# DEVELOPING ENGLISH WRITING MATERIALS IN THE FORM OF COMIC STRIPS FOR GRADE VIII STUDENTS

**A Thesis**

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

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**YOGYAKARTA STATE UNIVERSITY**

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## DEVELOPING ENGLISH WRITING MATERIALS IN THE FORM OF COMIC STRIPS FOR GRADE VIII STUDENTS

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Presented as partial fulfillment of the requirements for the attainment of the *SarjanaPendidikan*Degree in English Language Education

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## A THESIS

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*Comic Strips For Grade VIII Students*

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Delia Trista Nanda

# MOTTOS

*"People are People, You are You" (Arashi)*

*"Write it as a dream, Read it as a goal" (Sho Sakurai)*

*"Understanding and forgiveness is not just for the sake of others.*

*Rather, it offers freedom to the victim" (Autumn by Evelin)*

# DEDICATION

**I dedicate this thesis to everyone who supports me to finish my thesis.**

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# APPENDICES

**DEVELOPING ENGLISH WRITING MATERIALS IN THE FORM OF COMIC STRIPS FOR GRADE VIII STUDENTS**

by:

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## ABSTRACT

This research aimed to find out the target and learning needs of Grade VIII students of SMPN 3 Kalasan. Moreover, it had a goal that was to develop appropriate comic strip materials for learning writing skills.

This is a research and development (R & D) study. The subjects of this research were 32 students of Grade VIII of SMPN 3 Kalasan. The research procedure was adapted from the model of Jolly and Bolitho (1998) consisting of identification and exploration of needs for materials, contextual and pedagogical realization of materials, physical production, expert judgment, and writing final draft. The needs analysis data were collected by using questionnaires and an interview. Then, the results of questionnaires were calculated through percentage. Thus, the highest percentage was considered as the needs of students. Meanwhile, the results of expert judgment were analyzed in the form of descriptive statistics.

Three units of materials were developed in this research. Each unit consists of introduction, main lesson and reinforcement. Each unit contains 15-16 tasks. These materials used comic strips as an input text. The units covered some activities such as answering question, filling the blank and completing texts. Mostly, the themes used represented students' daily life. According to the results of the expert judgment, the materials were very good based on a mean score of 3.7. In conclusion, the materials were appropriate to be used in Grade VIII of SMPN 3 Kalasan.

**Keywords**: *learning materials, writing, comic strips*

**CHAPTER I**

**INTRODUCTION**

A. **Background of Research**

The Indonesian Ministry of Education and Culture applies a new curriculum to replace the previous curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School-Based Curriculum. The new curriculum is called *Kurikulum 2013* or Curriculum 2013. This new curriculum was created in order to fulfill today's needs, they are preparing learners for future demands of competences such as communication competences, and critical thinking competences, working competences and global society competences. Curriculum 2013 focuses on student-centered learning. According to Richards and Schmidt (2002: 502), in student-centered learning, a teacher is only seen as a helper, adviser or counselor. Thus, learners are expected as the active role in a learning process.

One of the subjects listed in Curriculum 2013 is English. English is a compulsory subject in secondary school levels. Based on Curriculum 2013, English is seen as communication tools. Thus, learning English focuses in the four basic skills: listening, speaking, reading, and writing. By studying it, hopefully, learners can have better chances to understand and be understood by everyone around them.

Therefore, in order to meet the objectives of English learning, a teacher must be more creative in designing learning plans and learning

activities. A creative teaching and learning process helps students to be more creative. However, some of them are not ready to be creative teachers. They only concentrate on delivering materials without considering the creative aspects. Some teachers use the same methods many times without any change. Consequently, those decrease students' motivation. With too much repetition, students will be easily bored and lose their interest in learning. Thus, the teaching and learning process may not go well.

In addition, one of the important factors in making a successful teaching and learning process is a material. Materials are inputs of the learning process for the students to achieve the objectives of learning. There are so many sources that can be used as materials for learning English, for example, mass media like magazines, books, newspapers, or from electronic media like radio, television, the internet, etc. One of the attractive materials that can be used is comic strips. Comic strips are short stories that combine pictures and texts. They are simple, clear, and understandable reading materials. In addition, comic strips are reading materials which teens tend to like to read. As Gonzales-Espada (2003) says, most children and young adults love reading comic strips and they definitely attract junior high school students' attention.

## B. Problem identification

According to the observation held in SMPN 3 Kalasan, it was found some problems in the teaching and learning process. First, the learning process was focused on using *LKS or* a workbook as the one and only learning material. Students only have a workbook; they do not have other text books to support the learning process. Thus, it does not fulfill their needs.

The next problem found in a class related to English is students have a difficulty in developing writing skills. They found writing skills difficult to be mastered. Learners are confused about how they start the writing process and how to make a good paragraph.

Another problem is that students have low motivation. Students were unlikely interested in the teaching and learning process. They spoke each other while the English class was running. Therefore, this research focused on making comic strips to help students enjoy the learning.

## C. Limitation of the Problems

Based on the identification of the problems stated above, there were many problems found during the teaching and learning processes. However, the research concerns in the material problems. The research focused on developing English writing materials for Grade VIII of SMP students. The materials were in the form of comic strips.

**D. Formulation of Problems**

Based on the limitation of the problems, the problems were formulated as follows:

1. What are the target needs of Grade VIII students of SMPN 3 Kalasan in learning writing English?

2. What are the learning needs of Grade VIII students of SMPN 3 Kalasan in learning writing English?

3. What are the appropriate comic strips for learning writing materials for Grade VIII students of SMPN 3 Kalasan?

**E. Objectives of the Research**

In line with the formulation of problems, the objectives of the research are:

1. To describe the target needs of Grade VIII students of SMPN 3 Kalasan.

2. To describe the learning needs of Grade VIII students of SMPN 3 Kalasan.

3. To develop English Writing Materials for Grade VIII students of SMPN 3 Kalasan in the form of comic strips.

## F. Significance of the Research

This research is expected to give a valuable contribution to the following parties:

1. English teachers

   Teachers can use the material as an additional source in teaching students of the junior high school in learning English writing skills.

2. Students

   This research will help students to improve their writing skill and also motivate them in learning English, especially in learning writing skills.

## CHAPTER II

## LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

### A. Literature Review

### 1. Writing Theories

Writing is one of the four language skills; reading, writing, listening and speaking. Like speaking, writing belongs to the productive skills. According to Harmer (2007: 265), a productive skill is a term for speaking and writing, a skill where students have to produce language. Unlike the speaking skill which produces a product in spoken form, writing produces a product in written form.

### a. Definitions of Writing

There are many definitions of writing proposed by many experts. Brown (2001:335) says that writing is a product of thinking, drafting, and revising processes with specialized skills. Writing is a skill that not every person grows easily; it needs entirely special sets of the competencies. In line with Brown, Richards and Schmidt (2002: 592) mention that writing is a product of planning, drafting and reviewing and revising. Writing includes strategies, procedures and decision-making handled by the writers while they write.

According to Taylor (2009: 2) writing is an activity of bringing knowledge, then recording and preserving it. Writing is a product of writer understanding. It can be used for making sense of experiences, to show opinions, feeling, and any knowledge of writer. Taylor also adds that writing

can be used for preparation of speaking activities. Writing is an activity that can usefully be prepared by working in other skills such as listening, speaking and reading (Nation, 2009: 113).

From many definitions proposed by the experts, it can be concluded that writing is an activity which needs a set of processes. Otherwise, this skill also can bring out writer's knowledge. Moreover, writing also can be used to show feeling or thinking.

**b. Writing Objectives**

In doing writing, everybody has a particular objective that they want to accomplish. There are some objectives of writing proposed by experts. According to Nation, (2009:115) a written work is usually completed for an objective and a particular target reader. The objective can be widely diverged and determined based on their objective of writing. For example, a writer wants to write an informal letter written for a friend or a relative to inform his and his family's activities. While this letter is written, the writer should keep the purpose in mind by suiting the information and expression needed to the receiver.

Based on writing objectives proposed by Purves, Sofer, Takala and Vahapassi (in Nation, 2009: 115), writing activities are conducted to learn, convey or signal, inform, convince or persuade, entertain, maintain friendly contact, store information, and help to remember information.

## c. Aspects of Writing

Brown (2004: 218) says writing is a unique skill that has its own features and convention. Further, he also divides the aspect of the writing skill into two criteria: micro skills and macro skills (2004:220-221). The micro skills are: 1) producing graphemes and orthographic patterns of English, 2) producing writing at an efficient rate of speed to suit the purpose, 3) producing an acceptable core of words and use appropriate word order patterns, 4) using acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns, and rules, 5) expressing a particular meaning in different grammatical forms, and 6) using cohesive devices in written discourse. Then, Brown also lists the macro skills of writing, as follows: 1) using the rhetorical forms and conventions of written discourse, 2) accomplishing appropriately the communicative functions of written discourse, 3) conveying links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, 4) distinguishing between literal and implied meaning while writing, 5) conveying culturally specific references in the context of the written text, and 6) developing and use 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.

### d. Writing Processes

A process is something that should be done in order to do every activity. Writing as one of the learning activities also has its processes. Nation (2009: 116) divides the writing processes into seven processes: 1) considering the goals of the writer, 2) having a model of the reader, 3) gathering ideas, 4) organizing ideas, 5) turning ideas into written texts, 6) reviewing what has been written, and 7) editing.

Similar to Nation, Harmer (2007:279- 280) also mentions some organized ways in doing a writing project. Firstly a project starts at *briefing or choosing of topics* which means that teachers or students (or it can be both) decide on a topic. The topic can come from students or the teachers may offer a list of possible topics. The next step is *idea or language generation*, here students start making plans on how to accomplish the task, how to find out the information and where they can get the information needed. Teachers can give instructions on the way to get the information. Next, the third step is *data gathering.* Students can gather data from many sources. It can be from the internet, encyclopedias, television, radio, text books or questionnaires. The fourth step is *planning,* after having topic-specific language and data that they have required, students start making a plan on how the final project will be set out. Then, the next step is *drafting and editing*. Students start making the project. Before the final product is written, they start writing the draft; it can be a whole section or only parts of that. Then, the draft will be corrected teachers or fellow students. The draft will be self-edited as well. The sixth

step is *the result*; this is when the final goal of project is reached. The last step is *consultation/tutorial*, throughout the lifetime of a project, teachers will need to be available as a tutor, adviser, helper, and prompter for students to help them progress.

In addition, Jenkinson in Palmer (1994) explains that the writing process may be followed by some following steps:

a) pre-writing activities

Learners are given some optional topics. After the topic has been chosen, they brainstorm ideas. The ideas must follow the chosen topic.

b) writing a draft

Learners start writing the draft of the work. The draft is their first work.

c) peer review of the draft

The learners' work starts to be reviewed by fellow learners. Some errors and mistakes concerning grammatical errors and mistakes, organization of ideas, subject and verb concordance, verb agreement, tenses, etc. may be spotted.

d) revising/editing

After reviewing, the draft is revised based onthe suggestions from reviewers.

e) writing the final draft

Learners start writing the final draft or the final work.

## 2. Teaching Writing

### a. Principles of Teaching Writing

There are many approaches in teaching English. A teacher can select any appropriate approach which may be proper for his/her class based on their uniqueness. Besides the class's uniqueness, a teacher's experiences in a teaching and learning process will be one factor to help a teacher selects a particular approach or a technique. According to Nation (2009: 93 -95), there are three teaching principles that must be taken into account by a teacher during teaching writing.

1) Meaning- focused input

   In meaning focused input, it is believed that a successful writing process is if the writers are well prepared for what they are going to write. Learners should bring their experiences and knowledge during writing. Before they do writing, learners will choose a topic.

2) Meaning- focused output

   - Learners will be expected to do lots of writing in many kinds of writing genres in order to do practices for many aspects in the writing skills.

   - The aim of writing is to convey a message to reader, so the learners must be taken into account the communicative purposes during the writing process.

   - Writing should interest the learners.

   - Learners use writing for increasing their language knowledge.

- Learners can use technology in order to develop the writing skills.

- Writing instructions should be based on careful needs analysis which considers what the learner needs of writing are, what they can do now, and what they want to do.

3) Language focused learning.

In language focused learning, a learning process focuses on the micro skill of languages, and the parts of writing processes.

## b. Teachers' Roles in Writing

In many teaching and learning processes, teachers have a vital position in order to make a successful class. Teachers employ the important roles to make sure the learners get the materials well. According to Harmer (2007: 330), teachers in the learning writing process have three important roles as motivator, resources, and feedback provider.

1) Motivator

One of the important roles in teaching language is to motivate students in doing writing tasks. Teachers are expected to create the right condition for generating ideas, persuading learners of the usefulness of the activities or encouraging them to do hard work.

2) Resources

Teachers should be ready to give information and language resources while students do the writing task and the need arises. Teachers should offer constructive advice and suggestions. In accordance to this, Brown (2001: 340) states that a teacher's role in teaching and learning process

is as a facilitator or as a coach. Teachers offer guidance on helping students to engage in the thinking process of the writing activity. Teachers must not force his or her own view in order to respect students' opinion.

3) Feedback Provider

Giving feedback on writing tasks needs particular care. Nation (2009: 115) says teachers should give students positive responses and encourage them in doing writing. Teachers will choose what and how much focus on writing while they offer a correction based on student needs at a particular stage of a study and task. Nation (2009: 115) explains that providing writers with feedback is an important way in encouraging writers to keep their goals and target readers in mind.

## 3. Learning Materials

### a. Definitions of Tasks

There are many definitions of tasks suggested by many experts. Long (1985) states tasks are a piece of work undertaken for oneself or for others, freely or for same reward. In other words, 'tasks' mean many things people do in everyday life, at work, at play and in between. Crooks (1989) cited in Branden (2006: 4) says that tasks are a piece of work or activities, usually with a specified objective, undertaken as  parts of an educational course, at work, or used to elicit data for research. Added to this, Bahman & Palmer (1996) cited in Branden (2006: 4) say tasks are activities that involves

individual in using language for the purpose of achieving a particular goal or an objective in a particular situation. After stating many various definitions from many experts, Branden (2006: 4) states that tasks are activities in which people engage in order to attain an objective.

**b. Task Components**

Nunan (2004: 41-56) states that tasks must be analysed based on some task components such as goals, input data, procedures, settings and roles.

- Goals

    Goals are related to a communicative purpose or directly describing teachers and learners' behavior. Every task has a purpose directed at the learners when doing tasks. There is a relation between tasks and the learners' broader curriculum.

- Input

    Input is related to real tasks in learning. It refers to the spoken, written and/or visual data that learners work with in the course of completion tasks. Data can be provided by teachers, textbooks or some other sources. In addition, it should be possible for teachers to select an authentic written text which is appropriate to the needs, interest and proficiency levels of learners.

- Procedures

    It refers to what learners will do with the input. It considers criteria for task selection. Procedures consist of authenticity, learners' focuses, accuracy and fluency.

First, it is authenticity. Candlin and Edelhoff (1982) cited in Nunan, (2004: 53) state that authenticity involves much more than simply selecting texts from the outside arena of language teaching, and that the processes should also be authentic. Second, it is the learners' focuses. They are basically concerned with skill getting or skill using. In skill using, they apply these skills to communicative interaction. Third, it is focused on the learners developing accuracy and fluency. Brumfit (1984) cited in Nunan, (2004: 56) states that accuracy and fluency are not opposites, but are complementary.

- Teacher and Learner Roles

Roles are the part in which a learner and a teacher are expected to play in a learning task like the social and interpersonal relationship among the participants. Richards and Rodgers (1986) cited in Nunan, (2004:64) state that tasks will show assumptions about giving an achievement to a learner, so that the learner make to the learning process. Furthermore, a learner who knows his own preferred learning style and then apply on one's own learning strategies will make one become a better learner.

- Settings

Setting is the classroom arrangements specified in the task. It requires consideration of whether the task is to be partly outside or inside the classroom. There are two different aspects of the learning situations. They are mode and an environment. Learning mode refers to

the learners' operating on an individual or group basis. Meanwhile, environment refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre.

## 4. Writing in Junior High School

### a. Learner Characteristics

The age of *SMP* or junior high school students is around 12 to 15 years old, so they are categorized as teens. According to Brown (2001: 91), teens are the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, therefore teaching them requires special consideration. In line with Brown, Harmer (2007: 83) states that adolescence is an age stage of the search for an identity and a need for self-esteem; they need to have positive feeling about themselves and feel valued. Furthermore, Brown (2001: 92) states the learner characters of teenagers.

1) Around the age of twelve, the intellectual capacity adds abstract operational thought.

2) Their attention spans are lengthening, but teenagers are still easily distracted with many diversions in their life, then the attention can be shortened.

3) Their essential nature of appealing to all five senses lessens.

4) In this level age, the factors surrounding ego, self-image and self-esteem are in the top. They are very sensitive with emotional along mental capabilities and others.

## b. Teaching English in Junior High School

In *SMP*, the curriculum used is *Kurikulum 2013* or Curriculum 2013. Curriculum 2013 is a continuity of the past curriculum used (they are *Kurikulum Berbasis Kompetensi or* Competency Based Curriculum which is developed in 2004 and *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or School-Based Curriculum which is developed in 2006). Curriculum 2013 is a curriculum which is formulated from determining *SKL (Standar Kompetensi Lulusan)* based on student abilities and student needs. As stated in the decree of Ministry for Education and Culture No. 54 year 2013, achievement competencies are used as orientation to develop *Kompetensi Dasar* (Basic Competence) and *Kompetensi Inti* (Core Competence*).*

**Table 1**: Junior High School Grade VIII Core Competence and Basic Competence

| Kompetensi Inti | Kompetensi Dasar |
|---|---|
| *1. Menghargai dan menghayati ajaran agama yang dianutnya* | *Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.* |

*(continued)*

| | |
|---|---|
| **2.** *Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.* | **2.1.** *Menunjukan perilaku santun dan peduli dalam melaksanakan komuknikasi antar pribadi dengan guru dan teman.*<br><br>**2.2.** *Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.*<br><br>**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.* | **3.9** *Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbadingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.*<br><br>**3.10** *Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.*<br><br>**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.* |

*(continued)*

|  | *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* <br><br> . <br><br> *3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (notice), 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.* | *4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* <br><br> *4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* <br><br> *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.* |

*(continued)*

| | |
|---|---|
| | ***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.*<br><br>***4.17*** *Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* |

Afterward, the learning process in Curriculum 2013 is oriented to develop character competences including: 1) attitude: accepting, operating, appreciating, comprehending, and carrying, 2) skills: watching, asking, trying, reasoning, providing, and creating, 3) knowledge: knowing, understanding, applying, analysing, evaluating, and creating. Those are clearly stated in the decree of Minister for Education and Culture No. 65 year 2013.

In addition, the learning process of Curriculum 2013 uses the scientific approach. The scientific approach includes inquiry learning with constructivism characteristics. The aims of scientific approach are to develop good attitudes, gain knowledge, and acquire skills.

Furthermore, there are five learning stages in the scientific approach, they are observing, questioning, experimenting, associating, and communicating. The first stage is observing. In the observing stage, students

focus on meaningful learning. By observing, students can satisfy their curiosity. Besides, students will learn the connection between observing objects and learning materials. They read/watch/listen to a particular text from any sources, then they give attention to the social function, structure, and format of the text. Nation (2009: 116) suggests a way in observing stage that is having a model of reader.  In this stage, students observe examples of text paragraphs. The next stage is questioning. In questioning, students formulate their own questions based on things they don't understand or to get other information which is associated with the learning material (it can be a factual question or a hypothetical question). Questions can be called good questions if they fulfill good question criteria. The criteria are brief and clear, inspiring, focusing in learning topic, probing or divergent, validating, giving students a chance to thinking back, stimulating the cognitive ability, and stimulating interaction. In this stage, students can ask everything about the material or topic. Harmer (2007: 279) suggests a way which is called idea or language generation, students can start for asking on how they should carried their ideas into work.

Third stage is experimenting or collecting information. In order to get an authentic source, students must do an experiment. In line with this, Harmer (2007: 279) suggests data gathering. Students can gather data from any sources.  Next stage is associating. Associating includes the reasoning activity. Reasoning is a logic and systematic thinking process based on facts that can be observed to get a conclusion as knowledge. Based on Curriculum 2013, a

teacher and a student are active subjects. According to Nation (2009: 119), this stage is called organizing ideas. In the organizing idea stage, learners are given opportunities to put their own point of view into their writing. The next stage is communicating. It is aimed for developing the abilities in presenting all knowledge and abilities either in oral and written form. Nation (2009: 119) suggests a way called idea to a text. In this stage, the learners put their ideas into written form.

**Table 2**: Relevance of learning steps, learning activities and developed competencies

| Steps | Learning Activities | Developed Competencies |
|---|---|---|
| Observing | Reading, listening, observing, watching | Learning to become a sincere and careful person, and to seek information. |
| Asking | Asking questions about the new information, and then getting new information. (from factual questions to hypothetical questions) | To develop creativity, curiosity, and ability to phrase questions for shaping critical thinking. |
| Gathering Information/experiment | -doing experiment<br>-reading other sources beside text book<br>-observing an object/ occurrence/ activity.<br>- interviewing informant | To develop careful attitude, honesty, well-mannered attitude, appreciating other opinion attitude, and a communication ability,<br><br>To apply information gathering skills in every way (that was learnt in school) and to develop learning habitual. |

*(continued)*

*(continued)*

| Associating | - Processing collected information from gathering information or experiment, or even from observing activities.<br>- Processing information form | To develop honest attitude, careful attitude, obey the applicable rules habit, hardworking attitude, ability of applying procedures and ability of deductive and inductive thinking ways. |
|---|---|---|
| Communicating | Delivering the results of observing, making conclusion of analysis orally, in written form, or in every kind of media. | To develop honest attitude, careful attitude, tolerance attitude, systematically thinking ways, attitude of expressing opinions briefly and clearly, and ability of using good language. |

## 5. Writing Assessments

In the teaching and learning process, assessing is one of the important aspects. According to Brown (2004: 4) an assessment is not only testing, but it is an ongoing process that includes wider domain, whenever learners respond to the questions, or offers a comment. As another language skills, in learning writing students also must be assessed. Brown (2004: 220) divides writing performances into four types; they are *imitative, intensive, responsive,* and *extensive.*

### a. Imitative Tasks

In imitative practices, a sentence form is the main focus, while the context and meaning are secondary concern. In order to produce a written language, learners must attain basic skills like writing letters, words,

punctuation, and very brief sentences, as well as the right spelling skills. There are some activities in the imitative practices (Brown, 2004: 221- 223).

1) Tasks in (Hand) Writing Letters, Words, and Punctuation

There are some limited varieties of types of tasks that are used to assess somebody's ability to do handwriting to produce written letters or symbols. The types are:

a) Copying: students are asked to copy letters and word without any change.

b) Listening to cloze selection tasks: it combines a dictation with a written script that has missing words. This task provides a list of missing words in test sheet which test taker should select. The aim is not to assess spelling but to give writing practicing.

c) Picture-cued tasks: in picture-cued tasks, test-takers are asked to write words based on what pictures displayed. In this type of assessment, test-makers must make sure no ambiguity in identifying the pictures.

d) Form completion tasks: test-takers are asked to complete a simple form (registration, application, etc.). They are asked to fill the form for name, address, phone number, and other data.

e) Converting numbers and abbreviation to words: test takers are asked to write out the numbers displayed.

2) Spelling Tasks and Detecting Phoneme-Grapheme Correspondences

a) Spelling tests: In spelling tests, a teacher dictates a simple list of words, one word at a time and then follows by word in a sentence. It assesses the

right spelling. A teacher can lessen the listening error by choosing words that students have heard or read in their class.

b) Picture-cued tasks: in picture-cued, it assesses the spelling of pictures that are displayed and focuses on familiar words whose spelling may be unpredictable.

c) Multiple-choice techniques: in multiple-choice techniques, words and phrases are presented in the form of multiple-choices. It can use homonyms to make it more challenging.

d) Matching phonetic symbols: if students are familiar with phonetic symbols, they can be asked to write the phonetic symbols of words.

**b. Intensive Tasks**

Intensive performances are focused on producing an appropriate vocabulary within context, collocation, idioms and correct grammatical features in length of a sentence. Brown (2004: 225-233) states some activities in intensive writing performances.

1) Dictation and Dicto-Comp

Dictation is interpretation in writing from what one hears orally. It can be classified as an imitative writing type, especially since the test focuses on the correct spelling. In the dictation, test takers hear a passage, which is read three times; first with normal speed, then with long pauses between phrases, and the last, back to the normal speed, so that they can check their work. Then the test takers write the passages which have been heard. Dicto-comp is

a form of controlled writing. A teacher reads two – three times paragraphs in normal speeds, the learners write the text from the best of the recollection.

2) Grammatical Transformation Tasks

Learners are asked to transform from one grammatical sentence into another different grammatical sentence, for examples: 1) changing the tenses in a paragraph, 2) changing full forms of verbs to reduced forms (contractions), 3) changing statements to yes/no or wh-questions, 4) changing questions into statements, 5)etc.

