DEVELOPING COMIC MATERIAL MODEL OF SPOKEN NARRATIVE TEXT

(FOR JUNIOR HIGH SCHOOL YEAR VIII SEMESTER II)

A final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
In English

By

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ABSTRACT

Diajeng Putri Maharani.2011. *Developing Comic Material Model of Spoken Narrative Text For Junior High School Grade VIII Semester II*. Final Project; English Department ; Faculty of Languages and Arts; Semarang State University : First Advisor : Dr. Dwi Anggani Linggar Bharati, M.Pd., Second Advisor : Henrikus Joko Yulianto, S.S, M.Hum.

Key words : Developing, Comic, Material, Spoken, Narrative Text.

KTSP claims that every teacher should be able to develop her own teaching documents included the teaching material. Therefore, in this final project the writer tries to give a model how to develop the teaching material.

The problems that had been discussed in this final project are what kinds of factor that can influence the developing material model of spoken narrative text and how does a teacher develop material model of spoken narrative text for the grade VIII students of SMP. The purpose of this problem is the writer wants to encourage the teachers in developing material.

This final project used the research and development (R&D) and also qualitative descriptive research design to develop the material. The material was validated by three experts to come to the final product. There were two questionaires for students and teacher who used the material to support the validation.

Before the writer got her product, several steps were taken in order to have the final draft of the material, those are mapping the Content Standard, constructing the Syllabus, constructing the Lesson Plan, and developing the teaching material draft. After the teaching material draft was validated by the three experts, the writer tried out the material to the 31 students of SMPN 8 and the teacher by using two questionaires, then, the writer conducted the revision on the grammar, instructions, etc., When all the steps were finished, the material can be used to teach grade VIII students of Junior High School.

Eventhogh it was validated and declared as a good teaching material, still there were some considerations the teacher should pay attention in using the material, those are : (a) the teachers should give the instruction clearly to the students, so the learning process will be conducted in a good way., (b) the teachers should give the students chance to develop their ability in speaking., (c) the teacher should motivate the studens to be brave in retelling the story in front of the class.,(d) if the teachers want to develop teaching material, the can follow the steps given in this final project., (e) Every student has different characteristic, so, please apply the material based on the students' capacity and ability.

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Finally, for their good deeds and their prudence, the writer hopes that Jesus Christ will give them abudance of mercy, health and happiness and the writer has a great expectation that her final project could help and be useful for anyone.
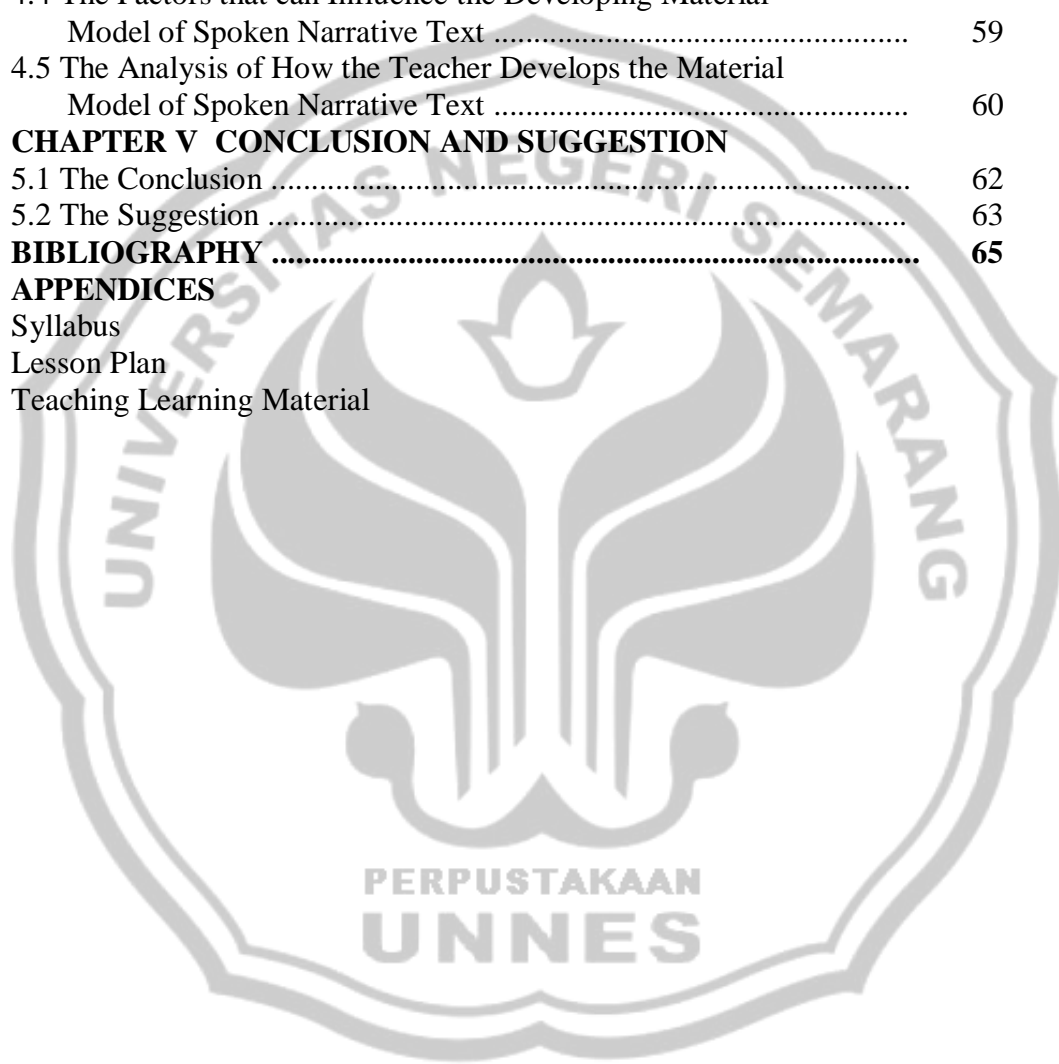
Semarang, 10 February 2011

Diajeng Putri Maharani

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CHAPTER I

INTRODUCTION

In this chapter it will be discussed about The Background of the Study, The Reasons for Choosing the Topic, The Statements of the Problem, The Limitation, The Objective of the study, The Outline of the Study.

1.1 Background of the Study

Nowadays English is very important for global Citizens. In Indonesia English is taught as a foreign language, and Indonesian language as the second language. Many people in Indonesia think that foreign languageis very difficult to learn, because of that most Indonesian people are reluctant to learn English seriously. But, in recent years, they concern more about it. People who speak English have difficulties to understand the meaning of some words or some sentences. However some Indonesian people try to learn it as fast as possible in order to get great progress to make it balance with the demand changing.

English itself is a means oral and written communication. English can be learned since early age, there are a lot of books with many pictures in it, pictures can be used as the media for learning English, children love pictures, the teaching material can be given in the form of pictures. English as an international language should be given when since the golden age, to give longer period of study to get better achievement. English is given as a primary

subject start from Junior High School, it is the first time as a compulsary subject. Students do not have any choice to refuse it, because it is stated in the curriculum. Nowadays, people can think smart, and realize that English has an important role in their life. The important role of English, for example : English is used for traveling abroad and for international communication.

Some students feel afraid to speak in front of the class. They have many reasons. In this situation parents roles are very important. Teacher also must give a lot of motivation, spirit, and make sure the students that they are able to speak in front of the class. Teacher should also gives examples to make them be confident when they speak in front of the class.

According to Oxford Advanced Learner's dictionary, development means that the action or process of developing or being developed or trying to have more advanced in all fields. Developing material in this final project means that the writer will construct the teaching material especially for speaking skill to improve the students' ability.

Students usually use some books which relevant with curriculum to learn English. Longman Dictionary of Language Teaching and Applied Linguistics states that material in language teaching is, anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print out, audio or video form, on CD-ROMS, on the internet or through live performance or display. Inside the material the writer must arrange the model to make process of teaching and more perfect. It can be said that Model

like a plan, pattern or something that designed to show the main object of something such as a concept or a system. Model in language teaching is someone or something which is used as a standard or goal for the learner, for example : the pronunciation of an educated native speaker (Longman Dictionary of Language Teaching and Applied Linguistics:2002).

1.2 Reasons for Choosing the Topic

From the previous part, I explained about the developing of spoken narrative material, and in this part I will explain why I choose that topic, those are :

a. In general, narrative text is closely related to written not spoken material. I found many cases when narrative texts relate to written text, for example when students are assigned to read narrative texts, and make a narrative story summary in the written form based on that reading texts.

b. By using spoken narrative text, students can improve their skill especially in speaking. Most of Indonesian students are weak in speaking. They should speak in English with their English teacher, their friends, and their family who knows about English. Unfortunately, they are not able. Infact, many people are more active in the written English language. To improve this situation, I want to remind that speaking is also an important skill to master. It will give benefits in the future.

1.3 Statements of the Problem

The problems in this final project can be stated as the following :

1.What problems are faced by the students of grade VIII in learning spoken narrative text?

2. What kinds of factors that can influence the development of comic material model of spoken narrative?

3. How does the teacher develop comic material model of spoken narrative for the students of grade VIII?

1.4 Limitation

In this research, the writer limit the problem as bellow :

a. The material is only for students of the eight grade of Junior High School.

b. The writer just try out in one Junior High School in Semarang.

1.5 Objective of the study

The purposes of this final project are to provide model of spoken narrative material in the form of comic, and also to help the teachers to develop the comic material model of spoken narrative text.

Most of the teacher always use some textbooks when are teaching in classes. They just followe the activities stated there from the beginning till the end. In the new curriculum of KTSP, the teachers are asked to be able to develop the teaching material that will be given to the students and also they must be able to make their own material by providing the activities in a good context. So, the students can enjoy when they are learning.

The material is designed as interesting as possible for, because junior high school students especially grade eight sometimes are lazy to do the activities that based on the conventional published book or the activities book.

It can be concluded that the teachers should have much effort to design the material especially in spoken form. If the students can enjoy the learning activities, it can influence the result of their study.

1.6   Outline of the Study

This study consists of five chapters. Those are :

Chapters I presents the Introduction. It covers the general background of the study, the reason for choosing the topic, the statement of the problem, the limitation, the purpose of the study, and the outline of the study.

Chapter II discusses the review of the related literature. It explains speaking that refers to the definition of speaking, types of speaking, and Teaching Material for SMP students Grade VIII . Narrative that refers to the definition of narrative itself, Monolog text and the last it explains about *Kurikulum Tingkat Satuan Pendidikan (KTSP)* the content of it, the definition of KTSP, the purpose of KTSP, mapping, syllabus and finally it explains about the RPP.

