DEVELOPING COMIC-BASED READING MATERIALS

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Abstrack
The aims of this study were: (1) to find out the target needs of seventh grade students , (2) to find out the learning needs of seventh grade students' and (3) to develop appropriate English learning materials for the seventh grade students. As the basic skills, reading is difficult to learn. This condition may affect students reading interest and motivation. Students' lack reading motivation influences their ability in reading English. The objective study is to develop reading materials for the seventh grade students of SMPN 6 Dedai in Academic Year 2017/2018 that are expected to increase the students reading skills. This study applied Research and Developmental method. The instruments used to obtain the data were questionnaire and interview. The questionnaires consisted of needs analysis questionnaires and materials evaluations questionnares. The developed materials were evaluated by English teachers and the lecture. The evaluation and feedback provided by the teachers and instructors were then used as the basis for revisions. The evaluation was described in terms of central tendency. The result of evaluation showed that the mean the degree of agreement of the statements range from 4.1 to 4.3, indicating that the developed of reading materials was ready to be implemented.

Keywords : developing, comic, reading, materials

INTRODUCTION

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

English has often became problem for most of the seventh grade students of SMPN 6 Dedai. Being geographically situated in a village, the students get less experiences of growing English. As a result, the students' unfamiliarity with English has more influenced on the development of their English reading skills. In the eyes of the students, the process they have passed has often brought them to a difficult situation. The students do not have enough knowledge of English. So the successful reading may become a rare thing to experience. The students might feel that their reading result is not satisfied and they grow to be pessimistic English readers. The available reading materials are often different from the students' learning needs and wants. Some students, who want a lot of pictures in their reading, may only find a series of strange words. As a result, they get lack of reading interest. In relation to this study, the design is a response to the problems faced by the students in their learning to read in English. The reading materials designed tries to help the students solve the complexity of English reading.

In this study, the writer tries to use comics in an academic setting. Comic is one of the many media to teach story retelling. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching English reading can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Reading is a person ability to find out a information in read form. Reading can be also defined as the activties. Chesla (2000) state that "A good reading is always actively engaged in the reading task". In communication, reading is very impotant. Additionaly Chesla, (2001) says that The most important thing you can do to improve your reading skills is to become an active reader. Reading can also be interpreted as a method we use to communicate with ourselves and sometimes with others, ie communicating the meaning contained or implied on the written symbols. According to the KTSP (Kurikulum Tingkat Satuan Pendidikan), basic competence of reading understands the meaning in a simple short passage in some genres in order to be able to have interaction with around the surrounding. This aim is reasonable since the punch line of teaching foreign language is to be able to communicate in other language. Communicate using other language is not simple as talking in native language because it means shifting frames and norms. There is something we should not say or taboo. Shortly, studying other language involves not only words and structures, it is kind of thinking differently about language and communication. The end of process in studying other language is cross culture understanding. The big question is, how can we begin to understand another way of thinking? The answer is by reading.

Every activity has a purpose, reading has also purpose. According to Catherine (2002: 15) says that "A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity". The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand.

According to William (2009: 11) state that " Sucessful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose. According to the KTSP (Kurikulum Tingkat Satuan Pendidikan), basic competence of reading understands the meaning in a simple short passage in some genres in order to be able to have interaction with around the surrounding. This aim is reasonable since the punch line of teaching foreign language is to be able to communicate in other language. Communicate using other language is not simple as talking in native language because it means shifting frames and norms. There is something we should not say or taboo. Shortly, studying other language involves not only words and structures, it is kind of thinking differently about language and communication. The end of process in studying other language is cross culture understanding. The big question is, how can we begin to understand another way of thinking? The answer is by reading.

Reading process is learning how to read by reading. Reading is an interactive, problem-solving process of making meaning from texts. Reading is an example of a cognitive activity that requires information processing under time constraints. William (2009: 14) says that " reading is understood as complex combination of processes. These process are describe as follows : (1). A rapid process and an efficient process, fluent reading is certainly a rapid and efficient processs. When we read, we coordinate rapid automatic word recognition, syntactic parsing, meaning information, text comprehension building, infresing, critical evaluation, and

