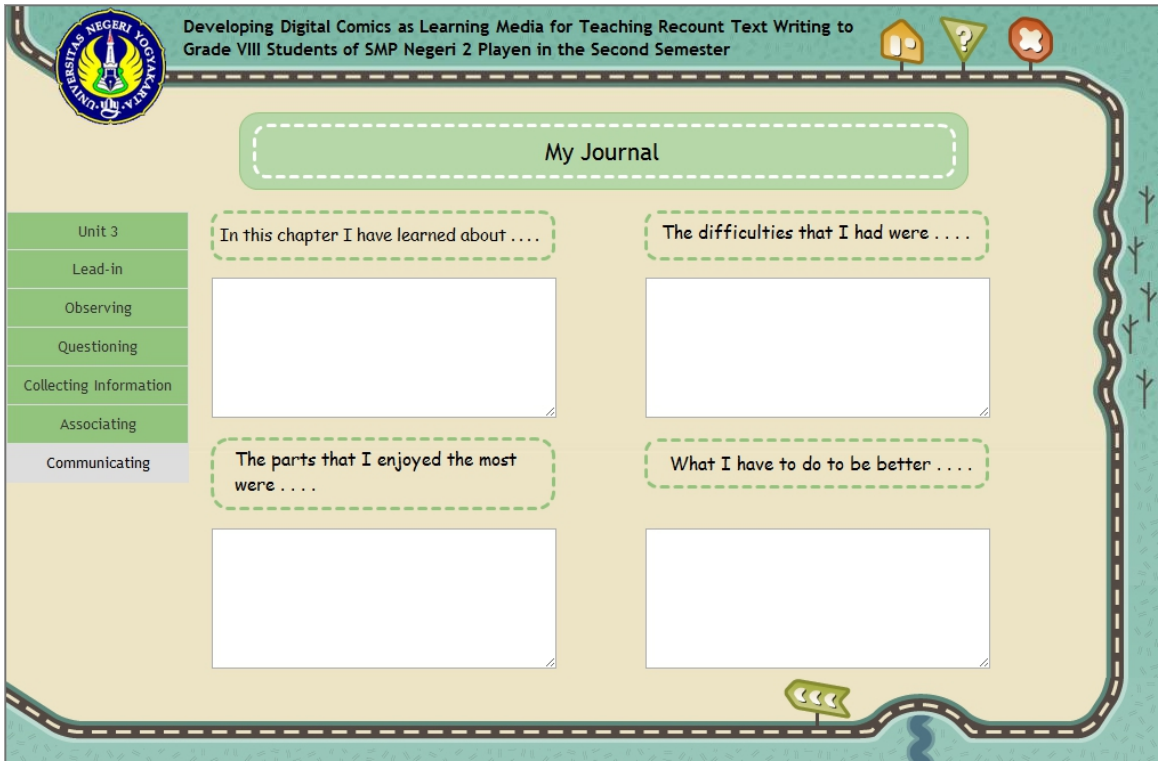
Slide 153 (Communicating – Do you know?)



Slide 154 (Communicating – Page 1)



Slide 155 (Communicating – Page 2)



Slide 156 (Communicating – Page 3)

APPENDIX J

PERMISSION LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1217/UN.34.12/DT/X/2014 16 Oktober 2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING FOR GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER

Mahasiswa dimaksud adalah :

Nama	: MUH. YUSUF ARIF NUR RAHMAT
NIM	: 10202244006
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Oktober - November 2014
Lokasi Penelitian	: SMP Negeri 2 Playen

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP Negeri 2 Playen

operator1@yahoo.com

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/**REG**/V/**272**/**10**/2014

Membaca Surat	: **KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA**	Nomor	: **1217/UN.34.12/DT/X/2014**
Tanggal	: **16 OKTOBER 2014**	Perihal	: **IJIN PENELITIAN/RISET**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	: **MUH. YUSUF ARIF NUR RAHMAT**	NIP/NIM	: **10202244006**
Alamat	: **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**		
Judul	: **DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING FOR GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER**		
Lokasi	: **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**		
Waktu	: **17 OKTOBER 2014** s/d **17 JANUARI 2015**		

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **17 OKTOBER 2014**
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SETDA

Hendar Susilowati, SH
NIP. 19580120 198503 2 003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN

PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 658/KPTS/X/2014

Membaca	:	Surat dari Setda DIY, Nomor : 070/REG/V/272/10/2014 , hal : Izin Penelitian
Mengingat	:	1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah; 2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri; 3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
Diijinkan kepada	:	
Nama	:	**MUH. YUSUF ARIF NUR RAHMAT NIM : 10202244006**
Fakultas/Instansi	:	Bahasa dan Seni / UNY
Alamat Instansi	:	Karangmalang Yogyakarta
Alamat Rumah	:	Sumberjo RT. 30 RW. 04 Ngawu Playen
Keperluan	:	ijin penelitian dengan judul :**DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING FOR GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER**
Lokasi Penelitian	:	SMP Negeri 2 Playen
Dosen Pembimbing	:	Drs. Suharso, M.Pd
Waktunya	:	Mulai tanggal : 20/10/2014 sd. 20/01/2015
Dengan ketentuan	:	

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal 20 Oktober 2014
An. BUPATI GUNUNGKIDUL
KEPALA

PEMERINTAH KABUPATEN GUNUNGKIDUL
KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Drs. AZIS SALEH
NIP. 19660603 198602 1 002

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala Sekolah SMPN 2 Playen ;
6. Arsip ;

PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
SMP NEGERI 2 PLAYEN
Gading, Playen, Gunungkidul, 55861 Telepon : (0274) 392185
e-mail : smp2playen@yahoo.co.id

SURAT KETERANGAN

Nomor : 421/310/2014

Yang bertanda tangan di bawah ini :

Nama	: **Drs. FATUROCHMAN**
NIP	: 19640302 198903 1 019
Pangkat/Golongan	: Pembina/IVa
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: **MUH. YUSUF ARIF NUR RAHMAT**
Nomor Induk Mahasiswa	: 10202244006
Fakultas/Instansi	: Bahasa dan Seni/UNY
Alamat Instansi	: Karangmalang, Yogyakarta
Alamat rumah	: Sumberjo RT. 03 RW. 04, Ngawu, Playen

Saudara tersebut di atas benar-benar telah melakukan penelitian di SMP Negeri 2 Playen, Gunungkidul, dari tanggal : 21 Oktober s.d. 28 November 2014, untuk Penyusunan Skripsi, dengan judul :

"DEVELOPING DIGITAL COMICS AS LEARNING MEDIA FOR TEACHING RECOUNT TEXT WRITING FOR GRADE VIII STUDENTS OF SMP NEGERI 2 PLAYEN IN THE SECOND SEMESTER"

Demikian surat keterangan ini di keluarkan untuk dipergunakan sebagaimana mestinya

Playen, 28 November 2014
Kepala Sekolah,

PEMERINTAH KABUPATEN GUNUNGKIDUL
SMPN 2 PLAYEN
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

Drs. FATUROCHMAN
NIP 19640302 198903 1 019