

Graphic Novel Development as A Reading Media for Increasing Literacy Skill Of 8th Grade Junior High School Students

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ABSTRACT

This research believes that junior high school students in eighth grade need suitable and interesting reading material to develop their literacy skills which one way to achieve it is to design graphic novels of learning material on it. This research was designed in the form of design and development (D&D) model proposed by Richey and Klein (2007). The development model used in this research was Richey and Klein's (2007) ADDE model. The result was a graphic novel as an attractive literacy media that was developed for assisting eighth grade junior high school students' literacy skills. Based on the content validity judgment, the graphic novel was highly relevant to the twelve criteria of a good graphic novel with minor revision. The quality judgment was utilized to determine whether or not the graphic novel was already qualified to serve as a good literacy source by using expert judgment. There were two expert judges and twelve users who took role in judging the quality of the graphic novel. Based on the quality judgment, the graphic novel was categorized as excellent media. Thus, the graphic novel was categorized as excellent media for assisting eighth grade students' literacy skills.

Keywords: *Adolescents, Graphic novel, Literacy*

INTRODUCTION

Developing literacy is the way of getting people educated for being literate. Wilson (2016) states that literacy gives people benefit toward cognitive aspect. People can think from different point of view. Besides, becoming literate not only leads citizens to engage regularly in foreign activities (e.g. international meetings, science exchange, entering the study, etc.) but also contributes to progress in school and living (Rintaningrum, 2019). Keefe and Copeland (2011) state that humans must be equal to each other with the existence of literacy, in the sense of humans without a deficiency or disability. In addition, literacy must be an aspect to be able to respect one another. From this statement, it can be considered that literacy is a standard or aspect that should be possessed by humans themselves.

Moreover, as stated by Scribner (1984) that literacy is a perception in an individual with other individuals who are placed on different standards so that bias can be given a different type of education. It is worth agreeing that it is all true, that with the standardization mentioned by Scribner is what should have happened in society. Simply, from the above explanation, literacy means as a basic human ability in reading and writing regardless it is a fundamental human right or a perception that has stratified human life. What needs to be understood is that literacy is something that needs to be achieved to become a standard of living and part of human rights. In addition to developing the knowledge and potential of adolescents, literacy also functions as an enhancer of human ability in the real world.

Thus, literacy develops and can be developed from an early age, so generally, but the problem is when children begin to grow up and enter puberty. Therefore literacy in adolescents must be applied more intensely. Literacy can develop adolescents' knowledge so that it is not only trapped in their own world. Salyers and Mckee (2003) state that the early teenage brain is going through a growth spurt just before puberty and then a phase of "pruning" where highly used links between areas of the brain are reinforced and inactive links deteriorate. Literacy also means adolescents have extensive knowledge wherein they can use that to active interface with others. The adolescent brain demonstrates remarkable plasticity by improving the commonly utilized nerve connections, trimming inactive links, and increasing environmental vulnerability (Hawkrigde & Steinberg, 2018)

The literate young adolescents, as a result of their growth of literacy skills, would have the whole world other than them. It means adolescents can step out into the world to be a fulfilled and productive individual by improving their literacy skills since they have deep knowledge and use as their weapon to face the international market. Therefore, literacy ability should be seen as a base for youngsters in the need to become a highly educated person who is a specialist on what they are focusing on. Considering the importance of literacy and its relationship with adolescents, adolescents need to improve their literacy skills. But before that, it must be known to further address adolescents having fundamental differences compared to other level students. According to Curtis (2015) adolescents are prone to boredom and are still very unstable in learning. In addition, adolescence is a little of the human and another animal lifespan (Feldman & Elliot, 1995). Adolescence among humans is a complex, multi-system transitional process that involves the transformation from childhood immaturity and social dependence into adult life with the goal and expectation of fulfilled potential growth, individual responsibility, and social responsibility (Hollin, 2020). Salyers and Mckee (2003) also added that adolescent students have advantages in their more unique ways of thinking.