linkages to prior knowledge resources. (2). A comprehending process, reading is centrally a comprehending process. One reason to point out reading assumes comprehension is to be clear that al cognitive processing involved in reading is related to this fundamental goal. (3). An interactive process, reading is an interactive process in two ways. Reading combines many cognitive process working together at the same time. Reading is also an interaction between the reader and the writer. (4). A strategic process, reading is a strategic process in that number of the skill and processes used in reading call for effort on the part of the reader to anticipate text information, select key informtion, organize and mentally, summarize information, monitor comprehension, reapair comprehension breakdown, and match comprehension output to reader goals. (5). A flexible process, these mutiple efforts also require that reading be a flexible process. as reader pupose shifts, as comprehension is impeded, or interest varies, the reader adjust reading process and goals. with each other. (6) A purposefull process, the flexibelity demonstrated by fluent readers keeps the process and purpose aligned. Of course, this alignment between processes and purpose point out the fact, as already discussed, that reading is also (and always) a purposefull process. (7). An evaluative process, reading is also continuously evaluated process. At one level, evaluation is tied to being strategic and purposefull in that we evaluated how well we are reading (or monitor our reading). Evaluation also occurs when we decide how we should respons to a text.(8). A learning process, on going evaluations make reading a learning process. In those situations in which learning is expected , this process is obvious. All reading activties is a learning process in one sence or onother. Learning, as rehearsal, occurs even when we decide to review and check a grocery list or see what information is required to fill out a form. With almost any text we read, the evaluation process make reading a learning process as we make decisions about how to respond to the text. (9). A linguistic process, reading is a linguistic

process. it is not possible to read without making graphenic-phonemic connections, without recognizing the words to be read and structural pharase organizing the words, without having a reasonable store of linguistic knowledge (morphological, syintactic, and simantic) of the language of the text.

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

McCloud (1993: 50) states that to read comic, people learned to perceive time spatially, for in the world of comic, time and space are the same. As result of this, as readers, people have unclear senses that as their eyes are moving through place, they are also moving through time, people just do not know by how much.

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

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

Comic is an interesting media. Colorful illustrations, themes and plots are simple and easy to understand. Comics combine words

and images so readers can see the characters through illustrations. The characterization of the comic will attract everyone to read it. No one says that unlike to read comics.

Williams (2003.10), says that media studies faces an acute problem over what constitutes its core knowledge. Media studies can be easier to give infomation and communication.

RESEARCH METHODOLOGY

Creswell, John W (2009, p.3) state that research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Additionally Creswell (2012, p.3) says research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.

According to Sigh (2006, p.99) defines methode is a style of conducting a research work which is determined by nature of the problem. The researcher use research and development (R&D) method in this research. The procedures of the research are described as follows: 1. Needs analysis, The purpose of the needs analysis is to gather the information of learners' needs and learning needs. The data were analyzed as the basis for developing comic-based reading materials for the seventh grade students of SMPN 6 Dedaii in academic years 2017/2018. 2. Planing**,** the writer and the seventh grade English teacher of SMP Negeri 6 Dedai collaborated in preparing the lesson plan, in selecting and preparing the media and materials that were used in teaching reading, in contructing observation checklist, questionnaire, and reading assesment, and also in traying the researcher to use comic as media in teaching reading. 3. Designing the Materials, this step the researcher begin to designing comics media as teaching English learning process. Select and develop instructional materials". Thinking about the information got from the need survey and also the statements of goals, general purposes and learning objectives, the writer develops a set of reading materials, follow-up reading activities and also the teacher's manual for the whole learning activities. In this design, the instructional strategy developed in previous step is used as the basis for structuring and organizing the designed materials. 4. Materials Evaluation, after held the developed materials evaluation survey, the writer revised the materials based feedback from the respondents of the developed materials evaluation survey. The materials were evaluated by examiner and English teacher SMP Negeri 6 Dedai to assess the appropriateness of the materials. 5. Revising, this is the last step of the procedures of the study. In this stage, the final results of the developed materials were presented. The steps listed were aimed at answering the questions in the problem formulation of this study. Through the steps, the material design process and the material presentation could be done well.

Data Analysis Technique

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

$$N \; \frac{x}{n} \times 100 \; \% \; .... \; (1)$$

x **:** The number of students who choose a certain answer**.**

n **:** The total number of students (20 students)

N **:** The percentage of expected opinion from the students

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

Table 1. The Questionnaire Responses

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

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

$$X = \frac{\Sigma X}{N} \dots (2)$$

Where X : the average point
ΣX : the sum of the scores
N : the number of subjects

FINDINGS AND DISCUSSION

Research Findings

The researcher observed the real condition that happened on VII grade students the first semester of SMPN 6 Dedai Sintang. The condition was that the students were lacking of reading motivation in reading English text. The researcher went to school on July – Agust 2017. The researcher had a month got the data.