3) Picture-Cued Tasks

A teacher shows pictures and students make sentences or paragraphs based on pictures presented. There are some varieties of picture-cued tasks in the intensive writing: short sentences, picture description, picture sequences description, etc.

4) Vocabulary Assessment Tasks

In the vocabulary assessment tasks, learners are asked to define words or using words in a sentence.

5) Ordering Tasks

These tasks focus on ordering or re ordering a scrambled set of words into a correct sentence.

6) Short-Answer and Sentence Completion Tasks

Test takers are given questions in more elaborate answers, adjusted with writing skills.

c. **Responsive and Extensive Tasks**

Responsive writing gives an opportunity for test takers to have possible creative response assessment framework, they are answering based on the assessment prompt. Extensive writing has same principles with responsive writing, yet in longer text. However, it gives more freedom to choose topics, length and style.

1) Paraphrasing

The aim of doing paraphrasing is to say something in someone's own words. A teacher must ensure that learners understand the objective of paraphrasing.

2) Guided Questions and Answers

Guided questions and answers are a lower-order task type of writing that has the pedagogical benefit of guiding learners. It is an assessment format which a test-administrator presents a series of questions which function as an outline of written texts.

A teacher can use an analytic/ holistic score to score guided writing. Guided writing may be as long as two or three paragraphs. Guided writing may be less to appear on the formal test, and more likely is used for prompting a draft of writing.

3) Paragraph Construction Tasks

It is important to do reading before writing a paragraph. Learners read an effective paragraph, then analyse its ingredients and next they emulate it. It takes on numbers of different form.

a) Topic Sentence Writing

Learners start with stating a topic through a lead sentence. The assessment consists of 1) specifying the writing of a topic sentence 2) scoring points for its presence or absence, 3) scoring and/or commenting on its effectiveness in stating the topic.

b) Topic Development Within a Paragraph

A paragraph should provide readers with meaningful, connected thoughts or ideas, so it should have another stage of assessments that develops an idea within paragraph. There are four criteria applied to assess the quality of a paragraph.

- The clarity of the expression idea.

- The logic of the sequences and connections.

- The cohesiveness or unity of the paragraph.

- The overall effectiveness or impact of the paragraph as a whole.

c) Development of Main and Supporting Ideas Across Paragraph

While writers start writing longer with two or more paragraphs, the writers try to articulate the main idea following states supporting ideas.

4) Strategic Options

In order to make good writing, learners must be directed to a right path. Teachers need a good strategy in giving tasks, so writers will aware of the demand of tasks. There are two kinds of strategies ; 1) attending to tasks, learners must fulfill the criterion of writing and 2) attending to genre, learners are given tasks with restriction in particular a text genre.

6. **Comic Strips**

a. **Definition of Comic Strips**

Before discuss about definition of comic strips, it is important to define what comic is. According to Masdiono, (1998: 11) comic is a story in the form of pictures. Comics are different from picture stories. In the picture stories, pictures are only an illustration, the complement of story, but in the comics, the text is the complement; as dialog or as narration of the story. Comics are media visual with a group of pictures and words. In addition, McCloud (1993: 9) says that a comic is contiguous pictures arranged based on a story plot that aims to give information and get aesthetic appreciation from the readers. This opinion is supported by Eisner (1998) who defines comics as sequential art. Also, Smith (2006: 2) explains that a comic is one of the media which combines static images which usually splits into panels and stories conveyed through texts.

Otherwise comic strips are one of the specific styles of the comics. Smith (2006: 03) explains that comic strips are specific styles of comics which usually have one to four panels. They commonly appear in the newspaper. Comic strips usually center on the same cast yet the stories are meant to stand on their own; the readers are not necessary to be aware of the previous strips to understand the current one.

b. **Components of Comic Strips**

Furthermore comic strips, as one in the comic books, have some aspects. According to Masdiono (1998: 13), the components of comics are panels, gang, narration, balloon texts and sounds effects. First, it is the *panel*. *Panel* is a place where one act of picture and story is located. *Panel* has its aim for making the story line of comics. Thus, in order to make a good story, every *panel* has to be placed orderly based on the story line. Then, a good order of *panel* is from right to left and from top to down. Next, it is *gang*. *Gang* is a space between two panels. *Gang* has a function as separation between two ideas or two acts in story. Third, it is a narration. It is the dialog inside the balloon texts. Narration is really important part of the story, because it contains the story of the comics. Next part is a balloon text. A balloon text is where the narration is placed. By seeing balloon texts, readers can detect the expression of the dialogs. The last part is a sound effect. Just like the name, a sound effect performs the voices out of the dialogs, like the voices of nature, the voices of things, etc.
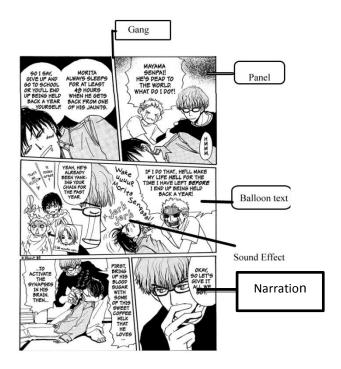
**Figure 1**: Parts of Comics

c. **Advantages of Comic Strips for Language Learning**

Like another form of materials, comics as one of the teaching and learning materials have some advantages. First, according to Banks (in Clysdesdale, 2007) comics are ways to bridge the gap between first languages or cultures and the target language. Comics can bring the multicultural situation to their stories. In line with Banks, Davis (1997) states that comics have a widespread appeal to all groups and levels of society because they reflect authentic language and culture, and contain interesting story content and character development. Davis also explains comics can fill the need of content-based courses because of its multi-dimensional nature, combining both words and pictorial images. Comics allow teachers and students to explore language in creative ways. These teaching materials can heighten

students' interest. Moreover, Clysdesdale (2007) states comics are combination of text and visual which give a total effect for linguistic and cultural integration unpatrolled in 'straight text'. Comics call for "visual literacy," where students need to learn to recognize certain symbols and decode their meaning, much in the same way they do while reading texts (Derrick: 2008). In addition, Smith (2006: 06) explains that with combination of text and illustration, comics are powerful aids who excel at visual learning or who have short attention spans. Based on all the experts' opinion, comic strips can be regarded as a potential material in the teaching and learning process to motivate students' interest. In short, by using comic strips as media, a teaching and learning process will be more effective.

**d. Comic Strips for Writing**

Nowadays, it is not unusual activities that comic strips are used for an English classroom. Some experts state some advantages of using comic strips especially in the prewriting stage. Edmunds (2006) states that comic strips enable students to identify the elements of a story through the presented visual art and dialogues. They consist of enough words and expressions that can help students to construct sentences. They also provide contextual clues to the meaning of written narrative. In line with that, Vukoja (2005) states that through the use of comic strips in the prewriting activity, students can explore the structural devices of a story (plotlines, character development, setting, and themes). Moreover Fay (2009) states that the reasons of using comics in the classroom are their visual appeal, efficiency, and power of

message. According to Faulkner (2009) in Yunus, et al. (2010) comic strips can spur students' interest to write English. It is much more engaging way to practice language and creative writing than simply writing them out as words alone on a blank page. In addition Clysdesdale (2007) says comics put learners at ease with the material. Comics do not make learners feel alienated and distant from the material by struggling with language. A reader's effort at comprehension is greatly reduced.

## B. Review of Related Studies

This research is about developing comic strips as English writing materials for students of junior high school Grade VIII. These are some previous studies related to the research. However, the related studies are not completely the same as this study. Those studies support much for this research.

One of the studies was conducted by Kristi and Purwati (2013). The researchers studied implementing comic strips as media for teaching writing narrative texts for Grade X of senior high school. From the research, they found that comic strips could be used as media for teaching writing narrative texts. The implementation of comic strips as media in teaching writing narrative texts to Grade X is effective and going well. The comic strips can stimulate the students to get ideas for writing their narrative texts and motivate the students to become more active in the learning process. From the results of research, students' composition abilities became better after the

implementation of comic strips as learning media. It can be seen from their scores of first to third tasks in the first and second meeting. The students mostly progressed positively in every aspect of writing.

Another related study is conducted by Ramliyani (2010). The research focuses on analysing the effect of using comic as media in teaching writing exposition texts for senior high school. From the research, the researcher found that there were significantly different output scores between before treatment is given and after treatment is given. The result shows that students' learning scores were increased after using comic as media for teaching writing. Further, in conclusion, he explains that comic as learning media is more effective to improve the writing exposition text skill rather than using the conventional text books.

## C. Conceptual Framework

In order to meet the objectives of learning English, there is one thing that should be considered for creating a successful class. One important point that should be considered is how to make a class interesting for learners. One way of creating an interesting class is by making a creative class. A creative class means a class with a creative learning process and material.

However, not all teachers are able to make a creative class. Some teachers still use monotonous and less attractive materials. One of the less attractive materials is *LKS* or workbooks. Yet, there are many teachers that still used workbooks as the only material used. It makes the learning process

unattractive. With an unattractive class, learners will be easily bored with the learning process.

There is another problem found in a class related to English that is students have a difficulty in writing skills. They found writing skills difficult to be mastered. Learners are confused about how they start the writing process, i.e. generating ideas into composition and how to make a good paragraph.

In accordance with the problems stated above, the researcher aimed to make attractive materials which support writing skills. An attractive material entices students' learning attention and help students to learn writing skills. The researcher made materials for the junior high school in the form of comic strips. A comic or comic strip is a kind of reading texts that has so many pictures in it. It is believed that it is one kind of reading texts that teenagers like to read. Thus, by developing comic strips as learning material, the researcher expected the teaching and learning process of English become more interesting and the students will be motivated to learn English.

Another advantage in using comic strips is comic strips can help students in prewriting stage, which is generating ideas. Comic strips are written in the simple sentences and easily read, so it will be understood by learners and help learners to grasp the abstract ideas for helping generating ideas. Furthermore, comic strips also can enrich student' vocabularies, which help students to make their writing more beautifully written.

The process of material development used Jolly and Bolitho's design in Tomlinson (1998: 98) with some adoption to adjust to the needs of research. The materials were developed by following Curriculum 2013 for junior high school.

# CHAPTER III

# RESEARCH METHOD

## A. Type of Study

This study focused on developing a product that can be used effectively for an educational program. Based on the goal, this study can be classified as research and development (R&D). In this case, this study developed an educational product of English writing materials in the form of comic strips.

Wallace (2006: 114) states that research and development is a strategy that incorporates extant knowledge from theory and empirical research into a product that can be used for the improvement of practice. In addition, Gay (1987: 8) states that the major purpose of R & D is to develop effective products used for educational programs. . In line with other experts, Borg and Gall (1983) say R & D is a type of research which is used for creating a particular product and try out its effectiveness. The product was systematically created, evaluated and refined until it meets with the specific criteria of effectiveness, quality, or similar standards.

## B. Setting

The research was conducted on May 2015 in SMPN 3 Kalasan, Yogyakarta. The school is located on Jalan Sidokerto, Purwomartani, Kalasan, Sleman, Yogyakarta. It has 3 grade levels with 4 classes for each grade. The

subjects of this research were the students of Grade VIII of SMPN 3 Kalasan. Their age range is from 12 to 13 years old.

## C. Research Procedure

In this study, the researcher used the procedure adapted from the model of materials design proposed by Jolly and Bolitho in Tomlinson (1998: 98). The reason of adaption was to adjust it to suit the needs of the research. The first, second and third step were adapted from Jolly and Bolitho in Tomlinson (1998: 98) and the last two steps were adjusted to suit the needs of the research.

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┌─────────────────────────────────────────┐
│ Identification of needs for materials &  │
│        Exploration of needs              │
└─────────────────┬───────────────────────┘
                  ↓
┌─────────────────────────────────────────┐
│  Contextual and Pedagogical realization  │
│              of materials                │
└─────────────────┬───────────────────────┘
                  ↓
┌─────────────────────────────────────────┐
│      Physical production (first draft)   │
└─────────────────┬───────────────────────┘
                  ↓
┌─────────────────────────────────────────┐
│            Expert Judgment               │
└─────────────────┬───────────────────────┘
                  ↓
┌─────────────────────────────────────────┐
│           Writing final draft            │
└─────────────────────────────────────────┘
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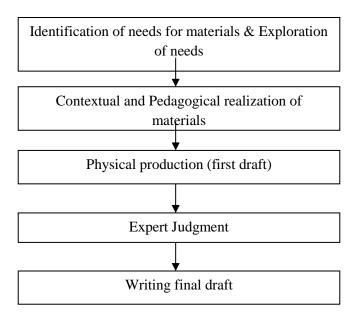
**Figure 2:** The Research Procedure adapted from Jolly and  Bolitho's
Materials Development Model in Tomlinson (1998: 98)

1. **Identification of needs for materials and exploration of needs**

In this stage, a needs analysis was conducted to gather information about the target needs and learning needs. After the data results of needs analysis were gathered, the results were analysed for designing learning materials and creating a course grid. From the questionnaire and interview's results, the researcher found the learning and target needs. The needs analysis was conducted by distributing questionnaires to the students of junior high school and interviewing the English teacher.

2. **Contextual and Pedagogical realization of materials**

In this stage, the researcher developed the course grid used in the materials. The course grid was developed based on the curriculum used in the junior high school, with adjustment from the needs analysis results. The contents of course grid were the ideas, context or text, appropriate exercises or activities, etc.

3. **Physical production of materials**

After deciding the course grid, the units of materials were designed. Besides from the course grid, the designing process involved the results of the needs analysis. The results of the needs analysis showed the suitable ideas, context or text for the materials. Then, the researcher made the appropriate exercises or activities. In addition, the formats of materials were taken into account in the process. From this whole process, it produced the first draft of materials.

4.  **Expert Judgment**

    The first draft was consulted with the expert. The aim of expert judgment was to examine the materials. It examined every part of the materials; the content, presentation, language and the lay out. The results of expert judgment were used as the base for writing the final draft.

5.  **Writing the final draft**

    After getting feedback from the expert, the materials were revised. The suggestions and feedbacks from the expert were combined to revise the first draft to be the second draft or the final draft.

D.  **Research Instruments**

    As the goal of this research is to develop writing materials for an educational program, there were important points needed to be considered. They were obtaining the learning and target needs. To gain the learning needs and target needs data, the researcher distributed questionnaires and did an interview.

    The questionnaires were distributed to the students in order to do needs analysis on English writing materials. The results of these questionnaires were used at the next stage of this research. Here is the organization of the questionnaires.

**Table 3**: Questionnaire Organization

| No | Aspects | The Purpose of the Questions | Item Number | References |
|---|---|---|---|---|
| 1. | The Student's Profile | To find the information about students' profile | A | Hutchinson and Waters (1987: 63) |
| 2. | Necessities | To find out the students' expectation of learning | 1 | Brown (2001: 142) Nunan (2004: 174) |
| | | To find out the students' needs in terms of target situation | 2 | Hutchinson (1987: 55) |
| 3. | Wants | To find out students' want related to the materials | 3 | Hutchinson (1987: 55) |
| 4. | Setting | To find out learners' preferred learning mode | 4 | Nunan (2004: 70-73) |
| 5. | Procedures | To find the information about students' opinion of learning activities in the classroom | 8 | Nunan (2004: 53-63) |
| 6. | Lack | To find the learners' lack | 5,12 | Hutchinson and Waters (2006: 62) |
| 7. | Learners' Role | To find out learners' role | 11 | Nunan (2004: 14) |
| 8. | Teachers' Roles | To find out the teacher's roles in the classroom | 10 | Nunan (2004: 64-70) |
| 9. | Input | To find the information about the students' opinion of the learning aids | 6,7,9 | Nunan (2004: 47) |

To support the needs of the research, the research conducted an interview. It was held in order to gain information about target and learning needs. The researcher interviewed the English teacher of SMPN 3 Kalasan.

Besides the first questionnaires, the researcher also used second questionnaire to evaluate the first material draft. The questionnaire evaluated the materials appropriateness and comic strips appropriateness. It was distributed to the expert of material design. The questionnaire followed the standard of Instrument *Penilaian Buku Bahasa Inggris* created by *Badan Standar Nasional Pendidikan (BSNP)* and taken from McCloud (2006). The organization of second questionnaire was presented in Table 4.

**Table 4**: Evaluation Instruments

| No. | Components of evaluation | Number of item | Reference |
|-----|--------------------------|----------------|-----------|
| 1. | The appropriateness of content | 1 – 8 | BSNP |
| 2. | The appropriateness of language | 9 – 16 | BSNP |
| 3. . | The appropriateness presentation | 17 – 25 | BSNP |
| 4. | The appropriateness of lay out | 26 – 34 | BSNP |
| 5. | The appropriateness of content and language of comic strips | 35-39 | McCloud (2006: 128-132) |
| 6. | The appropriateness of comic illustration | 40 - 49 | McCloud (2006: 39-44, 140-145, 178-179) |

## E. Data Analysis Technique

As mentioned before in the previous section, there were two kinds of questionnaires distributed to the subjects of research. The first questionnaires used for needs analysis was analysed through calculating percentage of each answers. The percentage was calculated by dividing the number of frequency

and total participants and then it was multiplied by 100 % (Sudijono, 2003: 129). Then, the highest percentage was considered representing the needs of students.

The second questionnaire which was used for processing the material evaluation was analysed using descriptive statistics. To collect the responses of the questionnaire, the researcher used a Likert-scale. A Likert-scale (Cohen, et al. 2005: 253) provides a range of responses to a given question or statement. It was used for indicating the strength of their agreement and disagreement dealing with the statement and question given to them.

Table 5: **The categories of expert judgment**

| No | Categories | Score |
|---|---|---|
| 1. | Strongly Agree | 4 |
| 2. | Agree | 3 |
| 3. | Disagree | 2 |
| 4. | Strongly Disagree | 1 |

Then, the results of the data gathered from the second questionnaire were calculated by using formula proposed by Suharto (2005: 58 - 59) to find the range or the data interval.

The data were converted into descriptive statistics. It was aimed to summarize a given data set which could not be represented entirely. The researcher used the mean ($\overline{x}$) as the indicator of measurement. The means were calculated using the formula proposed by Suharto (2005:58).

Then, the result data were converted to descriptive statistics in terms of its goodness as the formula proposed by Suharto (2005:58).

**Table 6**: Scale of Descriptive Categories Interval

| Scale | Interval | Descriptive Categories |
|---|---|---|
| 1 | $1 \leq x \leq 1.74$ | Poor |
| 2 | $1.73 \leq x \leq 2.48$ | Fair |
| 3 | $2.49 \leq x \leq 3.24$ | Good |
| 4 | $3.25 \leq x \leq 4$ | Very Good |

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and discussions of the research. The research findings discuss about the target and the learning needs through the results of the needs analysis, and the appropriate learning materials through the course grid, the unit design and the expert judgment.

**A. Research Findings**

**1. The Results of the Needs Analysis**

The first stage of the research was conducting a needs analysis. The needs analysis was conducted to assess the target and learning needs of the students. It was conducted by distributing questionnaires to Grade VIII students of SMPN 3 Kalasan, Sleman on May, 20th 2015 and interviewing the English teacher of SMPN 3 Kalasan.

**a. Description of the Students' Profile**

There are four classes in Grade VIII of SMPN 3 Kalasan. However, the questionnaires were distributed to one class only. The class was chosen randomly. The class was class VIII D of SMPN 3 Kalasan. Here is the data display of the respondents' profile of VIII D students.

Table 7: **Data of Respondents**

| Students' Characteristics | Sex | | Age | | |
|---|---|---|---|---|---|
| | Male | Female | 13 | 14 | 15 |
| Number of Students | 16 | 16 | 3 | 24 | 5 |

According to the data of Table 7, the total number of male and female students was the same. Hence, they were equal in number. Most of students were 14 years old. In conclusion, the students were in the range of teenagers' age.

**b. Description of Target needs**

Hutchinson and Waters (1987) define the target needs as learners' view about the target situation. The analysis of the target needs was divided into three points. They were necessities, lacks, and wants.

**1) Necessities**

Necessities are described as what the learners have to know in order to function effectively in target situation (Hutchinson and Waters, 1987: 54). Necessities in this study included students' goal of learning English and students' view about the use of English. The data of students' goal of learning English are presented in Table 8.

Table 8: **The Goal of Learning English**

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What is your goal for learning English at school? | a. To pass the national examination | 32 | 9 | 28% |
| | b. To get a good mark in the school report | 32 | 3 | 9% |
| | c. To help communicating in English fluently both oral and written to foreign people | 32 | 5 | 16% |
| | d. To get knowledge about English like grammar, expression, idiom, etc. | 32 | 24 | 75% |
| | e. Others ……… | 32 | 0 | 0% |

Table 8 shows that most students wanted to learn in order to get knowledge about English. They had a goal to be able to master English by learning the grammatical rules.

Another aspect of necessities was students' view about the use of English. The data of students' view of the use of English are presented in Table 9.

Table 9: **Students' View about the Use of English**

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| I use English… | a. as communication tools for my daily life, both oral and written | 32 | 7 | 22% |
| | b. as communication tools with the English teacher in English class | 32 | 12 | 38% |
| | c. to help me  read an English text books | 32 | 2 | 6% |
| | d. to help me  read all books in English | 32 | 11 | 34% |
| | e. to help me to listen to songs and to watch movies in English | 32 | 5 | 16% |

Table 9 showed that the results were spreading. There were 2 items which most students chose. They were using English as communication tools with the English teacher at English class and to help them to read all books in English.


2) **Wants**

Hutchinson and Waters (1987: 56) state that "wants" are anything that learners want to know. In this study, the description of wants was the students' wants in learning writing.

**Table 10**: Students' Wants in Learning Writing

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What do you want in learning writing? | a. To be able to write with the right grammatical rules | 32 | 26 | 81% |
| | b. To be able to write coherently and cohesive | 32 | 0 | 0% |
| | c. To be able to write with a rich vocabulary | 32 | 6 | 19% |

From Table 10, it can be concluded that most of the students wanted to be able to write with the right grammatical rules.

## 3) Lacks

According to Nunan (2004: 55), lacks refer to the gap between learners' existing knowledge and the knowledge required in the target situation. By understanding lacks of students, the material developers can decide which learning aspects should be put in the lesson. This part identified the students' view about difficulties in writing English.

Table 11: **Students' View about Difficulties in Writing English**

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What do you think about writing in English? (difficulties) | Spelling of English words | 32 | 2 | 6% |
| | Punctuation Mark | 32 | 0 | 0% |
| | Using the right vocabulary in writing | 32 | 4 | 13% |
| | Using the right expression in writing | 32 | 3 | 9% |
| | The writing composition | 32 | 8 | 25% |
| | Grammatical rules | 32 | 14 | 44% |
| | Idioms | 32 | 13 | 41% |
| | Effective sentences | 32 | 13 | 41% |
| | To write agree with the chosen communicative purpose | 32 | 9 | 28% |
| | Cohesive writing | 32 | 7 | 22% |
| | Finding an idea | 32 | 6 | 19% |

From Table 11, there were three items that most of the students found difficult. They were the grammatical rules, idioms and effective sentences. However, there was one item that all the students found it easy, the item was punctuation mark. This result was similar to wants' results, which most of the students wanted to learn grammatical rules.

c. **Description of Learning Needs**

Learning needs are described as what knowledge and abilities the learners will require in order to perform to the required degree of competence in the target situation (Nunan, 2004: 60). The components of learning needs included input, procedures, setting, learner's roles, and teacher's roles.

1) **Setting**

Setting can be defined as the implantation of how tasks should be carried out. Table 12 shows learners' preference setting to carry out the tasks.

Table 12: **Setting**

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| In what kind of situation do you feel comfortable while learning English? | Learning in a team | 32 | 22 | 69% |
| | Learning in pairs | 32 | 9 | 28% |
| | Learning individually | 32 | 5 | 16% |

In the terms of setting, it can be seen that more than half of the students felt more comfortable to learn English in a team. Then, more than a quarter of the students preferred to learn in pair. In conclusion, most students felt comfortable while learning in a team.

2) **Procedures**

Procedures specify the activities of what learners should do with the input. Procedures in this research covered the activities of learning writing.

**Table 13**: Procedures

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| You want to learn English by…… | drilling | 32 | 3 | 9% |
| | using learning media | 32 | 16 | 50% |
| | getting explanation | 32 | 8 | 25% |
| | using motion | 32 | 0 | 0% |
| | finding the information by yourself | 32 | 3 | 9% |
| | getting many examples | 32 | 5 | 16% |
| | getting many exercises | 32 | 3 | 9% |

Table 13 shows that half of the students preferred learning English using learning media. Then, a quarter of the students wanted to learn by getting explanation. However, none of the respondents chose using motion. It can be concluded, according to results, it was important to use learning media in learning process.

3) **Input**

Nunan (2004: 41) states that input refers to any data in spoken as well as in written that learners work with in the course of completing a task. Input in this study included the comic strip utility, opinion of a good material and themes.

**Table 14**: Comic Strip Utility

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What do you think of using comic strips as media in learning writing English? | Very helpful | 32 | 3 | 9% |
| | Helpful | 32 | 28 | 88% |
| | Not helpful enough | 32 | 0 | 0% |
| | Not helpful at all | 32 | 0 | 0% |

Table 14 shows that almost all of the students stated that using comic as learning media is helpful, while the rest of the students stated that it is very helpful. From the result above, it can be concluded that using comic strips as one of the media in learning writing is helpful for learners.