The above explanation was in line with Piaget's theory of cognitive development (Miller, 1989). Miller (1989) also added that cognitive changes should be summed up in terms of puberty Basic learning formula of Piaget: growth = physical maturation + emotional world experience + social experience + equilibrium (elimination of a moderate cognitive storm and tension induced by cognitive contradiction). A new form of thinking is created by neurological changes in early adolescence, combined with the new experiences possible in adolescence and the driving force of balance. Those characteristics of young learners and three stages of children's cognitive development must be understood before creating a

media for assisting children's literacy skills. . By considering those theories, the media that is designed would be right on target since every stage of adolescents has different characteristics. By focusing on early adolescents and adolescents themselves, so then this research prefers to develop literacy skills of 8th grade students of junior high school. This case becomes the reason that developing a graphic novel is one way to assist 8th grade junior high school students' literacy skill which is designed in the form of graphic novel as the learning media inside. Moreover, this graphic novel will be designed lifting adolescents' daily life stories in which material is inserted according to 8th grade junior high school students' syllabus. Because of that, 8th grade junior high school students need to develop their literacy skills in order to be skilled learners as it is defined as being literate.

Based on those considerations, this research believes that junior high school students in eighth grade need suitable and interesting reading material to develop their literacy skills which one way to achieve it is to design graphic novels of learning material in them. People use text and images in graphic novels to make inferences and synthesize information, both abstract and challenging skills for readers. No longer an underground movement that appeals to a small number of enthusiasts, graphic novels have been used to describe any book in a comic format that parallels a novel's duration and plot structure (Gorelick, 2019). For adolescents who are hard to reach through traditional texts, graphic novels can be a way in. Even those deemed poor readers gravitate toward these books, willingly and enthusiastically. The visual elements of graphic novels can pull readers who are not interested in reading, or who, despite being able to read, prefer gaming or watching media, into a story (Gownley, 2011).

Dual Coding Theory by Allan Paivio embraces the idea that the formation of mental images assists the learning process. The dual channel assumption of Paivio's theory establishes a verbal channel for processing verbal representations and the visual channel for processing visual and pictorial representations. As such, both visual and verbal elements represent information, working on the principle that recognition is enhanced by presenting information in both verbal and visual forms. Paivio (1986) asserts that "human cognition is unique in that it has become specialized for dealing simultaneously with language and with nonverbal objects and events" (p. 53). Using graphic novels clearly supports the notion of Paivio's DCT as the text embraces the interplay between words and images.

In understanding narratives, the theory explains that people rely on their own knowledge and experience to make sense while reading. As schemata facilitate both encoding and retrieval, it is pertinent when a student decodes and makes meanings from a graphic novel. It's important to encourage readers to look at all of the elements that make up a graphic novel when considering a graphic novel in a classroom or educational setting. Bucher and Manning (2004) suggest that a good graphic novel should "represent the best qualities of the literature genre" and be age-appropriate for young adults. According to Griffith (2010b) there are several criteria of a good graphic novel, such as:

1. The graphic novels have an interesting cover that correctly depicts the content.
2. The illustrations are arranged in a way that readers can easily follow the sequence.

3. The gutters (i.e., the spaces between the illustrations) aid comprehension or distract the reader.
4. The text is clearly readable with an appropriate font and font size.
5. The white spaces between the text, frames, and illustrations help readers move through the book, or are the pages too busy.
6. There a glossary to assist with vocabulary in nonfiction graphic novels.
7. There a table of contents or index to help readers locate information in nonfiction graphic novels.
8. The color palette (e.g., pastels, primary colors, sepia tones) aid the reader in understanding the tone and mood of the story.
9. The illustrations refine characterization by giving clues as to character emotion, mood, and personality.
10. The styles of art (e.g., abstract, impressionist, surrealist) fit the type of story or information in the novel or seems disjointed and out of place.
11. Both positive space (i.e., the objects in the illustrations) and negative space (i.e., the space between the objects) have been used to create a visually pleasing effect.
12. The illustrations provide enough context and action to keep the reader moving through the story.