Chapter III explains the qualitative research method includes qualitative research approach and R & D research, the location of the study, the source of data, the form of data, the procedure of collecting the data, the

procedure of analyzing the data, and the technique in reporting the result of the analysis.

Chapter IV describes the Findings and Interpretation. The steps of the developing comic material model of spoken Narrative Text, the analysis of Developing Material

Model of Spoken Narrative Text, the questionnaire analysis, the analysis of factors that can influence the development material model of spoken narrative text, and the analysis of how the teacher develops material model of spoken narrative text.

Chapter V states about the conclusions and suggestions.
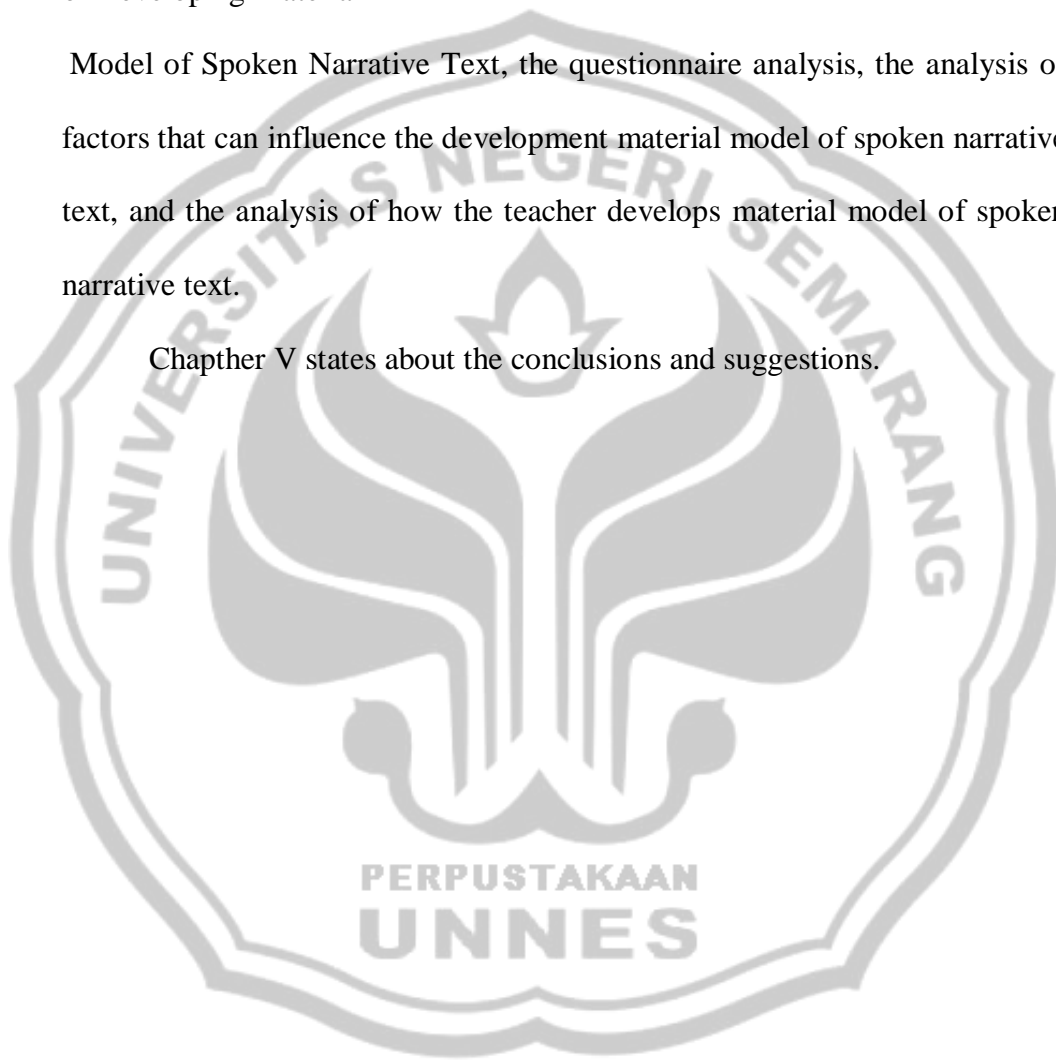
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature which discusses the ideas and theories underlying the subject matter of the study.

2.1. Speaking

In language, speaking is one of the language skills besides reading, writing and listening.

According to Bygate (1988):

> Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners need to be able to speak with confidence in order to carry out many of their most frequently judged, and through which they may or lose friends. It is the vehicle part excellence of social solidarity, of social ranking, of professional advancement and business. It is also
> a medium through which language is learnt, and which for many particularly conclusive or learning.

There are three main reasons for getting students to speak in the classroom, they are: first, speaking activities to provide rehearsal opportunities, it means that a chance to practice the real-life speaking in the the classroom situation. Second, speaking tasks in which students try to use any or all of the language they have to provide feedback for both teacher and students. Finally, the students have more opportunities to activate in the various elements of language they have stored in their brains, the more automatic they use of these elements (Harmer, J:123). Although, it must be hard in practicing speaking, they will be able to speak fluently as far as possible. If the student applied the way in the above explanation,

they will be fluent in speaking unconciously. Another strategies according to Harmer (2004:56-57) is stated below :

Figure 2.1. Strategies of Speaking According to Harmer (2004:56-57)
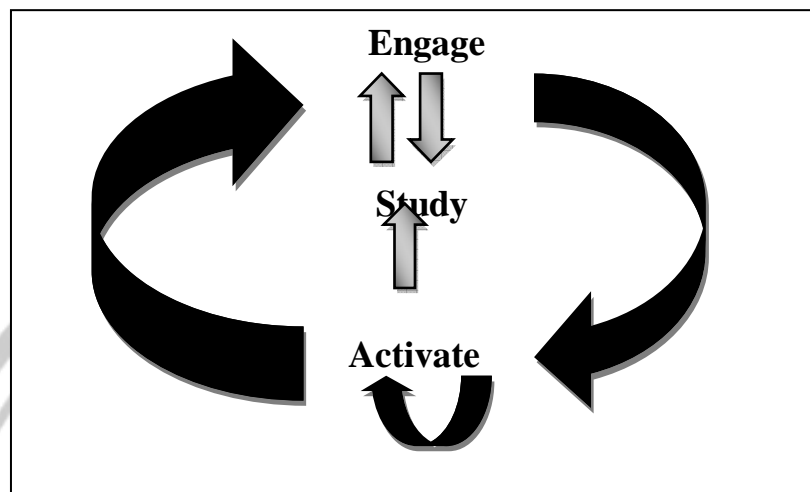
Engage, Study, and Activate are the basic building blocks for successful language teaching and learning. By using them in different and varied sequences, teachers will do their best to promote their students' success since various theories and procedures have been informed, the debate among the experts about language learning are reflected in sequences such as straight arrows, boomerang and patchwork lessons.

The ESA theory above can be used to measure someone's speaking. One important thing to apply all theories or methodology is the speaking activities in class, without the practice they are not able to speak in front of the class. Just being quiet is very useless. Speak as brave as you can to do it.

2.1.1   Types of Speaking

According to Brown there are five types of speaking that similar to taxonomy for oral production, they are :

a.Imitative

The ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It is more interest on pronunciation.

b.Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture).

c.Responsive

Responsive tasks include interaction and test comprehension but at somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments, and the like. The stimulus is always a spoken prompt (in order to preserve authenticity).

d.Interactive

Responsive and Interactive are difference in the length and complexity of the interaction, which sometimes includes multiple exchanges and /or multiple participants. Interaction have two forms, they are Transactional Language which the purpose of exchanging specific information, and Interpersonal Exchanges which the purpose of maintaining social relationship.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. Language style is frequently more deliberative (planning is involve) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example: my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie

2.2.   Speaking Areas of Knowledge

Language is primarily spoken. Long time ago, people communicated with spoken language before they created written language system. They interact each other in two ways that are oral and written communications. According to Agustien (2004:24), spoken language is face-to-face interaction in order to talk about anything between you and me (language accompanying action).

Related to the previous explanation, it is about teaching language in two channels or spoken and written language. Furthermore, in the classroom programm, teacher needs certain teaching learning system to apply those channels.

According to *http://www.nclrc.org/esentials/Speaking/Spindex.htm,* quoted from Kartika, Y (2008) speaking involves   three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the order with the correct pronunciation.

b. Functions (transaction or interaction) : knowing when clarity of message is essential (transaction or information exchange) and when the process understanding is not required (interaction or relationship building)

c. Social and culture rules and norms (turn talking, rote of speech, length of pauses between speakers, relative rules of participants): understanding how to talk into account who is speaking, to whom, in what circumstances, about what and for what reason.

2.3.   Elements of the Speaking

In *http://www.esgold.com/Speaking/Speakingchecklist.html* there are five elements of speaking that have to be concerned in communication. The first element is pronunciation. It involves individual sounds, stress, intonation, pausing, phrasing, and reduction. The second element is called grammar. It is a crucial element for both spoken and written language. It includes verbs, noun phrase, sentence structures, individuals' grammar problems, and functional phrase. Without concerning the grammar, there will be misunderstanding in communication, because the English politeness is also realized in the grammar.

The third element is vocabulary. It involves words choice, idioms, phrasal verbs, and appropriateness. The mistakes in choosing the vocabulary will make the listener confused about what we are going to say in the conversation. The fourth element is the content. It includes substances, details, topic elaboration and organization. The fifth element is called fluency. It involves speed, natural flow, elimination of translation, and omission of filter words.

The last of speaking that is going to be analyzed in this research is organization of generic structure. It involves the completeness of the generic structures of the text that is composed by the students.

Those elements of speaking influence the communication continuum between the speaker and the listener. Both the speaker and the listener should pay attention to those elements of speaking, so the communication will be conducted very well.

2.4. Narrative Text

Narrative text is a text which is used to amuse, entertain and to deal with actual or vicarious experience in different ways narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn a resolution. Gerot and Wignell (1995:48) explain about narrative text as follows:

- **Generic structure of Narrative text are as follows:**

a. Orientation   : set the scene and introduce the participants

b. Evaluation   : a stepping back to evaluate the plight

c. Complication   : a crisis arises

d. Resolution   : the crisis is resolved, for better or for worse

e. Re-Orientation   : optimal

- **Significant Lexicogrammatical features:**

a. Focus on specific and usually individual participants

b. Use of material processes, (and in this text, behavioral and verbal process)

c. Use of relational processes and material processes

d. Use of past tense

Marcus as quoted by Tiowati (2002:12) states that "The word narrate comes from the Latin which has meaning "to know" and narrating is the way of coming to know, the most common forms of human conversation." To test this theory, we can listen to people stories, such as: A boy tells about his experience during the vacation.

