

THE EFFECTIVENESS OF DIGITAL COMICS (DC) IN THE TEACHING OF WRITING RECOUNT TEXTS

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Abstract

This research is goaled at measuring the effectiveness of digital comics (DC) in teaching of writing recount texts at eighth of SMPN 2 Krian Sidoarjo. A complex activity is teaching writing than the other. There are same aspects that should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices and vocabulary. Therefore, the teachers should have a great interest, selection of media and strategies in writing activities. The objectives of the study are (1). to describe the process of teaching and learning writing skill of recount text, (2). to know of the problems faced by the teacher and the students in teaching learning writing skill of recount text. Recount text which retells experiences or happens in the last. A recount text owns an orientations, a kind of happens in chronological messege, personal remarks on the happens, and re orientation which the sequence of events.

It can be concluded that teaching writing of recount texts using by digital comics is more useful and effective to be taught to the eighth class students of SMPN 2 Krian Sidoarjo. It can also be seen from the calculation and the table of students' achievement from their writing score in pre-test and post test by using digital comics is higher than the students' writing score. Therefore, digital comic can be an appropriate media that can be recommended in teaching writing of recount text. Especially for the eighth class students of SMPN 2 Krian Sidoarjo in academic year 2018/2019.

Keywords: Digital Comics (DC), Writing Recount Texts.

1. Introduction

In this era of globalization, English many people have learnt English in the world that is caused English as the international language which have to be mastered by the people if they are eager to see better. English, not only as the language of technology, science, and continous search, but also as a global language. those people who dominated the English will be easier to see the world. In the other side with English the reseacher is able to understand many writing and

make us have a wider knowledge. As a result, the demand of the improved curriculum and the competence are expected students

Nunan (1989: P.36), An extremely complex cognitive activity is writing in which in which required the writer to demonstrate control of variables simultaneously. At the sentence level these includes control of vocabulary, spelling and letter formation, contents, format, sentence structure. Beyond the sentence, information into cohesive and coherent paragraph and text must be able to be structured and integrated by the writer.

One of common text types is recount text that used in writing. Knapp (2005:223) talks that recounts are sequential texts which consist of series of events. Writing recount text is an activity to write the record of events in the past time.

Comic Life Creator (2016, p.2) speaks that art enrichment activities are not studying numerical comics but are fun learning activities. Successful comic writing is based on student experience written by the creator.

The eight grade students writing ability of SMPN 2 Krian Sidoarjo are relatively low. When the teacher asked them to write a simple text in certain time but the result of the students writing were poor. There are also some other problem faced by students like grammar, punctuations and spelling, organization, vocabulary, coherence.

Regarding the problems faced by the students above, finding a new method and making a new innovation are very essential to vary the strategy in teaching. The use of digital comics can be one of the solutions that can help the teacher to explain language meaning and constructions. By using digital comics, and Pic Say application the students are stimulated to recall their experiences related the topic.

Digital comics (DC) Students can understand the recount text lesson through a digital media tool that illustrates this story called Digital Comic. The Pic Say application, is an application on mobile phones that has been studied by previous researchers who have experimented with digital comics (Kustianingsari & Dewi, 2015, p.1). there are several characteristics possessed by digital media (Smaldino et al., as quoted in Purnama, Mulyoto & Ardianto, 2015, p.20); First, with a digital projector so it's easy to use. Second, it is easy to carry everywhere. Third, storage is very easy. Finally, digital media storage can last a long time. Digital comics are very easy and play a role in teaching recount text writing through digital comics

The teachers should have a great interest and strategies in writing activities. Because Teaching writing is a complex activity, there are also aspects that should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices and vocabulary. Some previous studies also used digital comics (DC) but in different form and class. Nisa and Al-Hafidz (2014:72) say that the students can be motivated comics in learning English, capture and maintain the learner's interest (Yang, as cited in Nisa & Al-Hafidz, 2014). In addition, DC are easy to use and their applications can help low achiever learners in writing as the learners can be motivated it to write in English (Yunus et al., 2012 : 57). Ketut (2015 : 71-79) says that teaching English for young learners using DC is recommended because it brings positive effect toward the learners' English language mastery. In addition using DC could reduce the cost that a good teaching media is needed to improve by the teachers.