Besides the criteria of good graphic novel above, there also the elements that build a graphic novel as described by Lee (2015), such as:

1. Panels and gutters
A panel is a single frame, or picture, of a graphic novel or a comic book with many frames. A single artwork showing a frozen moment is presented on the panel. When many panels exist, a little amount of space, termed a gutter, is typical, though not always, separated.
2. Description and words balloons
Speech balloons are a graphical convention that is most commonly used in graphic novel, comic and cartoon books to allow words (and less frequently, pictures) to represent speech or thoughts of a particular character in the comic board. Speech balloons (speaking, dialog bolts, words) are also used in comic strips.
3. Sound effects and motion lines
Sounds set the scene, signal something off scene, and add another layer to each story. Motion lines indicate how characters or objects are moving on graphic novel.
4. Art styles
Art styles is a style that used by art worker on their art. It can be realistic, surrealist and cartoon. For the graphic novel art worker tend to use few styles on their product depends on the type of graphic novel. If it is comedy, for example, the artist tend to use cartoonist style on their artwork and for action graphic novel artist tend to use realistic style on their graphic novel.

Moreover, there also steps that developer should be done in developing graphic novel as described by (Bendis, 2014), the steps explained below:

1. Sketching
As its name, sketching is a process that focuses on making sketch. The process is done by making whole pages of graphic novel that represent the story using many lines and undone shape of image.
2. Outlining

Outlining is a step after the sketch was done. In this step, unclear lines on sketch will get outline (a clear line) to clarify the definite shape of image.

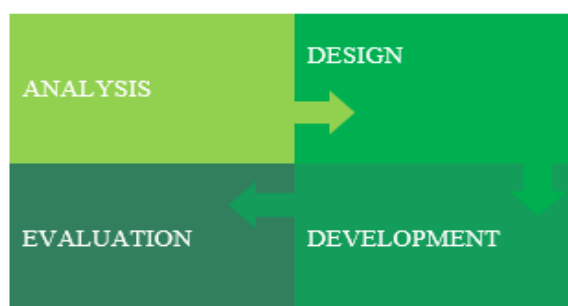
3. Colouring/Inking
Colouring is a term that describes how images are made more attractive. Traditionally this step namely “inking” because artist usually used ink to colour the image/artwork, but now on digital artist named this step as colouring because more flexible in colour chosen.
4. Giving effect and motion
After done in colouring/inking, there should be giving effect and motion. In this step artists adding some effect and motion in form of focus line and words’ sound effect to make the graphic novel more “life”.
5. Bubbling
Bubbling or giving bubble words is a step which artist adding bubble of conversation for their artwork/picture. Bubbling should be done after the image done, because it is easier to give it place without distract the picture.
6. Texting
The final step is texting, after a whole artwork has been done with its bubble word, there should be a text for illustration. Giving text should be clear enough to make reader easy to read the conversation.

So it can be concluded that in developing graphic novel, developer must know the criteria of good graphic novel as mentioned above. Preparing those criteria well also affected to the use of graphic novel that can be more optimize in that use should be.

METHOD

This research was designed in the form of design and development (D&D) model proposed by Richey and Klein (2007). According to Richey and Klein (2007), design and development is a structured method of design, development and evaluation that involves the development of instructional and non-instructional products and tools and modified or new developmental models. The development model used in this research was Richey and Klein’s (2007) ADDE model.

Figure 1. D&D Model by Richey and Klein (2007)



Analysis

In analysis, several steps needed to be analyzed. The first was doing an observation to find out kind of sources that used by teacher to improve their students’ literacy skill. The second was analyzing the literacy condition and students’ literacy sources, by using observation sheet. Therefore was the analysis

of teachers' interview to know the kind of source needed by students to enhance their literacy skill. The last was observing the syllabus to find out the topic for developing the graphic novel. In this stage, the basic competence of the study would be set for guidance for researcher to develop the product through the questioner and interview teachers and students of eighth-grade junior high school.