**Table 15**: Students' Opinion of a Good Material

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What do you think about a good learning material? | Having many pictures and colorful design | 32 | 11 | 34% |
| | Having a lot of explanation | 32 | 14 | 44% |
| | Having many examples and texts | 32 | 11 | 34% |

From Table 15, it shows that the result of the students' opinion is almost even. The highest percentage went to having a lot of explanation, while a third of the students thought that a good material should have many pictures and colorful design. Then, another a third of the students thought that having many examples and texts is one of the good material characters. In conclusion, a good learning material was a material which has many pictures and colorful design and has many explanation and examples.

**Table 16**: Themes

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| What kind of theme do you like? | Schools | 32 | 2 | 6% |
| | Daily life | 32 | 11 | 34% |
| | Hobbies | 32 | 14 | 44% |
| | Living things | 32 | 3 | 9% |
| | Popular things | 32 | 5 | 16% |

Table 16 shows that almost half of the students chose hobbies as their favorite theme. Then, a third of the students thought that daily life as their preferable theme. In conclusion, daily life and hobbies were their favorite themes.

4) **Learners' Roles**

Learners' roles identify what the learners want to do when the learning process is running. The result of the needs analysis related to the learners' role is presented in Table 17.

**Table 17**: Learners' Roles

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| In a teaching and learning process, students should….. | listen to the teachers' explanation | 32 | 8 | 25% |
| | note down everything explained by the teacher | 32 | 6 | 19% |
| | be actively participated in the learning process | 32 | 22 | 69% |
| | learn individually and do the task quietly | 32 | 0 | 0% |

Table 17 shows that more than half of the students thought that they should actively participate in the learning process. However, none of the students chose to learn individually and do the task quietly.

**Table 18**: Teachers' Roles

| Question | Item | N | F | Percentage |
|---|---|---|---|---|
| In a teaching and learning process, a teacher should….. | explain the formula and ask students to work on the exercises | 32 | 11 | 34% |
| | read the texts and translate it directly together with the students | 32 | 0 | 0% |
| | walk around the class while control students' work and give comment on the students' work | 32 | 4 | 13% |
| | guide the students in discussing the texts | 32 | 20 | 63% |

From Table 18, it shows that more than half of the students though that the teacher should guide the students to discuss the texts.

### d. Description of the Interview Results

There were four classes in Grade VIII SMPN 3 Kalasan taught by one English teacher. As the plan, the English teacher was interviewed by the researcher on Thursday of April, 11th 2015. Based on the interview results, Grade VIII students of SMPN 3 Kalasan had difficulties in learning speaking skills and writing skills. According to the teacher, those difficulties were the result of their limited vocabulary. The teacher added that the limited vocabulary lead to the incorrect sentences and paragraph composition. Moreover, she said that the usual writing activity held was arranging sentences into paragraph as stated in Curriculum 2013. According to the curriculum used, i.e. Curriculum 2013, students do not straightly learn the English grammar, hence the activities did not center in applying the English

grammar. The teacher explained that students like to write a descriptive text related to their life. Based on the interview results, the teacher said a good material was a material which follows the syllabus and uses learning media. The media should give the students choices to do the tasks and chances to have their own thought and idea. It was better if the themes of tasks or media are still around the students' life, because the English proficiency of the students is still low.

## 2. The Course Grid

The course grid was made as the guideline of the developed materials. It was written in order to plan, order, and organize the materials. The course grid consisted of core competences and basic competences, unit titles, topics, an input text, definition and generic structure of the text, language features, and activities.

The course grid was developed from the results of the needs analysis. By taking the highest percentage of the needs analysis, the course grid was developed for Grade VIII junior high school students.

## a. Course Grid of Unit 1

The course grid of Unit 1 was developed based on core competences 1, 2, 3 and 4, and basic competences 1.1, 2.1, 3.10, and 4.12. The unit title of this unit was 'How does she look like?'. This unit focused on learning descriptive texts in describing people. The grammar focused on simple present tense and using adjective words.

**b. The Course Grid of Unit 2**

The course grid of Unit 2 was developed based on core competences 1, 2, 3 and 4, and basic competences 1.1, 2.2, 3.9, and 4.10. This unit focused on degrees of comparisons. The input text used in this unit was descriptive text in the form of comic strips. The unit title was 'It is better than yesterday'.

**c. The Course Grid of Unit 3**

The course grid of Unit 3 was developed based on core competences 1, 2, 3 and 4, and basic competences 1.1, 2.1, 3.12, and 4.15. This unit focused on recount texts and simple past tense. The title of this unit was 'Do you remember ?'.

**3. The Unit Design**

The next step after developing the course grid was developing the comic strips for learning writing materials. The learning materials consisted of three units. Each unit of materials was developed with the same design and sequences. Each developed unit was designed into three stages: introduction, main lesson and reinforcement. The design of developed materials is shown on the diagram below.

```
                    ┌──────────────┐     ┌──────────────┐
                    │ Introduction │─────│ Building Up   │
                    └──────────────┘     └──────────────┘
                                         ┌──────────────┐
                                         │ Observing &  │
                                         │ Questioning  │
                                         └──────────────┘
                                         ┌──────────────┐
                                         │ Looking for  │
  ┌──────────────┐   ┌──────────────┐    │ Information  │
  │ Unit Design  │───│ Main Lesson  │────└──────────────┘
  └──────────────┘   └──────────────┘    ┌──────────────┐
                                         │ Associating  │
                                         └──────────────┘
                                         ┌──────────────┐
                                         │  Creating    │
                                         └──────────────┘
                    ┌──────────────┐     ┌──────────────┐
                    │Reinforcement │─────│ Reflecting   │
                    └──────────────┘     └──────────────┘
```
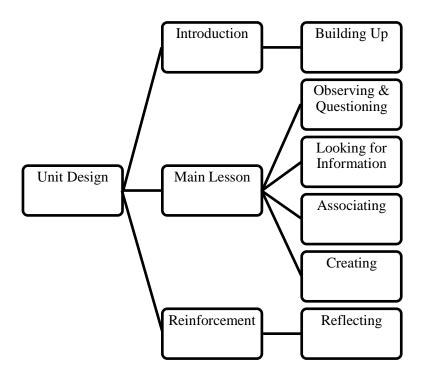
**Figure 3**: The Unit Design of the Materials

Figure 3 shows that the unit design had three stages. They were introduction, main lesson and reinforcement. The introduction consisted of "building up" activities. Then, the main lesson consisted of "observing and questioning", "looking for information", "associating" and "creating" activities. The last part was reinforcement. This part included "reflecting" activities.

The first part of the material design was introduction. In this part, the materials focused on helping students have background knowledge of the topic that will be learnt in each unit.

The next part of material design was the main lesson. The main lesson part was developed using the sequence of Curriculum 2013, i.e. scientific approach. Observing and questioning activities referred to observation and

the questioning stage of scientific approach. In this part, students were given a chance to observe the input text and make questions based on the things they do not know or they want to know. Then, looking for information activities referred to the experimenting or gathering information stage of scientific approach. Students were encouraged to find as much information as they can, regarding the unit topic. Then, associating activities referred to the associating stage of scientific approach. In this part, students processed the information which they have collected in the preview activities. The last part was creating. These activities focused on the communicating stage. In the communicating stage, students were asked to write a simple paragraph based on each unit topic.

The last part of material design was reinforcement. In reinforcement, students were given a chance to do self-evaluation. Students were encouraged to make they own summaries based on what they have learnt and what their lacks are.

As stated in the previous part, this material consisted of three units:

a. **Unit 1**

Unit 1 was developed based on the course grid of Unit 1. From the core competences and basic competences of Unit 1, students were expected to be able to identify the social function, text structure, and language features of a descriptive text and to write a simple description text. Unit 1 had 15 tasks. Tasks 1-2 were included in the warm up activities. Then observing & questioning activities include Tasks 3-4. Tasks 5-8 belonged

to looking for information activities. Next, Tasks 9-13 were in the associating activities, and Tasks 14-15 belonged to creating. The description of each task is in Appendix E.

b. **Unit 2**

Unit 2 was developed based on the course grid of Unit 2. From the core competences and basic competences of Unit 2, students were expected to be able to identify the social function, rules of degrees of comparison and to write a simple description text using degrees of comparison. Unit 2 had 16 tasks. Warm up activities consisted of Tasks 1-2. Tasks 3 - 4 belonged to observing & questioning activities. Then looking for information activities contained Tasks 5-10. Next, Tasks 11 - 14 were in associating activities, and then Tasks 15-16 went to creating activities. The description of each task is in Appendix E.

c. **Unit 3**

Unit 3 was developed based on the course grid of Unit 3. From the core competences and basic competences of Unit 3, students were expected to be able to identify the social function, text structure, and language features of the recount text and to write a simple recount text. Unit 3 had 16 tasks. Tasks 1-2 belonged to warm up activities. Next observing & questioning activities consisted of Tasks 3-4. Tasks 5 - 9 went to looking for information. Then associating activities contained Tasks 10 - 13, and Tasks 14-16 belonged to creating activities. The description of each task is in Appendix E.

**4. The Expert Judgment**

After the first draft was developed, the materials were assessed by an expert. The expert of the developed materials was Ella Wulandari, M.A. She is a permanent lecturer of English Education Study in Yogyakarta State University who has nine year experiences in teaching.

**a. The Results of Expert Judgment and Revision of Unit 1**

1) The Results of Expert Judgment

a) The  Appropriateness of the Contents

The first aspect to evaluate was the appropriateness of the contents. Table 19 shows the analysis of the appropriateness of contents of Unit 1.

Table 19: **The Appropriateness of the Content of Unit 1**

| No | Item | Score |
|---|---|---|
| 1. | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.1, 3.10, and 4.12 | 4 |
| 2. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 3. | The developed materials lead students to comprehend the social function of descriptive texts | 4 |
| 4. | The developed materials lead students to comprehend text structure of descriptive texts | 4 |
| 5. | The developed materials lead students to comprehend the language features of descriptive texts | 4 |
| 6. | The developed materials lead students to make a written text of the descriptive text which considers the text structure and language features | 4 |
| 7. | The developed materials lead students to write descriptive text within daily life context | 3 |
| 8. | The developed materials contain pictures, table, text which are taken from relevant sources | 3 |

From Table 19, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the content of Unit 1 is 3.75. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

b) The Appropriateness of Language

The expert judgment data of the appropriateness of language of Unit 1 is presented in Table 20.

Table 20: The Appropriateness of Language of Unit 1

| No | Item | Score |
|---|---|---|
| 9. | The materials are developed in grammatical English | 3 |
| 10. | The materials use correct spelling | 3 |
| 11. | The materials use correct word choices | 3 |
| 12. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 13. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 14. | The languages are clear and easy to be understood by students | 3 |
| 15. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
| 16. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |

From Table 20, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the language of Unit 1 is 3.13. The aspect was categorized as "Good", because its position was in the interval $2.49 \leq \overline{x} \leq 3.24$.

c) The Appropriateness of Presentation

The expert judgment data of the appropriateness of presentation of Unit 1 is presented in Table 21.

**Table 21**: The Appropriateness of Presentation of Unit 1

| No | Item | Score |
|---|---|---|
| 17. | The developed materials are presented systematically | 4 |
| 18. | The developed materials present the texts, activities, and pictures equally | 4 |
| 19. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 20. | The developed materials encourage interaction between students, between students and teachers, and between students and environment | 3 |
| 21. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
| 22. | The tasks encourage students to communicate in written language | 4 |
| 23. | The tasks are started by guided activities to free activities | 3 |
| 24. | The tasks are arranged in scientific approach | 3 |
| 25. | The tasks and pictures have identity such as title, number, or reference | 3 |

From Table 20, it can be seen that the mean ($\bar{x}$) value of the appropriateness of the presentation of Unit 1 is 3.44. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

d) The Appropriateness of Layout

The expert judgment data of the appropriateness of layout of Unit 1 is presented in Table 22.

**Table 22**: The Appropriateness of Layout of Unit 1

| No | Item | Score |
|---|---|---|
| 26. | The layout of developed materials is interesting | 4 |
| 27. | Font type and color are easily to read. | 4 |
| 28. | The font variation is adequate | 4 |
| 29. | The font variation is not many | 4 |
| 30. | The space between paragraphs is normal | 4 |
| 31. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 32. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 33. | The pictures/illustrations are proportional and explains topic of materials. | 3 |
| 34. | Titles are placed consistently | 3 |

From Table 22, it can be seen that the mean $(\overline{x})$ value of the appropriateness of the layout of Unit 1 is 3.8. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

e) The appropriateness of Content and Language of Comic Strips.

The expert judgment data of appropriateness of content and language of comic strips of Unit 1 is presented in Table 23.

**Table 23**: The Appropriateness of Content and Language of

Comic Strips of Unit 1

| No | Item | Score |
|---|---|---|
| 35. | The story of comic strips achieves the communicative purposes | 4 |
| 36. | The story is presented clearly and easily to be understood | 4 |
| 37. | The story plot is clear | 4 |
| 38. | The word choices are appropriate | 3 |
| 39. | The dialogue is related to themes | 4 |

From Table 23, it can be seen that the mean ($\bar{x}$) value of the appropriateness of content and language of comic strips of Unit 1 is 3.8. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

f) The Appropriateness of Comic Illustrations.

The expert judgment data of appropriateness of content and language of comic strips of Unit 1 is presented in Table 24.

**Table 24**: The Appropriateness of Comic Illustrations of Unit 1

| No | Item | Score |
|---|---|---|
| 40. | Panels are adequate | 4 |
| 41. | The panel shape does not interfere the speech balloon | 4 |
| 42. | The characters are varied | 4 |
| 43. | The characters represent the daily life human | 4 |
| 44. | The characters are knowable | 4 |
| 45. | The strips are presented clear | 4 |
| 46. | Speech balloons are presented following the expression of the characters. | 4 |
| 47. | Speech balloons do not interfere the illustrations | 4 |
| 48. | The background is related to the themes | 4 |
| 49. | The color variation is adequate | 3 |

From Table 24, it can be seen that the mean ($\overline{x}$) value of the appropriateness of comic strip illustrations of Unit 1 is 3.9. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

2) The Review of Unit 1

In general, Unit 1 of developed materials was categorized as "Very Good". It was indicated by the mean ($\overline{x}$) value 3.6. The expert stated that the materials are appropriate for writing for Grade VIII. However, there were still some parts that need to be revised. The review of Unit 1 is presented in the Table 25.

**Table 25**: The Review of Unit 1

| No | Aspect | Suggestion |
|---|---|---|
| 1. | The contents | No suggestion |
| 2. | The language | • Check the grammar<br>• Revise the run-on sentences<br>• Delete some words |
| 3. | The presentation | No suggestion |
| 4. | The layout | No suggestion |
| 5. | The content and language of comic strips | • Change the tense used in the comic strips of Task 1<br>• Revise the run-on sentences |
| 6. | The Illustration of comic strips | No suggestion |

3) The Revision of Unit 1

According to the results of the expert judgment proposed by the expert, the developed materials were revised in some aspects. The revision of Unit 1 is presented in the Table 26.

**Table 26:** The Revision of Unit 1

| No | Suggestion | Revision |
|----|-----------|----------|
| 1. | Check the grammar | The grammar was checked |
| 2. | Revise the run-on sentences | The sentences were split into two separated sentences or add "and" to separate the sentences into two different clauses. |
| 3. | Delete some words | words were deleted |
| 4. | Change the tense used in the comic strips of Task 1 | The tense was changed |

The detailed description about revision of Unit 1 can be seen in Appendix I.

**b. The Results of Expert Judgment and Revision of Unit 2**

1) The Results of Expert Judgment

a) The Appropriateness of the Contents

The first aspect to evaluate was the appropriateness of the contents. Table 27 shows the analysis of the appropriateness of contents of Unit 2.

**Table 27**: The Appropriateness of the Content of Unit 2

| No | Item | Score |
|----|------|-------|
| 1. | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.2, 3.9, and 4.10 | 4 |
| 2. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 3. | The developed materials lead students to comprehend the social function of degrees of comparison | 4 |

*(continued)*

*(continued)*

| 4. | The developed materials lead students to comprehend structure of degrees of comparison | 4 |
|---|---|---|
| 5. | The developed materials lead students to comprehend the language features of degrees of comparison | 4 |
| 6. | The developed materials lead students to make a written text of degrees of comparison which considers the structure and language features | 4 |
| 7. | The developed materials lead students to write degrees of comparison texts within daily life context | 3 |
| 8. | The developed materials contain pictures, table, text which are taken from relevant sources | 3 |

From Table 27, it can be seen that the mean ($\bar{x}$) value of the appropriateness of the content of Unit 2 is 3.75. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

b) The Appropriateness of Language

The expert judgment data of the appropriateness of language of Unit 2 is presented in Table 28.

**Table 28**: The Appropriateness of Language of Unit 2

| No | Item | Score |
|---|---|---|
| 9. | The materials are developed in grammatical English | 3 |
| 10. | The materials use correct spelling | 3 |
| 11. | The materials use correct word choices | 3 |
| 12. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 13. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 14. | The languages are clear and easy to be understood by students | 3 |

*(continued)*

| 15. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
|---|---|---|
| 16. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |

From Table 28, it can be seen that the mean ($\bar{x}$) value of the appropriateness of the language of Unit 2 is 3.13. The aspect was categorized as "Good", because its position was in the interval $2.49 \leq \bar{x} \leq 3.24$.

c) The Appropriateness of Presentation

The expert judgment data of the appropriateness of presentation of Unit 2 is presented in Table 29.

**Table 29**: The Appropriateness of Presentation of Unit 2

| No | Item | Score |
|---|---|---|
| 17. | The developed materials are presented systematically | 4 |
| 18. | The developed materials present the texts, activities, and pictures equally | 4 |
| 19. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 20. | The developed materials encourage interaction between students, between students and teachers, and between students and environment | 4 |
| 21. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
| 22. | The tasks encourage students to communicate in written language. | 4 |
| 23. | The tasks are started by guided activities to free activities | 3 |
| 24. | The tasks are arranged in scientific method. | 3 |
| 25. | The tasks and pictures have identity such as title, number, or reference. | 3 |

From Table 29, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the presentation of Unit 2 is 3.5. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

d) The Appropriateness of Layout

The expert judgment data of the appropriateness of layout of Unit 2 is presented in Table 30.

**Table 30**: The Appropriateness of Layout of Unit 2

| No | Item | Score |
|---|---|---|
| 26. | The layout of developed materials is interesting | 4 |
| 27. | Font type and color are easily to read | 4 |
| 28. | The font variation is adequate | 4 |
| 29. | The font variation is not many | 4 |
| 30. | The space between paragraphs is normal | 4 |
| 31. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 32. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 33. | The pictures/illustrations are proportional and explained the core of materials. | 4 |
| 34. | Titles are placed consistently | 4 |

From Table 30, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the layout of Unit 2 is 4. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

e) The appropriateness of Content and Language of Comic Strips.

The expert judgment data of appropriateness of content and language of comic strips of Unit 2 is presented in Table 31.

**Table 31**: The Appropriateness of Content and Language of Comic

Strips of Unit 2

| No | Item | Score |
|---|---|---|
| 35. | The story of comic strips achieves the communicative purposes | 4 |
| 36. | The story is presented clearly and easily to be understood | 4 |
| 37. | The story plot is clear | 4 |
| 38. | The word choice is appropriate | 3 |
| 39. | The dialogue is related to themes | 4 |

From Table 31, it can be seen that the mean $(\overline{x})$ value of the appropriateness of content and language of comic strips of Unit 2 is 3.8. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

f) The Appropriateness of Comic Illustrations.

The expert judgment data of appropriateness of content and language of comic strips of Unit 2 is presented in Table 32.

**Table 32**: The Appropriateness of Comic Illustrations of Unit 2

| No | Item | Score |
|---|---|---|
| 40. | The panels are adequate | 4 |
| 41. | The panel shape does not interfere the speech balloon | 4 |
| 42. | The characters are varied. | 4 |
| 43. | The characters represent the daily life human | 4 |
| 44. | The characters are knowable | 4 |
| 45. | The strips are presented clear | 4 |
| 46. | The speech balloons are presented following the expression of the characters | 4 |
| 47. | The speech balloons do not interfere the illustrations | 4 |
| 48. | The background is related to the themes | 4 |
| 49. | The color variation is adequate | 3 |

From Table 32, it can be seen that the mean ($\bar{x}$) value of the appropriateness of comic strip illustrations of Unit 2 is 3.9. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

2) The Review of Unit 2

Based on the results of the expert judgment, it can be concluded that the developed materials were very good. It can be shown from the mean ($\bar{x}$) value of Unit 2 was 3.7. However, there were some aspects that need to be revised. The review of Unit 2 is presented in Table 33.

**Table 33**: The Review of Unit 2

| No | Aspect | Suggestion |
|---|---|---|
| 1. | The contents | Put more examples in the input text of using word "one" as the object |
| 2. | The language | • Check the grammar<br>• Revise the instruction of Task 14<br>• Delete some words |
| 3. | The presentation | No suggestion |
| 4. | The layout | No suggestion |
| 5. | The content and language of comic strips | • Change some words in the comic strip of Task 3<br>• Change some punctuation marks |
| 6. | The Illustration of comic strips | No suggestion |

3) The Revision of Unit 2

After the suggestion was given by the expert, the researcher revised some aspects of Unit 2. The revision of Unit 2 is presented in Table 34

**Table 34:** The Revision of Unit 2

| No | Suggestion | Revision |
|---|---|---|
| 1. | Put more examples in the input text of using word "one" as the object | Some examples of using "one" as object were added in the input texts. |
| 2. | Check the grammar | The grammar was checked |
| 3. | Revise the instruction of Task 14 | The instruction was made into a simple and clear sentence. |
| 4. | Delete some words | Words were deleted |
| 5. | Change some words in the comic strip of Task 3 | The words are changed |
| 6. | Change the punctuation | The punctuation were changed |

The detailed description about revision of Unit 2 can be seen in Appendix I.

**c. The Results of the Expert Judgment and Revision of Unit 3**

1) The Results of the Expert Judgment

a) The Appropriateness of the Contents

The first aspect to evaluate was the appropriateness of the contents. Table 35 shows the analysis of the appropriateness of contents of Unit 3.

**Table 35**: The Appropriateness of the Content of Unit 3

| No | Item | Score |
|---|---|---|
| 1. | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.2, 3.12, and 4.15. | 4 |
| 2. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 3. | The developed materials lead students to comprehend the social function of a recount text | 4 |
| 4. | The developed materials lead students to comprehend text structure of a recount text | 4 |

*(continued)*

*(continued)*

| | | |
|---|---|---|
| 5. | The developed materials lead students to comprehend the language features of a recount text | 4 |
| 6. | The developed materials lead students to make a written recount text which considers the text structure and language features | 4 |
| 7. | The developed materials lead students to write a recount text within daily life context | 3 |
| 8. | The developed materials contain pictures, table, texts which are taken from relevant sources | 3 |

From Table 35, it can be seen that the mean $(\bar{x})$ value of the appropriateness of the content of Unit 3 is 3.75. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

b) The Appropriateness of Language

The expert judgment data of the appropriateness of language of Unit 3 is presented in Table 36.

**Table 36:** The Appropriateness of Language of Unit 3

| No | Item | Score |
|---|---|---|
| 9. | The materials are developed in grammatical English | 4 |
| 10. | The materials use correct spelling | 3 |
| 11. | The materials use correct word choices | 3 |
| 12. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 13. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 14. | The languages are clear and easy to be understood by students | 3 |
| 15. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
| 16. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |

From Table 36, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the language of Unit 3 is 3.25. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

c) The Appropriateness of Presentation

The expert judgment data of the appropriateness of presentation of Unit 3 is presented in Table 37.

**Table 37:** The Appropriateness of Presentation of Unit 3

| No | Item | Score |
|----|------|-------|
| 17. | The developed materials are presented systematically | 4 |
| 18. | The developed materials present the texts, activities, and pictures equally | 4 |
| 19. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 20. | The developed materials encourage interaction between students, between students and teachers, and between students and environment | 3 |
| 21. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
| 22. | The tasks encourage students to communicate in written language | 3 |
| 23. | The tasks are started by guided activities to free activities | 3 |
| 24. | The tasks are arranged in scientific method | 3 |
| 25. | The tasks and pictures have identity such as title, number, or reference | 3 |

From Table 37, it can be seen that the mean ($\overline{x}$) value of the appropriateness of the presentation of Unit 3 is 3.33. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

d) The Appropriateness of Layout

The expert judgment data of the appropriateness of layout of Unit 3 is presented in Table 38.

**Table 38**: The Appropriateness of Layout of Unit 3

| No | Item | Score |
|---|---|---|
| 26. | The layout of developed materials is interesting | 4 |
| 27. | Font type and color are easily to read | 4 |
| 28. | The font variation is adequate | 4 |
| 29. | The font variation is not many | 4 |
| 30. | The space between paragraphs is normal | 4 |
| 31. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 32. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 33. | The pictures/illustrations are proportional and explained the core of materials | 4 |
| 34. | Titles are placed consistently | 4 |

From Table 38, it can be seen that the mean ($\bar{x}$) value of the appropriateness of the layout of Unit 3 is 4. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

e) The appropriateness of Content and Language of Comic Strips.