Results of the Teacher Interview

To supply information on the students' needs viewed from the teacher's perspective, an informal interview was held to the English teacher of SMPN 6 Dedai on July 20th, 2017. The interview supplied the information about the students' needs because the teacher had close and direct contact to the students. The interview was held informally during break period of school and the questions raised in the interview were aimed to get large information on several aspects related to teaching/learning activities such as teaching limitation, the students' learning ability and the way of thinking in reading English. The information got from the teacher interview was further formed as the basis for the design. The findings of the teacher interview are discussed as follows : (a) At the beginning, students showed high interest in learning English but as time passed, most of students were lack of motivation for learning English. Those conditions brought the students' perception that English was a difficult subject. Less motivation influenced to the students' way of thinking in learning English. The many difficulties the students found in their learning made they feel that English was so much force and too difficult to reach. (b) The students' lack English skill influenced motivation for reading English. Since the students learn English for the first time in seventh grade, English skill was familiar with the problem. The students lacked vocabulary and knowledge of sentence structure needed to get successful reading tasks. One and a half year known to English, the students would only get a very limited number of basic terms. Moreover, the students' opportunity to English learning was minimal. The students were only had two meeting consisting of four hours in a week to learn English. The students did not have any opportunity to get more knowledge to the language. Moreover, there was no support given by parents because of their educational and financial limitations. (c) There was a big gap between the students' skill level and the available reading materials. Reading materials presented to the students were usually taken from the existing textbook, while the textbook itself seemed to form over opinion to the students' skill. The students were often unable to comprehend the large quantity of reading materials given. As a result, the students grow to be a pessimistic

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

Respondents' Opinions on the Developed Materials

This section consisted of 14 evaluation statements and the response to each statement was expressed in a Likert scale on a scale of 1 to 5. The respondents completed the questionnaires by selecting from the five alternatives given. Each alternative showed the respondents' points of agreement and the scores are classified as follows. 1 = If the respondents totally disagree with the statement. 2 = If the respondents disagree with the statement. 3 = If the respondents are undecided. 4 = If the respondents agree with

Result of Test Material

After implementing the comics in the class, there were some benefits of the comics on the language learning. The researcher made the evaluation material by test. As the result evaluation comics as media teaching reading made the students easier understood.

Based on the scores of the students, it indicated that the students undestood what they learn. In reading the text comcs, they were helped by the appearance of the pictures in the comics.

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

Table 8. The Results of Second Questionnaire

No	Respondents' Opinion	Central Tendency			
		N	Mn	Mdn	Md
1	The standard competences are well formulated.	10	4.3	4	4
2	The basic competences are well formulated.	10	4.1	4	4
3	The indicators are well formulated.	10	5.0	5	4
4	The indicators are able to support the attainment of the standard competences and the basic competences.	10	4.1	4	4
5	Reading materials designed are appropriate with for seventh grade students.	10	4.3	4	4
6	Follow-up activities and exercises are appropriately designed and well developed	10	4.4	4	4
7	The topics are interesting and well arranged.	10	4.1	3	5
8	The comics are relevant to the topics discussed.	10	2.5	2	2
9	Variations in the exercises and activities interesting are well arranged.	10	4.1	4	4
10	The comics presented would potentially increase the students' interest in reading English.	10	4.3	3	5

11	The comics are well-designed and can facilitate the students' comprehension of the texts.	10	4.6	4	5
12	The vocabulary used in the reading materials has been presented properly.	10	4.4	4	4
13	The instructions of each exercise are understandable.	10	4.3	4	4
14	The teachers' manual is clear and welldeveloped.	10	4.2	4	4
15	Generally, the designed materials are good and appropriate.	10	4.0	4	4

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

Discussion

In this study, the evaluation was completed by distributing developed materials evaluation questionnaires to several English teachers who have relevant teaching experience. The evaluation was conducted from Agust 2nd ,2017 until Agust 15 , 2017. The results got from the questionnaires were then analyzed and used as the basis for revision. The description of respondents, respondents' opinions on the developed materials as well as their comments and suggestions are presented and further discussed in these following sections.

Seven respondents were requested to evaluate the designed materials. They consisted of four elementary school teachers from SMPN 6 Dedai, SMPN 1 Dedai.

