DESIGNING SUPPLEMENTARY MATERIALS TO INTRODUCE GRAMMAR USE FOR WRITING DESCRIPTIVE AND RECOUNT TEXTS BY USING COMICS TO EIGHTH GRADE STUDENTS

A SARJANA PENDIDIKAN THESIS

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

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A Sarjana Pendidikan Thesis on

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 4 August 2016

The Writer

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DEDICATION PAGE

"At the end of a journey, there lies another new journey."

I dedicated my thesis to:
The Anggoros
Maksimal!
ABSTRACT


In order to master English language, there are four skills need to be learned. One of the skills is writing. To have good writing skills, one of the ways is mastering grammar use. The writer found in her Program Pengalaman Lapangan (Internship Program) that the eighth grade students of SMP Negeri 1 Yogyakarta are not able to make good descriptive and recount texts because the students were lack in knowledge of grammar use and need to have supplementary materials to develop their grammar use proficiency. Moreover, the students were bored with the learning process of English subject. Therefore, the students needed interesting media to make them attracted and find learning English enjoyable.

Related to the issues above, the writer conducted this study to help the students writing descriptive and recount texts by introducing grammar use. On the other hand, to make the learning process more enjoyable, the writer design the materials using comics. Furthermore, the writer had formulated a problem formulation, which was: how supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to eighth grade students are designed?

To answer the research problem, this study adapted Kemp’s (1977) and Yalden’s (1987) instructional design and employed Research and Development method (R & D). There were nine steps of instructional design applied in this research which were combined with the first five steps of R & D. The steps were: (1) Research and Information Collecting, the needs survey conducted in this step, (2) Planning which consists of identifying instructional problems, conducting task analysis, and formulating instructional objectives, (3) Developing Preliminary Form of Product which was developing instructional strategy and designing the message, (4) Preliminary Field Testing which consists of instructional delivery and then conducting evaluation, (5) Revising Main Product which was conducting final revision.

In this study, the data were collected through class observations and an interview with the English teacher of SMP Negeri 1 Yogyakarta. The data collected were identified in instructional problems and served as the basis to develop the materials. After designing the materials, the writer conducted the evaluation on the designed materials from the English teacher of SMP Negeri 1 Yogyakarta and two lecturerers from English Language Education of Sanata Dharma University. The evaluation was employed as the basis for the revisions of the materials.

Keywords: supplementary materials, grammar use, writing skills, comics, research and development
ABSTRAK


Menulis adalah salah satu kemampuan bahasa Inggris yang perlu dikuasai. Untuk mampu menulis dengan baik, salah satu caranya adalah menguasai penggunaan tata bahasa. Dalam Program Pengalaman Lapangan (PPL) penulis, siswa kelas delapan SMP Negeri 1 Yogyakarta tidak mampu membuat teks deskriptif dan cerita yang baik karena kurangnya pengetahuan siswa terhadap penggunaan tata bahasa dan harus mendapatkan materi penunjang untuk mengembangkan kemampuan mereka. Selain itu, siswa merasa bosan dengan proses belajar. Oleh karena itu, siswa membutuhkan media yang menarik untuk dipelajari.

Terkait masalah di atas, penulis melakukan penelitian ini untuk membantu siswa menulis teks deskriptif dan cerita dengan memperkenalkan penggunaan tata bahasa. Di sisi lain, untuk membuat proses belajar lebih menyenangkan, penulis merancang materi dengan menggunakan komik. Selanjutnya, penulis merumuskan rumusan masalah: bagaimana materi penunjang untuk memperkenalkan penggunaan tata bahasa untuk menulis teks deskriptif dan cerita dengan menggunakan komik untuk siswa kelas delapan dirancang?


Dalam penelitian ini, data dikumpulkan melalui survei kebutuhan yang dilakukan dalam dua cara; observasi kelas dan wawancara dengan guru bahasa Inggris SMP Negeri 1 Yogyakarta. Data yang dikumpulkan diidentifikasi di masalah pembelajaran dan menjadi dasar untuk mengembangkan materi. Setelah itu, penulis melakukan evaluasi materi dengan guru Bahasa Inggris SMP Negeri 1 Yogyakarta dan dua dosen dari Pendidikan Bahasa Inggris Universitas Sanata Dharma. Evaluasi ini digunakan sebagai dasar untuk merevisi materi.

Keywords: supplementary materials, grammar use, writing skills, comics, research and development
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Siti Basitha Andina
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CHAPTER I

INTRODUCTION

This chapter is a general description of the thesis and what the writer would like to discuss in the next chapters. This chapter consists of research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English is taught at schools in Indonesia as a compulsory subject started from elementary schools. In addition, there are some pre-schools which have introduced English to their students. Since English is considered as Foreign Language (EFL) in Indonesia, there are some constraints in learning English, especially in writing. According to Mohammad and Hazarika (2016), writing is often a challenge for the EFL learners as it is considered to be the most painstaking and challenging language skill. Writing requires an in-depth understanding of a target language. Further, it is an amalgam of different other skills such as reading, listening, and speaking which is why students hardly feel motivated for writing.

Based on the writer’s experience in her internship program in *SMP Negeri 1 Yogyakarta*, the writer found that the students were unable to write good descriptive and recount texts. Their incapability was not because they were lack of understanding in learning the texts, but it was because they were not able to use grammar appropriately. On the other hand, the school applied *Kurikulum Tingkat
Satuan Pendidikan (KTSP) 2006 or School Based Curriculum. In this curriculum, grammar is not taught as a separate materials. The curriculum only focuses on the text types such as descriptive and recount texts for the eighth grade of the first semester.

Another problem comes from the lack of supporting media to teach the students. The students in the class were bored with the provided media. Based on the interview with the English teacher of SMP Negeri 1 Yogyakarta, the students need some innovative media which can attract their attentions towards the topic discussion so they can be motivated to learn English in the class.

In order to overcome the difficulties, one of the ways is to develop their motivation to learn by using interesting media. Furthermore, there is another difficulty in how to learn grammar effectively whereas grammar is not taught as a separate subject in SMP Negeri 1 Yogyakarta. That is because of the curriculum applied in SMP Negeri 1 Yogyakarta which is Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum.

Based on the problem above, the writer finds that comics can be used as materials to facilitate the students to learn English. In comics which are released by the Ministry of National Education in 2012, the government is aware that comics can be used as English learning materials for the students in junior high school level. On the other hand, comics have the role to draw people to come into the world between imagination and reality and the readers would fully take part in their own learning process through comics (Prayogo, 2008).
In order to keep teaching grammar use to the eighth grade students, the writer designs supplementary materials. Supplementary materials have some advantages because they are not bound by the curriculum and they can complete the existing teaching materials in order to supplement the coursebook (McGrath, 2002).

In this study, the writer would like to design supplementary materials using comics to introduce grammar use to the eighth grade students of junior high school. The advantage of using comics in teaching grammar use is that the students will comprehend the materials easily by looking at the pictures, because pictures will be the representative of the real things which are being taught. The students will also get a clear description about the content of the passage. Thus, for English learners and teachers, comics as supplementary materials can be used to motivate and give an enjoyable experience in studying English grammar use.

B. Research Problem

Based on the problems which have been mentioned above, the writer formulates the following question:

1. How are supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students designed?
C. Problem Limitation

In this study, the writer makes some limitations. First, this study is conducted by taking the eighth grade students of SMP Negeri 1 Yogyakarta as the sample because the writer had the experience to teach this grade while having the internship program in the school. Second, this study only focuses on two unit materials which are descriptive and recount since the materials are used in the whole first semester of the eighth grade of SMP Negeri 1 Yogyakarta. The third is the designed materials for this study are supplementary materials to teach the writing subject for the eighth grade students of junior high school. Supplementary materials in this case are used to add or to complete the existing teaching materials because of the curriculum used in the junior high school, grammar is not taught in SMP Negeri 1 Yogyakarta. Fourth, the materials which are discussed in this study use comics as the media.

D. Research Objectives

The objectives of this study is answering the question above by explaining how supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics for the eighth grade students are designed and making the supplementary materials to learn English grammar use especially for the eighth grade students.
E. Research Benefits

The results of this study will make valuable contributions to people who concern with the teaching learning technique, as follows:

1. For the English Teachers

The result of this study will be useful for the English teachers teaching junior high school students, especially those who teach in SMP Negeri 1 Yogyakarta. They can use the designed materials as the supplementary materials to introduce grammar use.

2. For the Book Designers

This study is expected to provide an innovative reference for the book designers to design English learning books. Therefore, the books can pay more attention to the learners, especially in grammar use for the eighth grade students of junior high school.

3. For the Eighth Grade Students of Junior High School

This study is expected to accommodate the students’ needs in learning English. Through the designed materials, the study is also expected to increase the students’ grammar use proficiency.

4. For Future Researchers

The result of this study may be used as a reference for future researchers who have similar studies. This study also provides a description for future researchers about designing a set of English supplementary materials for teaching grammar use by using comics to the eighth grade students of junior high school.
F. Definition of Terms

There are some terms which are used by the writer in this study to avoid misunderstanding or misinterpretation. The terms are elaborated as follows.

1. Comics

According to McCloud (1993), comics are defined as a fixed juxtaposition of pictures or other symbols in order to give information and or to get aesthetic reaction from the readers. In this study, comics refer to the media used by the writer to introduce grammar use for writing descriptive and recount texts to the eighth grade students.