The expert judgment data of appropriateness of content and language of comic strips of Unit 3 is presented in Table 39.

**Table 39**: The Appropriateness of Content and Language of Comic Strips of Unit 3

| No | Item | Score |
|---|---|---|
| 35. | The story of comic strips achieves the communicative purposes. | 4 |
| 36. | The story is presented clearly and easily to be understood | 4 |
| 37. | The story plot is clear | 4 |

| 38. | The word choices are appropriate | 4 |
| 39. | The dialogue is related to themes | 4 |

From Table 39, it can be seen that the mean ($\bar{x}$) value of the appropriateness of content and language of comic strips of Unit 3 is 4. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \bar{x} \leq 4$.

f) The Appropriateness of Comic Illustrations.

The expert judgment data of appropriateness of content and language of comic strips of Unit 3 is presented in Table 40.

**Table 40**: The Appropriateness of Comic Illustrations of Unit 3

| No | Item | Score |
|---|---|---|
| 40. | The panels are adequate | 4 |
| 41. | The panel shape does not interfere the speech balloon | 4 |
| 42. | The characters are varied | 4 |
| 43. | The characters represent the daily life human | 4 |
| 44. | The characters are knowable | 4 |
| 45. | The strips are presented clear | 4 |
| 46. | Speech balloons are presented following the expression of the characters. | 4 |
| 47. | Speech balloons do not interfere the illustrations | 4 |
| 48. | The background is related to the themes | 4 |
| 49. | The color variation is adequate | 3 |

From Table 40, it can be seen that the mean ($\overline{x}$) value of the appropriateness of comic strip illustrations of Unit 3 is 3.9. The aspect was categorized as "Very Good", because its position was in the interval $3.25 \leq \overline{x} \leq 4$.

2)  The Review of Unit 3

Based on the score of the results of the expert judgment, it shows that the materials are very good. It can be indicated from the mean ($\overline{x}$) value of material 3.7. However, some aspects needed to be revised.  The review of Unit 3 is presented in Table 41.

**Table 41:** The Review of Unit 3

| No | Aspect | Suggestion |
|---|---|---|
| 1. | The contents | No suggestion |
| 2. | The language | • Check the grammar<br>• Revise the run-on sentences<br>• Check the punctuation |
| 3. | The presentation | No suggestion |
| 4. | The layout | No suggestion |
| 5. | The content and language of comic strips | No suggestion |
| 6. | The Illustration of comic strips | No suggestion |

3)  The Revision of Unit 3

After the suggestion was given by the expert, the researcher revised some aspects of Unit 3. The revision of Unit 3 is presented in Table 42.

**Table 42:** The Revision of Unit 3

| No | Suggestion | Revision |
|---|---|---|
| 1. | Check the grammar | The grammar was checked |
| 2. | Revise the run-on sentences | The sentences were added "and" to separate into two clauses. |
| 3. | Check the punctuation | The punctuation were checked |

The detailed description about revision of Unit 3 can be seen in Appendix I.

## B. Discussion

As product-based research, this research aimed to develop appropriate comic strips for learning writing for Grade VIII students. The result of this research was writing learning materials in the form of comic strips for Grade VII students. This research had several steps that need to be completed. They were finding out target and learning needs, creating the course grid, making the first draft, evaluating the product, and making the final draft.

The first step of this research was conducting the needs analysis. The needs analysis was conducted in two ways; distributing questionnaires to students and conducting interview with the English teacher. Questionnaires were distributed to Grade VIII students of SMPN 3 Kalasan. The total number of questionnaire respondents was 32 students. They were 16 males and 16 females. From the questionnaires' results, the researcher found information about the target needs and learning needs. The target needs are divided into three points: necessities, lacks, and wants. Learning needs' components were input, procedure, setting, leaner's roles and teacher roles.

Moreover, from the interview, the results were the difficulties (lack) of students, the usual activities held, the English proficiency of students, the description of a good material (procedure), and students' preference in learning English (wants).

The needs analysis described many learning needs and target needs. First, students' goal for learning English was to get knowledge about English. In addition to this, students' view of English was as communication tools in English classes and to help read English books. Then, the questionnaires' results show that students had difficulties in grammatical rules, idioms and effective sentences. However, the English teacher said students lacked in the vocabulary. Their limited vocabularies brought into other problems; the error sentences and wrong paragraph composition. The English teacher also said, writing and speaking was the most difficult skill for students. However, the students wanted to be able to write with the right grammatical rules.

In terms of learning needs, leaners liked to learn in a group. Next, students wanted to learn by using media. Then, students stated using comic strips as learning media is helpful. Then, students chose hobbies and daily life as their favorite theme. In addition to this, the English teacher stated the good theme for Grade VIII was those around the students' life, i.e. daily life. Then, students stated that a good material was having many pictures and colorful design, much explanation, and many examples and texts. However, according to interview results, the teacher stated that a good material was

following the used curriculum and syllabus. Besides, a good material should give choices to do tasks and spaces to students exploring their idea.

Regarding the learners' role, students wanted to actively participate in the learning process. Then, students thought a good teacher was somebody who guides the students in discussing a text. According to the interview results, the English proficiency of Grade VIII students was still low, yet they already met with the expectation of Curriculum 2013.

After conducting the needs analysis, the researcher designed the course grid of the materials. The course grid covered core and basic competences, unit titles, topic, input texts, definition and generic structures of a text, language features, and activities. This course grid covered 3 units with 15-16 tasks for each unit.

Unit 1 was derived from core competences 1, 2, 3 and 4, and basic competences 1.1, 2.1, 3.10, and 4.12. This unit focused on descriptive text. The input text used in this unit was a descriptive text in the form of comic strips. The unit title was ' How does she look like'. This unit had 15 tasks.

The course grid of Unit 2 was developed based on core competences 1, 2, 3 and 4, and basic competences 1.1, 2.2, 3.9, and 4.10. This unit focused on degrees of comparisons. The input text used in this unit was descriptive text in the form of comic strips. The unit title was 'It is better than yesterday'. This unit had 16 tasks.

The course grid of Unit 3 was developed based on core competences 1, 2, 3 and 4, and basic competences 1.1, 2.1, 3.12, and 4.15. This unit focused on

recount text and simple past tense as grammar focused. The title of this unit was 'Do you remember?'. This unit had 16 tasks.

After the materials were developed, they were evaluated by the expert. The expert judgment was hold by distributing questionnaire to the expert. Based on the questionnaire, there were some aspects that should be evaluated. They were the appropriateness of contents, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout. Those points were derived from BSNP. Besides those material aspects, the comic strips as media also were evaluated. The points which need to be evaluated were the appropriateness of content and language comic strips, and the appropriateness of comic strip illustrations. Those points were taken from McCloud (2006). Based on the results of questionnaires, it can be concluded that the materials were appropriate for learning writing for Grade VIII students. It can be seen from the mean value were 3.7 which in range of "very good". After the revision was completed, the materials were considered as the final draft.

## CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This research aimed to find out the target and learning needs of Grade VIII students of SMPN 3 Kalasan and developing appropriate writing learning materials for Grade VIII students in the form of comic strips. This chapter consists of the conclusions of the research and suggestions to other researcher and English teachers.

### A. Conclusions

The conclusions were drawn from the previous chapter about findings and discussions. This aimed to answer the questions of this research. There were three conclusions which were drawn. They were target needs, learning needs and the appropriate learning writing materials for Grade VIII students.

### 1. Target needs of Grade VIII students of SMPN 3 Kalasan

Target needs referred to what learners need to do in the target situation. Target needs were divided into three parts: necessity, lacks, and wants. For the necessity part, the students learn English because they wanted to get knowledge about English. The students also needed English as communication tools in English classes and to help them read English books. In terms of wants, Students wanted to be able to write with the right grammatical. For the lack part, the students had difficulties in the grammatical rules, idioms and effective sentences. Otherwise, they also had

difficulties with vocabularies. From the finding of target needs, the researcher considered the results.

2. **Learning needs of Grade VIII students of SMPN 3 Kalasan.**

   Learning needs refer to anything that learners required in the target situation. The learning needs include input, procedures, setting, learner's role and teacher's role. For setting, the students felt comfortable while learning in team. In accordance with procedures, most of the students chose using learning media while learning English. For input part, the students agreed that using comic strips as learning media is very helpful. Then, the student stated that a good material should have many pictures and colorful design, a lot explanation, and many examples and texts. In addition, a good material should follow the syllabus and give the students choices in doing tasks. Then, students choose hobby and daily life as their favorite themes. The themes should be familiar with students' life. For the learners' role, a learner should actively participate in the process. For the teachers' role, a good teacher should guide the student in discussing the text.

3. **Appropriate comic strips for learning writing materials for Grade VIII students at SMPN 3 Kalasan**

   According to results of the expert judgment, the materials were considered appropriate. It can be seen from the mean value of the material, 3.7 which is categorized as "very good". The developed writing materials for Grade VIII

of SMPN 3 Kalasan have the characteristics as described in the following paragraphs.

The developed materials considered the findings of target and learning needs. It can be seen from the materials. First, in accordance with target needs' results, the materials provides some activities that focused on applying grammatical rules and enriching their vocabularies. In addition, the learning materials fulfilled their wants of get knowledge of English. Then, the developed materials also took into account the results of learning needs. From the setting, the materials provided some activities in team. Then, the materials provided comic strips as learning media. The materials also had many pictures and colorful design, and provided examples in every task. As the results of the preferable themes, the themes used in the materials were familiar with students' life, such as family, friend, and experiences. In addition, the learning materials followed the core competence and basic competence of Curriculum 2013 for Grade VIII.

The materials were developed with the same design and sequences. The materials started with a title page. In the title page, it consisted of the title of units, a picture which describes the topic of unit, and the brief explanation about what will be learnt. After title page, it was started with lead-in activities, which was called "Building Up". In this section, students were given a lead about the topic.

The next part was the main lesson. The main lesson consisted of 4 parts. They were "observing and questioning", "looking for information",

"associating" and "creating" activities. This part was developed based on the Curriculum 2013.

The last part of the unit was reinforcement. The reinforcement covered the self-evaluation part. This part was called "reflecting". Students were encouraged to make their own summaries based on what they have learnt.

## B. Suggestions

### 1. For other material developers

a. Material developers should consider the students' needs before developing materials.

b. Material developers should consider developing the materials in all skills (speaking, listening, writing and reading), because one skill is not enough to cover the all the needs of students.

c. Material developers must be aware of the English proficiency of the students, because it will not help them while the materials are too difficult or too easy for students.

d. The students should be familiar to the themes used in learning materials. It is better to choose the themes around their surroundings.

### 2. For English Teachers

English teachers are encouraged to use various interesting materials. English teachers can develop their own media by following the steps used by the researcher. The process is started by doing needs analysis to expert

judgment. Moreover, English teachers are encouraged to use comic strips as writing media.

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53- 58.

# APPENDIX A
# NEEDS ANALYSIS
# QUESTIONNAIRE

**KUESIONER ANALISIS KEBUTUHAN SISWA TERHADAP**

**PELAJARAN MENULIS BAHASA INGGRIS SMP**

A. Profil Siswa

Isilah data pribadi adik-adik sebagai berikut:

Nama　　　　　:

Kelas　　　　　:

Umur　　　　　:

Jenis Kelamin　　:

B. Potensi

Berilah tanda silang (X) pada huruf a, b, c, dan seterusnya sesuai dengan pendapat adik. Adik boleh memilih lebih dari satu jawaban untuk pertanyaan tertentu. Jika adik memilih jawaban lainnya, tulislah jawaban adik dengan singkat dan jelas. Semua jawaban yang adik berikan tidak akan mempengaruhi nilai akademis di rapor.

1. Tujuan adik belajar Bahasa Inggris di sekolah adalah….
    a. Lulus ujian nasional
    b. Demi mendapatkan nilai rapor yang baik
    c. Membantu adik berkomunikasi dengan baik secara lisan atau tulisan dengan orang asing
    d. Mendapatkan pengetahuan tentang fungsi kebahasaan dalam Bahasa Inggris, seperti *grammar*, ekspresi, *idiom*, dll.
    e. (Lainnya)

    --------------------------------------------------------------------------------------

    --------------------------------------------------------------------------------------

2. Adik menggunakan Bahasa Inggris untuk……
    a. Alat komunikasi  secara lisan dan tulisan sehari hari

b. Alat komunikasi kepada teman dan guru Bahasa Inggris ketika pelajaran Bahasa Inggris

c. Alat untuk membaca buku teks Bahasa Inggris

d. Alat untuk membaca seluruh buku yang ditulis dalam Bahasa Inggris

e. Alat mendengar lagu dan menonton film Bahasa Inggris

3. Adik ingin belajar menulis (*writing*) dalam Bahasa Inggris agar……

a. Mampu menulis dengan grammar yang tepat

b. Mampu menulis karangan yang runtut

c. Mampu menulis dengan perbendaharaan kata (*vocabulary*) yang kaya

4. Adik nyaman belajar Bahasa Inggris ketika…… (pilihan boleh lebih dari satu)

a. Belajar berkelompok

b. Belajar secara berpasangan

c. Belajar sendiri

5. Menurut adik penggunaan media komik dalam pembelajaran menulis (*writing)* Bahasa Inggris itu…

a. Sangat membantu

b. Membantu

c. Kurang membantu

d. Tidak membantu sama sekali

6. Menurut adik material untuk pembelajaran yang baik seperti

a. Banyak gambar dan warna

b. Banyak teks atau penjelasan

c. Banyak contoh kalimat atau teks.

7. Adik ingin belajar menulis (*writing*) dalam Bahasa Inggris dengan cara…..
   (boleh memilih salah satu)
   a. diulang-ulang (*drill*)
   b. menggunakan media pembelajaran (gambar, film, dll)
   c. banyak penjelasan
   d. dengan gerakan
   e. menemukan informasi sendiri
   f. diberi banyak contoh
   g. dengan latihan menulis yang banyak

8. Tema menulis yang adik gemari adalah……..
   a. Tema yang berhubungan dengan sekolahan
   b. Tema yang berhubungan dengan kehidupan sehari hari
   c. Tema yang berhubungan dengan hobi
   d. Tema yang berhubungan dengan makhluk hidup (hewan, tumbuhan)
   e. Tema yang berhubungan dengan hal yang sedang popular (artis, film, dll)

9. Menurut adik, dalam proses pembelajaran, guru sebaiknya….
   a. Menjelaskan formula dan bertanya kepada siswa untuk mengerjakan latihan
   b. Mendikte sebuah teks, dan meminta siswa untuk mengartikanya
   c. Sering memutari kelas dan memberikan komentar kepada pekerjaan siswa
   d. Memandu siswa ketika sedang menjelaskan sebuah teks

10. Menurut adik, dalam proses pembelajaran, siswa sebaiknya…..
    a. Mendengarkan semua penjelasan dari guru
    b. Mencatat semua hal yang dijelaskan oleh guru
    c. Aktif berpartisipasi dalam proses pembelajaran

d. Belajar secara individu dan mengerjakan tugas secara tenang

Berilah tandang centang (√) pada pilihan yang dipilih

11. Menurut adik menulis dalam Bahasa Inggris itu.............

|    |    | Mudah | Biasa | Sulit |
|---|---|---|---|---|
| A. | Ejaan kosakata Bahasa Inggris | | | |
| B. | Penggunaan tanda baca yang tepat | | | |
| C. | Penggunaan kosakata dalam Bahasa Inggris | | | |
| D. | Penggunaan ekspresi dalam Bahasa Inggris | | | |
| E. | Susunan bahasa dalam kalimat | | | |
| F. | *Grammar* | | | |
| G. | Ungkapan | | | |
| H. | Menggunakan kalimat yang efektif dalam karangan | | | |
| I. | Sesuai dengan tujuan komunikatif (*communicative purposes*) karangan | | | |
| J. | Menulis secara terpadu (*cohesive*) | | | |
| K. | Menemukan ide tulisan | | | |

# APPENDIX B
# NEEDS ANALYSIS DATA

| THE RESULTS OF NEEDS ANALYSIS QUESTIONNAIRE | | | | |
|---|---|---|---|---|
| **1. Target Needs** | | | | |
| • Necessities | | | | |
| Questions | Items | N | F | Percentages |
| What is your goal for learning English at school? | a. To pass the national examination | 32 | 9 | 28% |
| | b. To get a good mark in the school report | 32 | 3 | 9% |
| | c. To help communicating in English fluently both oral and written to foreign people | 32 | 5 | 16% |
| | **d. To get knowledge about English like grammar, expression, idiom, etc.** | **32** | **24** | **75%** |
| | e. Others ……… | 32 | 0 | 0% |
| I use English….. | a. as communication tools for my daily life, both oral and written | 32 | 7 | 22% |
| | **b. as communication tools with the English teacher in the English class** | **32** | **12** | **38%** |
| | c. to help me to read English text books | 32 | 2 | 6% |
| | d. to help me to read all books in English | 32 | 11 | 34% |
| | e. to help me listen to songs and watch movies in English | 32 | 5 | 16% |
| • Wants | | | | |
| What do you want in learning writing? | **a. To be able to write with the right grammatical rules** | **32** | **26** | **81%** |
| | b. To be able to write coherently and cohesive | 32 | 0 | 0% |
| | c. To be able to write with rich vocabularies | 32 | 6 | 19% |
| • Lacks | | | | |
| What do you think about writing in English? | Spelling of English words | Easy | 32 | 5 | 16% |
| | | Moderate | 32 | 25 | 78% |
| | | Difficult | 32 | 2 | 6% |
| | Punctuation Mark | Easy | 32 | 10 | 31% |
| | | Moderate | 32 | 22 | 69% |

|  |  | Difficult | 32 | 0 | 0% |
|---|---|---|---|---|---|
|  | Using the right vocabulary in writing | Easy | 32 | 4 | 13% |
|  |  | Moderate | 32 | 24 | 75% |
|  |  | Difficult | 32 | 4 | 13% |
|  | Using the right expression in writing | Easy | 32 | 7 | 22% |
|  |  | Moderate | 32 | 22 | 69% |
|  |  | Difficult | 32 | 3 | 9% |
|  | The writing composition | Easy | 32 | 2 | 6% |
|  |  | Moderate | 32 | 22 | 69% |
|  |  | Difficult | 32 | 8 | 25% |
|  | **Grammatical rules.** | Easy | 32 | 0 | 0% |
|  |  | Moderate | 32 | 17 | 53% |
|  |  | Difficult | 32 | 14 | 44% |
|  | **Idioms** | Easy | 32 | 2 | 6% |
|  |  | Moderate | 32 | 17 | 53% |
|  |  | Difficult | 32 | 13 | 41% |
|  | **Effective sentences** | Easy | 32 | 3 | 9% |
|  |  | Moderate | 32 | 15 | 47% |
|  |  | Difficult | 32 | 13 | 41% |
|  | To write agree with the chosen communicative purpose | Easy | 32 | 2 | 6% |
|  |  | Moderate | 32 | 20 | 63% |
|  |  | Difficult | 32 | 9 | 28% |
|  | Cohesive writing | Easy | 32 | 7 | 22% |
|  |  | Moderate | 32 | 13 | 41% |
|  |  | Difficult | 32 | 7 | 22% |
|  | Finding an idea | Easy | 32 | 1 | 3% |
|  |  | Moderate | 32 | 24 | 75% |
|  |  | Difficult | 32 | 6 | 19% |

**2. Learning needs**

- Setting

| In what kind of situation do you feel comfortable while learning English? | **Learning in a team** | **32** | **22** | **69%** |
|---|---|---|---|---|
|  | Learning in pairs | 32 | 9 | 28% |
|  | Learning individually | 32 | 5 | 16% |

- Procedures

| You want learn | drilling | 32 | 3 | 9% |
|---|---|---|---|---|

| English by…… | **using learning media** | **32** | **16** | **50%** |
|---|---|---|---|---|
| | getting explanation | 32 | 8 | 25% |
| | using motion | 32 | 0 | 0% |
| | finding the information by yourself | 32 | 3 | 9% |
| | getting many examples | 32 | 5 | 16% |
| | getting many exercises | 32 | 3 | 9% |
| • Input | | | | |
| What do you think of using comic strips as media in learning writing English? | Very helpful | 32 | 3 | 9% |
| | **Helpful** | **32** | **28** | **88%** |
| | Not helpful enough | 32 | 0 | 0% |
| | Not helpful at all | 32 | 0 | 0% |
| What do you think about a good learning material? | **Having many pictures and colorful** | **32** | **11** | **34%** |
| | **Having a lot of explanation** | **32** | **14** | **44%** |
| | **Having many examples and text** | **32** | **11** | **34%** |
| What kind of theme do you like? | Schools | 32 | 2 | 6% |
| | **Daily life** | **32** | **11** | **34%** |
| | **Hobbies** | **32** | **14** | **44%** |
| | Living things | 32 | 3 | 9% |
| | Popular things | 32 | 5 | 16% |
| • Learners' Roles | | | | |
| In a teaching and learning process, students should….. | listen to the teachers' explanation | 32 | 8 | 25% |
| | note down everything explained by the teacher | 32 | 6 | 19% |
| | **be actively participated in the learning process** | **32** | **22** | **69%** |
| | learn individually and do the task quietly | 32 | 0 | 0% |
| • Teachers' Roles | | | | |
| In a teaching and learning process, a teacher should….. | explain the formula and ask students to work on the exercises | 32 | 11 | 34% |
| | read the text and translate it directly together with the students | 32 | 0 | 0% |
| | walk around the class while control students' work and give comments | 32 | 4 | 13% |

| | on the students' work | | | |
|---|---|---|---|---|
| | **guide the students in discussing the texts** | **32** | **20** | **63%** |

# APPENDIX C
# INTERVIEW TRANSCRIPT

**The Interview Transcript**

A        : Researcher

B        : The Teacher


A        : *"Dimulai saja ya bu, wawancaranya…. Aaa, pertanyaan pertama* skill

         *apa yang paling sulit untuk siswa itu,* skill *apa ya bu ?"*

B        : *"Yang paling sulit untuk siswa itu* speaking, *karena* vocabulary *anak*

         *tidak banyak, tapi yang sulit lainya untuk anak* writing.*"*

A        : *"Pertanyaan kedua, kemampuan rata- rata siswa untuk menulis seperti*

         *apa ya bu, untuk kelas 2."*

B        : *"Semester 1?"*

A        : *"Semua bu, rata rata kemampuan."*

B        : *"Ya sudah sesuai dengan kebutuhan anak smp."*

A        : *"Menurut ibu, bagian dari* skill writing *yang kurang dari siswa ?"*

B        : *"Yang paling susah bagi siswa adalah bagian kosakata dan susunan*

         *menulis, tapi yang paling nggak bisa memang kosakata, tapi itu kan*

         *berurutan kan ya mbak, kalau kosakata nggak bisa, menulis kalimatnya*

         *juga susah…"*

 A       : *"Kalau* grammar *nya siswa bu?"*

B        : *"Grammar ini kan sekarang sudah tidak diajarkan to mbak di kurikulum."*

A        : *"Seperti apa ya bu pembelajaran* writing *di kelas?"*

B        : *"Kalau* writing*?! Kalau* writing *tu kita hanya menyusun kan mbak….*

         *Untuk tingkat smp kan menyusun, jadi menyusun kata menjadi kalimat."*

A : *"Kalau semisal model teks deskriptif atau sebagainya, dikelas biasanya seperti apa?"*

B : *"Karena kurikulum 2013 itu menyusun, semisal teks deskriptif itu menyusun dari orientasi dan itu , itu , sebagainya dan nanti itu diberi satu kalimat, kalimatnya pendek aja semisal dari kalimat* I have a pet, *itu nanti disusun satu satu, grammar nya kan tidak..tidak, dia tidak memikirkan grammar nya meraka hanya menyusun saja, jadi anak tidak perlu tau* subject, verb object..."