Wiranto (2003:15) as quoted by Aprilianti (2009) said that "Narrative text functions as a medium in recording the past experiences". The writer writes the events or incidents in the chronological time of story. He also states that narrative is used to amuse or tell people by highlighting the past. Some ideas or opinions about narrative have similarity. Therefore, the writer may conclude that narration is assimilating or retelling information or story that aims to entertain the audience. Narrative can be in the spoken or written text. A narrator, who may be one of the characters or outsiders, usually tells us. Some of the most familiar forms of narrative are novels, short stories, folktale, myth, legends, and so on.

2.5 Teaching Material for Grade VIII Students of SMP

Spoken English Teaching Material for Junior High School Students of grade VIII based on KTSP (*Kurikulum Tingkat Satuan Pendidikan)* especially are descriptive text, recount text, they are taught in semester I, and in semester II there are recount text and narrative text. The material which I take in spoken English is monologue narrative. The students are encouraged to tell the past story with their own language style. In English language, they have four skills to reach the goal, those are listening, reading, speaking, and writing.

One of the skills is speaking. According to KTSP, Junior High School Students have to know the basic competency such as : They must be able to express meaning in a short simple monolog text accurately and fluently, and interact with surrounding by using a recount or narrative text. They are also challenged to apply and show the way to express the text that is narrative as a monologue.

2.6   Narrative

According to Anderson and Anderson (1997) in Text Types of English page 6, Narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener. Narrative is the written or oral account of a real or fictional story and the genre structure underlying story (Longman Dictionary: 2002). Narrative text is a text that basic purpose is to amuse, entertain and to deal with actual or vicarious experience in different ways. It deals with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution (Linda Gerot and Peter Wignell, 1994:204). It means that if we want to make someone or some people amuse, we can retell our story that happened in the past or by reading a story.

In KTSP (*Kurikulum Tingkat Satuan Pendidikan*) narrative text belongs to the material in teaching. Every students asked to be able to write a narrative text based on their experiences or the past event. They will write it in a diary or even they will tell it to their friends, it is usually called retell the story.

2.6.1 Characteristic of Narrative Text.

Meanwhile, Gerot and Wignell, (1994:204) states that there are two characteristics of a narrative text, they are :

(1) Generic Structure

Generic structure is the steps for constructing a narrative text. The generic structures are given below :

a.   Orientation sets the scene and introduces the participant.

b.   Evaluation is a stopping back to evaluate the plight.

c.   Complication when a crisis arises.

d.   Resolution describes that the crisis is resolved for better or worse.

(2) Significance of Language Features

a.   Focus on *specific* and usually ***individual participants***.

b.   Use of *material processes*, (and in this text, *behavioral and verbal process)*

c.   Use of ***relational processes*** and *mental processes and past tense*

d.   Use of temporal conjunction, and temporal circumstances

2.7 Monologue Text

According to http://en.wikipedia.org/wiki/monologue, monologue is an extended, uninterrupted speech or poem by a single person. The definition based on Oxford Advanced Learner's Dictionary of Current English is a science in a play which only one person speaks. The inside of it is a technical device in Narrative Texts. They will speak directly addressing to the others, for example, for their audience or reader. In speaking monologue , they do not need much time

to perform, they just take at least a minute until an hour. If we apllied it in drama, it takes around three minutes as the narrator.

2.7.1   Teaching Narrative using Storytelling Technique

Sadler and Hayllar (2000:13) state that "narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus the purpose of narration is story retelling. It means that in writing narrative, the writer writes the action or the events happened in chronological order which has a definite beginning and a definite end.

Based on curriculum 2004 (2004:35) narrative text has some general characteristics. Narrative text aims to entertain the audience or the reader with deal and imagination experiences. There are conflict (problems) and resolution (problems solution) in it. The number of problems or resolutions maybe one or more.

2.8 Comic as a Material for the Teaching of Narrative Text

In English teaching, a narrative becomes one compulsory genre to teach for Yunior High School students. Narrative always appears in multiple-choice or essay type items in our National Examinations to measure students' mastery in reading or writing skills. In order to improve students' speaking skill, In this research comics are introduced as an innovative and effective material to teach students what and how to compose narrative texts through comics and meaningful dialogues.

2.8.1 What is Comic?

According to the Oxford Dictionary of English (ODE 2003) a comic is ' a periodical containing comic strips, intended chiefly for young learners' while a cartoon is ' a narrative sequence of humorous drawings in a comic, magazine or newspaper'. Pop culture definitions for comics and cartoons differ somewhat- a

comic is defined as a sequence of drawing that tell a story, either through a periodical or a once off publication, while cartoon refers to an animated story usually with wildly exaggerated sections and situations.

For comics to be considered as narrative texts, they first have to be considered as reading material. 'Worthy' reading material contains words that form logical sentences that depict situations, fact or fiction. Fact is most often considered worthy of being read while some genres of fictions are considered to be of less worth than others, for example fantasy rates lower than crime.

2.8.2 Comics as Narrative Texts

What makes text be narrative? A story that is narrated depicting character's actions and set in a fictional world. But does the definition only apply to novels? A comic is a narrated story of a fictional world. Indeed, a complete story are of any comic series is called a graphic novel. The term ' graphic novel' generally refers to the complete bound edition of any comic's story are or collection of chapters.

The pictures show the readers what they need to see but the full imagery required to complete the scene is provided in text boxes such as the smell of the place, the noise or the temperature. The character will describe his own view of the place through his speech or body language.

There is a lot of characterization through speech. Comic characters are also quote, their speech is in speech bubbles and they do not know they are being quoted.

The study concerns much to the use of comics for the teaching of speaking English narrative texts. The background of the study is much influenced by the fact that speaking is the most difficult skill both the teacher and the students encounter in learning English. Thus, this research will focus on the development of speaking material.

2.8.3 Previous Studies

Tracy Gardner from Blacksburg, Virginia writes an article entitled " A Picture's Worth a Thousand Words. From Image to Detailled Narrative. A two-50 minute sessions lesson plan for teaching narratives for grades 6 – 8 ." This article

published by NCTE shows the close relationship of image/pictures and the writing of narratives. He states " After looking at an image that tells a story, students brainstorm about the possible events and characters the image illustrates. Students then write from the point of view of one of the characters in the image, sharing the character's thoughts and feelings, describing the events that led up to the picture, or imagining the events that followed."

2.9 Kurikulum Tingkat Satuan Pendidikan

Curriculum is viewed as a plan which arranged to expedite learning process at the school or institute. Nowadays, this curriculum is not only the activities that have been programmed by school but also the event that happened at school.

Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act provided the capabilities described by specific prior units (in the sequence) have already been learned by the learner. (Gagne in Oliver, 1977: 5).

(1)   Curriculum is the educational program of a school (Oliver (1977: 31)

(2)   Course of study in a school (Hornby, 1974: 212)

Curriculum has significant function in learning process as follows:

(1)   As the plan which defines, and recognizes subject contents for teaching.

(2)   As the materials which are the source of the content data.

(3)   As the learning activities which are the expression of the plan.

In order to maximize the function of curriculum, some education institutions change their curriculum based on the period development.

Curriculum that has been planned, usually shortened on a subject that give as long as we follow the learning in a school, definition of curriculum itself categorizes into two kinds, they are : curriculum as a learning experience, and curriculum as a learning plan (Muh.Ali:2005).

Although, the definition of KTSP according to Mulyasa states that KTSP studied on a unit of education, social and culture of the society, and characteristic of the students. This KTSP arranged to make the curriculum more understandable for all of the school elements, because of this things the teacher have big roles. KTSP are made to realize the school become an effective, productive and having good performance.

From the definition above, I sum up that curriculum is a set of course design including the content, material, activities, and effort done by school, college etc. which includes the students' learning process.

2.9.1 The Purpose of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*

Indonesian government does improve the curriculum many times to look forward the best curriculum based on the education development. According to Yuliati (2009: 11), the first curriculum in Indonesia was named lesson plan 1974. In order to complete the curriculum before, the government changed it from Detailed Lesson Plan 1952. In 1968, the government used curriculum term to substitute the term before. After those periods, the government changed the curriculum periodically, such as 1975 curriculum, 1984 curriculum, 1994 curriculum and 1999 supplemental curriculum. Recently, educationists apply the 2004 curriculum or Competence Based Curriculum (CBC) in educational. In the beginning of 2006, the government has been applying School Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan* (KTSP).

Mulyasa in Yuliati (2009: 12) states that SBC is a curriculum which is developed based on the school, school/district potential, school/district characteristics, students' culture, and characteristic of students.

According to Mulyasa, there are three purposes of *Kurikulum Tingkat Satuan Pendidikan,* they are to improve

a. the education to be valuable through their independence and school initiative in developing the curriculum, to manage and empower the natural resource especially human resources.

b. the concern of all members of school and society to develop the curriculum through the vote.

c. the fair competition in achieving the quality of education.

2.10 An Overview of Narrative Text in English Curriculum

For teachers or education staff a curriculum can be defined as a set of documents which contain goals, guides and courses of study to be mastered at school. Wiles (1993:3) states "A curriculum is a set of global intention, perhaps a plan or organizational structure, and the overall purpose of the design of learning." Moreover, Wiles defines curriculum from "the Latin word *currere* which means *to run the course*, which means that curriculum should consist of permanent studies – the rules of grammar, reading, rhetoric and logic, and mathematics" (Wiles, 1993: 9)." For some curriculum experts, the term curriculum refers to the term *syllaby*". Feez and Joyce (1998:2) state "A syllabus is an explicit and coherence plan of a course of study. It is constructed by selecting and sequencing content, based on explicit objectives as public documents." It can be said that the purpose of either curriculum or syllabus

remains the same, since it is designed to give the teachers on what objectives should be targeted at the end of the teaching learning program. In the English syllabus, narratives is implicitly included as one of the target studies to teach in Yunior High School in grade VIII. Narrative becomes one of compulsory genres among other genres like report, descriptive, procedure, recount, they should be mastered during their study at high school.

2.10.1 Mapping

Mapping of *Kompetensi Dasar* is an integration for the potential *Kompetensi Dasar* which will be used to choose the material in the syllabus and apply it into the learning process. Mapping is conducted to analyze the potential integration of SK and KD and realized in the other teaching documents. Mapping is also used to determine the time allotment in every unit of Lesson Plan. Every teacher should always make it, so, the teacher can be easily develop the learning material in *RPP* or Lesson Plan.