Pic Say application is very simple, easy and suitable for students of Yuniior High School, they are included young learners, teaching English for Yuniior High School learners are not the same as teaching English for adult learner. it is because young learners have different characteristics, compared to adult learners. some experts have identified important characteristics of young learners that should be considered during the instructions proses. Brown (2001) identified that young learners have very short span of concentration. He stated that young learners can not concentrate for more than fifteen minuts similiar opinion is also given by chameroon (2005), who atated that that young learners will get bored easily during process teaching and learning.

Based on the syllabus of the eight graders, there are some skills taught and should be mastered by the students like discriptive text,past experience, recount text and short functional text. The students are known with simple familiar things around them. The product of skill is in form of writing text.

Formulation of the problem by researchers about the bachground of previous stdy:

1. How are the student perception of the use of DC in the lessons of recount texts ?
2. Is there a significant difference in the ability to write recount texts between before and after being taught with DC for the eight grade students of SMPN 2 Krian Sidoarjo in the academic 2018/2019 ?

2. METHOD

In this study, the researcher was conducted mixed method design, they were quantitative approach and qualitative approach. Research experiments that include quantitative approaches with research methods to build a strong causal relationship (Borg. W.R Gall. M.D. 1989: 639) when using other means or statistical procedures is one type of findings that can be achieved by researchers. In this study the reseacher conducted pre experimental research without a control group. And Qualitative approach is this research , questionnaire and interview.

This study used one class as a sample research. The class was selected randomly. Research design shown Table 3.1

Table 3 .1 Research design

One Group	Pretest	Treatment	Post Test
Experiment	01	X	02

A qualitative approach is a process of inquiry that leads to the development of these behaviors in complex and holistic images of the social and cultural background of behavior. People have studied and analyzed words rather than numbers. (Latief, 2017:77).

2.1 Variable

everything that has varying quantities or qualities is variable. According to Santrock (2004: 47) says that the education system or individual characteristics or attributes are variables. There are two types of variables below :

1. Independent Variable

The dependent variable is influenced by the independent variable. Researchers in teaching recount texts use Digital comics as an independent variable

2. Dependent Variable

Researchers are interested in using the dependent variable to improve student achievement in writing

2.2 Steps of Teaching Writing recount texts by using Digital Comics (DC)

In this study, the researcher describes learning proses to create DC and part of PicSay applicaton. To create a DC by mobile phone when the researcher started the digital comics, the researcher opened Google Play Store. And selected Picsay aplication, press instal. etc. and The steps of Creating a DC: a) The students are asked by the researcher make a group discusion. b) Theme is given by the researcher about Recout texts/past experience. c) The students take some pictures and save in the galery/album in mobile phone. d) The students make story line. e) The students create DC by picsay application. f) The students submited file from mobile phone or Flasc Disc to the researcher. g) The assasement is done by the Researcher based on the role writing skill. h) The result of DC is given by the researcher to students. i) The students do correctness/editing their DC. j) The result of editing DC is checked again by the researcher. k) The result digital comics from some groups and make web are printed out by the researcher. l) The result of print out from DC is formed a comics and put in the library as reading sources and knowledge.

And then the implementation or some steps are needed by procedure of conducting research. The some procedures are done by the researcher to conduct the research as a process. It has a purpose in which it gives the audience a description of what happened and when it happened. Recount has the same key ingredient as the recount and is thus comfortably familiar, the difference is that whereas recount is imaginative, recount texts should be a retelling of events that have actually happened. The following steps are the replacement process:

A. Pre Writing

Pre-writing suggests four techniques namely grouping, question and answer, stroke outline and free. It involve activities provide background information, stimulate interest. In this steps, involve reading, digital comics, discussion, whole-class, group or pair work, research in brainstorming. In here, the teacher says greeting the student, check students's attendance, appersepson, ask material before it to students, the researcher reads learning objective, learning assesment writing, show DC to students by Picture DC, and make question to students around DC about recount texts showing. With many ideas being a step in the prewriting phase, they are not

worried about the order or the truth that continues to write. Pre-writing is the first step which is very essential to assist the students begin their writing. It permits the students to be able to think and find the ideas they want to progress and to get words on the paper.