2. Writing

Hornby (2003) states that writing is producing something in written form so that people can read and perform it or use it to express a certain idea. *SMP I Yogyakarta* applies School Based Curriculum which provides the students, especially the eighth grade students, to learn writing as one of the skills in English language comprehension. In this study, the writer focuses on introducing grammar use which later will foster the students’ writing skill as well as grammar use proficiency.

3. Grammar Use

According to Jackson (1990), grammar is the structure or organising principles of language. Grammar use in accordance to Celce-Muria and Larsen-Freeman (1999, p. 4) is related to when and why a language unit is used based on the mastery of form and meaning. In this study, grammar use refers to the
introduction of the forms and meanings of language units to write the appropriate use of grammar.

4. Supplementary Materials

According to McGrath (2002), supplementary materials refer to materials which are taken from other sources or any other materials which are designed for learning purposes. They also mean to add or complete the existing teaching materials in order to supplement the coursebook. In this study, the supplementary materials are in the form of comics to improve students’ writing skills.

5. Junior High School

Junior high school is defined as the continuation of the previous grade of school which is the Elementary School according to Kementrian Pendidikan dan Kebudayaan (2015), junior high school is a first middle school which usually has three levels of schooling. The students are commonly around 13-15 years old. In this study, the writer uses the second level which is the eighth grade students of junior high school as the context of the study.

To sum up, this chapter has presented the introduction of the thesis. This chapter consists of research background, research problem, problem limitation, research objectives, research benefits, and definition of terms. The discussion in this chapter is the general description of this study and later would be discussed more in the next chapters.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to discuss some theories related to the study in two parts, namely the theoretical description and theoretical framework. In the theoretical description, the writer presents some theories about grammar learning, instructional design models, designing instructional materials, supplementary materials, comics, writing skill, and junior high school curriculum. The second part which is theoretical framework has the role as the guidance for the writer in conducting this research.

A. Theoretical Description

As mentioned beforehand, there are seven theories to be discussed in the theoretical description. The theories are grammar learning, instructional design models, designing instructional materials, supplementary materials, comics, writing skill, and junior high school curriculum.

1. Grammar Learning

According to Celce-Muria and Larsen-Freeman (1999, p. 4), grammar is not only a collection of forms but involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics. The grammatical structures do not only have a morphosyntactic form, but they are also used to express meaning (semantics) and in the context-appropriate use (pragmatics). The dimensions are
referred as form, meaning and use. The figure of the three dimensions of grammar is described on the following page.

![Diagram of Three-Dimensional Grammar Framework](image)

**Figure 2.1 A Three-Dimensional Grammar Framework**

a. Form

It is how a language unit is formed. It is related to the pattern or the structure of constructing an acceptable unit of a language as well as its morphology and its syntax.

Example:

Past tense: *Subject + Verb 2 + Object*

b. Meaning

It is related to the essential meaning of a language unit. The general categories of meaning are called *notions*. Notions deal with the space (location, distance, motion, size) and the time (indication of time, duration, sequence).
Example:
When you want to tell someone about your past event, use past tense: *I was a teacher in Holligan High School.*

c. Use

It is related to when and why a language unit is used. This dimension has the units of social functions (such as promising, inviting, agreeing, disagreeing and apologising) and the discourse patterns (such as those that contribute to the cohesion of a text).

Example:
When you want to ask someone to accompany you, use this pattern: *Would you like to accompany me to Ms. Geraldine’s office?*

Form, meaning, and use of language are interdependent dimensions. Successful language learners are those who are able to produce a correct form of language with its intended meaning, and to deliver a language form for an appropriate purpose which in this study is in the descriptive and the recount text which are taught in the eighth grade students of junior high school.

Hence, in language learning, those three dimensions are to be learned without exception in order to master the target language. Once a learner has mastered the target language, he is capable of communicating it accurately.

In this study, the writer focuses on the use of grammar since the exercises use daily situation which means that appropriate use of grammar is needed in order to complete the tasks in the materials.
2. Instructional Design Models

In this study, the writer uses two models of instructional design which are from Kemp’s (1977) and Yalden’s (1987). There are three reasons why the writer choose two models of instructional design. The first reason is Kemp’s design allows revision only in the last step as for Yalden the revision or evaluation can be done in every stage after description purpose step. The second one is Yalden’s instructional model is suitable for designing syllabus, but Kemp’s instructional model is appropriate for designing materials although not all the steps are suited with this study. The third is Yalden’s design provides needs survey which is essential for the writer to design the materials better. Therefore, to make the best supplementary materials possible, the writer combines Kemp’s (1977) and Yalden’s (1987) instructional design model since they can complement each other. The instructional design models are discussed as follows.

a. Kemp’s Model

According to Kemp (1977, p. 8), it is important to make an instructional design plan because it will help the designers to get familiar with the design which will be developed later on. In this plan, the designers seek out the information about the objectives of the instructional design, the activities and resources, and the instructional design.

There are some benefits by using Kemp’s (1977) model of instructional design. The first benefit is this model can be applied in all educational level from elementary school up to college. Another benefit is that it can also be implemented
as an instructional unit for a single subject. Based on Kemp (1977), the plan is designed to answer these questions below:

1) What must be learned? (Objective)

2) What procedure and resources will work best to reach the design learning levels? (Activities and resources)

3) How will we know when requires learning has taken place? (Evaluation)

Not only that, there are also nine stages of instructional design based on Kemp (1977):

1) Instructional Problems

   Identifying the instructional problems and determining the goals for the program you will be designing.

2) Learners Characteristics

   Exploring the characteristics and needs of learners. Identifying the characteristics which will influence and guide the planning process.

3) Task Analysis

   This stage aims to understand what knowledge and procedures needed to include in the instruction to help the learner master the learning objectives.

4) Instructional Objectives

   Identifying the instructional and learning objectives. Specifying exactly what the learner must learn and master. The objectives offer a sort of map for designing the instruction.
5) Content Sequencing

Arranging content in a logical order for effective learning. The order in which the information is presented has an important role in helping the learners understand and learn the information.

6) Instructional Strategies

This stage involves designing creative and innovative strategies to present the information, and help learners reach the stated learning objectives.

7) Designing the Message

Planning and designing the instructional message as well as deciding how it is to be conveyed. The message is the pattern of words and pictures used to communicate with learners, and the process is the act of arranging the words and pictures.

8) Instructional Delivery

Designing and/or selecting resources and materials to support the specific instructional objectives.

9) Evaluation Instruments

Developing evaluation instruments that will be used to assess and evaluate learner’s mastery of the learning objectives (both summative and formative).

In short, the Kemp’s model has the advantage in designing instructional materials which in this study is supplementary materials to introduce grammar use.
b. Janice Yalden’s Model

Based on Yalden (1987, p. 109) a communicative syllabus is a syllabus which is designed for describing a classroom. This model aims for presenting a syllabus which considers the communicative needs of the learners. The model consists of seven steps which are elaborated below:

1) Needs survey

The needs survey is conducted in order to study the learners’ needs and to state the objectives which are attainable for the learners.

2) Description of the purpose

Conducting need survey will guide the syllabus designer to describe the purpose of language program. The purpose of the language program can also be investigated from the setting in which the survey is conducted.

Figure 2.2 Kemp’s (1977) Instructional Design Model
3) Selection/development of syllabus program

The choice of syllabus type is done when the general category of a language program has been decided.

4) Production of proto-syllabus

At this stage, the description of contents are conducted in accordance with the type of syllabus. The designer should also remember the purpose of the program that the specification of the syllabus contents will be formulated accordingly.

5) Production of pedagogical syllabus

The specification of every single word and phrase will be conducted in this stage. Thus, the production of the proto-syllabus will be completely developed.

6) The development and implementation of classroom procedures

The communicative syllabus brings a significant change in the teacher’s role. The teacher should regard himself as a facilitator than a leader. The classroom procedures, therefore, are conducted based on the learner’s activities rather than the teacher.

7) Evaluation

Evaluation can be done at every stage which enables the designer to revise the type as well as the content of the syllabus.
To sum up, Yalden’s instructional model has its advantages in finding the respondents’ needs as well as the evaluation step which can be done at every stage which enables the writer to create the best supplementary materials possible to introduce grammar use.

3. Designing Instructional Materials

Instructional materials are described as the materials planned or designed by teachers for instruction. It can be in the form of printed materials, computer assisted instruction, and television instruction (Reiser & Walter, 1996).

According to Howard and Major (2004) there are six factors that teachers need to take into account when embarking on the design of teaching materials for their learners. The factors are explained as follows.

a. Learners

Teachers have to ensure they know their learners well if the points of teacher-created materials are relevant, interesting, motivating and meeting specific individual needs. Any consideration of syllabus or materials design begin with a needs analysis. It is not only learning needs that are relevant to the teacher as
material designers, knowledge about students’ experiences such as life and educational background are equally important.

b. The Curriculum and the Context

The curriculum and the context are variables which significantly impact on teaching materials’ decisions. Teachers are bound by a mandated curriculum defining the content, skills, and values to be taught. On the other hand, it is the teachers’ responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials. As for the context, the teachers need to consider the goals that the learners want to achieve by learning English. For example, some adult English learners tend to need teaching materials which focus on meetings consist of immediate survival needs and gaining employment.

c. Resources and Facilities

Teachers have to consider about what they can achieve in terms of materials design and production within the limitations of available resources and facilities.

d. Personal Confidence and Competence

This factor can determine the teachers’ willingness to embark on the materials development. This is influenced by the teachers’ level of experience and their creativity or artistic skills and overall understanding of the principles of materials design and production.
e. Copyright Compliance

Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials and materials downloaded from the Internet for use in the classroom. The copyright law has implications when creating materials which include excerpts from published works. While an idea cannot be copyright, the expression of the idea can be copyright and teachers need to be mindful of this.

f. Time

Time can be one of disadvantages for the teachers in designing materials since it can limit the learning process. However, it is important to consider ways to make this aspect manageable. For example, by having the group or the individual project which can make learners learn outside of the school meeting.

