DESIGNING COMIC STRIPS FOR REMEDIAL READING LEARNING MATERIALS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT

The aim of this research was to develop appropriate comic strips for remedial reading learning materials for grade eight students of junior high school.

This was a Research and Development (R&D) study. The subjects of the research were the remedial students of VIII A and VIII C of SMP N 7 Yogyakarta. This research procedure was the one adapted from Jolly and Bolitho in Tomlinson (1998). The steps of the research were (1) conducting needs analysis, (2) developing course grid, (3) designing materials (first draft of the materials), (4) getting expert judgments (materials evaluation), and (5) writing the final draft of the materials. In the needs analysis, a questionnaire was distributed to the students and an interview with the English teacher was conducted. The data from the needs analysis questionnaire were analyzed by looking up the percentage of each statement. Meanwhile, the data from the interview were transcribed and interpreted. Then, the results were used as the basis to develop the course grid. The course grid was used as the guidelines to write the first draft of the materials. The first draft was evaluated by material evaluators. The result of the evaluation was analyzed through descriptive statistics and used to revise the first draft of the materials.

The products of the study were three units of remedial reading learning materials. Each unit contains two stories based on the competences of Curriculum 2013 and consists of six tasks which focus on reading comprehension, grammar, and vocabulary. Based on the results of expert judgment, the designed materials were considered appropriate. The mean score of all aspects of designed materials related to the language and content is 3.50 which is categorized as "Very Good" and the mean score of all aspects of designed materials related to the comic illustration is 3.23 which is categorized as "Good".

MENGEMBANGKAN KOMIK STRIPS SEBAGAI MATERI PEMBELAJARAN MEMBACA REMEDIAL UNTUK KELAS DELAPAN SEKOLAH MENENGAH PERTAMA

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ABSTRACT

Tujuan dari penelitian ini adalah mengembangkan komik strips sebagai materi pembelajaran membaca remedial yang sesuai untuk siswa kelas delapan sekolah menengah pertama.

Penelitian ini adalah termasuk kategori penelitian dan pengembangan (R&D). Subjek penelitian ini adalah siswa remedi kelas VIII A dan VIII C SMP N 7 Yogyakarta. Prosedur penelitian ini diadaptasi dari model Jolly dan Bolitho di Tomlinson (1998). Langkah-langkahnya adalah (1) melakukan analisis kebutuhan siswa, (2) mengembangkan kisi-kisi, (3) menulis draf pertama materi, (4) penilaian ahli, (5) menulis draf akhir materi. Dalam analisis kebutuhan, kuesioner didistribusikan kepada siswa and wawancara dilakukan dengan guru Bahasa Inggris. Data dari kuesioner analisis kebutuhan dianalisis dengan melihat presentase setiap pernyataan. Sedangkan, data dari wawancara ditranskrip dan ditafsirkan. Kemudian hasilnya digunakan sebagai dasar pengembangan kisi-kisi. Pengembangan kisi-kisi digunakan sebagai pedoman untuk menulis draf pertama materi. Draf pertama materi dievaluasi oleh para ahli. Hasil dari evaluasi dianalisis melalui statistic deskriptif dan digunakan untuk merevisi draf materi pertama.

Produk dari penelitian ini adalah tiga unit materi pembelajaran membaca remedial. Setiap unit terdapat dua cerita berdasarkan kompetensi yang ada di Kurikulum 2013 dan terdiri dari enam tugas yang fokus pada pemahaman membaca, tata bahasa, dan kosa kata. Berdasarkan hasil penilaian ahli, materi yang dikembangkan dianggap sesuai. Skor rata-rata dari semua aspek materi yang dikembangkan terkait bahasa dan konten adalah 3,50 yang dikategorikan sebagai "Sangat Baik" dan nilai rata-rata dari semua aspek materi yang dikembangkan terkait ilustrasi komik adalah 3,23 yang dikategorikan sebagai "Bagus".

INTRODUCTION

The globalization that spreads out in these 20th and 21st centuries make English as a global language have an important role in education. English as a second/foreign language becomes one of the important subjects in Indonesian schools. Meanwhile, some students may have learnt English from the early ages whether since kindergarten or elementary school. However, the English subject is not a compulsory subject in the elementary school so students have no enough knowledge about English. This situation affects the individual differences among the students in the junior high school level, in which some of them have already learnt English, while the rest have not. Therefore, not all students are able to master English well in this level because of the individual differences and the cultural backgrounds of the learners *(Permendikbud Nomor 22 Tahun 2016)* that affect their ability to learn English as a foreign language.

Considering that there are three grades of junior high school students, grade eight as the middle level is crucial for the students' development in English, as the next level will be quite hard for them if they have not mastered their learning.

When students learn English, there are four language skills that they should be able to master. They are divided into receptive skills (listening and reading) and productive skills (speaking and writing). Although in Curriculum 2013 those skills are necessary to be taught, written skills are more concerned. It is proven by the Indonesian's examinations which tend to test the English language skills through reading. Consequently, reading skill should be mastered more in this current situation.