B. While Writing

1) First Draft : Students sketch out ideas without much preplanning

By seeing DC, Students can plan what will write. Before starting to write, they can try and decide what they say. because detailed notes need to be made by them, then pour the idea on a piece of paper. Three main problems must be considered by researchers when planning. First of all the purpose of their writing and decide what information will be conveyed and which language will be used. an outline / simple concept is a step in the process of writing ideas. Ideas arranged into simple outlines are steps to develop paragraphs. Additional thoughts and details that do not appear during the writing should be prepared by students to include ideas in the paragraph. Supporting ideas that help them in their writing.

2) Commenting: Peer or researcher reads first draft and comments

For example in DC, it is a rough writing to move on using the student outline as a guide. The student's rough draft is written as quickly as possible without thinking about grammar, spelling, or punctuation. Your ideas can be written on paper. your rough draft will likely look a lot of mistakes. This is normal and can be accepted in a rough concept. Students will be able to correct further mistakes. The researcher can add some ideas that are not written in outline and also the closing sentence is added by the researcher at the end

3) Second Draft: Students look at the whole essay use peer/instructure feedback, rethink, revise

In this step, students edited what students have written by seeing example in the DC. The most successful clarification is revising and editing in this step, which is: understand the organization and the problem of large content (revised) and the problem of grammar, punctuation, and smaller mechanics (editing). Revising means the essay is rewritten. Students develop what has been done, so that the writing is stronger. students find some errors in content and style such as punctuation, grammar, and spelling in their first draft. Students train themselves to improve their writing by changing, or modifying, adding, deleting, their first draft In this step..

4) Third Draft: Learner edits, attends to writing, conventions, rhetoric, grammar, vocabulary

This writing process is the final step. The rough draft is edited and improved by students in aspects of grammar rules, punctuation, using digital comics etc. re-check revisions and ensure interpreted editing so students can read and understand. The stages of revising and editing are the final processes of writing for students.

C. Post Writing: students share finished product

After sharing the result product, the students discussed about the product based on example in the digital comics and the researcher checked the outline or the result of product. This is also the time for the students to consider the right use of English language includes the content and style. The message comes from a writing product that has been successful

After explaining the material recount text in the DC, the researcher gave instruction and guidelines how to do the writing test that could prove to be a complex process for students who feel that the researcher is the authority. But even the researcher assessment is tricky. The researcher would give the conclusion and evaluation the result of the product.

2.3 Instructional Materials

In this study, the researcher conducted recount text material suited based competence on syllabus, curriculum 2013, and revise edition 2017, it has Social function: report, good attitude, proud that is: a) The generic structure of recount text: Orientation, event series, and reorientation. b) Language feature. c) Topic. Event, experience in the past event, experience in the school, home, event can give good attitude according based competence.

2.4 Population and Sample

2.4.1 Population

According to Ary (2002:162-163) class of people, events or object were defined All members of any well is A population. Researchers will apply the findings about a group of subjects in the form of objects or people, called populations.

There are ten classes with 360 students. This was taken by researchers as a research topic in the eighth grade of SMPN 2 Krian Sidoarjo in the 2018/2019 school year

2.4.2 Sample

The most important step is to choose a sample in research. According to Ary, in (2010: 149) the sample is a small group and the so-called population is a larger group on which generalizations are made. Population is a generalization of the correct sample which must represent all the samples as possible.

3. Hypothesis Testing

If the result of t-test was less than at the level of significance 0.10, the null hypothesis is accepted, and not significant, indicated that DC was not effective to ward achievement students' in recount texts. Writing by contrast, if the result of t-test was bigger than at the level significant 0.10, the null hypothesis is rejected, significant, and H_a is accepted indicating that DC was effective achievement to ward in recount texts students. On contrary, if the significance value bigger than 0.10 means that H_0 is rejected and H_a is accepted.