A : *"Ooo… jadi semisal anak diberi tema dan disuruh membuat* paragraph *itu belum ya bu?"*

B : *"Iya..."*

A : *"Terus.. kegiatan menulis yang disenangi siswa itu seperti apa ya bu?"*

B : *"Kegiatan yang disenangi siswa ya itu menulis deskriptif dan mengungkapkan diri sendiri, semisal saya mempunyai ini…."*

A : *"Menurut ibu, material pembelajaran yang baik untuk pembelajaran* writing *apa ya bu?"*

B : *"Yang baik ya yang menurut silabus itu, oh bisa menggunakan media dan dikembangkan sendiri, misal ada gambar tapi lebih dari satu, dan anak bisa memilih sesuai yang diinginkan."*

A : *"Oh berarti anak anak suka jika ada media nya?"*

B : *"Iya,,, tetapi biasnya anak-anak punya ide nya masing masing, semisal jika mendeskripsikan temanya, mereka punya kalimat-kalimatnya sendiri,*

*atau kalau hewan, biasanya mereka senang mendeskripsikan cat, karena*

*biasanya semua masih sekitar rumah nya, sekitar anak-anak itu sendiri."*

A      : *"Jadi rata-rata tema masih sekitar anak-anak."*

B      : *"Iya, karena masih smp, kalau terlalu jauh anak akan bingung, jadi*

*masih sekitar lingkungan dulu."*

A      : *"Oh begitu, kalau begitu wawancara nya sampun bu, terimakasih*

*banyak."*

B      : *"Oh sudah, sama-sama."*

# APPENDIX D
# COURSE GRID

COURSE GRID

Unit 1

Name of the School      : SMP N 3 Kalasan

Class/Semester           : VIII/2

| Core Competences | Basic Competences |
| --- | --- |
| 1. Appreciating and comprehending the religion values. <br> 2. Appreciating and comprehending the values of honesty, discipline, responsibility, care, tolerance (mutual assistance), well-behaved, confidence, while interacting effectively with the social and natural environment around. <br> 3. Understanding, applying the knowledge (factual, conceptual, and procedural) based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to phenomena and events. <br> 4. Processing, presenting and reasoning of the concrete (using, analyzing, arranging, modifying, making) and abstract domains (writing, reading, accounting, drawing, composing) of the learning materials studied at school or | 1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit. <br> 2. 1 Showing the well-behave and care behavior while communicating with each other, likely students and teachers. <br> 3.10 Applying  text structures and language features for doing the social function of short and simple descriptive text about humans, animals, things based on the context <br> 4.12 Creating short and simple oral and written descriptive text about humans, animals, and things by considering the right social functions, text structures and language features based on the context. |

| | from any sources which have the same view. | |
|---|---|---|

| Unit Title | Topic | Indicators | Input text | Definition and Generic Structures of Text | Language Features | Activities |
|---|---|---|---|---|---|---|
| How does she look like? | Descriptive Text | Learners are able to : <br>• Identify the social function descriptive text. <br><br>• Identify the text structure of descriptive text. <br><br>• Identify the language features of descriptive | Comic strips of descriptive text. | 1.The Definition and Purpose of Descriptive Text: Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. <br><br>2. The Generic Structure of Descriptive Text Descriptive text has structure as below: <br>• Identification; identifying the phenomenon to | The Language Feature of Descriptive Text <br>• Using attributive and identifying process. <br>• Using adjective and classifiers in nominal group. <br>• Using a simple present tense. | • Answering question based on the comic strips. <br><br>• Examining a descriptive text in form of comic strips. <br><br>• Answering questions based on the comic strip text. <br><br>• Finding the information about a |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | text. <br><br> • Write a simple descriptive text | | be described. <br> • Description; describing the phenomenon in parts, qualities, or/and characteristics. | | descriptive text. <br><br> • Finding adjectives related to describe people. <br><br> • Making conclusion based on a questioning task. <br><br> • Mentioning the generic structure of text. <br><br> • Filling the blank with the right words based on the |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | text. |
| | | | | | | • Writing a short descriptive text based on the comic strips. |
| | | | | | | • Writing a short descriptive text. |
| | | | | | | • Making reflection of what students have learnt. |

COURSE GRID

Unit 2

Name of the School     : SMP N 3 Kalasan

Class/Semester          : VIII/2

| Core Competences | Basic Competences |
|---|---|
| 1. Appreciating and comprehending the religion values.<br>2. Appreciating and comprehending the values of honesty, discipline, responsibility, care, tolerance (mutual assistance), well-behaved, confidence, while interacting effectively with the social and natural environment around.<br>3. Understanding, applying the knowledge (factual, conceptual, and procedural) based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to phenomena and events.<br>4. Processing, presenting and reasoning of the concrete (using, analyzing, arranging, modifying, making) and abstract domains (writing, reading, accounting, drawing, composing) of the learning materials studied at school or | 1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit.<br>2.2 Performing honest, discipline, confident, and responsible attitudes in transactional communication with teachers and friends<br>3.9 Applying text structures and language features for doing the social function of stating and asking about quality and human characteristics comparison, animal, things based on the context.<br>4.10 Creating oral and written text for stating and asking about quantities and human characteristics comparison, animal, things by considering the right text structures and language features based on the context. |

| | | | | from any sources which have the same view. | | |
|---|---|---|---|---|---|---|

| Unit Title | Topic | Indicators | Input | Definition and Generic Structures of Text | Language Features | Activities |
|---|---|---|---|---|---|---|
| It is better than yesterday. | Degrees of Comparison | Learners are able to:<br><br>• Identify the social function of degrees of comparison.<br><br>• Identify the rules of degrees of comparison<br><br>• Write simple descriptive text using the degrees | • Comic Strips of descriptive text contained the degree of comparison features of human qualities and characteristics, animal, and, things | 1.The Definition and Purpose of Descriptive Text: Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.<br><br>2. The Generic Structure of Descriptive Text Descriptive text has structure as below:<br><br>• Identification; identifying the phenomenon to be | Degrees of Comparison are used when we compare one person or one thing with another.<br><br>There are three Degrees of Comparison in English, they are:<br>1. Comparative degree.<br>2. Superlative degree.<br><br><br>1. Comparative degree. | • Answering question based on the comic strips.<br><br>• Examining a descriptive text using degrees of comparison adjectives in form of comic strips.<br><br>• Answering questions based on the comic strips |

| | | of comparison. | | described.<br><br>• Description; describing the phenomenon in parts, qualities, or/and characteristics. | When we compare two persons or two things with each other, we use Comparative degree.<br>Examples:<br>a. This house is bigger than that one. (Comparative degree)<br><br>2. Superlative degree<br>When we compare more than two persons or things with one another, We use Superlative degrees.<br>Examples:<br>a. This is the biggest house in this street. | text.<br><br>• Examining grammar rules of degrees of comparison<br><br>• Finding adjectives and the change into the comparison degree adjectives.<br><br>• Finding the information about degrees of comparison.<br><br>• Making conclusion based on the |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | (Superlative). | questioning task. |
| | | | | | | • Making sentences based on the story of comic strips. |
| | | | | | | • Making sentences based on available words. |
| | | | | | | • Writing a short descriptive paragraph using degree of comparison based on the comic strips' |

| | | | | | | story. |
|---|---|---|---|---|---|---|
| | | | | | | • Writing a short descriptive paragraph using degrees of comparison. |
| | | | | | | • Making reflection of what students have learnt. |

COURSE GRID

Unit 3

Name of the School     : SMP N 3 Kalasan

Class/Semester          : VIII/2

| Core Competences | Basic Competences |
|---|---|
| 1. Appreciating and comprehending the religion values.<br>2. Appreciating and comprehending the values of honesty, discipline, responsibility, care, tolerance (mutual assistance), well-behaved, confidence, while interacting effectively with the social and natural environment around.<br>3. Understanding, applying the knowledge (factual, conceptual, and procedural) based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to phenomena and events.<br>4. Processing, presenting and reasoning of the concrete (using, analyzing, arranging, modifying, making) and abstract domains (writing, reading, accounting, drawing, composing) of the learning materials studied at school or | 1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit.<br>2. 1 Showing the well-behave and care behavior while communicating with each other, likely students and teachers.<br>3.12 Applying recount text structures and language features for doing the social function by stating and asking about activities, events and incidents using simple and short text based on the context<br>4.15 Creating short and simple oral and written recount text about activities, events and incidents by considering the right social functions, text structures and language features based on the context. |

from any sources which have the same view.

| Unit Title | Topic | Indicators | Input | Definition and Generic Structures of Text | Language Features | Activities |
|---|---|---|---|---|---|---|
| Do you remember? | Recount text | Learners are able to : <br><br> • Identify the social function recount text. <br><br> • Identify the text structure of recount text. <br><br> • Identify the language features of recount | Comic strips of recount text. | Recount text is a text that tells "what happened". The purpose of recount text is to tell the readers what happened in the past through a sequence of event. <br><br> A recount text is organized to include: <br> a. An orientation | Language features: <br> • The use of nouns and pronouns (e. g.: David, we, his) <br> • The use of past tenses (e. g.: We went to the zoo) <br> • The use of time conjunctions (e.g.: and, after, finally) <br> • The use of adverbs and adverbs of phrases (e.g.: yesterday, last month, two days ago. | • Answering question based on the comic strips. <br><br> • Examining a recount text in form of comic strips. <br><br> • Answering questions based on the comic strip text. <br><br> • Finding the information about a recount text. |

| | | text. | | b. A record of events | | |
|---|---|---|---|---|---|---|
| | | • Writing a short recount text | | c. Reorientation | | • Answering questions based on the comic strip text. |
| | | | | | | • Finding sentences connectors. |
| | | | | | | • Making conclusion based on a questioning task. |
| | | | | | | • Filling the blank with the right words based on the text. |
| | | | | | | • Writing a short recount text based on the comic strips. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | • Writing a short recount text.<br><br>• Making reflection of what students have learnt. |

# APPENDIX E
# TASK DESCRIPTION

TASK DESCRIPTION

| Unit 1. How does she look like? | |
|---|---|
| **Building up** | |
| Task 1 | Instruction: *Read the comic strips below.* This task aims to give students the background knowledge of the topic that will be discussed. In this task, students are asked to read the comic strips which include descriptive sentences. |
| Task 2 | Instruction: *After you read the comic strips, answer the following question. You may discuss them with your friends.* This task is related with previous task. In this task students are asked to work with their friends to answers some questions which are related from previous comic strips. |
| **Observing & Questioning** | |
| Task 3 | Instruction: *Read the following comic strips and give the tick (V) in the boxes for items that you want to know.* This task is in the observation stage. First they observe the input text, in this case descriptive text. Then, students are asked to choose the items that they do not know and do not understand based on the comic strips. This task helps students to identify their comprehension of the text. |
| Task 4 | Instruction: *Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.* According to the scientific stage, this task refers to the questioning stage. This task facilitates students to create questions referring to the past task in the observation stage. Students are asked to make questions based on the items that they do not know or want to know in the previous task. The questions will be the reference of the next activity. |
| **Looking for information** | |
| Task 5 | Instruction: *Read the text and answer the questions that follow. You may work with your partner.* |

| | According to the scientific stage, this task refers to the stage of collecting data. In the collecting data stage, students are asking to collecting data or do the experiments. In this stage, the input of text is given to the students. Students are asked to read the input text. Then, they are asked to answer the questions. Those questions aim to check their comprehension of the input text. |
|---|---|
| Task 6 | Instruction: *Now, read again the text in Task 5 and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.*<br><br>This task is also referring to the collecting information stage. This task aims to facilitate the students to identify descriptive text. Students are asked to answers questions. This task is done in pairs as the result of the needs analysis before that students like to work in pair or in team. This task will be referring to the next activity. |
| Task 7 | Instruction: *According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.*<br><br>This task is asked students to make conclusion. This task facilitates the students to collect data about the descriptive text. This task is done by working in groups. |
| Task 8 | Instruction: *Now, fill in the table with the adjectives as many as you know based on the group below. You can search in your dictionary or browse the Internet. You may work with your friends. Examples are given to you.*<br><br>This task aims to give the students the vocabularies which will be use in the next tasks. According to the interview results, students are lacked in the vocabularies. Hence, this task will support students with related words. Students are asked to find the adjectives which relates to the topic. |
| Assosiating | |
| Task 9 | Instruction: *Now, read again the strips in Task 3 and answers the questions stated in Task 4 earlier.*<br><br>According to the scientific stage, this task is in the associating stage. Associating stage focuses in processing collected information. This task asks students to find the answers from |

| | |
|---|---|
| | formulated questions made by the students. They are asked to read again the previous comic strips in Task 3 and answer the question which they have made before. |
| Task 10 | Instruction: *Read again the strips in Task 3 and mention the generic structure of it.*<br><br>In this task, students are asked to mention the generic structure of the input text in Task 3. It aims to fulfill one of indicators in the course grid, that is identifying the text structure of descriptive text. |
| Task 11 | Instruction: *Read the comic strips and fill in the blank with the right verbs. One example is given to you.*<br><br>In this task, students are asked to fill in the blank with the right verbs. This task aims to check students' understanding of present tense. This task focuses in grammar used. This task supportes one of the results of needs analysis that is to be able to write with grammatical rules. In addition, one answer example is given as the results of needs analysis that is materials which have many examples. |
| Task 12 | Instruction: *Read the comic strips and fill in the blank with the right adjectives by choosing one of options presented below.*<br><br>In this task, students are asked to fill in the blank with appropriate adjectives which have been presented by the writer. This task aims to check students' understanding of adjectives. |
| Task 13 | Instruction: *Read the comic strips about "my brother" and write sentences based on information that you get in the comic strips.*<br><br>This task aims to describe comic strip story into sentences. Students are asked to observe the comic strips, and then they write sentences based on the information which they get. This activity is included in guided activities. |
| Creating | |
| Task 14 | Instruction: *Read the comic strips, and then complete the text below based on the comic strips. Put a suitable title for the story.*<br><br>This task is included in guided activities. In this task, students are asked to observe the comic strips, and then they make a |

| | paragraph based on information which they get from comic strips. This task is provided with first sentence and last sentence. Students are asked to continue from the first sentence. |
|---|---|
| Task 15 | Instruction: *Now, write a short descriptive text. You may write a text that about family, house or anything that you find familiar to you.* <br><br> This task is the last stage of the scientific stage that is communicating stage. This task is free guided task. Students are asked to make a descriptive paragraph. Based on the need analysis result, students like a theme that involving their daily life, so in this task, students are asked to make a paragraph about anything that familiar with their daily life. |
| Reflecting | |

| Unit 2. It is better than yesterday. | |
|---|---|
| **Building up** | |
| Task 1 | Instruction: *Read the comic strips below.* <br><br> This task aims to give students the background knowledge of the topic that will be discussed. In this task, students are asked to read the comic strips which include degrees of comparison sentences. |
| Task 2 | Instruction: *After you read the comic strips, answer the follgvowing question. You may discuss them with your friends.* <br><br> This task is related with previous task. In this task students are asked to work with their friends to answers some questions which are related from previous comic strips. |
| **Observing & Questioning** | |
| Task 3 | Instruction: *Read the following comic strips and give the tick (V) in the boxes for items that you want to know.* <br><br> This task is in the observation stage. First they observe the input text, in this case descriptive text contained degrees of comparisons. Then, students are asked to choose the items that they do not know and do not understand based on the comic strips. This task helps students to identify their comprehension of the text. |

| | |
|---|---|
| Task 4 | Instruction: *Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.*<br><br>According to the scientific stage, this task refers to the questioning stage. This task facilitates students to create questions referring to the past task in the observation stage. Students are asked to make questions based on the items that they do not know or want to know in the previous task. The questions will be the reference of the next activity. |
| Looking for information | |
| Task 5 | Instruction: *Read the text and answer the questions that follow. You may work with your partner.*<br><br>According to the scientific stage, this task refers to the stage of collecting data. In the collecting data stage, students are asked to collecting data or do the experiments. In this stage, the input of text is given to the students. Then, they are asked to read the input text. Then, students answer the questions. Those questions aim to check their comprehension of the input text. |
| Task 6 | Instruction: *Read carefully the previous tasks. Read the following sentences taken from Task 3 and Task 5. Observe the italicized adjectives.*<br><br>This task aims to check their understanding about degrees of comparison grammar rules. Students are asked to observe degrees of comparison, and then they explain the rules. |
| Task 7 | Instruction: *Now, read the following text and find the sentences with degrees of comparison. You may work with your partner.*<br><br>This task is also referring to the collecting information stage. This task aims to facilitate the students to identify degrees of comparison. Students are asked to find sentences contained degrees of comparison. This task is done in pairs as the result of the needs analysis before that students like to work in pair or in team. |
| Task 8 | Instruction: *After you do the previous task, find the answers of the questions below. You may work with your partner.*<br><br>This task is related with previous task. It is asked students to answer |

| | |
|---|---|
| | question based the comic strips from Task 7. The questions ask students to analyze the degrees of comparison which they find from Task 7. |
| Task 9 | Instruction: *According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.*<br><br>This task asks students to make conclusion. It facilitates the students to collecting data about degrees of comparison. This task is done by working in groups. |
| Task 10 | Instruction: *Find as many adjectives as you know. You can search in your dictionary or browse the Internet. Then, change the adjectives into degrees of comparison. One example is given to you. You may work in groups.*<br><br>This task aims to give the students the vocabularies which will be in the next tasks. According to the interview results, students are lacked in the vocabularies. Students are asked to find the adjectives and change into degrees of comparison. In addition, this task also aims to check their understanding about degrees of comparison adjectives. |
| Associating | |
| Task 11 | Instruction: *Now, read again the strips in Task 2 and answers the questions stated in Task 3 earlier.*<br><br>According to the scientific stage, this task is in the associating stage. Associating stage focuses in processing collected information from the previous stage. This task asks students to find the answers from formulated questions made by the students. They are asked to read again the previous comic strips in Task 3 and answer the question which they have made before. |
| Task 12 | Instruction: *Read the strips and make a sentence using a comparative degree adjective based on the story in the comic strips. One example is given to you.*<br><br>According to the scientific stage, this task is in the associating stage. In this stage students are asked to make sentences of comparison degrees. Comic strips are used as input of this task. The comic strips will help students to understand the text. According to the need analysis result, most of the students are lacked in the grammar |

| | systems, so this task will help students with the grammar related to the topic of the unit. |
|---|---|
| Task 13 | Instruction: *Now, read the strips below and make sentences using comparative degree and superlative degree adjectives based on the story in the comic strips. One example is given to you.*<br><br>This task has the same aim with previous task. Yet, in Task 13 students are asked to make sentences using superlative degree adjectives. |
| Task 13 | Instruction: *Read the comic strips about "my brother" and write sentences based on information that you get in the comic strips.*<br><br>This task aims to describe comic strip story into sentences. Students are asked to observe the comic strips, and then they write sentences based on the information which they get. This activity is guided activity. |
| Task 14 | Instruction: *There are five questions with three things in each question. Compare the quality of three things in each question. The first one has been done for you.*<br><br>This task is a semi-guided task that guides students to use comparison adjectives in written form. The task is asked students to make sentences based on the available words. |
| Creating | |
| Task 15 | Instruction: *Read the comic strips below. Find different and comparable things between two characters in the comic strips. Complete the paragraph based on the comparable things you find before. Put the suitable title as well.*<br><br>This task is included in guided activities. In this task, students are asked to observe the comic strips, and then they make a paragraph based on information which they get from comic strips. This task is provided with first sentences. Students are asked to continue from the first sentences |
| Task 16 | Instruction: *Now, write a short text consisting of the sentences using comparison degree adjectives. You may write a text about family, house or anything that you find familiar to you. One example of a text is given to you.* |

| | This task is the last stage of the scientific stage that is communicating stage. This task is free guided task. Students are asked to make a descriptive paragraph contained degrees of comparison. Based on the needs analysis result, students like a theme that involving their daily life, so in this task, students are asked to make a paragraph about anything that familiar with their daily life. In addition, one paragraph example is given. |
|---|---|

| Unit 3. Do you remember? | |
|---|---|
| Building up | |
| Task 1 | Instruction: *Read the comic strips below.*<br><br>This task aims to give students the background knowledge of the topic that will be discussed. In this task, students are asked to read the comic strips of narrative text. |
| Task 2 | Instruction: *After you read the comic strips, answer the following question. You may discuss them with your friends.*<br><br>This task relates with previous task. In this task students are asked to work with their friends to answers some questions which are related from previous comic strips. |
| Observing & Questioning | |
| Task 3 | Instruction: *Read the following comic strips and give the tick (V) in the boxes for items that you want to know.*<br><br>This task is in the observation stage. First they observe the input text, in this case narrative text. Then, students are asked to choose the items that they do not know and do not understand based on the comic strips. This task helps students to identify their comprehension of narrative text. |

| Task 4 | Instruction: *Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.* |
| --- | --- |
| | According to the scientific stage, this task refers to the questioning stage. This task facilitates students to create questions referring to the past task in the observation stage. Students are asked to make questions based on the items that they do not know or want to know in the previous task. The questions will be the reference of the next activity. |
| Looking for information | |
| Task 5 | Instruction: *Read the text and answer the questions that follow. You may work with your partner.* |
| | According to the scientific stage, this task refers to the stage of collecting data. In the collecting data stage, students are asking to collecting data or do the experiments. In this stage, the input of text is given to the students. Students are asked to read the input text. Then, students are asked to answer the questions. Those questions aim to check their comprehension of the input text. |
| Task 6 | Instruction: *Now, read again the text above and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.* |
| | This task aims to check their understanding of narrative text. Students are asked to answer questions related to narrative text. Then, students are asked to present their answers to the class, so they can discuss their answers with all students in the class and the teacher. |
| Task 7 | Instruction: *According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.* |
| | This task asks students to make conclusion. This task facilitates the students to collecting data about narrative text. This task is done by working in groups. |

| Task 8 | Instruction: *Read the comic strips, and then answers the questions. You may work in groups.* |
|---|---|
| | This task asks students to read narrative comic strips, and then they answer questions followed. This task aims to check their understanding about sentence connecters which still relate to narrative text. This task is done in group, so students can discuss to get the right answers. |
| Task 10 | Instruction: *Find as many sentence connectors as you know. You can search in your dictionary or browse the Internet. One example is given to you. You may work in groups.* |
| | This task aims to give the students the vocabularies of sentence connectors which will be in the next tasks. According to the interview results, students are lacked in the vocabularies. Students are asked to find sentence connectors. |
| Assosiating | |
| Task 11 | Instruction: *Now, read again the strips in Task 3 and answers the questions stated in Task 4 earlier.* |
| | According to the scientific stage, this task is in the associating stage. Associating stage focuses in processing collected information from the previous stage. This task asks students to find the answers from formulated questions made by the students. They are asked to read again the previous comic strips in Task 3 and answer the question which they have made before. |
| Task 10 | Instruction: *Read again the strips in Task 3 and mention the generic structure of it.* |
| | In this task, students are asked to mention the generic structure of the input text in Task 3. It aims to fulfill one of indicators in the course grid that is identifying the text structure of narrative text. |
| Task 12 | Instruction: *Read the comic strips and fill in the blank with the right verbs. One example is given to you.* |
| | In this task, students are asked to fill in the blank with the right verbs. This task aims to check students' understanding of past tense. This task focuses in grammar used. This task supportes one of the results of needs analysis that is students want to be able to write with grammatical rules. |

| Task 13 | Instruction: *Read the comic strips and fill in the sentences with suitable sentence connector. One example is given to you.* |
| --- | --- |
| | In this task, students are asked to fill in the blank with appropriate sentence connectors. This task aims to check students' understanding of applying sentence connector in the paragraph. |
| Task 14 | Instruction: *Read the comic strips about "my busy day" and write sentences based on information you get from the comic strips.* |
| | This task aims to describe comic strip story into sentences. Students are asked to observe the comic strips, and then they write sentences based on the information which they get. This activity is guided activity. Task 14 also relates to the next task. |
| Task 15 | Instruction: *Now, arrange the sentences from the previous task into a good recount text, and then put a suitable title.* |
| | This task relates to the previous task. It asks students to arrange sentences they have made from previous task into a good paragraph. Students are also asked to put a suitable title. |
| Task 16 | Instruction: *Now, write a narrative text. You may write about your last holiday, your funny experiences or anything that you find familiar to you.* |
| | This task is the last stage of the scientific stage that is communicating stage. This task is free guided task. Students are asked to make a narrative text. Based on the needs analysis result, students like a theme that involving their daily life, so in this task, students are asked to make a paragraph about anything that familiar with their daily life. |

# APPENDIX F

# FIRST DRAFT OF MATERIALS

# UNIT 1

## How does she look like?

In this unit you will learn

how to describe persons.

# Building Up

## Task 1

**Read the comic strips below.**

**Plan**

There are two long friends, Budi and Anto. One day, they make a plan to meet.

Ding dong

SAMSUL

TEXT MESSAGES

We will meet at 4 o'clock. What do you wear?

I wear a green shirt with blue pants . I also wear eyeglasses and bring a red side bag.

Hello Budi!

Hi Anto, long time no see!

## Task 2

**After you read the comic strips, answer the following question. You may discuss it with your friends.**

- **Who is Anto?**

- **How does Anto look based on comic strips? Describe it.**

# Observing & Questioning

## Task 3

Read the following comic strips and give a tick (√) in the boxes for items you want to know.

**My Family**

My family has four members, they are my parents, my sister and me.

My mother is 47 years old. Her name is Anisa. She is thin-faced , long black-haired and brown-eyed. She is a good-looking and elegant person.

My father, Lukman, is 5 years older than my mother. He is 52 years old. In spite of his age, he is still black-haired. He has dark eyes. He is quite tall, but a bit shorter than me. He works in a travel company

Father can make a dinner. His cooking is very tasty, as tasty as mother's cooking.

Finally, my sister Nadina. She is 22 years old. She has short curly hair and brown eyes. She wears eyeglasses. She is very smart .

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now, we live in Jakarta.

Hello, good afternoon.

下午好

مساء الخير

Right now, she is studying English, but she also knows Arabic and Mandarin. I want to be as smart as my sister.

Kumaha rasa'na?