In this study, the instructional materials are in the form of comics and teach grammar use in two units in first semester of the eighth grade of SMP Negeri 1 Yogyakarta which are the descriptive and the recount text using comics. The time allocation for each unit is 2 x 40 minutes.

4. Supplementary Materials

According to McGrath (2002), supplementary materials refer to materials which are taken from the other sources or any other materials which are designed for the learning purposes. Based on Brewster, Ellis, and Girard (1992), supplementary materials are anything which are used by either the teacher or the learners to facilitate the learning of a language. Materials could be cassettes, videos,
CDRoms, dictionaries, grammar books, readers, workbooks or photocopied exercises.

As for this study, supplementary materials are aimed for completing the existing materials in order to get the better understanding about a certain lesson. Since grammar learning is not taught in curriculum 2006, which is used in SMP Negeri 1 Yogyakarta, the writer designs the materials into supplementary materials.

5. Comics

In this section, the writer discusses about some theories related to the components of comics and the advantages of using comics in education. These theories are used as the base of the comics in this study.

a. Components of Comics

Saraceni (2003) states that the most important characteristics of comics are employment of both words and pictures as well as texts which are organised into sequential units, graphically separated from each other. The unique characteristic of comics lies in the way in which linguistic and pictorial elements interact with each other.

The language of comics has similarities with the language we use every day. The components of a language are the words which are divided into functional words and content words. Functional words has a role to link other words together like conjunctions (and, but, or), prepositions (in, for, with), articles (the, a, an) and so on. For example, in the sentence:

James went to a concert with John and David
The words *to, a, with and and* are the functional words because they have the function of linking the sentence together. The other words (*James, went, concert, John and David*) are content words, because they mean something, they have content. In every language, there are many more content words than functional words. Something which is very similar happens in the language of comics, where there are functional components and content components. The details for each components of comics based on Saraceni (2003, p. 5) will be explained as follows.

1) The Panel

Each page is normally composed of four to nine rectangular frames called panels. Usually, the panels display single instants of action or still pose and, although they can be referred to as ‘frozen moments’ and compared to photographs, their contents are actually more varied. Panel is rare to represent only an instant of the story. It is because comics panels typically contain pieces of dialogue which are longer than the duration of a camera shot (i.e. a fraction of a second). The reader of comics considers the panel as a portion – which can be of various lengths – of the narrative, where something actually takes place and takes time.

2) The Gutter

Each panel is separated from the others by a blank space called the gutter. The gutter is an important element, since it is the space containing all that happens between the panels. This means that the reader has to guess the missing elements in order to reconstruct the flow of the story. The gutter is similar to the space that divides one sentence from the next: there is always a certain amount of information that is missing from the narrative and the readers have to provide it for themselves.
The actual width of the gutter is not important; what counts is the division itself between the panels. Some authors of comics, for example, prefer to draw panels adjacent to one another, with no blank space between them; but this is only a stylistic choice, as the separation remains there, as does the concept of the gutter which is called as ‘gutterless’. However, this is misleading, because it only takes into account the physical space, rather than the conceptual separation, between panels.

3) The Balloon

The balloon is probably the element that most people associate with comics. It is the space in which most of the verbal text is contained. Balloons are used to report speech or thought, and that is why the terms speech balloon and thought balloon are used.

Typically, balloons are formed in oval or cloud-like shape, but the variations are possible and sometimes significant. In the case of adaptations of the classics of literature, for example, the shape of the balloons is often square. This unusual shape is used in order to give more respectability to the publication.

The tail of the balloon indicates the character who is speaking (or thinking). Normally, the tail looks like a small pointed projection, but it can sometimes be a simple line. An important variation is when the tail is formed of a series of small bubbles, which indicates that the balloon is a thought balloon. The function of the tail is equivalent to that of clauses like ‘he said’ or ‘Ann thought’ in reported speech or thought.
4) The Caption

The caption is the other element of comics that contains linguistic elements. Unlike the balloon, the caption is not positioned inside the panel, but is always a separate entity, often on the top of the panel, but sometimes at the bottom or on the left side. Normally, the text contained in the caption represents the narrator’s voice, very similar to the background voice that is sometimes heard in films. Its function is to add information to the dialogues contained in the rest of the panel. In its simplest form, a caption is just an indicator of space and/or time. In other cases, the caption has the function of providing information to help the readers reconstruct the flow between panels, filling the gap represented by the gutter. Sometimes captions have a fundamental importance in the narration of the story, since they contain most or all of the linguistic components of the text.

b. The Advantages of Using Comics in Education

In this section, the writer would like to present some advantages of using comics in education, especially in English writing based on Haugaard (1973), Hughey (2001), Suter (1987), and Williams (1995). The advantages which the writer presents are motivating, creative, and permanent.

1) Motivating

Comics are basically not designed for a classroom; they are used for entertainment or pleasure. Therefore, comics are burden-free and makes them motivate the students to learn English. As the result, comics would potentially encourage the students to feel the learning process successfully. By providing
comics in the classroom, the teachers can take the advantage of the fantastic motivating power of comics (Haugaard, 1973).

2) Creative

Comics make the students creative by imagining the real situation in the comics which can increase their visual thinking. Hughey (2001) identifies the value of spatial and linguistic connections and describe methods of incorporating visual thinking into the writing process through the use of picture cues, picture drafting and using drawings to give context to dialogue such as comics. Suter (1987) specifically addresses the use of comics to teach writing. She specifically suggests different comics that can be used to help the students write dialogue, or investigate and correct spelling errors, sentence fragments, etc. The usefulness of having students experiment with different dialogue or wording in developing writing skills and awareness of how language works to change perceptions is certainly valid, especially because the students can use their creative mind in visualising the situation in comics.

3) Permanent

Williams (1995, p. 2) cites comics’ permanent and visual component as one of his many reasons for using comics in his English as a Second Language (ESL) class. The medium, in this case the comics, dictates how quickly the viewing progresses. The text medium, on the other hand, shares comics’ permanent component but not the visual. Visual permanence is unique to comics. In educational settings, this visual permanence firmly takes control over the pace of education in the hands and the eyes of the students (Williams, 1995).
Those are the advantages which affirm the use of comics as the supplementary materials in English learning. Among others, comics can be an effective way of attracting the students for writing and learning in the classroom.

6. Writing Skill

In this section, the writer would like to discuss about the nature of writing as well as writing at junior high school.

a. The Nature of Writing

Writing is one of four English language skills which should be acquired in order to master the language. Nunan (2003) defines writing as a mental work of creating ideas, thinking about how to express them, and arranging them into statements and paragraphs which can be understood (p. 88).

Writing is important because it is one of ways to communicate to each other by reinforcing the grammatical structures, idioms, and vocabulary as well. According to Nunan (2003), the purposes of writing are to express and impress. People can express the ideas they have through writing. Further, they can also impress the readers by expressing their ideas through writing.

The writer conducts this study in order to help the eighth grade students writing descriptive and recount texts by introducing them with grammar use. Therefore, in this study, the students will be able to write good descriptive and recount texts in appropriate use of grammar.
b. Writing at Junior High School

*SMP Negeri 1 Yogyakarta*, which uses *Kurikulum Tingkat Satuan Pendidikan* (KTSP) focuses on the text types such as descriptive and recount texts for the eighth grade students in the first semester as outlined in the following table.

**Table 2.1 Curriculum in English Writing Skill for the Eighth Grade**

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Revealing the meanings in functional writing texts and simple short essays in the form of descriptive and recount to interact with the community.</td>
<td>6.1 Revealing the meanings in simple short functional writing texts using a variety of accurate language use, fluent, and acceptable for the community.</td>
</tr>
<tr>
<td></td>
<td>6.2 Revealing the meaning and rhetorical steps in simple short essays using variety of accurate language use, fluent, and acceptable for the community in form of descriptive or recount texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Achieved Competency</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Students are able to reveal the meanings in simple short functional writing texts in form of descriptive or recount.</td>
<td>6.1.1 When retrieving the example of descriptive or recount texts, students are able to identify the meanings of simple short functional texts correctly.</td>
</tr>
<tr>
<td>6.1.2 Students are able to reveal the meanings and rhetorical steps in simple short essays in form of descriptive or recount texts.</td>
<td>6.1.2 By identifying the descriptive or recount texts, students are able to conclude the meanings and rhetorical steps in simple short essays correctly.</td>
</tr>
</tbody>
</table>
7. The Curriculum for Junior High School

Curriculum guides how the teaching of English is conducted in a certain school. In SMP Negeri 1 Yogyakarta, the applied curriculum is the 2006 Curriculum named Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum. This study is designed with the curriculum as the base of the material design. The curriculum is used as the basis of formulating the standard competence, basic competence and also indicators of learning achievement.

a. Background

According to KTSP, English teaching in Indonesia is aimed at developing four skills such as listening, speaking, reading and writing in order to make the students take part discourse and communicate in certain literacy levels. The literacy levels include performative, functional, informational, and epistemic. At the performative level, students are able to read, write, listed and speak with symbolised. At the functional level, students are able to express the obtained knowledge in the target language. In elementary schools, the competence pursued in English teaching is the ability to interact with each other in English which will potentially support classroom and school activities. The competence is also expected to benefit students at the higher levels of education (Translated from Government Regulation No.22 of 2006)
b. The Goals and Functions

The goals and function of English teaching junior high school are presented as follows.