In mapping, there are many things that the teacher should pay attention, those are : the sequence of *Kompetensi Dasar* which should be based on science knowledge, education and level of difficulties, the combination of Kompetensi Dasar in spoken or written cycle. Distribute the time allotment in every unit of Lesson Plan by concerning the development of the whole syllabus.

2.10.2 Syllabus

Syllabus is a plan on a subject which involve such as *Standar Kompetensi, Kompetensi Dasar, Materi Pembelajaran, Indikator Pencapaian Kompetensi*

Untuk penilaian, Penilaian, Alokasi Waktu, and Sumber Belajar. There are eight principals to improve the syllabus according to *Power Point of Sosialisasi* KTSP, they are : Scientific, Relevant, Systematic, Consistent, Equal, Actual, Contextual, Flexible, and Comprehensive. A teacher must be able to evolve the syllabus based on the components that I explain above. The steps to evolve the syllabus are :

a.   to examine and determine the *Standar Kompetensi*.
b.   to examine and determine the *Kompetensi Dasar.*
c.   to identify the Learning Material.
d.   to develop the Learning Activities.
e.   to formulate the indicators of Competency.
f.   to determine the types of Scoring.
g.   to determine the time allotment for Learning.
h.   to determine learning sources.

In the process of making an excellent teaching material teachers need to consider the syllabus of a curriculum. Usually, teachers give students a syllabus at the first meeting to make the objectives of their study for a semester clearer. By using a syllabus, a teacher can conduct a series of teaching and learning process systematically. The aim of this syllabus is to develop students' competence in using language and to encourage positive attitudes towards learning English.

Feez and Joyce (1998: 2) state that a syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for teacher and the learners which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by teachers and negotiated with learners. It specifies what is to be taught in any particular course of the study.

According to *Badan Standar Nasional Pendidikan* (BSNP), syllabus is a planning of one or group of subjects or specific topic includes competence standard, basic competence, material, learning activity, competence-achievement indicators, assessment, time allotment, and sources. Syllabus is a document provided by an instructor that describes the content and expectations of a course, the grading policy, a list of assignments and due dates, and related information such as the required textbooks and other course materials, the instructor's office hours, contact information, etc. (http://ordnetweb.princeton.edu/perl/webwn).

Moreover, Mulyasa (2008: 132) claims that a syllabus is a learning planning in a certain group of subject with a certain topic, including competence standard, basic competence, main material, learning activity, indicator of competence achievement, evaluation, time allotment, and source of learning which is developed by every education unit, based on national education standard. He added that syllabus is the main content of every curriculum which consists of at least three main components as follows:

- Competences which will be implemented through learning activities.

- Activities which have to do to implant/shape those competences.

- Efforts should be done to know that those competences can be achieved by students.

Based on the definitions above, I can conclude that a syllabus contains specific information such as competence standard, basic competence, material, learning activities, assessment, time allotment, and sources are required in learning and teaching process, such as the textbook or handout, CD/cassette, etc.

All components mentioned are closely related functionally to achieve students'
competences.

2.10.3 Lesson Plan

Lesson Plan *(RPP)* is a plan that describe the procedure and the learning
organization to achieve one basic competency which is set in Standard of Content
and it has been expanded in syllabus. The definition of Lesson Plan itself in
Wikipedia is a teacher's detailed description of the course of instructions for an
individual lesson.

Inside the lesson plan, teachers have to consider the fiv components, they
are: Learning Goal, Learning Material, Learning Methods, Learning Source, and
the Evaluation. Below is the steps how to make a lesson plan.

Figure 2.2. Steps How to Make a Lesson Plan
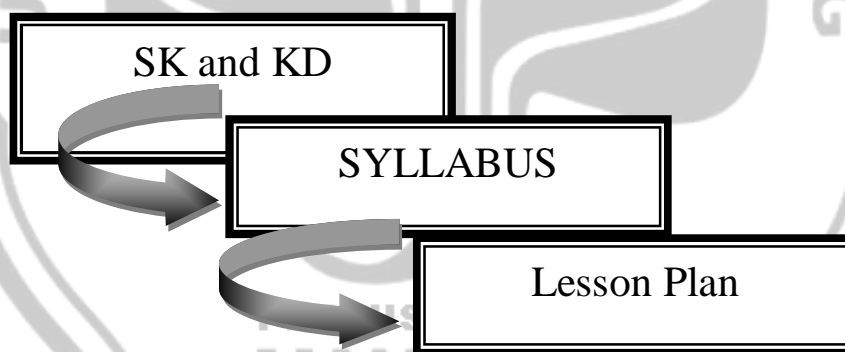
First, fill in the identity column. Second, determine the time allotment for
each meeting. Third, determine the SK, KD, and Indicator that will be used.
Fourth, formulate the learning goal, based on SK, KD, and Indicator which have
been determined. Fifth, Identify the learning material based on the primary
material in the syllabus. Sixth, determine the learning method that will be used.
Seventh, formulate the learning steps that consist of pre-activities, whilst activities

and post activities. Eight, determine the instrument or material or learning source that will be used. Ninth, arrange the criteria of evaluation, observation sheet, sample of questions, scoring technique, etc.

Before compiling a set teaching material, teachers need to make a series of teaching plans that commonly called as a lesson plan. Lesson plan contains teachers' plan in teaching their students during a class that commonly ranging from forty-five to ninety minutes. Joseph and Leonard in Mulyasa (2008: 159), state that teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson (http://en.wikipedia.org/wiki/Lesson_plan). A lesson plan contains outline about what to do by teachers and students during the learning activity (Mulyasa, 2008: 160).

A lesson plan consists of unified set of planning that can be arranged by considering some or all of these elements, typically are in this order:

(1)   Title

It includes subject, class/semester, and time allotment.

(2)   Competence Standard

In a specific curriculum, every subject or lesson has clearly defined the competence standard.

(3)   Basic Competence

Basic competence consists of sequence of competences that should

be achieved.

(4)   Goal (s)

Every subject definitely has goals to be achieved by the end of a

class. It is absolute for teachers to make a clear goal of study.

(5)   Objectives

Objectives commonly state what students have to do and achieve in

the end of the lesson. On other words, it reflects a sequence of targets

during a given time. Therefore, by the end of the lesson, students are

required to give feedback to teachers to ensure that they are on the track of

the learning and teaching process.

(6)   Materials

Material consists of some information to learn during a class.

Students are not to learn anything by themselves. They need a complete and

clear material to encourage them in learning a subject. It is essential to give

them a good material, such as a textbook that is available in school, or

teachers can create their own material based on their syllabus that has been

compiled. Therefore, create a teaching material is a big deal because

teachers are demanded to attract students in learning the material.

(7)   Method (s)

In teaching and learning process, teachers need to apply proper

method to espouse students in achieving the objectives of the study.

(8)   Learning activities

Learning activities are sequence of events and activities that students do including teacher's instructional input and teachers' guided practice.

(9)   Sources and media

Sources and media are needed to accomplish learning process, such as, textbook, internet, VCD, cassette, etc.

(10)   Assignment

In order to experience students in a subject, teachers give them some assignments.

(11)   Evaluation and assessment

In the end of the lesson, teachers give evaluation and assessment to know how far they go on track.

According to Mulyasa (2008: 155), lesson plan is teachers' supposition or projection about all activities that will be done by either teachers or students, especially in term of shaping competences and achieving the goal of learning.

Based on the definition above, I can conclude that lesson plan consists all of what to do during learning activity to achieve students' competence based on competence standard and basic competence in a certain subject.

2.10.4 Teacher-Made Material

In teaching and learning process, students are necessary to have sufficient sources study to obtain their knowledge and information. It is difficult for them to follow the learning process without having any textbook or handout during a class. Therefore, they need teaching material which gives numerous information

to experience them. Good teaching materials will vigorous students in learning English.

Tomlinson (1998: 2) claims that materials are anything which is used by teacher or learners to facilitate the learning of language. Material could obviously be cassettes, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks, or photocopied exercises. They could also be newspapers, food packages, photograph, live talks by invited native speakers, instruction given by teacher, tasks written on cards or discussions between learners. Rutherford and Sharwood-Smith in Tomlinson (1998: 11) state that the role of the classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery. Citing on http://www.editlib.org/teacher made material:

> Everyone knows that education is one of the lowest paid professions. However, teachers are required to have materials for students and not all school districts can afford to buy materials for their students and/or teachers to use. This is where technology can come into play, by allowing teachers to generate their own materials specific for individual student needs.

According to *Badan Standar Nasional Pendidikan* (BSNP), there are basic principles in developing teaching material. The basic principles are as follows:

(1)   Relevancy Principle

Relevancy means interrelatedness. Teaching material should have reference to the subject that is being discussed. It should be relevant to competence standard and basic competence.

(2)   Consistency Principle

This principle means that everything that has been compiled should be consistent or constant to the same principles. For instance, a basic competence states "Expressing the meaning of simple monolog text accurately, fluently, and acceptable in the various kinds of daily life contexts in *descriptive text*", so the teaching materials should cover the basic competence that was determined.

(3)   Sufficiency Principle

It means that teaching material created should be adequate in supplying material.

Based on the explanation above, I can sum up that teacher-made material is information, tool and text which needed by teacher for planning and research of learning implementation. Teacher-made material is all forms used to help teacher in teaching learning activity in class. It implies that teaching materials elaborate what teachers want to share to their students. It includes all components that have been planned in a lesson plan. Exploration on this teaching material development is intended to enrich students' information and knowledge that they need.

2.10.5 The Characteristic of Junior High School Students

The respondents of this study are in the eight year of junior high school students. They are categorized as teenagers. Brown (2001: 92) states the "terrible teens" are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore, a very special set of considerations applies to teaching them.

In educational, they are included to adolescent learners. Harmer in Novitarini (2009: 13) mentions the characteristics of adolescents' learner as follows:

(1)   they seem to be less lively and humorous than adults

(2)   identity has to be forged among classmates and friends: peer approval may be considerably more important for the students' than attention of the teacher.

(3)   they would be much happier if such problem did not exist.