Alus pisan.

Mantab abah.

*Story adapted from:* http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html

1. The information from the comic strips.

2. The purpose of the story.

3. The organization of the story.

4. The dominant verb form used in the story.

**Write more things you do not know or want to know further below.**

- _____
- _____
- _____
- _____
- _____

## Task 4

Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.

1. What information do you get from the comic strips?

2. What is the purpose of the story?

3. ……………………………………………………………………………………….

4. ………………………………………………………………………………………

5. ……………………………………………………………………………………….

6. ……………………………………………………………………………………….

7. ……………………………………………………………………………….

# Looking for information

## Task 5

Read the comic strips and answer the questions that follow. You may work with your partner.

**Doni**



Panel 1:
Doni is my close friend. He is a transfer student. The first time I met him was when he asked me the way to the library. We have been friend since then.

Where is the school library?

The school library is near the laboratory.

Panel 2:
Doni is a quite good-looking person. He is tall and slim, with olive skin and curly dark hair. He has a great sense of style, so he always looks well-dressed even in casual clothes.

Panel 3:
Doni is very outgoing. He has a fantastic sense of humor and he always makes me laugh. I really enjoy his company.

What do you call a ghost bee? A boobee!

Hahahaha!

*Story adapted from:* http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti.html

1. Who is Doni?

2. Where did the writer and Doni meet?

3. When did the writer and Doni meet?

4. How does the Doni look?

5. How are Doni's characters?

Do you find difficult words in the text? You can consult your Dictionary or

ask to your teacher.

## Task 6

Now, read again the text in Task 5 and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.

1. What kind of text is the text above?

2. What is the purpose of the text above?

3. Do you know the generic structure of the text? Explain and mention the generic structure of the text above.

4. What kind of tense is used in the text above? Mention some examples from the text.

5. Do you know what adjective word is? Mention the adjective words from the text.

## Task 7

According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.

Descriptive text

The purposes of descriptive text
- ...................................................................................................................
- ...................................................................................................................

The generic structure of descriptive text
- ...................................................................................................................
- ...................................................................................................................

The tense used
- ...................................................................................................................

## Task 8

Now, fill in the table with the adjectives as many as you know based on the group below. You can search in your dictionary or browse the internet. You may work with your friends. Examples are given to you.

| Face | Body | Personality | Age |
|------|------|-------------|-----|
| beautiful | tall | kind | old |
|  |  |  |  |

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Associating

### Task 9

Now, read again the strips in Task 3 and answers the questions stated in Task 4 earlier.

| Questions from Task 4 | Answers |
|---|---|
| 1. What information do you get from the comic strips? <br><br> 2. What is the purpose of the story? <br><br><br> 3. ………………………………………….. <br><br><br> 4. ………………………………………….. | 1. ………………………………………………. <br><br> 2. ………………………………………………. <br><br><br> 3. ……………………………………………… <br><br><br> 4. ………………………………………………… |

| | |
|---|---|
| 5. ……………………………………. | 5. …………………………………….. |
| 6. …………………………………… | 6. …………………………………….. |

## Task 10

**Read again the strips in Task 3 mention the generic structure of it.**

| Task 3 Text | Generic Structure |
|---|---|
| My family has four members, they are me, my sister, and both of my parents.<br><br>My mother is 47 years old. Her name is Anisa. She is thin-faced , has long black hair and beautiful brown eyes. She is a good-looking and elegant person.<br><br>My father, Lukman, is 5 years older than my mother. He is 52 years old. In spite of his age, he is still black-haired.  He has dark eyes. He is quite tall, but a bit shorter than me. He works in a travel company. Father can make a dinner.  His cooking is always very tasty as tasty as mother's cooking.<br><br>Finally, my sister Nadina. She is 22 years old. She has short curly hair and brown eyes. She wears eyeglasses. She is very smart . Right now, she is studying English , and she knows Arabic and Mandarin. I want to be as smart as my sister. | |

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now, we live in Jakarta.

## Task 11

**Read the comic strips and fill in the blank with the right verbs. One example is given to you.**

**My mother**

**My mother _is_(1) a beautiful person. She ……(2) curly hair. Her eyes color…….3) light brown and her color skin …..(4) light brown.**

**She ……… (5) a very kind person and she …. (6)to help people.**

Let me help you granma.

Thank you dear, you are so kind,

**My mother…….(7) to dance. I love my mother.**

## Task 12

Read the comic strips and fill the blank with the right adjectives by choosing one of options presented below.

**Ranti**

My best friend is Ranti and she is my classmate. We go to school together.

She is very ……. (7). She always does her homework. Many teachers have a high opinion of her.

She is also very ……. (8). She likes to give gifts to her friends. I am ……. (9) to have such a friend.

She is <u>tall</u> (1) and ….. (2). She has got ….. hair(3) and ….. (4) hair , …….(5) eyes and …….(6)nose.

| | |
|---|---|
| 1. **Tall / Short** | 6. **Pointed/ Flat** |
| 2. **Fat / Thin** | 7. **Lazy/ Diligent** |
| 3. **Wavy/ Straight** | 8. **Generous/ Stingy** |
| 4. **Black/ Brown** | 9. **Happy/ Sad** |
| 5. **Black/ Brown** | |

## Task 13

**Read the comic strips about "my brother" and write sentences based on information that you get in the comic strips.**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

**Creating**

**Task 14**

Read the comic strips, and then complete the text below based on the comic strips. Put a suitable title for the story.



_____

Mr. Bara is my uncle................................................................................................

............................................................. ....................................................................

....................................................................................................................................

..............................................................................................................................

....................................................................................................................................

....................................................................................................................................

..............................................................................................................................

....................................................................................................................................

we love him very much.

**Task 15**

**Now, write a short descriptive text. You may write a text that about family, house or anything that you find familiar to you.**

**Reflecting**

- In this unit, I learnt about:

  ............................................................................................................................

  ............................................................................................................................

- I don't understand about:

  ............................................................................................................................

  ............................................................................................................................

- What I have to do to be better:

  ............................................................................................................................

  ............................................................................................................................

- Now, I understand that :

  ............................................................................................................................

  ............................................................................................................................

# UNIT 2

## It is better than yesterday.

SALE 50%

In this unit you will learn

how to compare things,

animals or persons.

## Building Up

### Task 1

**Read the comic strips below.**

**Mountain and Hill**



### Task 2

**After you read the comic strips, answer the following questions. You may discuss it with your friends.**

1. Do you know a mountain and a hill? What are they?
2. Which one is higher? A mountain or a hill?
3. Which one is bigger? A mountain or a hill?

## Observing & Questioning

### Task 3

Read the following comic strips and give a tick (√) in the boxes for items that you want to know.

**My Newest Skirts**



| | |
|---|---|
| 1. The meaning of expression "the green skirt is longer than the yellow skirt". | ☐ |
| 2. The meaning of expression "the yellow skirt is more beautiful than the green skirt". | ☐ |

3.  The meaning of expression "the green skirt is cheaper than the yellow skirt". ☐

4.  The writer's reason of writing expressions "the green skirt is longer than the yellow skirt", "the yellow skirt is more beautiful than the green skirt" "the yellow skirt is more beautiful than the green skirt" and "the green skirt is cheaper than the yellow skirt". ☐

5.  The adjective form used in expressions "the green skirt is longer than the yellow skirt", "the yellow skirt is more beautiful than the green skirt" and "the green skirt is cheaper than the yellow skirt". ☐

Write more things you do not know or want to know further below.

- ........................................................................................................................
- ........................................................................................................................
- ........................................................................................................................
- ........................................................................................................................
- ........................................................................................................................

**Task 4**

Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.

1. What is the meaning of expression "the green skirt is longer than the yellow skirt"?

2. What is the meaning of expression "the yellow skirt is more beautiful than the green skirt"?

3. ..............................................................................................................

4. ..............................................................................................................

5. ..............................................................................................................

6. ..............................................................................................................

7. ..............................................................................................................

8. ..............................................................................................................

9. ..............................................................................................................

10. ..............................................................................................................

11. ..............................................................................................................

Looking for Information
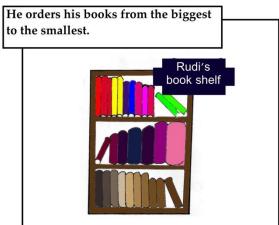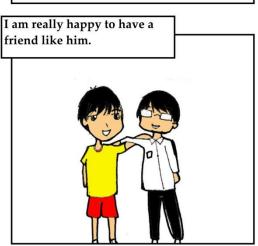
## Task 5

**Read the text below and answer the questions that follow. You may work with your friends.**

**My Best Friend**



**Questions**

1. Who is Rudi?

2. What is Rudi's character?

3. What does he like to do?

4. How he order his books?

## Grammar Review

## Task 6

**Read carefully the previous tasks. Read the following sentences taken from Task 3 and Task 5. Observe the italicized adjectives.**

From Task 3

1. The green skirt is *longer* than the yellow skirt.
2. The yellow skirt is *more beautiful* than the green skirt because it has flower prints on it.
3. The green skirt is *cheaper* than the yellow skirt.

From Task 4
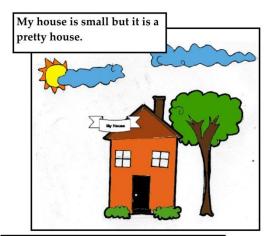
1. Rudi is the *neatest* person who I ever known.
2. He orders his book from the *biggest* to the *smallest.*

Did you notice that in all the sentences, the adjectives have different form than the usual form?  From the Task 3 list, how the sentences explain *lebih… daripada*  and how the sentences from task 4 explain *ter- (paling),* it is called **degrees of comparison**. Could you explain how to write degrees of comparison adjectives?

**Task 7**

Now, read the following text and find the sentences with degrees of comparison. You may work with your partner.

**My Small but Pretty House**



**Task 8**

After you do the previous task, find the answers of the questions below. You may work with your partner.

1. What is the reason of the writer using the degrees of comparison which you find in the text above?
2. Do you know the rules of degrees of comparison? What are the rules used in those sentences?

## Task 9

According to the information that you have found from the previous tasks, answer these questions. You may work in groups. Present your answers to the class.

✓ The reason of using degree of comparison:

...............................................................................................................................

...............................................................................................................................

✓ How to say "*lebih*" in English:

...............................................................................................................................

...............................................................................................................................

✓ How to say "*daripada*" in English:

...............................................................................................................................

...............................................................................................................................

✓ How to say" ter- (paling)"

...............................................................................................................................

...............................................................................................................................

## Task 10

Find as many adjectives as you know. You can search in your dictionary or browse the internet. Then, change the adjectives into degrees of comparison. One example is given to you. You may work in groups.

| Adjectives | Comparative degree | Superlative degree |
|------------|--------------------|--------------------|
| Big | Bigger | Biggest |
| | | |
| | | |
| | | |
| | | |

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## Associating

### Task 11

Now, read again the strips in Task 2 and answer the questions stated in Task 3 earlier.

| Questions from Task 3 | Answers |
|---|---|
| 1. What is the meaning of expression "the green skirt is longer than the yellow skirt"? <br><br> 2. What is the meaning of expression "the yellow skirt is more beautiful than the green skirt"? <br><br> 3. ............................................................ <br><br> 4. ............................................................ <br><br> 5. ............................................................ <br><br> 6. ............................................................ | 1. ............................................................ <br><br><br> 2. ............................................................ <br><br><br> 3. ............................................................ <br><br> 4. ............................................................ <br><br> 5. ............................................................ <br><br> 6. ............................................................ |

## Task 12

Read the strips and make a sentence using a comparative degree adjective based on the story in the comic strips. One example is given to you.



Randi's father is younger than Doni's father.

**Task 13**

Now, read the strips below and make sentences using comparative degree and superlative degree adjectives based on the story in the comic strips. One example is given to you.



Someday, Rina and Nani went to a canteen to eat some food.

What do you want to eat, Nani?

i will eat noodles what about you Rina?

I think noodles are more delicious than hamburger, but I like bakso more than noodles. I will eat bakso.

According to Rina, noodles are more delicious than hamburger and bakso is more delicious than noodles. Bakso is the most delicious food.



Good morning friends, I will tell you about where I live.

My house is near a hospital, shop and post office. The hospital is 50 m from my house. The shop is 150 m from my house. The post office is 100 m from my house.

So my friends, I welcome you all to my house.

## Task 14

There are five questions with three things of each number. Compare qualities of three things in each set, with real purposes. The first one has been done for you.

1. Horse, zebra, donkey – big/small
   - In my opinion, a horse is bigger than a zebra. A zebra is bigger than a donkey. So, a horse is the biggest one and a donkey is the smallest one.
2. Lake, sea, ocean – wide/ narrow
3. Stone, sand, brick – heavy/ light
4. ice, fire, water – hot/ cold
5. train, car, bicycle – fast/slow

# Creating

## Task 15

Read the comic strips below. Find different and comparable things between two characters in the comic strips. Complete the paragraph based on the comparable things you find before. Put the suitable title as well.

…………………………………………………

My name is Roni, and I am a twin. My twin's name is Rino. Even though we are twins, we have many differences. ……………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

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……………………………………………………………………………………………

## Task 16

**Now, write a short text consisting of the sentences using comparison degree adjectives. You may write a text about family, house or anything that you find familiar to you. One example of a text is given to you.**

> **I have two brothers. Their names are Boni and Dedi. Dedi is older than me and Boni is younger than me.  Boni is the tallest person in our family and Dedi is the smartest person in our family. My brothers are very kind to me. I love my brothers.**

# Reflecting

- In this unit, I learnt about:

.........................................................................................................................................

.........................................................................................................................................

- I don't understand about:

.........................................................................................................................................

.........................................................................................................................................

- What I have to do to be better:

.........................................................................................................................................

.........................................................................................................................................

- Now, I understand that :

.........................................................................................................................................

.........................................................................................................................................

# UNIT 3

Do you remember?

In this unit you will learn how to tell the past events.

## Building up

### Task 1

**Read the comic strips below.**

**My Family Vacation**



### Task 2

**After you read the comic strips, answer the following questions. You may discuss it with your friends.**

1. Do you know where Santi and her family went last holiday? Explain it.
2. What did Santi and her family do in their holiday?
3. Where did you go in the last holiday? What did you do in there?
4. How did you feel during the holiday?

# Observation and Questioning

## Task 3

**Read the following comic strips and give a tick (√) in the boxes for items you want to know**.

**Vacation to Beach**



Last week, my friend and I went to the beach by public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

At the beach, we played football in the beach. It was fun.

By the night, we made bonfire and roasted fishes .Then, in the midnight, it was time to share our scary stories. One by one, we told our story.

Finally, we went home in the morning. It was a moment that I never forgot.

*Story adapted from:* http://www.kuliahbahasainggris.com/recount-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap.html

| | |
|---|---|
| 1.  The information from the comic strips. | ☐ |
| 2.  The purpose of the story. | ☐ |
| 3.  The organization of the story. | ☐ |
| 4.  The dominant verb form used in the story. | ☐ |

**Write more things you do not know or want to know further below.**

- _____
- _____
- _____
- _____

## Task 4

**Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.**

1. **What information do you get from the comic strips?**
2. **What is the purpose of the story?**
3. ................................................................................
4. ................................................................................
5. ................................................................................
6. ................................................................................
7. ................................................................................
8. ................................................................................

# Looking for information

## Task 5

**Read the comic strips and answer the questions that follow. You may work with your partner.**

**Camping**

1.  What is the text telling you about?

2.  What did they do? What happened?

3.  What did they do when they arrived in the camping site?

4.  What did they observe on the Sunday morning?

5.  What did they catch in the river?

6.  What did they do at night?

7.  When did they come back home?

Do you find difficult words in the text? You can consult your Dictionary or ask to your teacher.

## Task 6

**Now, read again the text above and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.**

1.  What kind of the text is above?

2.  What is the purpose of the text above?

3.  Do you know the generic structure from the text? Explain and mention the generic structure from the text above.

4.  What kind of tense that used in the text above? Mention some examples from the text?

**Task 7**

**According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.**

Recount text

The purposes of recount text

- ....................................................................................................................
- ....................................................................................................................

The generic structure of recount text

- ....................................................................................................................
- ....................................................................................................................
- ....................................................................................................................

The tense used with an example sentence

- ....................................................................................................................
- ....................................................................................................................
- ....................................................................................................................

**Task 8**

Read the comic strips, and then answers the questions. You may work in groups.

**My Terrible Day**



- Do you know sentence connectors? Find sentence connectors in the story.
- What is purpose of sentence connectors in the story? Explain.

## Task 9

Find as many sentence connectors as you know. You can search in your dictionary or browse the internet. One example is given to you. You may work in groups.

| | |
|---|---|
| • First | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

# Associating

## Task 10

Now, read again the strips in Task 3 and answer the questions stated in Task 4 earlier.

| Questions from Task 4 | Answers |
|---|---|
| 1. What information do you get from the comic strips?<br><br>2. What is the purpose of the story?<br><br><br>3. ………………………………………………….<br><br><br>4. …………………………………………………….. | 1. …………………………………………………….<br><br><br>2. …………………………………………………….<br><br><br>3. ……………………………………………………<br><br><br>4. ……………………………………………………… |

| 5. ……………………………………….. | 5. …………………………………………….. |
|---|---|
| 6. …………………………………………. | 6. …………………………………………….. |

## Task 11

**Read again the comic strips from Task 3 mention the generic structures of it.**

| Text from Task 3 | The Generic Structure |
|---|---|
| Last week, my friend and I went to the beach. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.<br>At the beach, it was fun. We played football in the beach.<br>In the night, we made bonfire together. We roasted fishes .In the midnight, it was time to share our scary stories. One by one, we told our story.<br><br>In the morning, we went home. It was a moment I never forgot. | |

## Task 12

Read the comic strips, and then fill in the blanks with the correct verb forms in the box. One example is given to you.

| arrive | see | eat | take | play |
|--------|-----|-----|------|------|
| is | go | are | feel | come |

Last weekend, my family and I _went_ (1) for a holiday to Mount Ciremai.

After we......(2) getting ready, we immediately took a trip to get there by car.

After a few hours, we finally………. (3) at the mountain. I …….. (4) very happy.

It is very beautiful!

We ………(5) the beautiful scenery. I and my sister………..(6) ball.

We also……… (7) many pictures.

Say cheese!

At noon, we finally ……..(8) home, it …….(9) a great holiday.

## Task 13

**Read the comic strips and fill in the sentences with suitable connector. One example is given to you.**

Last Sunday was a terrible day. My cousins and I were playing football.

*First* (1), it was really fun until I kicked the ball too strong,, so the ball leaded into our neighbor's window and broke it.

…….. (2) we heard a loud voice from inside house. …………. (3) the owner of the house come out from house.

………..(4), my friend told us run, we run, and suddenly we heard a bark sound. a dog chased us. Last Sunday was terrible day.
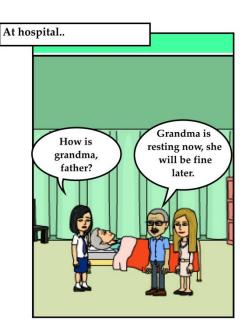
# Creating

## Task 14

Read the comic strips about "my busy day" and write sentences based on information you get from the comic strips.

1. _____
2. _____
3. _____
4. _____
5. _____

## Task 15

**Now, arrange the sentences from the previous task into a good recount text, and then put a suitable title.**

………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

## Task 16

**Write a short recount text. You may write about your last holiday, your funny experiences or anything that you find familiar to you.**

**Reflecting**

- In this unit, I learnt about:

  ......................................................................................................................................

  ......................................................................................................................................

- I don't understand about:

  ......................................................................................................................................

  ......................................................................................................................................

- What I have to do to be better:

  ......................................................................................................................................

  ......................................................................................................................................

- Now, I understand that :

  ......................................................................................................................................

  ......................................................................................................................................

# APPENDIX G
# EXPERT JUDGMENT
# QUESTIONNAIRE

**SURAT PENGANTAR VALIDASI**

Kepada Yth

Ibu Ella Wulandari, M.A.

di tempat

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : Delia Trista Nanda

NIM : 10202244020

Program studi : Pendidikan Bahasa Inggris

Memohon kesediaan Ibu sebagai *expert* dalam *expert judgment* untuk mempertimbangkan dan menilai validitas pada materi dari skripsi yang berjudul " *Developing English Writing Materials in the Form of Comic Strips for Grade VIII Students"* .

Demikian surat pengantar ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatian yang diberikan, saya mengucapkan terimakasih.

Yogyakarta, 05 November 2015

Mengetahui,                                                      Peneliti

Drs. Samsul Maarif, M.A                          Delia Trista Nanda

NIP. 19530423 197903 1 004                   NIM. 10202244020

# ANGKET EVALUASI MATERI PEMBELAJARAN MENULIS BAHASA INGGRIS  SMP KELAS VIII

Angket ini bertujuan untuk mengevaluasi isi, bahasa dan ilustrasi dalam materi pembelajaran Bahasa Inggris untuk siswa SMP kelas VIII yang berbentuk *comic strips*

Data Responden

Nama                    :

Umur                    :

Jenis Kelamin        : L / P

 Pendidikan           : (Nama Universitas)

        ☐ S1         :

        ☐ S2         :

        ☐ S3         :

Lama Mengajar       :                tahun


**Petunjuk Pengisian**

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

Keterangan :

SS : Sangat Setuju

S : Setuju

TS :Tidak Setuju

STS : Sangat Tidak Setuju

# EVALUASI MATERI PEMBELAJARAN

## UNIT 1 HOW DOES SHE LOOK LIKE

### I. Komponen Kelayakan Isi

| No | Pernyataan | SS | S | TS | SS |
|----|------------|----|----|----|----|
| 1. | Materi sesuai dengan KI dan KD Bahasa Inggris SMA kelas VIII Semester 2 Kurikulum 2013 : 1.1, 2.1, 3.10, 4.12. | | | | |
| 2. | Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari | | | | |
| 3. | Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks deskripsi. | | | | |
| 4. | Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks deskripsi. | | | | |
| 5. | Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks deskripsi. | | | | |
| 6. | Materi mencakup bimbingan yang membantu siswa menghasilkan teks tertulis untuk mencapai fungsi sosial teks deskripsi dengan memperhatikan struktur teks dan unsur kebahasaan. | | | | |
| 7. | Materi ini mengarahkan siswa berlatih menulis dalam Bahasa Inggris sesuai dengan konteks kehidupan sehari-hari  dalam mendeskripsikan orang. | | | | |
| 8. | Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas. | | | | |
| | **Lain-lain:** | | | | |

| | |
|---|---|
| | |

## II. Komponen Kelayakan Bahasa

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 9. | Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris *(grammar)*. | | | | |
| 10. | Materi ini menggunakan ejaan Bahasa Inggris *(spelling)* yang benar dan tepat. | | | | |
| 11. | Materi ini menggunakan pilihan kata *(word choice)* Bahasa Inggris yang benar dan tepat. | | | | |
| 12. | Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 13. | Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 14. | Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik. | | | | |
| 15. | Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf. | | | | |
| 16. | Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf. | | | | |
| | Lain-Lain | | | | |

## III. Komponen kelayakan penyajian

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|

| No. | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 17. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 18. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang. | | | | |
| 19. | Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis. | | | | |
| 20. | Materi pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris antarpeserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas. | | | | |
| 21. | Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam ahasa Inggris. | | | | |
| 22. | Materi yang disajikan mencakup kegiatan pembelajaran (*task*) yang mendukung siswa untuk berkomunikasi secara tertulis. | | | | |
| 23. | Kegiatan pembelajaran (*task*) diawali dengan *guided activities* dan diakhiri dengan *free activities.* | | | | |
| 24. | Kegiatan pembelajaran (*task*) disusun sesuai dengan urutan yang ada pada aturan *scientific method* yakni mulai dari mengamati hingga mencipta. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan. | | | | |
| | **Lain-lain:** | | | | |

## IV. Komponen Kelayakan Kegrafikaan

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 26. | Tampilan materi menarik. | | | | |

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 27. | Penggunaan jenis huruf dan warna dapat dibaca dengan mudah. | | | | |
| 28. | Penggunaan variasi huruf tidak berlebihan. | | | | |
| 29. | Tidak menggunakan terlalu banyak jenis huruf. | | | | |
| 30. | Spasi antarbaris susunan teks normal. | | | | |
| 31. | Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi. | | | | |
| 32. | Penggunaan gambar/ilustrasi bersifat estetik dan fungsional. | | | | |
| 33. | Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku. | | | | |
| 34. | Penempatan judul bab dan yang setara seragam/konsisten. | | | | |
| | **Lain-lain:** | | | | |

## V. Kelayakan Isi dan Bahasa Komik

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 35. | Isi cerita yang ada di dalam komik srtip mencapai tujuan komunikasi. | | | | |
| 36. | Isi cerita yang ada di komik strip diceritakan dengan jelas. | | | | |
| 37. | Alur cerita tergambar jelas. | | | | |
| 38. | Pilihan kata yang digunakan tepat. | | | | |
| 39. | Dialog berhubungan dengan tema. | | | | |
| | **Lain-lain:** | | | | |

**VI. Kelayakan Ilustrasi Komik**

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 40. | Ukuran panel sesuai (tidak berlebihan). | | | | |
| 41. | Bentuk panel tidak mengganggu keterbacaan *speech balloon.* | | | | |
| 42. | Karakter yang digunkan pada komik strip bervariasi. | | | | |
| 43. | Karakter yang digunakan merepresentasikan tokoh pada kehidupan sehari-hari. | | | | |
| 44. | Karakter yang digunakan mudah dikenali. | | | | |
| 45. | Situasi/alur yang disajikan jelas. | | | | |
| 46. | *Speech balloon* sesuai dengan expressi yang dibawakan karakter. | | | | |
| 47. | Penempatan *speech balloon* tidak menganggu ilustrasi cerita. | | | | |
| 48. | Latar belakang yang diilustrasikan sesuai dengan tema cerita. | | | | |
| 49. | Variasi warna yang digunakan untuk latar belakang tidak berlebihan. | | | | |
| | **Lain-lain:** | | | | |

**Tanggapan terhadap materi:**

1. Secara umum, bagaimanakah pendapat Bapak/Ibu mengenai materi yang telah saya susun?

   ----------------------------------------------------------------------------------------

   ----------------------------------------------------------------------------------------

   ----------------------------------------------------------------------------------------

2. Menurut Bapak/Ibu, apa kekurangan dari materi yang telah saya susun?

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3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan

tersebut?