1) Developing oral communication competence that is used for language accompanying action in the contexts of school (Translated from Government Regulation No. 22 of 2006)

2) Reinforcing students to have awareness of the essence and importance of English to support nation’s competitiveness (Translated from Government Regulation No. 22 of 2006)

c. The Scopes

There are several scopes of English teaching in junior high school, such as listening, speaking, reading, and writing. Writing and reading skills are directed to support the acquisition of oral communication competence (Translated from Government Regulation No. 22 of 2006). In this study, the scope of English teaching focuses only in writing.

B. Theoretical Framework

The writer combined Kemp’s (1977) model and Yalden’s (1987) model of instructional design to make the writer’s own steps. The following paragraphs are the steps used by the writer for conducting the research.
Step 1:

The writer uses Yalden’s model “Needs Survey”. In this first step, the writer analyses the students’ demands by observing two classes of the eighth grade students in SMP Negeri 1 Yogyakarta. For addition, the writer also interviews the English teacher who teaches the classes. The interview consists of questions to find out the students’ needs. The writer designs the designed materials in this study based on the result of the needs survey and the basic competencies for writing skill in the curriculum.

Step 2:

In this step, the writer uses Kemp’s model “Instructional Problems”. The instructional problems are determined after the writer knows the needs of the students and use these as the base of designing the materials.

Step 3:

The third step is adapted from Kemp’s model “Task Analysis”, one of the most important stages of the design process. The writer uses this stage to understand what knowledge and procedures the writer needs to include in the instruction. The result of this stage will be used as the goals of the designed materials. After establishing the goals, the topics are identified as the scope of the course or program.

Step 4:

In this step, the writer adapts the Kemp’s Model namely “Instructional Objectives”. By identifying the instructional and learning objectives, the writer knows what the learners must learn and master which in this case is about main
objectives as well as specific learning objectives grammar use for the descriptive and the recount text purpose. The objectives also offer the writer a sort of framework for designing the instruction.

Step 5:

The writer uses Kemp’s Model “Instructional Strategy” for this step. The writer begins to make the concept of the materials to become the supplementary materials. The writer designs the materials in form of supplementary materials so that the grammar use can be introduced to the students even though there is no grammar teaching in the curriculum.

Step 6:

This step is taken from Kemp’s Model “Designing the Message”. After the writer has the concept of the comics, the writer then begins to make the comics based on the needs and learning objectives. The writer uses Saraceni’s components of comics as the base to make the comics as well as theories of grammar learning based on Celce-Muria and Larsen-Freeman.

Step 7:

This step uses Kemp’s Model “Instructional Delivery”. In this step, the writer designs the lesson plan for each material so that the materials can be taught in the class.

Step 8:

This step is adopted from the last stage of Yalden’s Model “Evaluation”. Since evaluation can be done at every stage after instructional objectives which enables the designer to revise the type and the content of the materials, the writer
can do revisions in any stage based on needs. However, in this study, the writer will do the revision if there are some parts in the comics which need to be developed based on the respondents’ suggestions or criticism.

Step 9:

In this step, the writer adapts Kemp’s Model “Revision”. After several revisions from evaluations, the writer conducts the final revision. The main purpose of this step is to provide the best materials for the learners.

The writer’s research framework for this study is presented on the following page.
To summarise, this chapter has presented a review to the related literature concerning the focus of the study, which is designing supplementary materials to introduce grammar use for writing descriptive and recount texts to the eighth grade students. The theories applied in this study are grammar learning, instructional design models, designing instructional materials, supplementary materials, comics,
writing skill, and junior high school curriculum. Some of the theories and principles have been highlighted and are used as the review of related literature of the study.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discusses the research methodology of the study. There are six points to be discussed which are research method, research setting, research subjects, research instruments, research procedures, data collection, and data analysis.

A. Research Method

The study which the writer conducted is described as an educational Research and Development (R&D) because the supplementary materials and the process of the study had the similar cycle with those of R&D steps. Borg and Gall (1938) state that educational research and development (R&D) is a process used to develop and validate educational products.

In accordance to Borg and Gall (1938, p. 775), there are ten major steps of Research and Development cycle which are research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. These research steps can match the writer’s theoretical framework which is previously described in Chapter II. The framework had 9 (nine) steps, they were (1) needs survey, (2) instructional problems, (3) task analysis, (4) instructional objectives, (5)
instructional strategy, (6) designing the message, (7) instructional delivery, (8) Evaluation, and (9) Revision.

Comparing two sets from the writer’s framework and R&D steps, the writer decided to implement only the first five steps of Borg and Gall’s theories. They are (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, and (5) main product revision. The writer only set the first five steps or R&D because the revision from main product revision would be conducted on the basis of preliminary field testing results which was expected to be used in the future related research.

Figure 3.1 on the following page shows the compliance of the writer’s research framework with R & D cycle.
Figure 3.1 Comparison between the Writer’s Research Framework and Research and Development Steps
B. Research Setting

This study was conducted in SMP Negeri 1 Yogyakarta located at Jl. Cik Di Tiro No. 29, Sleman, Yogyakarta. The school was the place where the writer had Program Pengalaman Lapangan or Internship Program from July 2015 to September 2015. During the program, the writer could observe the teaching and learning activities as well as identify the students’ needs in learning English, particularly. Therefore, the writer chose this place as the setting of the study.

The research activities conducted at the school started in October 2015, and finished in January 2016. During the research activities, the writer had interviewed with the English teacher and revised the materials according to the English teacher’s evaluation.

C. Research Participants

The participants for this study were chosen from:

1. Two classes of the eighth grade students of SMP Negeri 1 Yogyakarta which were Class VIII D and VIII E. With the groups of participant, the writer conducted observations to find out their interests and needs during her internship program which were on July 31, 2015 and August 6, 2015.

2. One English teacher of SMP Negeri 1 Yogyakarta. The writer conducted an interview with this participant to find out any information regarding students’ needs on September 28, 2015.
3. Two lecturers of English Language Education of Sanata Dharma University. In order to know that the designed materials is really relevant to academic purpose, the designed materials were also given to them and they would have the same questionnaire to fill and they would give evaluations on the designed materials. The first lecturer filled in the questionnaire on February 11, 2016 and the second lecturer filled in the questionnaire on June 16, 2016.

These participants would be involved in the steps of survey needs and evaluation.

D. Instruments and Data Gathering Techniques

1. Instruments

There were three types of instruments applied to gather data which were observation forms, interview, and questionnaire.

a. Observation Forms

Observation forms were the first data-gathering tool used in this study. McDonough and McDonough (1997) state that there are two major types of roles researchers play during observation. The researcher may be a participant in the situation being observed or a non-participant. In a participant observation, the researcher actively participates and becomes an insider in the event being observed. At the other extreme cases, in a non-participant observation, the researcher observes without participating or taking any active part in the situation (McDonough & McDonough, 1997, p. 434). In this study, the writer played her role as a non-
participant. The observation was conducted twice on July 31, 2015 and August 6, 2015. During the observation, the writer sat on the back row taking notes of teaching learning activities and the students’ attitudes towards writing using the prepared observation forms. The outline of the observation is presented as follows.

Table 3.1 Outline of Observation Form

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After that, the data collected from the observation were analysed and compared to the findings from the completed questionnaires and the interviews. Observation was particularly useful for providing deeper information to enable the writer to acquire a better and more comprehensive understanding of the students’ needs.

b. Interview Guideline

Interview is the verbal conversation between two people with an objective of collecting relevant information for the purpose of research. According to Ary, Jacobs, and Razavich (1979), there are two basic types of questions which are applied in an interview; structured and unstructured.

The writer used unstructured interview. Unstructured interview permits a free response from the respondents to answer the question rather than limits the
response to a choice from among stated alternatives. The interview was conducted on October 1, 2015. Through this interview, the writer obtained information about characteristics and the needs of the eighth graders of junior high school based on the teacher’s point of view such as the students’ needs to have a more interesting and innovative way to learn English in the class.

c. Questionnaire

There are two types of questionnaire: structured or closed form and unstructured or open form (Ary, Jacobs and Razavich, 1979, p. 175). The closed form contained questions and alternative answers. Respondents had to fill in the questionnaires by choosing one of the possible alternatives provided. On the other hand, the open form required respondents to supply their own answers to the questions asked. For this study purpose, the writer made the first part of the designed materials evaluation questionnaires in closed form questions. The writer applied a likert scale which was on a 1 to 5 scale. The likert scale was chosen since it was generally useful for getting at respondents’ views, judgments or opinions about almost any aspect of language learning (Brown and Rodgers, 2004, p. 120). Also, the likert scale also shows the tendency whether the designed materials are eligible to use for learning purpose or not. The second part of the designed materials evaluation questionnaires was in the form of open from questions. This part consisted of the respondents’ opinions about the drawbacks and strengths of the designed materials, suggestions, and criticism. The questionnaires were delivered in Indonesian language since the respondents didn’t have good English proficiency, especially the students. As the questionnaires demanded free responses from the
respondents, they were given time to fill out the questionnaires at their own convenience, as well as the suggestion in order to revise the designed material. The result and discussion of the questionnaires were analysed in Chapter IV.