(4)   they may be disruptive in class

(5)   they have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

The grade VIII students of SMPN 8 have almost the same characteristics of those mentioned above.
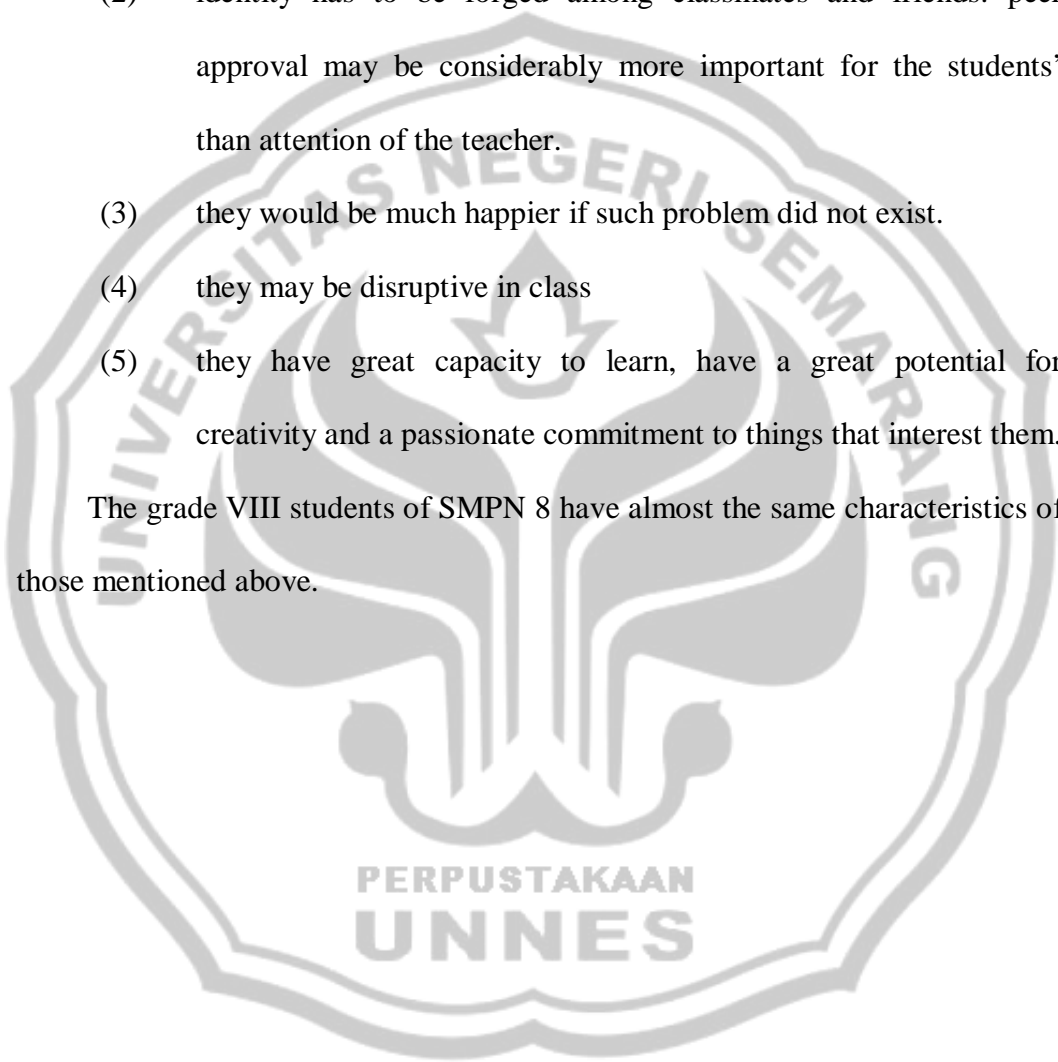
CHAPTER III

Research and Development Method

This chapter would explain the research design, procedure of developing material, procedure of validation, and technique in reporting the result of validation.

3.1   Research Design

In this sub chapter, I would present the research design I used in conducting my study. Due to this reasearch is a qualitative study, in this case I used not only qualitative research but also R & D research design.

3.1.1   Qualitative Research

The result of Qualitative research is determined by the description analysis and interpretation. According to Mujiyanto (2009: 25), qualitative research is intended to uncover the indication comprehensively and appropriate to the context through collecting data from genuine setting by making the researcher as the key instrument.

Based on http://en.wikipedia.org/wiki/Qualitative_research, qualitative research is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior.

Citing on http:// www.fhi.org/NR/rdonlyres/.../overview1.pdf, qualitative research is a type of scientific research. In general terms, scientific research

consists of an investigation that (1) seeks answers to a question (2) systematically uses a predefined set of procedures to answer the question (3) collects evidence (4) produces findings that were not determined in advance (5) produces findings that are applicable beyond the immediate boundaries of the study. According to Johnson (1989: 33), qualitative approaches to research have gained a strong foothold in L2 research.

In this final project I will seek the answer whether there is good the teaching material for spoken narrative text by using comics or not. Then I also use it in the validation of teaching material.

Based on the http://en.wikipedia.org qualitative approach means a general way of thinking about conducting qualitative research. And for Qualitative Reserch Based on the wikipedia the free encyclopedia :

> Qualitative reserach is a method of inquiry appropriated in many different academic diciplines, traditionally in the social sciences, but also in market research and futher contexts.

The aim of the writer is to understand the students capacity in speaking skill especially by retelling story using comics. In this reserach, the writer want to investigate the students problem when they do the writer's material. Qualitative will presents data and reserach result as the form of Qualitative Description. The writer choose this Qualitative research because the writer argues that qualitative is a good method for this research

I used research and development design to describe how to develop teaching material. In this research, I would like to investigate the students' need in learning written descriptive text. Qualitative research presents data and the result in a descriptive form.

3.1.2 R & D Research

In education, R & D Research is aimed at investigating activities which are related to education in order to improve qualities of education system, curriculum, or even teaching material. It was done by using the methodology of R & D Research. Some experts in education tried to make development in curriculum and material based on the need of the learners.

According to Tyas (2010: 18), R&D Research is a research method that used to get a certain product and to examine the effectiveness of a product.

Carrol (2007: 4) states that Research and Development is managed by following steps: (1) take initiative to seek solutions to known issues, (2) gather data from teachers and learners, (3) create syllabus, (4) monitor implementation, seek feedback, and make adjustments. Whereas, teachers and learners are required to: (1) respond to manegement initiatives, (2) give feedback, (3) follow syllabus.

According to Thornton et al. (2009: 18), there are five methods in the process of developing the curriculum and materials, they are as follows:

(1) Analysis

The first stage of the research is analysis. A means analysis is an ethnographically oriented investigation focusing not only on the perceived needs of end users but also on the broader socioeducational context in which any innovation is to take place.

(2) Design

Design is the result of the findings of the means analysis.

(3) Development

After designing syllabus, materials development is developed according to the level at which the students are taught.

(4) Implementation

In order to ensure the quality of teaching materials had been developed, teachers are necessary to try it out to the students as the implementation of teaching material in learning activity.

(5) Evaluation

Evaluation has two main purposes: (1) to collect formative feedback on the curriculum and materials and (2) to access the training needs of English teachers.

Based on the research and developmental approach by Carrol and Thornton et. al above, I applied some methods in conducting R & D research: (1) collect data from teacher and students, (2) analyze the students' needs, (3) create/design syllabus, and (4) develop the material.

Based on the definition above, I could make an interpretation that R&D in this study means the process of creating a new teaching material or improving existing ones to encourage the students in learning English especially spoken narrative text

3.2 Location of the Try Out

The try out will be conducted at SMP Negeri 13 Semarang, which is located on Jalan Lamongan Raya Semarang.

3.3   Cycle of developing teacher-made material

Figure 3.1. Cycle of Developing Teacher-Made Material
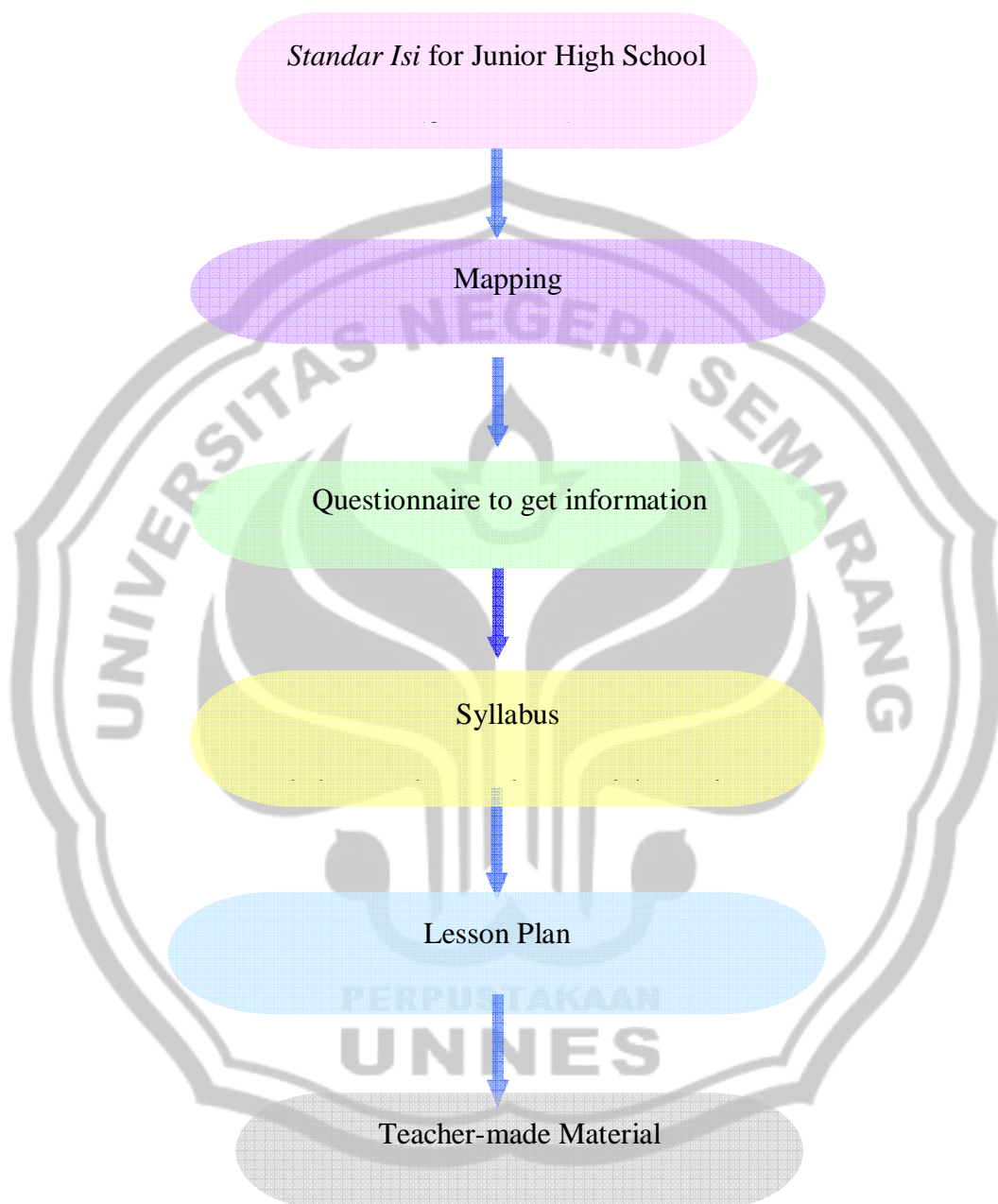
The diagram goes from content standard (*standar isi*) for junior high school student up to teaching material as the objective of the development. It can be explained as follows:

The teacher-made material is developed based on mapping of content standard (see appendix 1). The mapping is got from joining or combining basic competences based on the same skill in order to make the teaching process more efficient. In this study, I focus on written cycle in conformity with my topic. From competence standard and basic competence for junior high school in descriptive text, I got two combinations of mapping.