RESULT

Table 4.3 Criteria of Students' Achievement of Pre-Test

No	Total Score	grade	Number of Student	percentage
1	90 – 100	Excellent	0	0%
2	80 – 89	Very good	0	0%
3	70 – 79	Good	0	0%
4	60 – 69	Fair	1	3%
5	50 – 59	Poor	7	19%
6	0 - 49	very poor	28	78%
TOTAL			36	

From the table of pre test score above, it is able to be seen there are no students that passed the minimum required standard 65. All students failed. There are only 1 students got fair level, 7 students got poor level and there are 28 students got very poor level. From the result above, it shows that the mean of pre-test was 44.6. It was not passed the minimum passing score, there are a lot of students was still got low score in writing recount text.

Table 4.5 Criteria of Students' Achievement of Post-Test

No	Total Score	grade	Number of Student	percentage
1	90 – 100	Excellent	3	8.3%
2	80 – 89	Very good	25	69.4%
3	70 – 79	Good	7	19.4%
4	60 – 69	Fair	1	2.78%
5	50 – 59	Poor	0	0%
6	0 - 49	very poor	0	0%
TOTAL			36	

The mean of Post-test:

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

$$X = \frac{2957.5}{36}$$

$$X = 82.3$$

82.3 is the result of post-test mean. 2957.5 is total of post-test and 36 is total students.

- Mean of pre-test = 44.6

- Mean of post –test = 82.3
- Mean of pre –test ≤ than post-test

There is improvement of students' writing skill through digital between pre-test (before the action) and the post-test (after the action). From the result above, it shows that the mean of pre-test was 44.6. There is improvement but it was not passed the minimum passing score. From the data above, the teacher calculate SD pre –test and post-test below:

The Formula is:

$$SD = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$SD = \sqrt{\frac{1}{36-1} \left\{ 8984,25 - \frac{(-572,5)^2}{36} \right\}}$$

$$SD = \sqrt{\frac{1}{35} \left\{ 8984,25 - \frac{(327.756,25)}{36} \right\}}$$

$$SD = \sqrt{\frac{1}{35} \{ 9104,34028 - 8984,25 \}}$$

$$SD = \sqrt{\frac{1}{35} \times (120,409028)}$$

$$SD = \sqrt{3,4402579}$$

$$SD = 1,8548$$

4.1.2 Calculated of T-test Value

After calculating deviations standard, then the researcher counted t-test (to) calculation using the formula below :

$$t_o = \frac{\frac{\sum D}{n}}{\frac{SD}{\sqrt{n}}}$$

$$t_o = \frac{\frac{36}{1,8548}}{\frac{\sqrt{36}}{(15,9028)}}$$

$$t_o = \frac{8,5739}{6}$$

$$t_o = 1,429$$

The result of t-test is 1,429 > t-table is 1,3051 for df 36, at level significant 0,10. Students who are taught and students who are not taught using DC, there are significant differences in student achievement in writing, because in the calculation results must indicate Ha accepted Ho was temporarily rejected.

Table 4.7 Distribution of Pre-test and Post Test Results of Class 8-J

No	Total Score	grade	Pre-test Score of class-J		Post test Score of	
			Number of Students	Percentage	Number of Students	Perce-n-tage
1	90 – 100	Excellent	0	0%	3	14%
2	80 – 89	Very good	0	0%	27	123%
3	70 – 79	Good	0	0%	5	23%
4	60 – 69	Fair	1	5%	1	5%
5	50 – 59	Poor	7	32%	0	0%
6	0 - 49	very poor	28	127%	0	0%
TOTAL			36	100%	36	100%

- The Lowest Score of Pre-test = 30
- The Lowest Score of Post-test = 67
- The Highest Score of Pre-test = 64

- The Highest Score of Post-test = 94
- The average Score of Pre-test were 44.6
- The average Score of Post-test were 82.3
- This averages progress of Class 8-J was 38

Hypothesis Testing

The hypothesis of this research are:

1. Null Hypothesis (Ho)

Before and after using digital comics, there were no significant differences in achievement taught.