The result of the analysis of the questionnaire shows that the range of the mean or the average scores of respondent agreement on the statements in the question is 4.1 to 4.3. It shows that the respondent agreed on the develop materials in term of the develop materials are suitable for teaching reading to the seventh grade students.

However, based on the classroom observation, during the implementation, opinions and suggestions of the respondents, this unit needs some improvement. There are some parts of the developed materials. In this unit which are needed to be improved. The instructions although students did not pay much attention to the written instruction, the instruction should be consistent and clarified. Therefore, the researcher improved the instructions.

to get students attention and to lead the student toward the topic, the researcher gives the cartoon character. It aims to help the students to reveal what they will learn. Related to reading activities. Some students found difficulties in understanding the text, so it is expected that by using comic's character those students are helped to understand the text better. Related to the homework. Since the homework does not only aim to give the students fun activities at home but also to recall what they had learnt in class, the researcher changed the homework activity into a little more attractive and difficult one. The picture used in the material. Since there are some unclear pictures, the researcher changed the picture into more attractive one.

The result of using comis in increasing students' motivation was successful. The implementation had good progress in activities. Students' motivation to read English texts was improved in every materials. The students were really interested in reading Englis comics. In teaching using comics to maintain their motivation in reading.

Improvement in the comics was also important to maintain the students motivation

the students in reading the comics. It indicated that the teaching material given to the students should be suit with the condition of the students. As the real example was the changing of the comics characters in order to regain students motivation because they would like to see something fresh. Yet, the comics were useful to increas the motivation of VII grade students in SMPN 6 Dedai. Comics also had good effect to English subject. Students thought that reading comics was enjoyable learning activity. It made students enjoy learning English subject too.

The materials in this study were developed based on the students' characteristics and needs. The activities of each unit were developed in a simple form. It aimed to avoid students' negative perception in learning and to create enjoyable learning English using the developed materials. The writer presented the final version of the developed set of English Reading Materials Using Comics Taken from animated cartoons for the seventh grade students of SMPN 6 Dedai.

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

The activities during the reading activities were read the comics and suggest students not to look up the dictionary if they find a difficult word or incomprehensible sentence. The activities after the reading activities were playing games, role play, get personal data, and etc. The activity after reading helped children to recall what they have learned. The activities after the reading

include homework. The homework was vocabulary list.

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

CONCLUSION AND SUGGESTIONS

Conclusion

This study is trying to give the seventh grade students of SMPN 6 Dedai with a set of reading materials that is specially purpose to their skill level and interest. There is one problem stated in this study. The problem is about what steps can be taken to develop a set of reading materials using comics taken from animated cartoons for the seventh grade students of SMPN 6 Dedai.

Answering the problem, an instructional design model needed to be developed. In developing a set of reading materials using comics for the seventh grade students of SMPN 6 Dedai, some carefully well-planed steps need to be formulated. These steps use as the main guideline in developing suitable reading materials for the students. The design model of this study is adopted and adapted from Sugiyono design model. The model starts from identifying the students' learning needs and ends in evaluating and revising the designed materials. In this research, from tenth steps the researcher select the step only three steps. The writer intend so that in the research process can be do easier.

In this study, the seventh grade students and the English teacher of SMPN 6 Dedai are expected to get the maximum benefit of the implementation of the developed materials. On the students' part, the developed materials are expected to put a positive understanding toward reading English and motivate them to be voracious readers. Meanwhile on the teacher's part, the developed materials are expected to get suitable reading materials for the students.

Suggestions

The writer would like to give some suggestions for junior hight school English teachers and other researchers who have an interest in this study. 1. Suggestions for junior hight school English teachers, understanding what students want and need in their learning may prove to be a powerful way of motivation them to learn. Motivation is an element of effective learning and for that reason, taking the students away from the many factors that motivate them to learn will put an end to learning. Reading English is not always easy to carry out by every student. It is so easy to trap the students' reading materials that have limit level of skill. Such reading materials will likely make students to understand that reading English is difficult. Two possibilities may arise. Students might feel challenged or might think that reading is something to avoid. In this case, the second possibility is a situation that every teacher should anticipate. For some students, it would better to make their reading manageable. When no such reading is available for use, teachers may collect what they have or even make specially reading materials for their students themselves. 2. Suggestions for other researchers, this study is still far from complete or perfect, and for this reason, there is a lot of space for improvement. Other researchers may implement the developed materials or may conduct other types of research on a similar area. The more research given more loyal to explore the nature of children's learning for children gotten.

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

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