3.4 Instrument

The instrument not only the writer's spoken material but also the questionnaire that will be given to the students and the teacher after completing the material. The definition of questionnaire itself based on wikipedia is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents. The characteristic of questionnaire are It is inexpensive, it doesn't need much effort, and it's very easy to conducted. This research using a close ended questions so the responden only choose in multiple choice.

3.5 Procedure of Try Out

There are several procedure of collecting the data. The first procedure is the writer has to find a class of students in a school. Second, The writer explain to a teacher about that material, until it is reach an understanding. Third, the teacher explaine to the students about the material. Fourth, the writer distribute the material to the students. Fifth, the writer observe along the class, she note some lack of the material to make improvement. After that, the writer discuss with the teacher about the material. After everything is done, the writer give a

questionnaire to the students, and to the teacher. And finnaly, the writer analyzed

some data and computed the data.

3.6   Procedure of Analysing the Try Out Data

3.6.1   Analysis of questionnaire

The writer analyzed the questionnaire by counting the number of the

students who answer at each questions. The respondents just wrote the checklist

(V) on the columns because the writer used questionnaire types close ended

questions.

Table 3.1 Questionnaire for the Students

No.	Pertanyaan	Student's Response	
		Ya	Tidak
1.	Apakah kalian merasa kesulitan dengan materi narrative ini?		
2.	Apakah komik yang diberikan menolong kalian untuk mempermudah membuat kalimat?		
3.	Apakah kalian kesulitan untuk memahami kalimat-kalimat dalam komik?		
4.	Apakah kalian merasa kesulitan memahami makna kata dalam komik secara langsung yang berbahasa Inggris?		
5.	Apakah kalian merasa kesulitan untuk menceritakan kembali sebuah cerita dalam komik berbahasa inggris?		
6.	Apakah kalian merasa kesulitan dengan grammar yang ada dalam komik?		
7.	Apakah dengan kalian kesulitan mengekspresikan cerita dengan kalimatmu sendiri?		

8.	Apakah kalian merasa kesulitan dalam mengekspresikan cerita dengan grammar yang tepat?		
9.	Apakah kalian kesulitan menerapkan lafal kata dan intonasi kalimat dalam menceritakan kembali cerita dalam komik?		
10.	Apakah kalian mengalami kesulitan saat mengerjakan tugas-tugas yang diberikan?		

> **Questionnaire for the Teacher.**

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?		
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?		
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar-gambar dalam komik?		
4.	Apakah menurut anda penyampaian materi melalui speaking terdapat kendala?		
5.	Apakah menurut anda siswa cepat menangkap isi komik tersebut?		
6.	Apakah menurut anda materi yang diberikan terlalu monoton?		
7.	Apakah menurut anda siswa mengalami kendala saat menceritakan kembali?		
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam berbicara?		
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?		

10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?		

3.7 Technique of Reporting the Material Validation

Technique in reporting the result of the analysis from this research is in description way, because the writer used the qualitatif research, which is a qualitative research has different characteristic from the other. It is not using score but it is interpreted in the form of description.
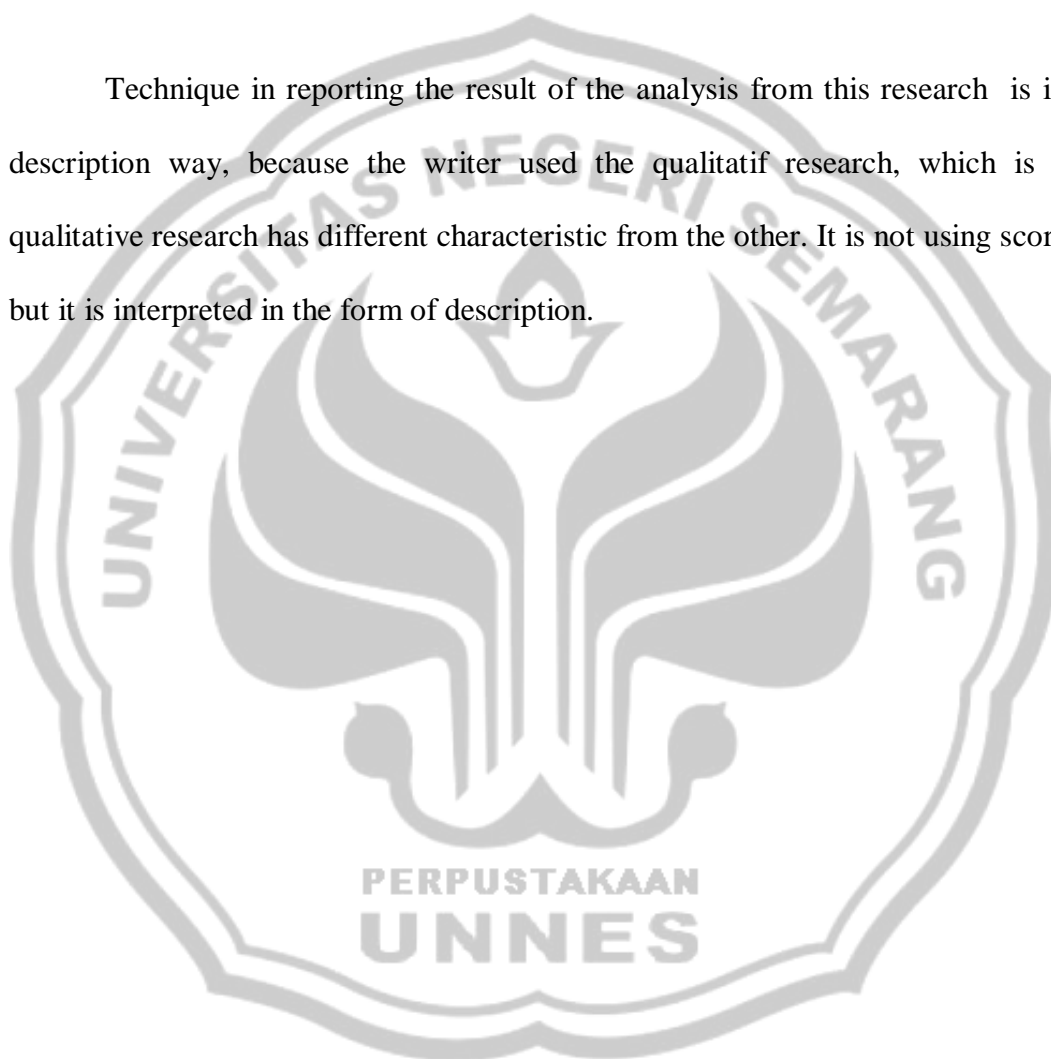
CHAPTER IV

Spoken English Teaching Narrative Text Model Material

The writer tries to develop the spoken narrative text in the form of comic. The writer concerns only in two skills, they are Listening and Speaking. The writer takes those skills because both of them have some similarity. For example, when the writer mapped the listening and speaking skill the writer found that the content of *Standar Kompetensi* and *Kompetensi Dasar* discuss about the narrative text. The listening discusses about how to respond the monolog text and the speaking skill discusses about how to express the monolog text.

4.1. The Steps of Developing English Spoken Narrative Text Teaching Material Model.

Before the writer gets the final material of Spoken Narrative Text, the writer must follow the steps from the first, second, third, and the last editing. The first draft is analyzed by the first expert, the second is analyzed by the teacher that the writer called as the second expert. From the third expert the writer can revise as the best material. Below is the diagram that will help us to know the steps in making the final material.

Figure 4.1. Steps in Making the Final Material
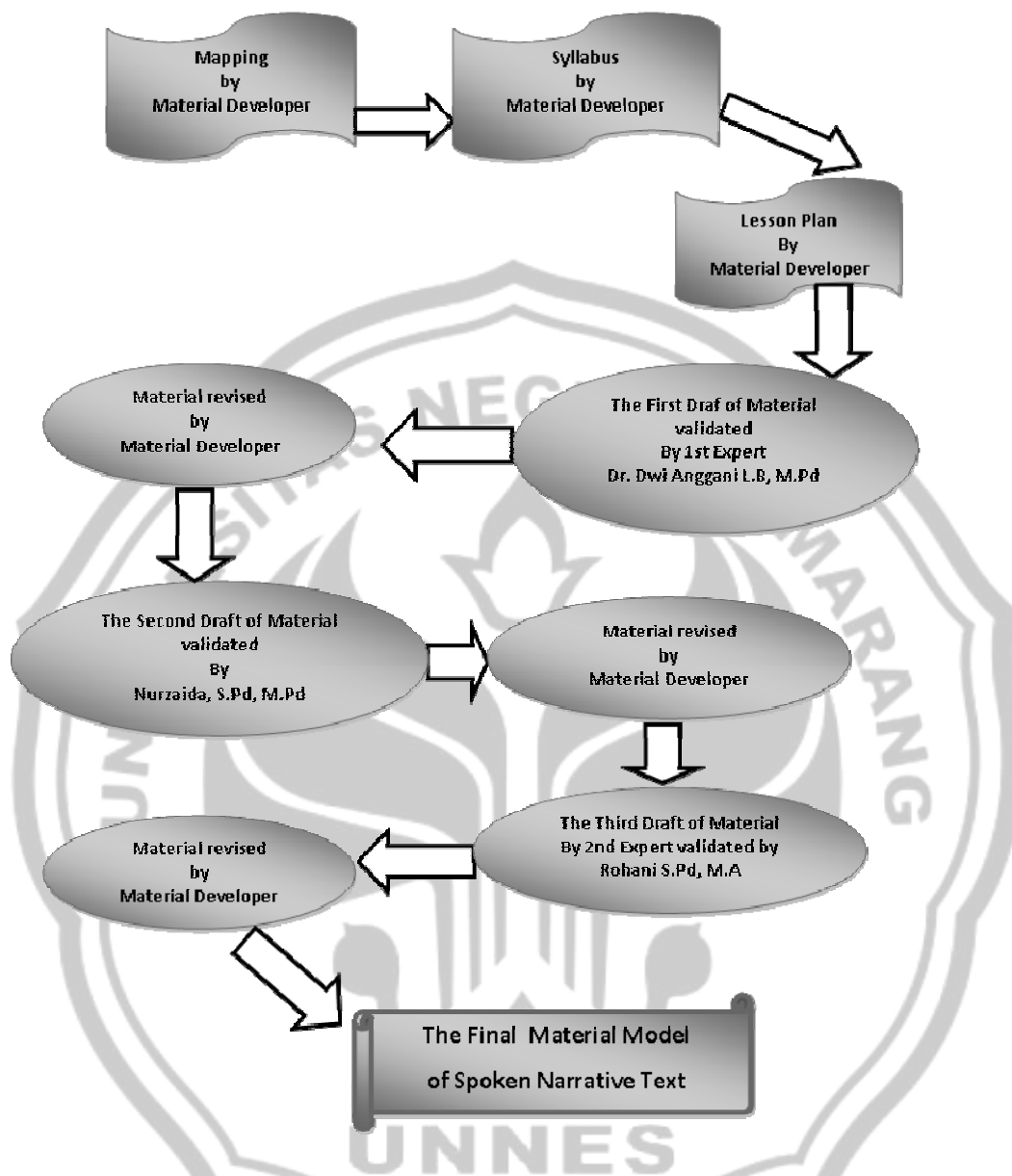
The steps above describe the way to make the Final Material Model of Spoken Narrative Text. The first step was "Mapping", mapping here was made by the material developer, it was used to integrate Standar Kompetensi, to save the time allotment in learning. The second step was constructing "Syllabus", syllabus was still made by the material developer. It had been made to show the outline of