2. Alternative Hypothesis (Ha)

"After and before using digital comics, there are differences in achievement taught. To find out if there are differences in the writing achievement of students who are taught and not taught using digital comics, whether Ho is rejected while Ha is accepted must be shown the calculation results.

FINDINGS

This chapter the researcher presents the result of the data analysis and hypothesis testing.

Students' perception of the Questionnaire of DC in Teaching Recount texts

Questionnaire was shared to all respondent, the 36 students of Class 8-J. The Questionnaires was shared with the purpose to get responses from students regarding the use of digital comics in learning writing recount texts. Table 4.1 and table 4.3 present the responses of the Questionnaires distributed to Class 8-J.

Table 4.1 Class 8-J's Responses on the use of DC in Learning Writing Recount texts

No	Exercise	SS	S	KS	TS
1	Do you like the appearance of digital comics ?	26 79%	6 18%	1 3%	0 0%
2	Do you like learning English through digital comics ?	23 70%	7 21%	2 6%	1 3%
3	Do you like learning in writing recount through digital comics with Picsay ?	28 85%	5 15%	0 0%	0 0%
4	Do you like activity of writing story through digital comics with Picsay application ?	18 55%	11 33%	3 9%	1 3%
5	Do you like making picture of digital comics ?	19 58%	9 27%	4 12%	1 3%
6	Do you like with content from digital comics with Picsay application ?	26 79%	6 18%	1 3%	0 0%
7	Do you like with steps of learning writing recount texts through digital comics with Picsay application ?	14 42%	16 48%	2 6%	1 3%
8	Do you like in writing recount texts through digital comics with Picsay application ?	28 85%	4 12%	1 3%	0 0%
9	Do you like a message about learning writing recount texts through digital comics?	26 79%	6 18%	1 3%	0 0%
10	Do you like to take score of writing recount texts through digital comics ?	17 52%	13 39%	2 6%	1 3%
Total Score		225 68%	83 25%	17 5%	5 2%

Note : SS = Like verymuch

S = Like

KS = Dislike

TS = Dislike verymuch

From the result of table questioner above, it showed that the students of 8-J 79% of the respondent mentioned that they liked very much the appearance of DC, 18% of them said that they liked the appearance of DC, 3% of them said that they disliked the appearance of DC, 0% of them, they said that they disliked very much the appearance of DC. 70% of the respondent mentioned

that they liked very much the English learning through DC, 21% of them said that they liked the English learning through DC, 6% of them said that they disliked English learning through DC, 3% of them, they said that they disliked very much the English learning through DC.

DISCUSSION

this chapter presents discussion the result of the data analysis. The discussion try to answer the problem said in Chapter One. The discussion is based on related theories and the research findings of previous study about digital comics (DC) and recount texts.

5.1 The Effect of Digital Comics (DC) on Students' Writing Competence

in this study, the researcher tries to know something about understanding the students in getting writing recount texts before being done in studying through DC strategy, so the pre-test is given the researcher to students first. In pre-test, the researcher gave the writing test about writing recount texts in filling the words into the sentence and made the sentences from the picture which was taken from picture in the past event and write their experience when they were in childhood.

By observing, the researcher saw in learning directly rare using DC. The students was seen less motivation and bored in learning. Texts which were used from worksheets' students were empty. When learning and understanding recount texts without helping DC, enthusiasm was not seen in small group. Meanwhile the last the students paid attention in the researcher to write recount texts. The students were still seen chatting to their friends and no focus in doing the pre-test. This issue to cause getting the score maximal to pre-test.

Then, based on planning learning toward step planning research, teaching to integrate DC generally to be done though 7 steps, namely (1) the students see the DC silently (2) the teacher explains the DC good (3) students was asked for understanding and listening the explanation from the researcher about the last experience in DC (having prior knowledge of the texts being discussed can benefit the students in understanding it). (4) students wrote the recount texts based on the same story like in the picture of DC. (5) based on DC, understanding questions require students to work on (6) discussing students' answers on the comprehension question. (7) (follow up activity: vocabulary-related activity in the DC, that is filling in the gap. Before being done the treatment, the researcher gave pre-test first.