2. Data Gathering Technique

The writer observed the related classes during her internship program on July 31, 2015 and August 6, 2015. On the other hand, the writer interviewed the English teacher on October 1, 2015 to obtain the data of needs survey. After that, the writer distributed the questionnaire for evaluation to the students for optional data on January 8, 2016 and the English teachers on January 21, 2016 of the related schools as well as two lecturers of Sanata Dharma University. The first lecturer completed the questionnaire on February 11, 2016 and the second lecturer completed the questionnaire on June 16, 2016.

E. Data Analysis Technique

This study used three data gathering techniques which were observation, interview, and questionnaire. Through the questionnaire, the writer wanted to measure the tendency of the respondent’s opinion regarding the designed materials. In order to find the central tendency of the opinion, the writer provided the questionnaire with 5 (five) points of measurement to see respondent’s agreement on the statements given. The points are presented as follows.
Then, the evaluation from the respondents was employed as the data. The data was analysed to find out the mode, median, and mean. Mode is the value in a distribution which occurs the most frequent. Median is the score which is at the centre of the distribution after the data are arranged in rank order. The mean or average point ($\bar{x}$) is obtained by counting the sum of the score ($\sum x$) divided by the number of subjects ($N$). The formula was as follows:

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

Where $\bar{x}$ : the average point  
$\sum x$ : the sum of the scores  
$N$ : the numbers of the subjects (based on the number of respondents)

After that, the data were presented in a table of central tendency which consisted of statements, points of agreement and central tendency. The overview of the data is presented on the table below.

<table>
<thead>
<tr>
<th>Points of Measurement</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
Table 3.3: Table of Central Tendency

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Research Procedure

There were four steps the writer took to answer the research problem of this study. The steps were:

1. Conducting needs survey: observed the classes and interviewed the English teacher who taught the eighth grade students of *SMP Negeri 1 Yogyakarta*.

2. Designing the materials, including the steps provided in the chapter II which were instructional problems, task analysis, instructional objectives, instructional strategy, designing the message, and instructional delivery.

3. Distributing the designed materials and evaluation questionnaires.

4. Revising the designed material according to the suggestion and criticism from the evaluations.

To summarise, this chapter has presented the research methodology of the study. This chapter consists of research method, research setting, research subjects, research instruments, research procedures, data collection, and data analysis. The chapter contains necessary information regarding the parts and procedures of the study.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSIONS

This chapter presents the results and discussions on the findings of the study which address the question stated in the problem formulation in Chapter I. The question is how supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students were designed. There are two subparts discussed in this chapter. The subparts are the steps in designing supplementary materials for the eighth grade students and the presentation of the designed materials.

A. The Steps in Designing Supplementary Materials

As has been described in Chapter III, the steps implemented to design the supplementary materials were (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, and (5) main product revision. These steps were theoretically supported by the steps to design instructional models from Kemp (1997) and Yalden (1987) and factors to design materials from Howard and Major (2004). Each step will be described in the following part.
1. Conducting Needs Survey

In order to gather some information regarding students’ characteristics as well as their needs, the writer conducted a needs survey. The survey was administered through two steps. The first step was conducting an interview with the English teacher of the school and the second one was conducting class observations. In this design, the term “needs” referred to the students’ learning demands, motivations, expectation, lacks, and constraints in learning English observed from the students’ activities in the class and viewed from the teacher’s perspective. The information collected from the two steps served as the basis to design materials that could meet the students’ needs, and, therefore, the results could be specifically aimed for the students. The results of each data gathering step are presented and further discussed in the following sections.

a. The Results of Class Observations

Class observations were employed as one of the gathering data instruments for the designed supplementary materials. The class observations were held during the writer’s internship program on July 31, 2015 and August 6, 2015. The results of the observations supplied the writer with insights into the students’ needs, particularly the needs related to learning English, which later would be incorporated into the designed materials. There were at least three major aspects that could be obtained from the observation. Each of these is explained as follows.
1) Attention Deficit

In the first observation, the teacher was reviewing the last week assignment and giving another assignment to do in a form of group discussions. While the students were having group discussions, some of the students opened their mobile phones and checked social media secretly. They did not really pay attention to the discussion in their own groups. The second observation, when the teacher explained about the language features of a recount text, the students talked to each other and greeted other students who passed the classroom.

2) Incapability to Implement English Grammar

In every class observation, when they needed to write in English, they always had difficulty in expressing the correct grammar for the sentence. The students asked the teacher about writing a certain sentence in English and what tense they had to use.

3) Boredom

When the writer had the first class observations, the writer heard some conversations among the students. They said that this material used had been taught in more than two meetings and they were very bored with it. When the second observation was conducted, one of the students complained why they needed to learn the language features of the recount text again which they had learned on the previous meeting. Some of them also said that they were bored with group discussions activities.

Based on the result of class observations, the writer had some information regarding designing the supplementary materials. The class observations would be
the main information results of needs survey to begin the steps of designing supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students.

b. The Results of the Interview with the English Teacher

In order to supply information on the students’ needs based on a teacher’s perspective, an informal interview was conducted to the English teacher of SMP Negeri 1 Yogyakarta on October 1, 2015. The interview had the potential to supply in-depth insights into the students’ needs because the teacher had close and direct contact to the students. The interview was conducted informally during school’s break time and the questions raised in the interview were aimed at gathering comprehensive information on several aspects related to teaching and learning activities such as teaching constraints and the students’ learning capacity. The information obtained from the teacher interview supplemented the data of the class observations. The list of the interview questions can be seen in Appendix C and the data of the interview are elaborated below.

1) Grammar teaching was not taught in SMP Negeri 1 Yogyakarta since the curriculum did not require the teacher to do it.

2) The students actually understood the form of grammar such as the rules of tenses; however they did not know how to use the rules while they produce English sentences.

3) The students were bored with the situation in the class and they needed something interesting and different from any other activities in the classroom.
4) Comics could be a good alternative for the students to learn grammar use in a fun and more entertaining way.

Through the interview, the information on the students’ needs such as the students’ motivation to learn English, the students’ incapability to write English in appropriate grammar use, and also suggestions to the designed materials could be obtained and further utilised in designing the supplementary materials.

2. Identifying Instructional Problems

Based on the needs survey, the writer identified the instructional problems which consisted of the constraints from the students in learning English. The problems were listed below.

a. Mastery of Grammar Use

In order to develop their writing skills, the students had to master grammar use first so that the students could make a good sentence in appropriate grammar. However, the curriculum applied in SMP Negeri 1 Yogyakarta, KTSP 2006, did not listed grammar to be taught in the class which caused the students lack of understanding of grammar use.

b. Writing Descriptive and Recount texts

Because of the students’ incapability to use grammar appropriately, when they were assigned to write Descriptive or Recount text they would find it difficult task and caused the students’ interest in learning English decreased.

c. Interesting and Fun Materials

In order to attract the students’ attention, the teachers need to find interesting and fun materials to be taught in the class. The materials were not necessarily
expensive or luxurious ones. As long as the materials supported the curriculum and able to develop the students’ interest in learning English, the materials could be used in the class.

3. Conducting Task Analysis

Based on the instructional problems, the writer conducted task analysis by formulating a goal of designing supplementary materials for the eighth grade students. There was only one goal in this study which was to design supplementary materials to help the students learning grammar use so that the students can write descriptive and recount texts.

After that, the writer listed topics that would be presented in the comics. In utilising the topics, the writer considered firstly the curriculum, whether these topics were appropriate or not to be given to the first semester of the eighth grade students. There were 2 (two) topics selected in this study. The topics were descriptive and recount. These topics were selected because they were taught in the first semester of eight grade in SMP Negeri 1 Yogyakarta. In addition, the topics were also the materials which were taught when the students conducted the needs survey.

4. Formulating Instructional Objectives

The next step was stating main objectives of what should be achieved by learning the topics selected. Thus, the main objectives were:

a. Understanding the content/general idea conveyed in the comics

b. Understanding the specific information of the comics

c. Using grammar correctly to write descriptive or recount texts
Based on the main objectives beforehand, the writer specified them into specific learning objectives. The specific learning objectives are the expected achievements in the future after students learn the materials given. The specific learning objectives were formulated as follows.