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# REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 1 dengan judul "HOW DOES SHE LOOK LIKE?" dinyatakan (**Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak**)* untuk diimplementasikan sebagai materi pembelajaran berbicara Bahasa Inggris SMP kelas VII semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

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*coret salah satu

Yogyakarta,…………

(_____)

NIP.

# EVALUASI MATERI PEMBELAJARAN

## UNIT 2 IT IS BETTER THAN YESTERDAY

### I. Komponen Kelayakan Isi

| No | Pernyataan | SS | S | TS | SS |
|----|-----------|----|----|----|----|
| 1. | Materi sesuai dengan KI dan KD Bahasa Inggris SMA kelas VIII Semester 2 Kurikulum 2013 : 1.1, 2.2, 3.9, 4.10. | | | | |
| 2. | Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari. | | | | |
| 3. | Materi mencakup bimbingan pemahaman tentang fungsi sosial tentang *degrees of comparison.* | | | | |
| 4. | Materi mencakup bimbingan pemahaman tentang struktur *degrees of comparison.* | | | | |
| 5. | Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah *degrees of comparison.* | | | | |
| 6. | Materi mencakup bimbingan yang membantu siswa menghasilkan teks tertulis untuk mencapai fungsi sosial dari ekspresi *degrees of comparison* dengan memperhatikan struktur teks dan unsur kebahasaan. | | | | |
| 7. | Materi ini mengarahkan siswa berlatih menulis dalam Bahasa Inggris  sesuai dengan konteks kehidupan sehari-hari. | | | | |
| 8. | Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas. | | | | |
| | **Lain-lain:** | | | | |

|  |  |
|---|---|
|  |  |

## II. Komponen Kelayakan Bahasa

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 9. | Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris *(grammar)*. |  |  |  |  |
| 10. | Materi ini menggunakan ejaan Bahasa Inggris *(spelling)* yang benar dan tepat. |  |  |  |  |
| 11. | Materi ini menggunakan pilihan kata *(word choice)* Bahasa Inggris yang benar dan tepat. |  |  |  |  |
| 12. | Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. |  |  |  |  |
| 13. | Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. |  |  |  |  |
| 14. | Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik. |  |  |  |  |
| 15. | Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf. |  |  |  |  |
| 16. | Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf. |  |  |  |  |
|  | **Lain-lain :** |  |  |  |  |

## III. Komponen kelayakan penyajian

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 17. | Materi disajikan secara runtut dan berkesinambungan. |  |  |  |  |

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 18. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang. | | | | |
| 19. | Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis. | | | | |
| 20. | Materi pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris antarpeserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas. | | | | |
| 21. | Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam Bahasa Inggris. | | | | |
| 22. | Materi yang disajikan mencakup kegiatan pembelajaran (*task*) yang mendukung siswa untuk berkomunikasi secara tertulis. | | | | |
| 23. | Kegiatan pembelajaran (*task*) diawali dengan *guided activities* dan diakhiri dengan *free activities.* | | | | |
| 24. | Kegiatan pembelajaran (*task*) disusun sesuai dengan urutan yang ada pada aturan *scientific method* yakni mulai dari mengamati hingga mencipta. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan. | | | | |
| | **Lain-lain:** | | | | |

## IV. Komponen Kelayakan Kegrafikaan

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 26. | Tampilan materi menarik. | | | | |
| 27. | Penggunaan jenis huruf dan warna dapat dibaca dengan mudah. | | | | |

| No | Pernyataan | SS | S | TS | SS |
|-----|-----------|-----|-----|-----|-----|
| 28. | Penggunaan variasi huruf tidak berlebihan. | | | | |
| 29. | Tidak menggunakan terlalu banyak jenis huruf. | | | | |
| 30. | Spasi antarbaris susunan teks normal. | | | | |
| 31. | Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi. | | | | |
| 32. | Penggunaan gambar/ilustrasi bersifat estetik dan fungsional. | | | | |
| 33. | Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku. | | | | |
| 34. | Penempatan judul bab dan yang setara seragam/konsisten. | | | | |
| | **Lain-lain:** | | | | |

## V. Kelayakan Isi dan Bahasa Komik

| No | Pernyataan | SS | S | TS | SS |
|-----|-----------|-----|-----|-----|-----|
| 35. | Isi cerita yang ada di dalam komik srtip mencapai tujuan komunikasi. | | | | |
| 36. | Isi cerita yang ada di komik strip diceritakan dengan jelas. | | | | |
| 37. | Alur cerita tergambar jelas. | | | | |
| 38. | Pilihan kata yang digunakan tepat. | | | | |
| 39. | Dialog berhubungan dengan tema. | | | | |
| | **Lain-lain:** | | | | |

## VI. Kelayakan Ilustrasi Komik

| No | Pernyataan | SS | S | TS | SS |
|-----|-----------|-----|-----|-----|-----|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 40. | Ukuran panel sesuai (tidak berlebihan). | | | | |
| 41. | Bentuk panel tidak mengganggu keterbacaan *speech balloon* | | | | |
| 42. | Karakter yang digunkan pada komik strip bervariasi. | | | | |
| 43. | Karakter yang digunakan merepresentasikan tokoh pada kehidupan sehari-hari. | | | | |
| 44. | Karakter yang digunakan mudah dikenali. | | | | |
| 45. | Situasi/alur yang disajikan jelas. | | | | |
| 46. | *Speech balloon* sesuai dengan expressi yang dibawakan karakter. | | | | |
| 47. | Penempatan *speech balloon* tidak menganggu ilustrasi cerita. | | | | |
| 48. | Latar belakang yang diilustrasikan sesuai dengan tema cerita. | | | | |
| 49. | Variasi warna yang digunakan untuk latar belakang tidak berlebihan. | | | | |
| | **Lain-lain:** | | | | |

**Tanggapan terhadap materi:**

1. Secara umum, bagaimanakah pendapat Bapak/Ibu mengenai materi yang telah saya susun?

   ------------------------------------------------------------------------------------

   ------------------------------------------------------------------------------------

   ------------------------------------------------------------------------------------

2.  Menurut Bapak/Ibu, apa kekurangan dari materi yang telah saya susun?

    --------------------------------------------------------------------------------------

    --------------------------------------------------------------------------------------

    --------------------------------------------------------------------------------------

3.  Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan

    tersebut?

    --------------------------------------------------------------------------------------

    --------------------------------------------------------------------------------------

    --------------------------------------------------------------------------------------

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 2 dengan judul "IT IS BETTER THAN YESTERDAY" dinyatakan (**Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak**)* untuk diimplementasikan sebagai materi pembelajaran berbicara Bahasa Inggris SMP kelas VII semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

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*coret salah satu

Yogyakarta, ………………,

( _____ )

NIP.

# EVALUASI MATERI PEMBELAJARAN

## UNIT 3 DO YOU REMEMBER

### I. Komponen Kelayakan Isi

| No | Pernyataan | SS | S | TS | SS |
|----|------------|----|----|----|----|
| 1. | Materi sesuai dengan KI dan KD Bahasa Inggris SMA kelas VIII Semester 2 Kurikulum 2013 : 1.1, 2.1, 3.12, 4.15. | | | | |
| 2. | Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari. | | | | |
| 3. | Materi mencakup bimbingan pemahaman tentang fungsi sosial dalam *recount text.* | | | | |
| 4. | Materi mencakup bimbingan pemahaman tentang struktur *recount text.* | | | | |
| 5. | Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah *recount text.* | | | | |
| 6. | Materi mencakup bimbingan yang membantu siswa menghasilkan teks tertulis untuk mencapai fungsi sosial dari *recount text* dengan memperhatikan struktur teks dan unsur kebahasaan. | | | | |
| 7. | Materi ini mengarahkan siswa berlatih menulis dalam Bahasa Inggris dengan konteks kehidupan sehari-hari. | | | | |
| 8. | Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas | | | | |
| | **Lain-lain:** | | | | |

**II. Komponen Kelayakan Bahasa**

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 9. | Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris *(grammar)*. | | | | |
| 10. | Materi ini menggunakan ejaan Bahasa Inggris *(spelling)* yang benar dan tepat. | | | | |
| 11. | Materi ini menggunakan pilihan kata *(word choice)* Bahasa Inggris yang benar dan tepat. | | | | |
| 12. | Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 13. | Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 14. | Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik. | | | | |
| 15. | Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf. | | | | |
| 16. | Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf. | | | | |
| | **Lain-lain :** | | | | |

**III. Komponen kelayakan penyajian**

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 17. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 18. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang. | | | | |

| No. | | SS | S | TS | SS |
|---|---|---|---|---|---|
| 19. | Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis. | | | | |
| 20. | Materi pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris antarpeserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas. | | | | |
| 21. | Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam Bahasa Inggris. | | | | |
| 22. | Materi yang disajikan mencakup kegiatan pembelajaran (*task*) yang mendukung siswa untuk berkomunikasi secara tertulis. | | | | |
| 23. | Kegiatan pembelajaran (*task*) diawali dengan *guided activities* dan diakhiri dengan *free activities.* | | | | |
| 24. | Kegiatan pembelajaran (*task*) disusun sesuai dengan urutan yang ada pada aturan *scientific method* yakni mulai dari mengamati hingga mencipta. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan. | | | | |
| | **Lain-lain:** | | | | |

## IV. Komponen Kelayakan Kegrafikaan

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 26. | Tampilan materi menarik. | | | | |
| 27. | Penggunaan jenis huruf dan warna dapat dibaca dengan mudah. | | | | |
| 28. | Penggunaan variasi huruf tidak berlebihan. | | | | |

| No. | | SS | S | TS | SS |
|---|---|---|---|---|---|
| 29. | Tidak menggunakan terlalu banyak jenis huruf. | | | | |
| 30. | Spasi antarbaris susunan teks normal. | | | | |
| 31. | Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi. | | | | |
| 32. | Penggunaan gambar/ilustrasi bersifat estetik dan fungsional. | | | | |
| 33. | Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku. | | | | |
| 34. | Penempatan judul bab dan yang setara seragam/konsisten. | | | | |
| | **Lain-lain:** | | | | |

## V. Kelayakan Isi dan Bahasa Komik

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 35. | Isi cerita yang ada di dalam komik srtip mencapai tujuan komunikasi. | | | | |
| 36. | Isi cerita yang ada di komik strip diceritakan dengan jelas. | | | | |
| 37. | Alur cerita tergambar jelas. | | | | |
| 38. | Pilihan kata yang digunakan tepat. | | | | |
| 39. | Dialog berhubungan dengan tema. | | | | |
| | **Lain-lain:** | | | | |

## VI. Kelayakan Ilustrasi Komik

| No | Pernyataan | SS | S | TS | SS |
|---|---|---|---|---|---|
| 40. | Ukuran panel sesuai (tidak berlebihan). | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 41. | Bentuk panel tidak mengganggu keterbacaan *speech balloon.* | | | | |
| 42. | Karakter yang digunkan pada komik strip bervariasi. | | | | |
| 43. | Karakter yang digunakan merepresentasikan tokoh pada kehidupan sehari-hari. | | | | |
| 44. | Karakter yang digunakan mudah dikenali. | | | | |
| 45. | Situasi/alur yang disajikan jelas. | | | | |
| 46. | *Speech balloon* sesuai dengan expressi yang dibawakan karakter. | | | | |
| 47. | Penempatan *speech balloon* tidak menganggu ilustrasi cerita. | | | | |
| 48. | Latar belakang yang diilustrasikan sesuai dengan tema cerita. | | | | |
| 49. | Variasi warna yang digunakan untuk latar belakang tidak berlebihan. | | | | |
| | **Lain-lain:** | | | | |

**Tanggapan terhadap materi:**

1. Secara umum, bagaimanakah pendapat Bapak/Ibu mengenai materi yang telah saya susun?

   ---------------------------------------------------------------------------------------

   ---------------------------------------------------------------------------------------

   ---------------------------------------------------------------------------------------

2. Menurut Bapak/Ibu, apa kekurangan dari materi yang telah saya susun?

---------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan

   tersebut?

   ---------------------------------------------------------------------------------------

   ---------------------------------------------------------------------------------------

   ---------------------------------------------------------------------------------------

# REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 3 dengan judul "DO YOU REMEMBER" dinyatakan (**Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak**)* untuk diimplementasikan sebagai materi pembelajaran berbicara SMP kelas VII semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

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*coret salah satu

Yogyakarta,………………,

(_____)

NIP.

# APPENDIX H
# EXPERT JUDGMENT DATA

The Data of Expert Judgment

**Unit 1**

| **The Appropriateness of Content** | | |
|---|---|---|
| No | Item | Score |
| 50. | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.1, 3.10, and 4.12 | 4 |
| 51. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 52. | The developed materials lead students to comprehend the social function of descriptive text | 4 |
| 53. | The developed materials lead students to comprehend text structure of descriptive text | 4 |
| 54. | The developed materials lead students to comprehend the language features of descriptive text | 4 |
| 55. | The developed materials lead students to make written text of descriptive text which considers the text structure and language features | 4 |
| 56. | The developed materials lead students to write descriptive text within daily life context | 3 |
| 57. | The developed materials contain pictures, table, text which are taken from relevant sources | 3 |
| **The Appropriateness of Language** | | |
| 58. | The materials are developed in grammatical English | 3 |
| 59. | The materials use correct spelling | 3 |
| 60. | The materials use correct word choices | 3 |
| 61. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 62. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 63. | The languages are clear and easy to be understood by students | 3 |
| 64. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
| 65. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |
| **The Appropriateness of Presentation** | | |
| 66. | The developed materials are presented systematically | 4 |
| 67. | The developed materials present the texts, activities, and pictures equally | 4 |
| 68. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 69. | The developed materials encourage interaction between | 3 |

| | students, between students and teachers, and between students and environment | |
|---|---|---|
| 70. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
| 71. | The tasks encourage students to communicate in written language | 4 |
| 72. | The tasks are started by guided activities to free activities | 3 |
| 73. | The tasks are arranged in scientific approach | 3 |
| 74. | The tasks and pictures have identity such as title, number, or reference | 3 |

**The Appropriateness of Layout**

| | | |
|---|---|---|
| 75. | The layout of developed materials is interesting | 4 |
| 76. | Font type and color are easily to read. | 4 |
| 77. | The font variation is adequate | 4 |
| 78. | The font variation is not many | 4 |
| 79. | The space between paragraphs is normal | 4 |
| 80. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 81. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 82. | The pictures/illustrations are proportional and explains topic of materials. | 3 |
| 83. | Titles are placed consistently | 3 |

**The Appropriateness of Content and Language**

| | | |
|---|---|---|
| 84. | The story of comic strips achieves the communicative purposes | 4 |
| 85. | The story is presented clearly and easily to be understood | 4 |
| 86. | The story plot is clear | 4 |
| 87. | The word choices are appropriate | 3 |
| 88. | The dialogue is related to themes | 4 |

**The Appropriateness of Comic Illustrations**

| | | |
|---|---|---|
| 89. | Panels are adequate | 4 |
| 90. | The panel shape does not interfere the speech balloon | 4 |
| 91. | The characters are varied | 4 |
| 92. | The characters represent the daily life human | 4 |
| 93. | The characters are knowable | 4 |
| 94. | The strips are presented clear | 4 |
| 95. | Speech balloons are presented following the expression of the characters. | 4 |
| 96. | Speech balloons do not interfere the illustrations | 4 |
| 97. | The background is related to the theme | 4 |
| 98. | The color variation is adequate | 3 |

**Unit 2**

| The Appropriateness of Content | | |
|---|---|---|
| No | Item | Score |
| 1 | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.1, 3.10, and 4.12 | 4 |
| 2. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 3. | The developed materials lead students to comprehend the social function of descriptive text | 4 |
| 4. | The developed materials lead students to comprehend text structure of descriptive text | 4 |
| 5. | The developed materials lead students to comprehend the language features of descriptive text | 4 |
| 6. | The developed materials lead students to make written text of descriptive text which considers the text structure and language features | 4 |
| 7. | The developed materials lead students to write descriptive text within daily life context | 3 |
| 8. | The developed materials contain pictures, table, text which are taken from relevant sources | 3 |
| **The Appropriateness of Language** | | |
| 9. | The materials are developed in grammatical English | 3 |
| 10. | The materials use correct spelling | 3 |
| 11. | The materials use correct word choices | 3 |
| 12. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 13. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 14. | The languages are clear and easy to be understood by students | 3 |
| 15. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
| 16. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |
| **The Appropriateness of Presentation** | | |
| 17. | The developed materials are presented systematically | 4 |
| 18. | The developed materials present the texts, activities, and pictures equally | 4 |
| 19. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 20. | The developed materials encourage interaction between students, between students and teachers, and between students and environment | 4 |

| 21. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
|---|---|---|
| 22. | The tasks encourage students to communicate in written language | 4 |
| 23. | The tasks are started by guided activities to free activities | 3 |
| 24. | The tasks are arranged in scientific approach | 3 |
| 25. | The tasks and pictures have identity such as title, number, or reference | 3 |
| **The Appropriateness of Layout** | | |
| 26. | The layout of developed materials is interesting | 4 |
| 27. | Font type and color are easily to read. | 4 |
| 28. | The font variation is adequate | 4 |
| 29. | The font variation is not many | 4 |
| 30. | The space between paragraphs is normal | 4 |
| 31. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 32. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 33. | The pictures/illustrations are proportional and explains topic of materials. | 4 |
| 34. | Titles are placed consistently | 4 |
| **The Appropriateness of Content and Language** | | |
| 35. | The story of comic strips achieves the communicative purposes | 4 |
| 36. | The story is presented clearly and easily to be understood | 4 |
| 37. | The story plot is clear | 4 |
| 38. | The word choices are appropriate | 3 |
| 39. | The dialogue is related to themes | 4 |
| **The Appropriateness of Comic Illustrations** | | |
| 40. | Panels are adequate | 4 |
| 41. | The panel shape does not interfere the speech balloon | 4 |
| 42. | The characters are varied | 4 |
| 43. | The characters represent the daily life human | 4 |
| 44. | The characters are knowable | 4 |
| 45. | The strips are presented clear | 4 |
| 46. | Speech balloons are presented following the expression of the characters. | 4 |
| 47. | Speech balloons do not interfere the illustrations | 4 |
| 48. | The background is related to the theme | 4 |
| 49. | The color variation is adequate | 3 |

**Unit 3**

| | | |
|---|---|---|
| **The Appropriateness of Content** | | |
| No | Item | Score |
| 1. | The developed materials are in accordance with Core competences and Basic competences of junior high school Grade VIII second Semester: 1.1, 2.1, 3.10, and 4.12 | 4 |
| 2. | The developed materials cover some texts which are relevant to the leaners' daily life | 4 |
| 3. | The developed materials lead students to comprehend the social function of descriptive text | 4 |
| 4. | The developed materials lead students to comprehend text structure of descriptive text | 4 |
| 5. | The developed materials lead students to comprehend the language features of descriptive text | 4 |
| 6. | The developed materials lead students to make written text of descriptive text which considers the text structure and language features | 4 |
| 7. | The developed materials lead students to write descriptive text within daily life context | 3 |
| 8. | The developed materials contain pictures, table, text which are taken from relevant sources | 3 |
| **The Appropriateness of Language** | | |
| 9. | The materials are developed in grammatical English | 4 |
| 10. | The materials use correct spelling | 3 |
| 11. | The materials use correct word choices | 3 |
| 12. | The explanation uses languages in accordance with cognitive development of students | 3 |
| 13. | The instruction uses languages in accordance with cognitive development of students | 3 |
| 14. | The languages are clear and easy to be understood by students | 3 |
| 15. | The units/activities/paragraphs/sentences reflect in good arrangement | 3 |
| 16. | The units/activities/paragraphs/sentences reflect in good engagement | 4 |
| **The Appropriateness of Presentation** | | |
| 17. | The developed materials are presented systematically | 4 |
| 18. | The developed materials present the texts, activities, and pictures equally | 4 |
| 19. | The developed materials encourage students' initiative and creativity in written language | 3 |
| 20. | The developed materials encourage interaction between students, between students and teachers, and between students and environment | 3 |

| 21. | The developed materials encourage students to do reflection and evaluation in learning activities and encourage communicating in English | 4 |
|---|---|---|
| 22. | The tasks encourage students to communicate in written language | 3 |
| 23. | The tasks are started by guided activities to free activities | 3 |
| 24. | The tasks are arranged in scientific approach | 3 |
| 25. | The tasks and pictures have identity such as title, number, or reference | 3 |
| **The Appropriateness of Layout** | | |
| 26. | The layout of developed materials is interesting | 4 |
| 27. | Font type and color are easily to read. | 4 |
| 28. | The font variation is adequate | 4 |
| 29. | The font variation is not many | 4 |
| 30. | The space between paragraphs is normal | 4 |
| 31. | The pictures/illustrations are relevant to the topic of materials | 4 |
| 32. | The pictures/illustrations are used in esthetic and functional aspect | 4 |
| 33. | The pictures/illustrations are proportional and explains topic of materials. | 4 |
| 34. | Titles are placed consistently | 4 |
| **The Appropriateness of Content and Language** | | |
| 35. | The story of comic strips achieves the communicative purposes | 4 |
| 36. | The story is presented clearly and easily to be understood | 4 |
| 37. | The story plot is clear | 4 |
| 38. | The word choices are appropriate | 4 |
| 39. | The dialogue is related to themes | 4 |
| **The Appropriateness of Comic Illustrations** | | |
| 40. | Panels are adequate | 4 |
| 41. | The panel shape does not interfere the speech balloon | 4 |
| 42. | The characters are varied | 4 |
| 43. | The characters represent the daily life human | 4 |
| 44. | The characters are knowable | 4 |
| 45. | The strips are presented clear | 4 |
| 46. | Speech balloons are presented following the expression of the characters. | 4 |
| 47. | Speech balloons do not interfere the illustrations | 4 |
| 48. | The background is related to the theme | 4 |
| 49. | The color variation is adequate | 3 |

# APPENDIX I
# REVISION OF THE UNITS

Revision of the Units

**Unit 1**

| No | Part of Unit | The point to be revised | Revision |
|----|--------------|-------------------------|----------|
| 1. | Title Page | Change word "persons". | "Persons" is changed into "people". |
| 2. | Task 1 | Change the tense of "what do you wear" to future tense. | The sentence is changed into "What will you wear". |
| 3. | Task 2 | Change "it" to the plural form. | The "it" is changed into "them". |
| 4. | Task 3 | The sentences in the first panel of comic strips are run on. | Put full stop between run on sentences. |
| 5. | Task 4 | No revision. | No revision. |
| 6. | Task 5 | • Delete "the" before Doni in the question sentence of number Four. <br> • Change "how" in the question number five. | • "the" is deleted. <br> • "How" is changed into "What". |
| 7. | Task 6 | Delete "word" before adjective in question number 5. | "word" is deleted. |
| 8. | Task 7 | No revision. | No revision. |
| 9. | Task 8 | Capitalize the initial of "internet" | The initial of "Internet" is capitalized. |
| 10. | Task 9 | No revision. | No revision. |
| 11. | Task 10 | The Instruction sentence is run on. | Put "and" before word "mention". |
| 12. | Task 11 | No revision. | No revision. |
| 13. | Task 12 | No revision. | No revision. |
| 14. | Task 13 | No revision. | No revision. |
| 15. | Task 14 | No revision. | No revision. |
| 16. | Task 15 | No revision. | No revision. |
| 17. | Reflecting | No revision. | No revision. |

**Unit 2**

| No | Part of Unit | The point to be revised | Revision |
|----|--------------|-------------------------|----------|
| 1. | Title Page | Change word "persons". | "Persons" is changed into "people" |

| No. | Part of Unit | The point to be revised | Revision |
|-----|------|------|------|
| 2. | Task 1 | No revision. | No revision. |
| 3. | Task 2 | Change "it" to the plural form. | The "it" is changed into "them". |
| 4. | Task 3 | • Change "skirt" before word "yellow" to "one". <br> • Change comma in the last sentence in the panel four to full stop. | • The word "skirt" is changed into "one". <br> • The comma is changed into full stop. |
| 5. | Task 4 | No revision. | No revision. |
| 6. | Task 5 | Put "does" before "he" in the question number 4. | The word "does" is put. |
| 7. | Task 6 | No revision | No revision. |
| 8. | Task 7 | No revision. | No revision. |
| 9. | Task 8 | No revision. | No revision. |
| 10. | Task 9 | No revision. | No revision. |
| 11. | Task 10 | No revision. | No revision. |
| 12. | Task 11 | No revision. | No revision. |
| 13. | Task 12 | No revision. | No revision. |
| 14. | Task 13 | No revision. | No revision. |
| 15. | Task 14 | • Revise the sentence of instruction. <br> • Put more examples in the input text of how to use the word "one" as object. | • The instruction is revised <br> • The examples are put in the input text. |
| 16. | Task 15 | No revision. | No revision. |
| 17. | Task 16 | No revision. | No revision. |
| 18. | Reflecting | No revision. | No revision. |

**Unit 3**

| No | Part of Unit | The point to be revised | Revision |
|-----|------|------|------|
| 1. | Title Page | No revision. | No revision. |
| 2. | Task 1 | No revision. | No revision. |
| 3. | Task 2 | Change "it" to the plural form. | The "it" is changed into "them". |
| 4. | Task 3 | No revision. | No revision. |
| 5. | Task 4 | No revision. | No revision. |
| 6. | Task 5 | No revision. | No revision. |
| 7. | Task 6 | No revision. | No revision. |

| 8. | Task 7 | No revision. | No revision. |
|---|---|---|---|
| 9. | Task 8 | No revision. | No revision. |
| 10. | Task 9 | No revision. | No revision. |
| 11. | Task 10 | No revision. | No revision. |
| 12. | Task 11 | • The Instruction sentence is run on.<br>• Put space before initial word in the sentence. | • Put "and" before word "mention".<br>• The space is put. |
| 13. | Task 12 | No revision. | No revision. |
| 14. | Task 13 | No revision. | No revision. |
| 15. | Task 14 | No revision. | No revision. |
| 16. | Task 15 | No revision. | No revision. |
| 17. | Task 16 | No revision. | No revision. |
| 18. | Reflecting | No revision. | No revision. |

# APPENDIX J

# FINAL DRAFT OF THE MATERIALS

# UNIT 1

## How does she look like?

In this unit you will learn

how to describe people.