In pre -test and post-test were done twice with the same exercise. All materials recount texts were given in SMP, because the learning process is innovative enough. The last, students saw the product. See the try out result was held the test to the result of writing skills' students after doing learning through digital comics (Post-test). By purposing was done to know the competency of students in writing recount texts through DC. After DC was taught. The student were given the test with the same question which was in pre-test.

So after doing the best test to DC, it is necessary to revise in process learning students. Test competency of writing was held after the students really understood in learning through DC. Test competency was held twice in consideration of the researcher time. Beside that the researcher must be clear in score, students could see the result of test which were prepared by the researcher.

5.2 The use of DC on the students' perception

Next, the second data was got from interview was done to the students that could be seen in questioner above. Based on the interview that was found the result of writing recount texts by using DC. According the students that DC felt to be helped in learning writing recount texts and understood content of story. Beside having picture, color and conversation which there was a bubble. And students were more motivated in studying writing recount texts through DC and no bored to study, so the researcher only gave the facilitation in process learning directly. DC was better to be used as alternative learning.

It was concluded that a good increase in student scores and learning to write recount texts could be made in the teaching and learning process of writing by using DC as a medium. Student writing problems can be stated that DC enhances students' writing abilities

Nana Sudjana (2013) Comics are defined as characters that are expressed in cartoon form and the reader feels entertained in the order of the story with the picture and is designed in a sequence that is closely related to the picture. According to McCloud, pictures and other symbols interpret comics as information and or aesthetic responses from their readers.

McCloud, (2008:9) said that DC was more effective, further in students of 8-J who were diligent, and they got the progress which showed that Media handphone or laptop was familiar in students. That can be utilized by students in learning positively. Therefore things that supports learning previous, then the fact DC was considered interesting and motivating students in learning

which was like being seen from questioner and interview. This matter supported theories previous that can reach the one goal in good and effective learning needed in high motivating students needed, the interesting material needed and strategy learning needed.

CONCLUSIONS AND SUGGESTIONS

This chapter is shared into conclusions and regarding the research findings and discussion. Those are presented as follows :

1. Conclusions

It is able to be concluded that teaching writing of recount texts using English DC are more effective and useful to be taught the grade students of junior high students. It is able to also be seen from their writing score in post test by using DC is higher than the students' writing score in pretest. Therefore, DC can be an appropriate media that can be used in teaching writing of recount text.

It means that in teaching writing, students who were taught by using digital comics (DC) had higher scores than those who were not. Based on the findings of the study, it can be concluded that there is better result between the writing ability of the eighth grade students of SMPN 2 Krian Sidoarjo taught by using DC than who were not taught by using DC. It can be seen in the result above that shows which the value was 93 % which the students really liked in teaching learning writing recount test through using DC and it was 7% which the students really disliked in teaching learning writing recount test through using DC. Therefore, The writing ability is known by the researcher between students who were taught by using DC and those who were not taught by using DC.

2. Suggestions

The researcher will give some suggestions related this research. The researcher hopes that these suggestions will be useful for teachers, students, and other researchers. The suggestions can be put forward as follows:

a). For Teachers

An English teacher must be selective in applying appropriate media in teaching and learning to write to increase motivation and a pleasant learning atmosphere for students. In this case alternative media can use digital comics to motivate, stimulate and improve student writing.

b). For Students

The use of digital comics is expected to enrich students' knowledge as a fun writing learning technique in teaching. The learning process of writing as their motivation in learning to write recount texts. Students must be actively involved in English classes and often practice English. When it's finished, learning English will be easy and fun.

c). For the Future Researchers

This research studied the recount study on teaching learning writing skill of recount texts. The results of this study are expected by other researchers to use as an additional reference for further research and in the future to describe a better learning process. In addition they also have to do research to find out the weaknesses that still occur. The purpose of this study is to find the best comic digital learning process in teaching writing and efforts to improve students' writing abilities..

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