**Table 4.1 the Specific Learning Objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Specific Learning Objectives</th>
</tr>
</thead>
</table>
| 1    | Describing a Person | a. Choosing the correct verb forms to complete the comics  
|      |                    | b. Choosing the correct adjective forms to complete the comics  
|      |                    | c. Describing the person in the comics by using appropriate grammar use and meaning          |
| 2    | Weekend Activity   | a. Choosing the correct verb forms to complete the comics  
|      |                    | b. Creating a recount text based on the series of comics provided                             |

5. Developing Instructional Strategy

In this step, the instructional materials contained the information that the students used to achieve the objectives. The instructional materials included two materials in the form of comics. Referring to the information obtained from the instructional problems and the task analysis, the writer developed supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students.
6. Designing the Message

Based on the main objectives developed in specific learning objectives, the designed materials were structured into four parts. Each of the parts is elaborated in the following.

a. Choosing the Provided Words

The first part provided words at the top of the page and the students were instructed to put the words into the appropriate brackets. The words were verb forms. This part aimed to introduce verb forms used in the text (descriptive and recount).

b. Circling the Correct Expression

On the second part, the students were instructed to circle the correct expression on the page. The words were subject and verb agreement and in the descriptive topic, the third page consisted of adjective words. This part aimed to introduce the subject and verb agreement (descriptive and recount), as well as the use of adjective in the text (descriptive only).

c. Writing a Text

On the fourth part, there was the main task of the materials which was making the text according to the information obtained throughout the comics so far. This part aimed the students to write descriptive and recount texts using appropriate grammar.
d. Free Composition

On the fifth part, the students were instructed to complete the sentences with the correct expression. This part aimed the students to make their own sentence using appropriate grammar.

7. Instructional Delivery

This stage dealt with the teaching and learning activities and instructional resources that were appropriate to accomplish each objective. The teaching and learning activities and instructional resources were presented in the lesson plan of each unit (See Appendix E)

8. Conducting Evaluation

Upon the completion of the supplementary materials, evaluation was conducted to obtain data which were used to identify how to improve the designed supplementary materials. In this study, the evaluation was carried out by distributing designed supplementary materials evaluation questionnaires. The description of respondents, respondents’ opinion on the designed materials as well as their comments and suggestions are presented and further discussed as follows.

The total respondents were 3 (three). One was the English teacher of SMP Negeri 1 Yogyakarta and the other two were lecturers from English Language Education Study Program. The English teacher was male while the lecturers both were female. The English teacher had Bachelor (S1) degree while the lecturers had Master (S2) degree. One lecturer had 1-5 years teaching experience, the other lecturer had 6-10 years teaching experience and the English teacher had more than 10 years teaching experience.
Table 4.2 the Description of the Respondents

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>S1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Results of the Designed Materials Evaluation Survey

The questionnaires distributed to the English teacher and lecturers were designed to elicit their opinions, suggestions and comments on the designed supplementary materials. The questionnaires included both closed-response items and open-response items which were put in separate sections. The first section was closed-form and consisted of several statements to probe the respondents’ opinions on the designed supplementary materials, whereas the second section was open-form which aimed to elicit the respondents’ comments and suggestions to the supplementary materials. The results of each section are presented and discussed below.

1) Respondents’ Opinions on the Designed Materials

This section consisted of 5 evaluation statements and the response to each statement was expressed in a scale of 1 to 5. The respondents completed the questionnaires by selecting from the five alternatives provided. Each alternative
indicated the respondents’ points of agreement and the scores are classified as 1 = totally disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = totally agree.

Once the questionnaires were filled in, the data were then recorded and described in terms of central tendency by using the mean, median, and mode. The detailed record of the respondents’ opinions on the designed supplementary materials is presented and further discussed as follows.

**Table 4.3 Respondents’ Opinions on the Designed Materials**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Central Tendency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mn</td>
</tr>
<tr>
<td>1.</td>
<td>The relation between the supplementary materials with the curriculum</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>The comics used as the media</td>
<td>3</td>
<td>4,67</td>
</tr>
<tr>
<td>3.</td>
<td>The grammar use in the materials</td>
<td>3</td>
<td>3,67</td>
</tr>
<tr>
<td>4.</td>
<td>The appropriateness of the materials</td>
<td>3</td>
<td>3,67</td>
</tr>
<tr>
<td>5.</td>
<td>The relation between the materials with the text type (Descriptive and Recount)</td>
<td>3</td>
<td>4,33</td>
</tr>
</tbody>
</table>

Based on the responses supplied by the respondents, it could be concluded that the syllabus for the designed materials had been properly developed. The responses indicated that the standard competences, basic competences, and indicators were well formulated and the respondents also agreed that the indicators supported the attainment of the standard competences and the basic competences.
As presented in the table, the respondents were generally positive about the designed materials despite the fact that one respondent was undecided about some of the statements provided. On average, the respondents agreed that the designed materials were appropriate and had been well-developed. The responses also indicated that the exercises and follow-up activities were interesting and well-arranged.

Based on the data computation, the writer concluded that the designed materials had been generally appropriate and well-developed although there are some parts which need to be revised. Together with the comments and suggestions, the respondents’ opinions on the designed supplementary materials served as feedback from which revisions to the designed materials could be made.

2) Respondents’ Comments and Suggestions to the Designed Materials

The questions raised in this section were aimed at finding out the respondents’ personal comments and suggestions to improve the designed materials. Different from the previous section, this section allowed the respondents to give their own responses to the questions. In this part of discussion, some comments and suggestions from the respondents are elaborated on the following paragraphs.

One respondent commented that the designed materials had fulfilled the criteria as supplementary materials. Two respondents commented that the pictures in the comics were interesting and well-designed. Also, there was a comment from a respondent that the follow-up activities are interesting for the students.
The respondents also give some suggestions in order to improve the designed materials. One respondent suggested that the language should be simplified so that the students could understand the texts and instructions better. One respondent suggested that the comics should be coloured in order to attract the students more and one respondent suggested that instead of the comics, the thesis needed to be revised since there were some concepts which need to be clarified.

In this study, the information obtained from the designed materials evaluation questionnaires identified the areas of the design which needed to be revised. The opinions, comments, and suggestions provided by the respondents were analysed and further utilised as the basis of the revision. The subsequent section discusses the final step of the design which was revision.

9. Conducting Final Revision

By utilising information obtained from the designed supplementary materials evaluation, some revisions were made to improve the designed supplementary materials. The revisions are elaborated below.

a. The language used in the instructions and the comics was simplified in order to enable the students to understand the instructions and the texts in the comics.

b. The grammar rules were presented inductively in the exercises presented in the comics.

c. The specific learning objectives of the study were presented in order to make the students understand why they have learned through the designed supplementary materials.
d. The task of each page in the comics was categorised in some aspects such as verb forms, subject and verb agreements, and adjective forms (for the descriptive section).

e. In the final version of the designed materials, some grammar mistakes and typos were also corrected. The writer also improved the layout of the comics to make the designed supplementary materials more organised, for example adding the page number on each page.

**B. Presentation of the Designed Materials**

In this section, the writer presented the final version of the designed supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students.

There were two units developed in the design and the time allotted for each unit was 2 x 40 minutes. Each unit was divided into four types of task which were choosing the provided words, circling the correct expression, writing a text, and free composition.

The complete presentation of the designed supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students can be seen in Appendix F.

In summary, this chapter has discussed about the research results to answer the research problem. There are nine steps of theoretical framework which have
been discussed in this chapter. The discussion may lead to the conclusion drawing which will be presented in the following chapter.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions. The conclusions part concludes the problem stated in the problem formulation in Chapter I which was to find out how supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students were designed. The suggestions part includes the recommendations for the English teacher of junior high school, especially SMP Negeri 1 Yogyakarta as well as the future researchers.

A. Conclusions

Based on the problem formulation, this study aimed for finding out how supplementary materials to introduce grammar use for writing descriptive and recount texts by using comics to the eighth grade students were designed.

To answer the question, this study adapted Kemp’s Instructional Model and Yalden’s Instructional Design Model as well as R & D to design the materials. There were several steps conducted in this research. The first step was conducting needs survey in order to obtain some information related to the study. The second step was identifying the instructional problems based on the needs survey. After that, the next step was conducting task analysis whereas the writer formulated the goal and topics for the designed materials. Then, the writer formulated instructional objectives. In this step, the writer formulated the main objectives then specified the objectives of each topic explicitly and clearly. The steps from instructional
problems to instructional objectives were included in planning of R & D. The next step was developing instructional strategy. In this step, the writer decided to design the supplementary materials using comics. The sixth step was designing the message. In this step, the writer arranged and designed the materials based on the main objectives developed in specific learning objectives. The next step was instructional delivery whereas the writer selected the learning and teaching activities. The steps from instructional strategy to instructional delivery were included in product developing on R & D. The next step was conducting evaluation which was included in preliminary field testing of R & D. In this step, the writer distributed the designed supplementary evaluation in form of questionnaire in order to obtain feedback towards the designed materials. The last step was revising the designed materials which was the main product on R & D.

B. Suggestions

This part provides some suggestions for the English teacher of junior high school and future researchers who are interested in research with the same field.

1. For the English teacher of Junior High School

The writer suggests the English teacher to implement the designed a set of English supplementary materials for teaching grammar use by using comics to the eighth grade students of junior high school, especially SMP Negeri 1 Yogyakarta, as an alternative source of materials in order to foster the students’ grammar use proficiency so that they can write descriptive and recount texts better. The teacher
should create teaching and learning process as interesting as possible to make the students interested in learning English and not getting bored easily during the class.

2. For future researchers

The writer suggests future researchers to design other English materials for junior high school in order to enrich the English learning materials in junior high school level. Thus, the future researchers’s materials can be used as alternative references of teaching materials for the teachers.