material in learning activity. The third step was making "Lesson Plan", lesson plan was made by the material developer, too, it provided the steps in a meeting and presensed all the material and activities during the process of teaching learning in the classroom. So, it could be called as teacher documents. After making the lesson plan, the material had to be completed in the form of teaching material.

The next steps were to construct "The First Draft of Material" , then this material was validated by the First Evaluator Dr. Dwi Anggani,L.B, M.Pd, When the first evaluator analysed the first draft of material, and she found some mistakes, the writer were asked to revise the material into the correct one and the result of the correction was named as the second draft of material. The second draft of material was analysed by the second evaluator Nurzaida, S.Pd, M.Pd. When she found some mistakes, the writer was asked to revise the material again. The result of the correction was named as the third draft of material. The third draft of material was analysed by the third evaluator Mr. Rohani,S.Pd, M.A, from the third evaluator, The writer was asked to rearrange the activities in a good order, so when the students or the teacher followed this material step by step, they could understand quickly. Then, the writer was asked to make it perfect. After all the material was validated, the writer gave the last material as "Final Material Model of Spoken Narrative Text".

4.2. The Validation of " Material Model of spoken Narrative Text".

In this part, the writer will provide and explain the validation from some evaluators based on the writer's material and what the writer should change, add,

and correct in that material, from the first draft, the second draft,the third draft, and the Final Material Model of Spoken Narrative Text.

4.2.1 The Validation from the First Draft by the First Evaluator.

After making the material, it is very important to know the discussion between the First Evaluator and the Writer. The discussion will be provided in the table below :

Table 4.1. The Validation from the First Draft

No.	Skill	Activities	Comment and Discussion
1.		Part One	➢ Grammar W : Who **was help** the **priences**? C : Who **helped** the **princess**?
2.	Listening	Part Two	➢ The Picture. First Evaluator said "Please make the picture as big as possible"
3.		Part Three	➢ The length of the sentence to stop. First Evaluator said "Please don't give the missing words in the first sentence."
4.		Part Four	➢ The Instruction. First Evaluator said "Change the instruction not **Read** but **Listen**".
5	Listening	Part Five	➢ Grammar First Evaluator Said "Please add with – ing form". For example : Complete + ing = Completing
6		Part Six	No mistake.
7.		Part Seven	➢ Consistency of Writing

8.		Part Eight	➢ The Instruction
			First Evaluator said "Change the word **Read** into **Listen** and add some words to complete it for example **"listen and repeat".**
			• Students **read** the vocabulary below after the teacher.
			• Students **listen** the vocabulary **items** below **then repeat** after the teacher.
9.		Part Nine	➢ The instruction.
			• Students pronounce some vocabulary below by consulting the dictionary if necessary.
			• Students pronounce some vocabulary **items** below by c**onsultin**g the dictionary if **it is** necessary.
10.		Part Nine	➢ The Instruction
			• Make a sentence orally using the vocabulary above.
			• Make a sentence orally using the vocabulary **items** above.
11		Part Eleven	➢ The Instruction
			• Create a narrative story using your own **sentence**, then tell in front of the class.
			• Create a narrative story using your own **sentences**, then tell in front of the class.

The second column (spanning rows 8–11) contains the vertical text: **Speaking**

12.		Part Twelve	➤ The way to give many instruction.
13.		Part Thirteen	➤ No Mistake.
14		Part Fourteen	➤ The Instruction. ● **Write** some difficult words from the text that have been **read** by your friends. ● **Pronounce** some difficult words from the text that have been **mentioned** by your friend, **then translate it orally.**
15		Part Fifteen	➤ The Instruction. ● **Apply the vocabulary above into a good sentences,** ● **Complete the dialogue below, after completing the students act the dialogue out in front of the class.**
16		Part Sixteen	➤ The Instruction. ● **Create some sentences to make a text based on the picture below.** ● **Match the picture with the dialogue orally.**

4.2.2 The Validation from the Second Draft by the Second Evaluator.

After revising the first draft of material, it is very important to know

the discussion between the Second Evaluator and the Writer. the discussion

will be provided in the table below :

Table 4.2. The Validation from the Second Draft

No.	Skill	Activities	Comment and Discussion
1.		Practice One	➢ No Mistake.
2.		Practice Two	➢ The Picture. Second Evaluator said "Please add the clues and delete the number in the picture"
3.	**Listening**	Practice Three	➢ Second Evaluator said "Please provide some words to make it clear ."
4.		Practice Four	➢ The Example. Second Evaluator said "Please add some examples about simple past tense".
5		Practice Five	➢ No Mistake
6		Practice Six	➢ Second Evaluator Said "Please provide the text without words in brackets because it is very simple for students to do it"
7.	**Listening**	Practice Seven	➢ Second Evaluator said "Please provide some questions to enlarge the students understanding of the text"
8.		Practice Eight	➢ No Mistake.

➢

9.		Practice Nine	➢ No Mistake.
10.		Practice Ten	➢ No Mistake.
11.		Practice Eleven	➢ The Instruction Second Evaluator said "make the definite instruction using what kind of tenses for example Simple Past Tense"
12.	**Speaking**	Practice Twelve	➢ No Mistake.
13.		Practice Thirteen	➢ No Mistake.
14.		Practice Fourteen	➢ No Mistake.
15.		Practice Fifteenn	➢ No Mistake.
16.		Practice Sixteen	➢ No Mistake.
17.		Practice Seventeen	➢ No Mistake.

4.2.3 The Validation from the Third Draft of the Third Evaluator.

After revising the second draft of a material, it is very usefull to know the discussion between the Third Evaluator and the Writer. The discussion will be provided in the table below :

Table 4.3. The Validation from the Thisrd draft

No.	Skill	Activities	Comment and Discussion
1.	Listening	Practice One	➢ The Picture The Third Evaluator said "You should change the picture with too, because it can make the students more easily to graps the material in the beginning." ➢ The Questions The Third Evaluator said "The questions should be based on the pictures not on the story.."
2.		Practice Two	➢ No Mistake.
3.		Practice Three	➢ No Mistake.
4.		Practice Four	➢ The Activity. The Third Evaluator said "Put the activity part five below the activity part three"
5	Listening	Pratice Five	➢ The Third Evaluator said "Change the activity in part four to be in part five, then change the instruction from *Listen* to *Read*." ➢ Then move the ativity from *Joint Construction of the Text* into *Modeling of the Text.*
6		Practice Six	➢ The Third Evaluator Said "In Joint Construction of the Text the activity *part eight* move into *part six*."

7.		Practice Seven	➢ The Third Evaluator said to divide the instruction into two parts. Part six and part seven.
8.		Practice Eight	➢ The Third Evaluator said to add the instruction of part seven.
9.		Practice Nine	➢ No Mistake.
10.		Practice Ten	➢ No Mistake.
11.		Practice Eleven	➢ No Mistake
12.		Practice Twelve	➢ The Third Evaluator asked to move the activity in part *twelve* to part *seventeen*.
13.	Speaking	Practice Thirteen	➢ No Mistake.
14.		Practice Fourteen	➢ No Mistake.
15.		Practice Fifteen	➢ No Mistake.
16.		Practice Sixteen	➢ No Mistake**.**
17.		Practice Seventeen	➢ The Third Evaluator asked to change part of the activity *seventeen* to move into part *twelve*.

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4.3 . The Questionnaire Result Analysis

The following table will present the 31 students' responses and the teachers' responses of The Model Material of Spoken Narrative Text. It would be shown below.

Table 4.4. The Questionnaire Result Analysis

No.	Pertanyaan	Student's Response	
		Ya	Tidak
1.	Apakah kalian merasa kesulitan dengan materi narrative ini?	4	27
2.	Apakah komik yang diberikan menolong kalian untuk mempermudah membuat kalimat?	30	1
3.	Apakah kalian kesulitan untuk memahali kalimat-kalimat dalam komik?	15	16
4.	Apakah kalian merasa kesulitan memahami makna kata secara langsung ?	22	9
5.	Apakah kalian merasa kesulitan untuk menceritakan kembali sebuah cerita dalam bahasa Inggris?	26	5
6.	Apakah kalian merasa kesulitan dengan gambar yang ada dalam komik?	3	28
7.	Apakah kalian kesulitan mengekspresikan cerita dengan kalimatmu sendiri?	28	3
8.	Apakah kalian merasa kesulitan mengekspresikan cerita dengan grammar yang tepat?	9	22
9.	Apakah kalian kesulitan menerapkan lafal kata dan intonasi dalam menceritakan kembali cerita dalam komik?	17	14
10.	Apakah kalian mengalami kesulitan saat	9	22

mengerjakan tugas-tugas yang diberikan yang diberikan?		

From thre questionnaire above, the students were only given two choices Yes or No for each item. Below is the explanation of the questionnaire result above.