In order to declare whether the students' learning has been successful or not, they should pass, or at least reach, the minimum criteria of mastery learning within the assessment. Curriculum 2013 highlights that students who have passed the minimum criteria of mastery learning should be provided with an enrichment program while the others who have not passed yet need to get a remedial program *(Permendikbud Nomor 23 Tahun 2016).*

According to Ischak and Warji (1982), enrichment and remedial

programs are two important programs in the teaching and learning process that embrace the principle of mastery learning. .Therefore, among these programs, the remedial program can be considered to be more important, because it concerns the future of the students who need good assistance or guidance within the lesson to overcome the difficulties.

The implementation of remedial program can be done in many ways such as giving individual guidance, giving group guidance, repeating the lesson with different methods and media, and utilizing peer tutor. Among those ways, there is one particular way that needs to be noticed, which is the use of another method and media in repeating lessons for the remedial program because most of the teachers use the same methods and media in the remedial program. Finding the appropriate media and materials for the remedial program will not be easy, and thus providing them is necessary.

In regards of the material, there are some interesting materials that can be very helpful for the teachers and the students in the remedial program such as flashcards, images, worksheets, posters, songs, dialogues, stories, videos, comic strips, etc. Among these examples of interesting materials, the use of comic strips can be guaranteed to be beneficial for the students to attract their interest and motivation, as it is rarely used in the teaching learning process. The study done by Liu (2004) shows that the types of visuals work better for leaners' reading comprehension at different proficiency levels.

Based on the consideration above, comic strips for remedial reading learning materials for grade eight students of junior high school have to be developed. The materials are developed based on the students' needs and interests in order to increase the students' motivation to learn English and to increase the students' reading skill in remedial program. It also helps the teacher to provide other remedial reading learning materialsthat she cannot design by herself dueto time limitation and lack ofknowledge in designing the appropriateremedial reading learning materials.

RESEARCH METHOD

The study is Research and Development (R&D). According to Borg and Gall (1983:771), the purpose of R&D is developing

educational products by discovering new knowledge to bridge the gap that frequently exists between educational research and educational practice.

The study was conducted on 15th August, 2017 at SMP N 7 Yogyakarta which is located in Jl. Wiratama No.38, Tegalrejo, Kota Yogyakarta, Daerah Istimewa Yogyakarta 55244, Indonesia.the subjectsof the study were grade eight students of SMP N 7 Yogyakarta. The number of research subjects was 37 students consist of 15 remedial students of class A and 22 remedial students of class C. These classes were chosen because according to the English teacher these classes had many students who had not passed the minimum criteria of mastery learning and had lower reading level than the other classes.

This study adopted the R&D cycle proposed by Jolly and Bolitho in Tomlinson (1998) with some adaptation to meet the condition and the demand within the field of research. In this research, the development of the materials uses optional steps and modified terms where the materials were produced and evaluated without the students' use. The steps were (1) conducting needs analysis, (2) developing course grid, (3) designing materials (first draft of the materials), (4) getting expert judgments (materials evaluation), and (5) writing the final draft of the materials.

The data were in the forms of qualitative and quantitative data. They were collected through distributing questionnaires and conducting interviews. The data collections were (1) distributing a questionnaire for needs analysis purposes, (2) conducting an interview with the English teacher, and (3) distributing a questionnaire for expert judgment purposes.

The quantitative data from the needs analysis questionnaire were analyzed through calculating thehighest percentage of each answer on the questionnaire by following the formula (Sugiyono, 2009:144). The second questionnaire was analyzed by using Rating Scale as the measurement. The quality of the materials was then assessed based on the mean or average scores obtained from the questionnaire. The means ($\bar{X}$) from the data were calculated using formula proposed by Suharto (2006). The data were then converted to a descriptive analysis in terms of its goodness as proposed by Suharto (2006: 59) for classifying the category of mean.

The qualitative data were gathered from the results of the English teacher interview. The data were analyzed using several steps proposed by Miles, Huberman, and Saldana (2014). The steps were (1) data condensation, (2) data display, (3) drawing and verifying conclusions.

RESEARCH FINDINGS

The aim of this study was to design comic strips for remedial reading learning materials for grade eight students of junior high school. The research was conducted in SMP N 7 Yogyakarta. The subjects of the research were 37 students consist of 15 remedial students of class A and 22 remedial students of class C. This research procedure was adapted the optional steps of Jolly and Bolitho in Tomlinson (1998) with modified terms. The steps were (1) conducting needs analysis, (2) developing course grid, (3) designing materials (first draft of the materials), (4) getting expert judgments (materials evaluation), and (5) writing the final draft of the materials.