In summary, this chapter has discussed about conclusion and suggestions of the study. The conclusion explains how the writer answered the research problem. On the other hand, the suggestions are aimed for the English teachers of junior high school and future researchers.
REFERENCES


APPENDIX A

LETTER OF PERMISSION FOR THE HEAD OF SMP

NEGERI 1 YOGYAKARTA
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 094/Pnlt/Kajur/JPBS/ X / 2015
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah
SMP Negeri 1 Yogyakarta
Jl. Cik Di Tiro 29
Sleman, Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Siti Basitha Andina
No. Mhs : 121214005
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : 7 (Tujuh)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Negeri 1 Yogyakarta
Waktu : Oktober 2015 - Januari 2016
Topik / Judul : DESIGNING A SET OF COMICS AS ENGLISH SUPPLEMENTARY LEARNING MATERIALS FOR TEACHING GRAMMAR USE TO THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 17 Oktober 2015
u.b. Dekan,

P. Kuswandono, Ph.D.
NPP: P. 1665

Pembusan Yth:
Dekan FKIP
APPENDIX B
CLASS OBSERVATION SHEETS
# OBSERVATION SHEET

**STUDENTS’ ACTIVITIES IN THE CLASS**

**School:** SMP NEGERI 1 YOGYAKARTA  
**Class:** VIII - D  
**Session:** 1 - 2  
**Date:** JULY 31, 2015  

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Praying</td>
<td>All the students are silence</td>
</tr>
<tr>
<td></td>
<td>Reviewing the material</td>
<td>Only 2 students at the front row answer the questions</td>
</tr>
<tr>
<td>Main Activity</td>
<td>The teacher explains about descriptive text</td>
<td>The students talk to each other</td>
</tr>
<tr>
<td></td>
<td>Reading the descriptive text provided on the projector</td>
<td>2 students at the back row still talk to each other and the teacher doesn’t pay attention to them</td>
</tr>
</tbody>
</table>
|             | Writing a descriptive text about a flower in group | ● Almost in every group, there are at least two students check social media, not a dictionary  
|             |                                               | ● There are some students ask how to write the sentence in correct grammar |
| Closing     | The teacher asks the students to submit the work | They are in hurry to submit the work and then some of the male students go outside the class |
# OBSERVATION SHEET

## STUDENTS’ ACTIVITIES IN THE CLASS

**School**: SMP NEGERI 1 YOGYAKARTA  
**Class**: VIII - E  
**Session**: 3 - 4  
**Date**: AUGUST 6, 2015

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Praying</strong></td>
<td>All the students are silence</td>
</tr>
<tr>
<td></td>
<td>Checking the attendance</td>
<td>Most of the students talk to each other and the teacher asks them to silence</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous material about recount</td>
<td>Two students at the back row said that this material has been taught for more than two meetings</td>
</tr>
<tr>
<td><strong>Main Activity</strong></td>
<td><strong>The teacher gives an example of a recount text and analyse it together</strong></td>
<td>Some of the students open social media below the desk and greet other students who pass outside the class</td>
</tr>
<tr>
<td></td>
<td><strong>Writing recount text about holiday</strong></td>
<td>• Some student ask about how to use past tense and why</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some students are just busy with their cellphones, pretending that they open a dictionary</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td><strong>Summarising the meeting</strong></td>
<td>Only 4 students answer the teacher’s question</td>
</tr>
<tr>
<td></td>
<td><strong>Submitting the work</strong></td>
<td>Some students ask the teacher to submit their work later</td>
</tr>
</tbody>
</table>
APPENDIX C

INTERVIEW GUIDELINES
Informal Interview
Untuk guru Bahasa Inggris

Nama : Story, S.Pd.
Lama Mengajar : 30 tahun
Pendidikan : S1

1. Menurut anda, bagaimanakah kemampuan menulis siswa-siswi SMP?
2. Berapa kali dalam seminggu/berapa jam dalam seminggu, siswa-siswi mendapat pelajaran menulis (writing)?
3. Menurut anda, bagaimanakah kemampuan siswa-siswi dalam menggunakan grammar?
4. Selama ini, pernahkah anda membuat latihan soal untuk mengasah kemampuan grammar siswa-siswi sehingga mereka bisa maksimal dalam kemampuan menulis?
5. Menurut anda, perlukah materi penunjang untuk mengasah kemampuan grammar siswa-siswi?
6. Apakah anda mengenal latihan soal dalam bentuk komik?
7. Menurut anda, apakah komik sesuai dengan media yang dianjurkan oleh kurikulum? Mengapa?
8. Apakah selama ini anda pernah menggunakan komik sebagai media dalam pembelajaran Bahasa Inggris?
9. Menurut anda, apakah siswa-siswi menyukai komik?
10. Bagaimana tanggapan anda apabila ada yang menggunakan komik sebagai salah satu media tambahan untuk meningkatkan kemampuan grammar siswa-siswi SMP?
11. Apakah komik dapat meningkatkan minat siswa-siswi dalam belajar Bahasa Inggris?
APPENDIX D

QUESTIONNAIRE FOR THE DESIGNED MATERIALS EVALUATION
# Questionnaire

**Occupation:** Teacher / Lecturer (*circle the right one*)

I. Rate the supplementary materials according to the statements by checking (√) the scale

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The relation between the supplementary materials with the curriculum</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The media (comics)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The grammar use in the text</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The validity of the assignment</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The relation between the assignment with the text type (Descriptive and Recount)</td>
<td></td>
</tr>
</tbody>
</table>

II. Answer the questions below

1. What are things which need to be kept in these supplementary materials?
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................

2. What are the things which need to be improved in these supplementary materials?
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................

---

THANK YOU
APPENDIX E

LESSON PLANS
LESSON PLAN

Course: English Language

Class/ Semester: VIII/2

Main Topic: Descriptive (Person)

Time Indication: 2 x 40 minutes

A. Goal

Helping the students learning grammar use so that the students are able to write English texts.

B. Main objectives

1. Understanding the content/general idea conveyed in the materials
2. Understanding the specific information of the materials
3. Using grammar correctly to write descriptive texts

C. Specific Learning Objectives

At the end of the course, students are able to:

1. Choose the correct verb forms to complete the comics
2. Choose the correct adjective forms to complete the comics
3. Describe the person in the comics by using appropriate grammar use and meaning
D. Learning Materials

1. Several ways to describe someone:
   - General Biodata (name, birth date, address, etc.)
   - Physical Appearance (face, hair, body, skin, etc.)
   - Hobby and Achievement
   - Personality Traits (generous, lazy, humble, etc.)

2. Comics:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing a Person</td>
<td>a. Completing the dialogues by choosing some provided words</td>
</tr>
<tr>
<td></td>
<td>b. Circling the correct expression</td>
</tr>
<tr>
<td></td>
<td>c. Describing a person through the information gathered in the comics</td>
</tr>
<tr>
<td></td>
<td>d. Completing blank sentences</td>
</tr>
</tbody>
</table>

E. Learning steps

1. Opening

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>- Teacher greets students with a greeting such as “Good morning, students. How are you today?”</td>
<td>- Students respond to the teacher’s greeting.</td>
</tr>
<tr>
<td></td>
<td>- Teacher introduces herself to the students</td>
<td>- Students respond it by</td>
</tr>
</tbody>
</table>
saying, “Hello”

- Teacher asks students to pray
- Students pray together

Apperception and purpose of learning
- Teacher tells the objectives and the learning steps of the learning today
- Students pay attention on the explanation

Observing
- Teacher recalls the previous related material by asking some questions to the students.
- Students answer the teacher’s question.

2. Core Activities

<table>
<thead>
<tr>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
</tr>
<tr>
<td>2 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Elaboration</td>
<td></td>
</tr>
<tr>
<td>- Teacher explains the definition of descriptive and its purpose.</td>
<td>- Teacher gives instruction to students to make groups and the activities that they will have on the group.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>- Students pay attention on the lecturing from the lecturer and the power point.</td>
<td>- Students listen to the instructions given by teacher</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>
- Teacher divides the students into eight groups and ask them for deciding the group leader.

- Students count one to eight then they join to their own group and decide who is the leader of the group.

- Teacher gives the comics to the group leaders.

- Students take the comics for their groups and finish the tasks provided in the comics.

- Teacher asks students to write the answers on the white board.

- Students write their answers on the white board.

- Teacher asks students to check and revise the other teams work and comment about it.

- Students check, revise and comment on the other teams’ work.

- Teacher analyzes the work.