Question number 1 asked whether the students felt difficult with the narrative text. There were 4 students that felt difficult with the narrative story, while the others, 27 students answered no. They didn't find any difficulties with the narrative text.

Question number 2 asked whether the comic helped them to do the easiest way in making some sentences. There were 30 students said yes, and there was only 1 student said no.

Question number 3 asked whether the students found the difficulties in getting the meaning of sentences. There were 15 of them answer yes, and there were 16 students said no for this item.

Questions number 4 asked whether the students found the difficulties in getting the meaning directly from the text. Some of them, 22 students answered yes, in translating technique, the others, 9 students answered no.

Questions number 5 asked whether the students found the difficulties in retelling the narrative text. The items was responded by 26 studens with the yes, and only 5 students answered no.

Questions number 6 asked whether the students found the difficulties in understanding the pictures in the comic. There were 3 said yes, it was very

difficult. And the other, there were 28 students choose no. They were not find many difficulties.

Questions number 7 asked whether the students got some difficulties in retelling the story with their own words. 28 students said yes, only 3 students answered no.

Questions number 8 asked whether the students could retell the story with good grammar. Only 9 students answered yes, 22 students anwered no.

Questions number 9 asked whether the students still found some difficulties in pronouncing and give intonation to the sentences when they produced them. For this item, there were 17 students answered yes, and the other 14 students answered no.

Questions number 10 asked whether the students felt difficult in doing the assignments of the spoken narrative text. Only 9 students answered yes, and there were 22 students answered no for this item.

Table 4.5. The Questionaire Result for the Teacher

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?	1	-
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?	1	-
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar- gambar dalam komik?	1	-
4.	Apakah menurut anda penyampaian materi melalui speaking terdapat kendala?	1	-

5.	Apakah menurut anda siswa cepat menangkap isi komik tersebut?	**1**	**-**
6.	Apakah menurut anda materi yang diberikan terlalu monoton?	**-**	**1**
7.	Apakah menurut anda siswa mengalami kendala saat menceritakan kembali?	**1**	**-**
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam berbicara?	**1**	**-**
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?	**1**	**-**
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?	**1**	**-**

Based on the questionnaire that was given to the teacher, the writer concludes that from 10 questions, only 1 sentence was answered no, the others were answered yes.

Question number 1 asked according to the teacher's opinion whether the the students could accept that material. The teacher answered yes..

Question number 2 asked based on the teacher's opinion whether the students could understandf the content of the story. The teacher chose the yes answer.

Question number 3 asked the teacher's observation whether the students had difficulties in understandind the pictures of the comic. The teacher also answered yes for this item.

Question number 4 asked about the difficulties of speaking activities. The teacher said yes, because the students always felt affraid to speak in front of the class.

Question number 5 asked about the students' ability in graspping to understand the material. The teachers answered yes for this items.

Question number 6 asked about the material, if the students got bored with the material provided. Based on the teacher and writer observation they enjoyed the material given, so the teacher answered no.

Question number 7 asked whether the students found the difficulties in retelling the story. The teacher answered yes for this items.

Question number 8 asked whether the students felt difficult to arrange some words into a sentence. The teacher chose the yes answer because she still found the cases in the class.

Question number 9 asked whether the material was given was suitable for grade eight students. The teacher said yes, it was suitable for grade eight.

Question number 10 asked whether the material had been made based on the *Standar Kompetensi* and *Kompetensi Dasar* for grade eight. The teacher answered yes, it had been included the right *Standar Kompetensi* and *Kompetensi Dasar*.

Finally, it can be concluded that the material is suitable for grade eight students of Junior High school. and we hope that this material can deepen the students understanding about spoken narrative text.

4.4   The analysis factor that can influence the Developing Material Model of Spoken Narrative Text.

There are some factors that can influence the development material model of spoken narrative. These factors that the writer found during making, researching and trying out the material to the students.

First, the desire from the developer to develop their material. Second, the ability in developing and improving the material to be more clearly and suitable for students grade VIII. Third, the higher creativity which is needed, some developers just copy it without editing the material, the last, the spoken source that had been published for spoken in fact most of them are still for written cycle.

4.5   The analysis of how the teacher Develops the Material Model of Spoken Narrative Text.

The teacher develops the material by following these steps below : the first steps is the teacher determines some sources for spoken narrative. Then, the teacher collects them into one category for Junior High School Grade VIII, after collecting them into one category the teacher modifies some material in order to get an interesting material. If the material is interesting, automatically the students will follow the learning activitieshappily. In improving the material the teacher should be attentive in all activities to their students. So, the material will be better.

CHAPTER V

THE CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion

5.1 The Conclusion for the Developing Material Model of Spoken Narrative Text.

Based on the previous chapter, this developing material had followed the steps by steps procedure from mapping until the last product, that is the Material Model of Spoken Narrative Text. It was proven by the revision of the material from the first, second and the third evaluator. The material is chatagorized, validated and it is suitable for grade eighth. During the research, the material that was given to the students have some weaknesses, especially with some confusing instructions. The writer just changed some suggestions to the students, for example : They asked the writer to rephrase some questions clearly to make the students understand the text, add some clues in listening activities, and add some clear instructions.

According to the writer observation there were some factors that influence the Developing Material Model of Spoken Narrative Text. They are :

    a.   The understanding of the background of the students.

    b.   The writer must take in charge of the spoken material.

    c.   The understanding of the material very well.

    d.   The ability to organize the time allocation for the activities.

    e.   The ability to combine one activity to the other ones to get the balance and good flow.

The steps to develop the material model of spoken narrative text are by consulting the material with the three evaluators. From their guidance, the writer can combine from the first, to the second and the third one. So, the Developing Material Model of Spoken Narrative Text has more variation. There are many suggestions from them. From their suggestions the writer tried to develop the material by adding, changing, expanding, and make it easy to understand.

5.2 The Suggestions for The Developing Material Model of Spoken Narrative Text.

There are some suggestions for the teachers, for the students , and for all the readers. The suggestions will be given below.

5.2.1 The suggestion for the Teachers.

For the teachers there are some suggestions based on the using of the Material Model of Spoken Narrative Text, they are :

a. The teachers should give the instruction clearly to the students, so the learning process will be conducted in a good way.

b. The teachers should give the students chance to develop their ability in speaking.

c. The teacher should motivate the studens to be brave in retelling the story in front of the class.

d. If the teachers want to develop teaching material, the can follow the steps given in this final project.

5.2.2   The suggestions for the Students.

For the students, there are some suggestions to use the Material Model of

Spoken Narrative Text. The suggestions will present below :

a. The students should perform their abilities in front of the class.

b. The students should show their understanding by following all activities

   and answering all activities.

5.2.3   The suggestions for the Readers.

After giving suggestions for the teachers and the students, now it is time to

give some suggestions for the readers. As the readers you have to know

the writer suggestions before using it. The suggestions are below :

a. This developing material model of spoken narrative text is used for

   Junior High School Grade VIII. Therefore, if you want to use it   for

   your students please concern it in every activities.

b. Every student has different characteristic, So please apply the material

   based on the students' capacity and ability.
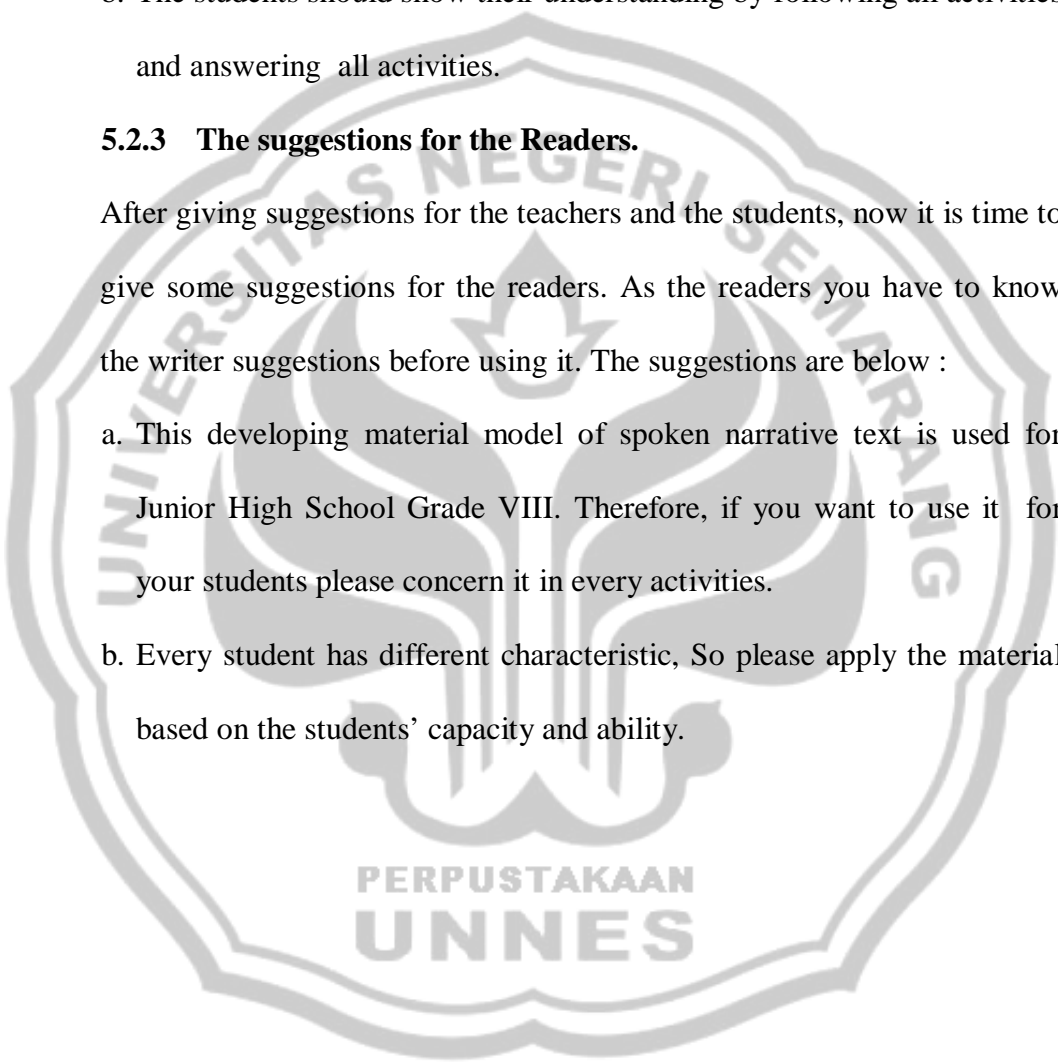
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