# Building Up

## Task 1

Read the comic strips below.

**Plan**

There are two long friends, Budi and Anto. One day, they make a plan to meet.

Ding dong

TEXT MESSAGES

We will meet at 4 o'clock. What will you be wearing?

I will be in green shirt and blue pants. I also will wear eyeglasses and bring a red side bag.

Hello Budi!

Hi Anto, long time no see!

## Task 2

After you read the comic strips, answer the following questions. You may discuss them with your friends.

- **Who is Anto?**

- **How does Anto look based on comic strips? Describe it.**

# Observing & Questioning

## Task 3

Read the following comic strips and give a tick (√) in the boxes for items you want to know.

**My Family**

My family has four members. They are my parents, my sister and me.

My mother is 47 years old. Her name is Anisa. She is thin-faced, long black-haired and brown-eyed. She is a good-looking and elegant person.

My father, Lukman, is 5 years older than my mother. He is 52 years old. In spite of his age, he is still black-haired. He has dark eyes. He is quite tall, but a bit shorter than me. He works in a travel company

Father can cook dinner. His cooking is very tasty, as tasty as mother's cooking.

Finally, my sister Nadina. She is 22 years old. She has short curly hair and brown eyes. She wears eyeglasses. She is very smart.

Hello, good afternoon.

下午好

مساء الخير

Right now, she is studying English, but she also knows Arabic and Mandarin. I want to be as smart as my sister.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now, we live in Jakarta.

Kumaha rasa'na?

Ngeunah pisan.

Mantab abah.

*Story adapted from:* http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html

1. The information from the comic strips. ☐

2. The purpose of the story. ☐

3. The organization of the story. ☐

4. The dominant verb form used in the story. ☐

**Write more things you do not know or want to know further below.**

- _____
- _____
- _____
- _____
- _____

**Task 4**

Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.

1. What information do you get from the comic strips?

2. What is the purpose of the story?

3. ……………………………………………………………………………………..

4. .................................................................................................

5. .................................................................................................

6. .................................................................................................

7. .................................................................................................

# Looking for information

## Task 5

Read the comic strips and answer the questions that follow. You may work with your partner.

**Doni**



Doni is my close friend. He is a transfer student. The first time I met him was when he asked me the way to the library. We have been friends since then.

Where is the school library?

The school library is near the laboratory.

Doni is a quite good-looking person. He is tall and slim, with olive skin and curly dark hair. He has a great sense of style, so he always looks well-dressed even in casual clothes.

Doni is very outgoing. He has a fantastic sense of humor and he always makes me laugh. I really enjoy his company.

What do you call a ghost bee? A boobee!

Hahahaha!

*Story adapted from:* http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti.html

1.  Who is Doni?

2.  Where did the writer and Doni meet?

3.  When did the writer and Doni meet?

4.  How does Doni look?

5.  What are Doni's characters?

Do you find difficult words in the text? You can consult your dictionary or

ask your teacher.

## Task 6

Now, read again the text in Task 5 and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.

1.  What kind of text is the text above?

2.  What is the purpose of the text above?

3.  Do you know the generic structure of the text? Explain and mention the generic structure of the text above.

4.  What kind of tense is used in the text above? Mention some examples from the text.

5.  Do you know what an adjective is? Mention the adjectives from the text.

**Task 7**

According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.

Descriptive text

The purposes of a descriptive text

- ......................................................................................................
- ......................................................................................................

The generic structure of a descriptive text

- ......................................................................................................
- ......................................................................................................

The tense used

- ......................................................................................................

**Task 8**

Now, fill in the table with as many adjectives as you know based on the group below. You can search in your dictionary or browse the Internet. You may work with your friends. Examples are given to you.

| Face | Body | Personality | Age |
|------|------|-------------|-----|
| beautiful | tall | kind | old |
| | | | |
| | | | |

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Associating

### Task 9

Now, read again the strips in Task 3 and answers the questions stated in Task 4 earlier.

| Questions from Task 4 | Answers |
|---|---|
| 1. What information do you get from the comic strips?<br>2. What is the purpose of the story?<br><br>3. ………………………………………….<br><br>4. …………………………………………….. | 1. ………………………………………………<br><br>2. ………………………………………………<br><br>3. ………………………………………………<br><br>4. ……………………………………………… |

5. ..................................................

6. ..................................................

5. ..................................................

6. ..................................................

**Task 10**

**Read again the strips in Task 3 and mention the generic structure of it.**

| Task 3 Text | Generic Structure |
|---|---|
| My family has four members. They are me, my sister, and both of my parents.<br><br>My mother is 47 years old. Her name is Anisa. She is thin-faced , has long black hair and beautiful brown eyes. She is a good-looking and elegant person.<br><br>My father, Lukman, is 5 years older than my mother. He is 52 years old. In spite of his age, he is still black-haired. He has dark eyes. He is quite tall, but a bit shorter than me. He works in a travel company. Father can make a dinner. His cooking is always very tasty as tasty as mother's cooking.<br><br>Finally, my sister Nadina. She is 22 years old. She has short curly hair and brown eyes. She wears eyeglasses. She is very smart . Right now, she is studying English , and she knows Arabic and Mandarin. I want to be as smart as my sister.<br><br>They all, except me, speak Sundanese very well, because we were | |

living in  Bandung  for  5  years. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now, we live in Jakarta.

**Task 11**

**Read the comic strips and fill in the blank with the right verbs. One example is given to you.**

**My mother**

My mother  _is_(1)  a beautiful person. She ……(2) curly hair. Her eyes color…….3)  light brown and her color skin …..(4) light brown.

She ……… (5) very kind and she …… (6) to help people.

Let me help you grandmother.

Thank you dear, you are so kind.

My mother…….(7) to dance. I love my mother.

## Task 12

Read the comic strips and fill in the blank with the right adjectives by choosing one of the options presented below.

**Ranti**

My best friend is Ranti and she is my classmate. We go to school together.

She is very ……. (7). She always does her homework. Many teachers have a high opinion of her.

She is also very ……. (8). She likes to give gifts to her friends. I am ……. (9) to have such a friend.

She is <u>tall</u> (1) and ….. (2). She has got ….. hair(3) and  ….. (4) hair , …….(5) eyes and …….(6)nose.

| | |
|---|---|
| 10. tall / short | 15. pointed/ flat |
| 11. fat / thin | 16. lazy/ diligent |
| 12. wavy/ straight | 17. generous/ stingy |
| 13. black/ brown | 18. happy/ sad |
| 14. black/ brown | |

**Task 13**

**Read the comic strips about "my brother" and write sentences based on information that you get in the comic strips.**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

**Creating**

**Task 14**

Read the comic strips, and then complete the text below based on the comic strips. Put a suitable title for the story.



---------------------------------------------

Mr. Bara is my uncle.........................................................................................................

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we love him very much.

**Task 15**

**Now, write a short descriptive text. You may write a text that about family, house or anything that you find familiar to you.**

## Reflecting

- In this unit, I learnt about:

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  ..................................................................................................................................

- I don't understand about:

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  ..................................................................................................................................

- What I have to do to be better:

  ..................................................................................................................................

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- Now, I understand that :

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# UNIT 2

## It is better than yesterday

In this unit you will learn how to compare things, animals or people.

# Building Up

## Task 1

**Read the comic strips below.**

**Mountain and Hill**



## Task 2

**After you read the comic strips, answer the following questions. You may discuss them with your friends.**

1. Do you know a mountain and a hill? What are they?
2. Which one is higher? A mountain or a hill?
3. Which one is bigger? A mountain or a hill?

## Observing & Questioning

### Task 3

Read the following comic strips and give a tick (√) in the boxes for items that you want to know.

**My Newest Skirts**



| | |
|---|---|
| 1. The meaning of expression "the green skirt is longer than the yellow one". | ☐ |
| 2. The meaning of expression "the yellow skirt is more beautiful than the green one". | ☐ |

3. The meaning of expression "the green skirt is cheaper than the yellow one".

☐

4. The writer's reason of writing expressions "the green skirt is longer than the yellow one", "the yellow skirt is more beautiful than the green one" and "the green skirt is cheaper than the yellow one".

☐

5. The adjective form used in expressions "the green skirt is longer than the yellow one", "the yellow skirt is more beautiful than the green one" and "the green skirt is cheaper than the yellow one".

☐

Write more things you do not know or want to know further below.

- .................................................................................................................
- .................................................................................................................
- .................................................................................................................
- .................................................................................................................
- .................................................................................................................

**Task 4**

Referring to the items that you do not know or you want to know more, make them into relevant questions. Examples are given to you.
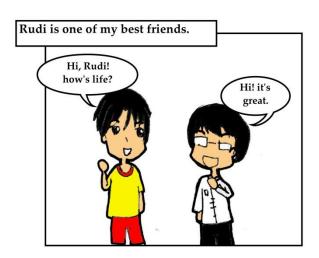
1. What is the meaning of expression "the green skirt is longer than the yellow one"?

2. What is the meaning of expression "the yellow skirt is more beautiful than the green one"?

3. ...................................................................................................................

4. ...................................................................................................................

5. ...................................................................................................................

6. ...................................................................................................................

7. ...................................................................................................................

8. ...................................................................................................................

9. ...................................................................................................................

10. ...................................................................................................................

11. ...................................................................................................................
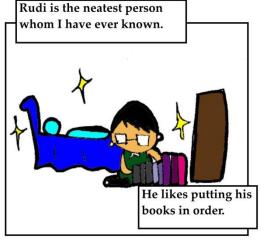
# Looking for Information
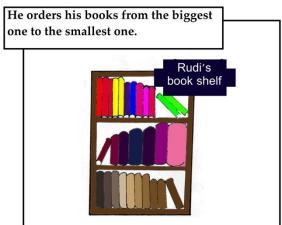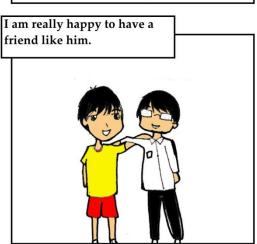
## Task 5

Read the text below and answer the questions that follow. You may work with your friends.

**My Best Friend**



## Questions

1. Who is Rudi?

2. What is Rudi's character?

3. What does he like to do?

4. How does he order his books?

## Grammar Review

**Task 6**

**Read carefully the previous tasks. Read the following sentences taken from Task 3 and Task 5. Observe the italicized adjectives.**

From Task 3

1. The green skirt is *longer* than the yellow one.
2. The yellow skirt is *more beautiful* than the green one, because it has flower prints on it.
3. The green skirt is *cheaper* than the yellow one.

From Task 4

1. Rudi is the *neatest* person who I ever known.
2. He orders his books from the *biggest one* to the *smallest one.*

Did you notice that in all the sentences, the adjectives have different form than the usual form? From the Task 3 list, how the sentences explain *lebih… daripada* and how the sentences from task 4 explain *ter- (paling),* it is called **degrees of comparison**. Could you explain how to write degrees of comparison adjectives?

**Task 7**

Now, read the following text and find the sentences with degrees of comparison. You may work with your partner.

**My Small but Pretty House**



My house is small but it is a pretty house.

My house is smaller than my next-door neighbor's house on the left. My neighbor's house is bigger than mine.

Although my house is the smallest one, it is cleaner than my next-door neighbor's house on the left.

My friend said my house is the most beautiful house she has ever seen. I love my house.

Your house is beautiful.

Thank you.

**Task 8**

After you do the previous task, find the answers of the questions below. You may work with your partner.

1. What is the reason of the writer using the degrees of comparison which you find in the text above?

2. Do you know the rules of degrees of comparison? What are the rules used in those sentences?

## Task 9

According to the information that you have found from the previous tasks, answer these questions. You may work in groups. Present your answers to the class.

✓ The reason of using degree of comparison:

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✓ How to say "*lebih*" in English:

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✓ How to say "*daripada*" in English:

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✓ How to say" ter- (paling)"

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## Task 10

Find as many adjectives as you know. You can search in your dictionary or browse the Internet. Then, change the adjectives into degrees of comparison. One example is given to you. You may work in groups.

| Adjectives | Comparative degree | Superlative degree |
| --- | --- | --- |
| Big | Bigger | Biggest |
| | | |
| | | |
| | | |
| | | |
| | | |

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|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Associating**

**Task 11**

**Now, read again the strips in Task 2 and answer the questions stated in Task 3 earlier.**

| Questions from Task 3 | Answers |
|---|---|
| 1. **What is the meaning of expression "the green skirt is longer than the yellow skirt"?** <br><br> 2. **What is the meaning of expression "the yellow skirt is more beautiful than the green skirt"?** <br><br> 3. ……………………………………………….. <br><br> 4. ……………………………………………….. <br><br> 5. ……………………………………………….. <br><br> 6. ………………………………………………. | 1. ………………………………………………… <br><br><br><br> 2. ……………………………………………… <br><br><br><br> 3. …………………………………………………… <br><br> 4. ………………………………………………… <br><br> 5. ………………………………………………… <br><br> 6. …………………………………………………… |

## Task 12

Read the strips and make a sentence using a comparative degree adjective based on the story in the comic strips. One example is given to you.



> Randi's father is younger than Doni's father.

## Task 13

**Now, read the strips below and make sentences using comparative degree and superlative degree adjectives based on the story in the comic strips. One example is given to you.**



According to Rina, noodles are more delicious than hamburger and bakso is more delicious than noodles. Bakso is the most delicious food.

## Task 14

There are five questions with three things in each question. Compare the quality of three things in each question. The first one has been done for you.

6.  Horse, zebra, donkey – big/small
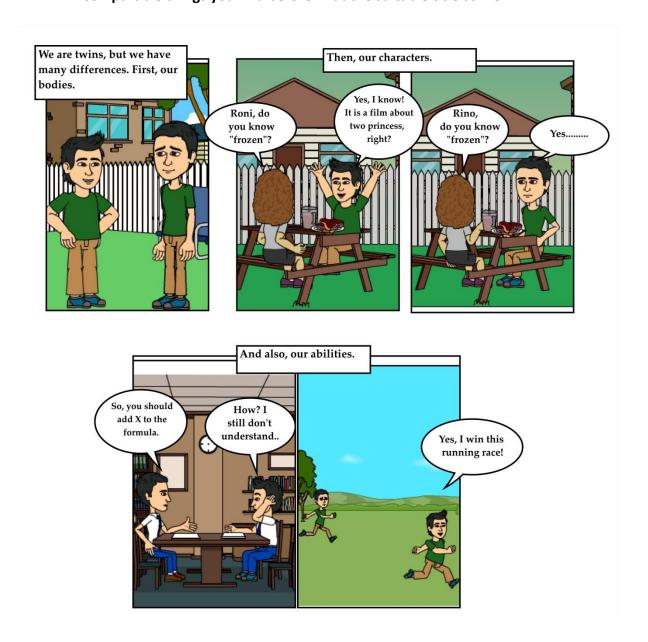
    - In my opinion, a horse is bigger than a zebra. A zebra is bigger than a donkey. So, a horse is the biggest one and a donkey is the smallest one.

7.  Lake, sea, ocean – wide/ narrow

8.  Stone, sand, brick – heavy/ light

9.  ice, fire, water – hot/ cold

10. train, car, bicycle – fast/slow

# Creating

## Task 15

Read the comic strips below. Find different and comparable things between two characters in the comic strips. Complete the paragraph based on the comparable things you find before. Put the suitable title as well.

......................................................

     My name is Roni, and I am a twin. My twin's name is Rino. Even though we are twins, we have many differences. ...........................................................................

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## Task 16

**Now, write a short text consisting of the sentences using comparison degree adjectives. You may write a text about family, house or anything that you find familiar to you. One example of a text is given to you.**

> **I have two brothers. Their names are Boni and Dedi. Dedi is older than me and Boni is younger than me. Boni is the tallest person in our family and Dedi is the smartest person in our family. My brothers are very kind to me. I love my brothers.**

# Reflecting

- In this unit, I learnt about:

  ..............................................................................................................................

  ..............................................................................................................................

- I don't understand about:

  ..............................................................................................................................

  ..............................................................................................................................

- What I have to do to be better:

  ..............................................................................................................................

  ..............................................................................................................................

- Now, I understand that :

  ..............................................................................................................................

  ..............................................................................................................................

# UNIT 3

## Do you remember?

In this unit you will learn how to tell the past events.

# Building up

## Task 1

Read the comic strips below.

**My Family Vacation**



At lunch........

Nita, last holiday I went to a mountain with my family.

Wow great, Santi! What did you do there?

We saw beautiful scenery there, the air was very fresh, my sister and I played some games, and took some photos there.

## Task 2

After you read the comic strips, answer the following questions. You may discuss them with your friends.

1. Do you know where Santi and her family went last holiday? Explain it.
2. What did Santi and her family do in their holiday?
3. Where did you go in the last holiday? What did you do in there?
4. How did you feel during the holiday?

# Observation and Questioning

## Task 3

**Read the following comic strips and give a tick (√) in the boxes for items you want to know**.

**Vacation to Beach**

Last week, my friend and I went to the beach by public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

At the beach, we played football in the beach. It was fun.

By the night, we made bonfire and roasted fishes .Then, in the midnight, it was time to share our scary stories. One by one, we told our story.

Finally, we went home in the morning. It was a moment that I never forgot.

*Story adapted from:* http://www.kuliahbahasainggris.com/recount-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap.html

| | |
|---|---|
| 1. The information from the comic strips. | ☐ |
| 2. The purpose of the story. | ☐ |
| 3. The organization of the story. | ☐ |
| 4. The dominant verb form used in the story. | ☐ |

**Write more things you do not know or want to know further below.**

- _____
- _____
- _____
- _____

**Task 4**

**Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.**

1. What information do you get from the comic strips?
2. What is the purpose of the story?
3. ...................................................................................
4. ...................................................................................
5. ...................................................................................
6. ...................................................................................
7. ...................................................................................
8. ...................................................................................

# Looking for information

## Task 5

Read the comic strips and answer the questions that follow. You may work with your partner.

**Camping**



Last weekend, my friends and I went camping.

From here, we're walking to camping site!

OK!!

We reached the camping ground after we walked for about one and a half hour from the bus stop.

Then, we built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

On the Sunday morning, we spent our time observing plantation and insects.

It is a beautiful butterfly.

In the afternoon we went to the river and caught some fish for supper.

In the night, we held a fire camp night. We sang and danced.

Next day, we packed our bags and got ready to go home.

*Story adapted from:* http://brechonana.blogspot.com/2014/12/pengertian-dan-contoh-recount-text-bahasa-inggris.html

1. What is the text telling you about?

2. What did they do? What happened?

3. What did they do when they arrived in the camping site?

4. What did they observe on the Sunday morning?

5. What did they catch in the river?

6. What did they do at night?

7. When did they come back home?

Do you find difficult words in the text? You can consult your dictionary or ask your teacher.

## Task 6

**Now, read again the text above and answer the questions. You may work with your groups. After you answer those questions, present your answers to the class.**

1. What kind of the text is above?

2. What is the purpose of the text above?

3. Do you know the generic structure from the text? Explain and mention the generic structure from the text above.

4. What kind of tense that used in the text above? Mention some examples from the text?

**Task 7**

**According to the information that you have found from the previous task, fill in the table below with it. You may work in groups. Present your answers to the class.**

Recount text

The purposes of a recount text

- .................................................................................................................
- .................................................................................................................

The generic structure of a recount text

- .................................................................................................................
- .................................................................................................................
- .................................................................................................................

The tense used with an example sentence

- .................................................................................................................
- .................................................................................................................
- .................................................................................................................

**Task 8**

Read the comic strips, and then answers the questions. You may work in groups.

**My Terrible Day**



- Do you know sentence connectors? Find sentence connectors in the story.
- What is purpose of sentence connectors in the story? Explain.

## Task 9

Find as many sentence connectors as you know. You can search in your dictionary or browse the Internet. One example is given to you. You may work in groups.

| | |
|---|---|
| • First | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

## Associating

## Task 10

Now, read again the strips in Task 3 and answer the questions stated in Task 4 earlier.

| Questions from Task 4 | Answers |
|---|---|
| 1. What information do you get from the comic strips? <br><br> 2. What is the purpose of the story? <br><br><br> 3. ……………………………………………… <br><br><br> 4. ……………………………………………… | 1. ……………………………………………………. <br><br><br> 2. ……………………………………………………. <br><br><br> 3. ……………………………………………………… <br><br><br> 4. ……………………………………………………… |

| 5. ……………………………………….. | 5. ………………………………………….. |
|---|---|
| 6. ……………………………………. | 6. …………………………………………... |

## Task 11

Read again the comic strips from Task 3 and mention the generic structures of it.

| Text from Task 3 | The Generic Structure |
|---|---|
| Last week, my friend and I went to the beach. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean. At the beach, it was fun. We played football in the beach. In the night, we made bonfire together. We roasted fishes . In the midnight, it was time to share our scary stories. One by one, we told our story.<br><br>In the morning, we went home. It was a moment I never forgot. | |

## Task 12

Read the comic strips, and then fill in the blanks with the correct verb forms in the box. One example is given to you.

| arrive | see | eat | take | play |
|--------|-----|-----|------|------|
| is | go | are | feel | come |

Last weekend, my family and I _went_ (1) for a holiday to Mount Ciremai.

After we……(2) getting ready, we immediately took a trip to get there by car.

After a few hours, we finally………. (3) at the mountain. I …….. (4) very happy.

It is very beautiful!

We ………(5) the beautiful scenery. I and my sister………..(6) ball.

We also……… (7) many pictures.

Say cheese!

At noon, we finally ……..(8) home, it …….(9) a great holiday.

## Task 13

Read the comic strips and fill in the sentences with suitable sentence connector. One example is given to you.

Last Sunday was a terrible day. My cousins and I were playing football.

*First* (1), it was really fun until I kicked the ball too strongly. The ball moved into our neighbor's window and broke it.

…….. (2) we heard a loud voice from inside house. …………. (3) the owner of the house came out from house.

………..(4), my friend told us to run, we ran, and suddenly we heard a bark sound. A dog chased us. Last Sunday was a terrible day.

# Creating

## Task 14

Read the comic strips about "my busy day" and write sentences based on information you get from the comic strips.

1. _____
2. _____
3. _____
4. _____
5. _____

## Task 15

Now, arrange the sentences from the previous task into a good recount text, and then put a suitable title.

……………………………………

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## Task 16

Write a short recount text. You may write about your last holiday, your funny experiences or anything that you find familiar to you.

**Reflecting**

- In this unit, I learnt about:

  ................................................................................................................................

  ................................................................................................................................

- I don't understand about:

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  ................................................................................................................................

- What I have to do to be better:

  ................................................................................................................................

  ................................................................................................................................

- Now, I understand that :

  ................................................................................................................................

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