- Students pay attention on the teacher explanations.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher divides the students into eight groups and ask them for deciding the group leader.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Students count one to eight then they join to their own group and decide who is the leader of the group.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher gives the comics to the group leaders.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students take the comics for their groups and finish the tasks provided in the comics.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Teacher asks students to write the answers on the white board.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students write their answers on the white board.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>7</td>
<td>Teacher asks students to check and revise the other teams work and comment about it.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students check, revise and comment on the other teams’ work.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Teacher analyzes the work.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students pay attention on the teacher explanations.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
3. Closing

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td>- Teacher helps students to summary about the materials that have been learned.</td>
<td>- Students summarize what they have learned today.</td>
</tr>
<tr>
<td></td>
<td>- Teacher closes the learning activities by saying “Good morning, see you soon.” or other expressions.</td>
<td>- Students respond the teacher.</td>
</tr>
<tr>
<td>5 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Teaching Media
Teaching media:
- Whiteboard
- Board markers
- Laptop
- Power point slides
- Comics

G. Scoring
Task 1 : 1 point × 5 = 5
Task 2 : 1 point × 10 = 10
Task 3 : 5 points × 3 = 15
Task 4 : 2 points × 5 = 10 +
Total Score = 40 × 5 = \( \frac{200}{2} = 100 \)
LESSON PLAN

Course : English Language

Class/ Semester : VIII/ 2

Main Topic : Recount (weekend activity)

Time Indication : 2 x 40 minutes

A. Goal
Helping the students learning grammar use so that the students are able to write English texts.

B. Main objectives
1. Understanding the content/general idea conveyed in the materials
2. Understanding the specific information of the materials
3. Using grammar correctly to write recount texts

C. Specific Learning Objectives
At the end of the course, students are able to:
1. Choose the correct verb forms to complete the comics
2. Create a recount text based on the series of comics provided

H. Learning Materials
Comics:

<p>| Weekend Activity | a. Completing the dialogues by choosing some provided words |</p>
<table>
<thead>
<tr>
<th>Orientation</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher greets students with a greeting such as “Good morning, students. How are you today?”</td>
<td>Students respond to the teacher’s greeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>Teacher introduces herself to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher asks students to pray</td>
<td>Students pray together</td>
<td></td>
</tr>
<tr>
<td>Apperception and purpose of learning</td>
<td>Teacher tells the objectives and the learning steps of the learning today</td>
<td>Students pay attention on the explanation</td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td>Teacher recalls the previous related material by asking some questions to the students.</td>
<td>Students answer the teacher’s question.</td>
<td></td>
</tr>
</tbody>
</table>
5. Core Activities

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Teacher explains the definition of recount and its purpose.</td>
<td>- Students pay attention on the lecturing from the lecturer and the power point.</td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>- Teacher gives instruction to students to make groups and the activities that they will have on the group.</td>
<td>- Students listen to the instructions given by teacher</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Elaboration</th>
<th>Teacher divides the students into eight groups and ask them for deciding the group leader.</th>
<th>- Students count one to eight then they join to their own group and decide who is the leader of the group</th>
<th>3 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Teacher gives the comics to the group leaders.</td>
<td>- Students take the comics for their groups and finish the tasks provided in the comics</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
- Teacher asks students to write the answers on the whiteboard.
- Students write their answers on the whiteboard | 5 minutes

**Confirmation**

- Teacher asks students to check and revise the other teams' work and comment about it.
- Students check, revise and comment on the other teams' work | 5 minutes
- Teacher analyzes the work.
- Students pay attention on the teacher explanations | 15 minutes

**6. Closing**

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time Allocation</th>
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<td>- Teacher helps students to summarize about the materials that have been learned.</td>
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<td>- Teacher closes the learning activities by saying “Good morning, see you soon.” or other expressions.</td>
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**J. Teaching Media**

Teaching media:
- Whiteboard
- Board markers
- Laptop
i. Power point slides
j. Comics

K. Scoring

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>1 point x 5 = 5</td>
</tr>
<tr>
<td>Task 2</td>
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<td>Task 3</td>
<td>5 points x 3 = 15</td>
</tr>
<tr>
<td>Task 4</td>
<td>2 points x 5 = 10 +</td>
</tr>
</tbody>
</table>

Total = \[ \frac{40 \times 5}{2} = \frac{200}{2} = 100 \]
APPENDIX F

PRESENTATION OF THE DESIGNED MATERIALS
DESIGNING SUPPLEMENTARY MATERIALS TO INTRODUCE GRAMMAR USE FOR WRITING DESCRIPTIVE AND RECOUNT TEXTS BY USING COMICS TO EIGHTH GRADE STUDENTS

Name: 
Class: 
Student Number: 

Designed by: 
Siti Basitha Andina 
(121214005) 

Sanata Dharma University 
2016
At the end of the course, students are able to:

1. Choose the correct verb forms to complete the comics
2. Choose the correct adjective forms to complete the comics
3. Describe the person in the comics by using appropriate grammar use and meaning
Task 1:
Complete the dialogues by using the words below:

a. Studies
b. Know
c. Give
d. Pick
e. Tell

IT'S ALRIGHT, MOM

WHAT IS IT?

DO YOU (..........) SELLAR?

OH, SHE'S MY COUSIN

I HAVE SOMETHING TO (..........)

I HAVEN'T SEEN HER SINCE I WAS 6

SHE WILL BE HERE TOMORROW

YOU FIRST MET HER IN AUNT RINA'S WEDDING

IT WAS AROUND SIX YEARS AGO

NOW, SHE IS AROUND 90 YEARS OLD

REALLY?

YES, ANDY, SHE (..........) IN THE UNIVERSITY NOW

CORRECT!

PLEASE (..........) HER UP IN THE STATION TOMORROW, I (..........) HER YOUR CELLPHONE NUMBER

OKAY!
Task 2:
Circle the correct expression for the dialogues.

Example: The tea (is/are) hot.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

AH!

SHE DOESN'T RECOGNIZE ME?

WAIT, SELLA!!

OVER HERE!!

WHERE IS SHE?

HEY, BE CAREFUL!!

WHISPERED

OH, I DO/AM SORRY, SIR

ACTUALLY, I AM LOOKING FOR MY COUSIN,

MAYBE IT IS/ARE

OKAY IF I ASK HIM

I SAW HER A MOMENT AGO, BUT THEN, I LOST HER

I AM LOOKING FOR MY COUSIN,

MAYBE IT IS/ARE

OKAY IF I ASK HIM

I SAW HER A MOMENT AGO, BUT THEN, I LOST HER

CAN YOU DESCRIBE YOUR COUSIN?

BY THE WAY, ARE YOU LOST, KID?

THIS PERSON IS/ARE KIND

SHE ( DO/IS ) QUICK, I LOST HER!
Task 3:

**NOW, DESCRIBE HER!**

**Well, she is around twenty years old.**

**Hair: Wavy**

**Age: Around twenty**

**Top: Shirt**

**Bottom: Skirt**

**Pattern: Floral**

**What is she wearing?**

**Any other description?**

**Flat Shoes**
Task 4:
Complete the conversation with the correct form of expression.

I THINK I ............ HER WENT TO THE BATHROOM

YOU .......... RIGHT, SIR! THANK YOU VERY MUCH

SELLA !!!

ANDY ??

I'M SORRY, YOU MUST BE LOOKING FOR ME

HOW ARE YOU, ANDY? ARE YOU STILL A JUNIOR HIGH SCHOOL STUDENT?

IT'S OKAY! I ........ GLAD I CAN FIND YOU

YES, I'M AN EIGHTH GRADER OR JUNIOR HIGH SCHOOL STUDENT.

OH YEAH, MOM HAS FRIED RICE FOR YOU

REALLY? GREAT!

LET'S HURRY BEFORE IT GETS COLD!!
At the end of the course, students are able to:

1. Choose the correct verb forms to complete the comics
2. Create a recount text based on the series of comics provided
Task 1:
Complete the dialogues by using the words below:

g. Missed
h. Heard
i. Mistook
j. Got
k. Wrote

Mona, glad to see you here!

You were sick for almost one week.

I (_________) many classes ....

Can I borrow your notes, please?

Here it is

I (_________) additional notes for you

Thanks, that's really helpful.

Anyway, I (_________) you got serious ill.

We thought that you (_________) dengue fever

They (_________) my fever as dengue fever

Actually, the fever wasn't that bad ....

No, it wasn't true at all.
Task 2:
Circle the correct expression for the dialogues.

Example: The tea (is /are) hot.

---

**SIX DAYS AGO**
WE (SO/WENT) TO A SWIMMING POOL.

**FINALLY, WE ARRIVE IN THE POOL!**

WE CAN PUT OUR BAGS THERE!

O.K.

---

**THE SKY IS A BIT CLOUDY**

I'M AFRAID IT WILL RAIN SOON.

---

**THE WEATHER (WAS/IS) NOT GOOD**

---

DON'T WORRY, MOM.
LET'S ENJOY THIS DAY.

---

ANDY IS RIGHT,
HURRY MOM!

---

ALRIGHT....
MAYBE I SHOULDN'T WORRY TOO MUCH.

ACTUALLY, WE (ARE/WERE) WRONG.

---

IS IT FUN,
MONA?

---

YES, OF COURSE!

---

AND SUDDENLY
...

...I (FELT/FEEL)
RAINDROPS COMING FROM ABOVE.

---

THEN,
WE (SWIM/SWAM) FOR ABOUT AN HOUR.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Ah!!

It (rains/rained) heavily

What?!

It's raining!!!

Andy, Mona!

Mom quickly (call/called) us to prepare for going home

Come here and dry yourselves

After you take a shower, we will go home

I (felt/feel) unwell at that time

Mona, are you okay?

I feel dizzy

Well...

You get fever

Actually, it was just fever

When we (come/came) home, I got myself in high fever and needed to be absent

Can you tell us why you got fever?
Task 3:

HELP MONA TO RECOUNT HER STORY!

IT HAPPENED SIX DAYS AGO.

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Task 4:
Complete the dialogue by filling in the blank with correct expression!

---

I see.

Well, we .......... happy you are well now.

So, it .......... Dengue Fever.

Mona?

Welcome back to school! .......... you okay now?

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

No, Miss. it wasn’t true. it was just high fever.

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

Alright, then. go to your seats now.

Before we start our class.

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

Who wants to lead the prayer?

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

I will, Miss.

End.