The first step of the procedure was identifying the students' needs. In order to collect the information about the students' needs, the needs analysis questionnaire was distributed. The students' needs consist of the target needs and learning needs. According to Hutchinson and Waters (2006), target needs are what the students need to do in the target situation. Meanwhile, learning needs are what the students need to learn in order to be able to perform in the target situation (Hutchinson and Waters: 2006)

According to the results of the needs analysis, the students' goal in reading English was to understand texts which describe actions that are factual or habitual (use simple present tense) and to be able to predict the content of the text and guess the vocabularies based on the context (predicting and guessing skill). Most of the students considered that their recent English proficiency was at the level of beginner, which means that they were being able to understand the main idea of simple short text in daily life context. The students' wants after learn English were that they understand the essence of the text as a whole and increase the vocabulary, both the meaning and the use.

In relation to learning needs, the students' view about what they need to do in order to learn is classified

into some components which are input, procedure, setting, teacher's role, and learner's role. The expected inputs for the remedial reading learning materials from the students were texts in the form of comic strips with some exercises and a topic which was related to daily life was the topic the students mostly like. The results on the texts and topic were combined with the demand of Curriculum 2013. In doing the tasks, most of students preferred working in pairs for about 60 minutes – 90 minutes. Most of the students expected their teacher give an example before giving the task. The teacher also admitted that she should facilitate remedial students to improve their knowledge and skills, before, during, or after the process of remedial program. Regarding to the learner's role, most of students preferred to discuss and actively investigate to solve problems and perform the task.

The course grid was then designed after obtaining the data of the students' needs.The course grid was used as a guideline in planning, ordering, and organizing the materials. It was designed by referring to the results of the needs analysis and the basic competences 3.5, 4.5, 3.7, 4.7, 3.11, 4.11, and 4.11.1of Curriculum 2013 for grade eight students of junior high school. Unit 1 is about some special occasions entitled "Happy Birthday". Unit 2 is about daily routines entitled "I Get Up Early in the Morning". Unit 3 is about personal past experience entitled "I Went to Bandung Last Week".

The next step after writing the course grid was designing comic strips for remedial reading learning materials which consist of three units. Each unit of the materials consists of two stories and six exercises which focus on reading comprehension, grammar, and vocabulary. The exercises were simple questions related to the story considering the students are the remedial students.

After all units of the materials were designed, the next step was assessment by the experts. In this research, there are two experts assessing the units developed. The first expert is a lecturer of English Education Department of Yogyakarta State University who is concerned with assessing the language and the content of the unit. Meanwhile, the second expert is a lecturer of Design Visual Communication in Art Department of Yogyakarta State University who

is concerned with assessing the comic strips presentation. There are 22 questions for the content questionnaire and 10 questions for the graphic questionnaire that are adapted from BSNP *(Badan Standar Nasional Pendidikan),* Meanwhile, for comic strips appropriateness aspects, there are 11 questions that are adapted from Making Comic by McCloud (2006). After gettingthe expert judgement, the developedmaterials were revised. There weresome parts that needed to be revisedin order to improve the quality of thematerials. Based on the researchfinding, the comic strips for remedial reading learning materials are appropriate to be used and have metthe students' target needs andlearning needs.

COCLUSION AND SUGGESTIONS

The results of the expert judgement shows that the book is appropriate to be used by the grade eight students of SMP N 7 Yogyakarta for remedial program. The book consists of three units. In the beginning of every unit there is the title of the unit and the explanation about what the students are going to learn in that unit. Every unit there are six tasks which focus on reading comprehension, grammar, and vocabulary. . In addition, each unit has a tip and glossary. The tip is given to help the students improve their reading, grammar, and vocabulary. Meanwhile, some words in the unit are given in the glossary along with the Indonesian translations.

Furthermore, the comic strips inputs are based on the students' choice in the needs analysis. The main character chosen is human beings and the setting location the students preferred is local environment. The size of the materials is American comic book common format size (17cm x 25cm) and the font of the materials is Futura Bk Bt.

In addition, based on the result of the materials evaluation, the materials are considered appropriate. The mean score of all aspects of designed materials related to the content is 3.50 which is categorized as "Very Good" and the mean score of all aspects of designed materials related to the comic illustration is 3.23 which is categorized as "Good".

In order to be able to improve knowledge and skills related to reading English, remedial students are suggested to use this remedial reading learning materials.

Furthermore, the students should follow the order of the tasks, so that they can get the complete and clear understanding as the materials have been carefully organized based on the needs analysis. Meanwhile, the teacher should paly role as the students expected in this research so that the learning can run well and the students can attain the minimum criteria of mastery learning.

Since this research only focused on the development of comic strips for remedial reading learning materials for grade eight students of junior high school, it is expected that the further researches will develop remedial materials for grade seven and grade ninth of junior high school, either for listening, speaking, reading, or writing skill.

However, other materials who are working on making remedial materials should consider the importance of conducting needs analysis, the students' background knowledge, recent ability, and interests, the nature of comic strips, the materials which should be in accordance to the students' needs, and the authentic contents that can help the students to explore more.

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