Design

In this step, the research designed the literacy source or graphic novel as product. The researcher designed the graphic novel which format included frame, panel, text bubble and illustration for visual elements. Thus, it also included text, glossary, table of contents, and footnote for additional information as verbal elements of graphic novel itself. There was a blueprint that was arranged based on the syllabus analysis as the guidance in designing the product. Specifically, the syllabus that use was the 2013's Curriculum for 8th grade junior high school students for two semester or for one academic year.

Development

The third step was development, the visual and verbal elements that had been designed on previous step had been developed into a prototype product in this step. The product developed base on the syllabus analysis into the final product in form of graphic novel.

Evaluation

The fourth step was evaluation, after the product had been developed based on the syllabus analysis, then the product was assessed by judges using expert judgement rubric and got appropriate eligibility. Then, the product was reviewed by users such as teachers and students of eight grade junior high school from two school that represented two types of people population. The review was using questioner which the question related to the eligibility of the product.

The subject of this study were the students of eighth-grade junior high school in Buleleng regency in the academic year 2020/2021, and also the teachers. The researcher had selected two junior high schools in Buleleng regency that represented two kinds of population which are rural and urban. Those are SMP Laboratorium Undiksha that represented the urban population and SMPN 2 Sawan that represented the rural population. According to UNICEF (2012), urban has characteristics, such as: (1) Population size is around 2.000 people in an area, or in globally it might be 200 and 50.000 people, (2) There is population density, (3) The major occupation in urban area is not engaged in agriculture, and (4) There are paved streets or electric lighting. SMP Laboratorium Undiksha was matched with urban population for its students because of the location that can be categorized in the middle of the city center. Thus, according to Housing Assistance Council (HAC) (2008) states that rural has characteristics, such as: (1) There are few people live in one area, (2) There is limited access, and (3) There are considerable travelling distance for working and everyday living activities. SMPN 2 Sawan were matched with the condition of rural population because of the location of this school about almost 20km from the center of city. From those school, the quantity of subject that conducted were 12 people consisted of 5 students and 1 teacher from each schools. The object of this study was the development of graphic novel as a literacy source to enhance students' literacy

skill. The graphic novel consisted of 23 topics from 12 basic competencies and was arranged to 7 chapters of graphic novel itself.

In this study, there were two forms of data processing, such as qualitative and quantitative analyzes of results. Qualitative data processing was derived through quantitatively analyzed evaluation and record analysis. The interpretation was examined by the making of notes. The interview was analyzed into the qualitative data processing process Miles and Huberman (1994). The processes were data reduction, data display, and drawing of conclusions. The analysis of the document was analyzed as descriptive. Meanwhile, from the expert judgment sheet analyzed the product (graphic novel), quantitative data analysis has been obtained. The results were calculated via Nurkancana and Sunartana as cited in the formula of Budiartini et al. (2013) as follows.

Table 1. The categories in rating the quality of the product by Nurkancana and Sunartana (1992)

Score	Criteria
$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi+1.5Sdi$	Good
$Mi-0.5Sdi \leq X < Mi+0.5Sdi$	Average
$Mi-1.5Sdi \leq X < Mi-0.5Sdi$	Below Average
$X < Mi-1.5Sdi$	Poor

Description:

X = mean

Mi = Mean Ideal

Sdi = *Standar deviasi ideal* (Standard deviation)

FINDINGS & DISCUSSIONS

Analysis

The data collected by doing an observation to find out kind of sources that used by teacher to improve their students' literacy skill. Afterward, the students' literacy conditions and learning styles were analyzed by using the observation sheet. Therefore, teacher interviews were conducted to know the kind of source needed by students to enhance their literacy skill. The last was observing syllabus to find out the topic for developing the graphic novel. In this stage, the basic competence of the study would be set for guidance for researcher to develop the product through the interview teachers of eighth-grade junior high school. Thus, there were four data that should be analyzed, namely the data from observation sheet, interview guide, and eighth-grade junior high school students' English syllabus.

From the observation that conducted at the library of SMP Laboratorium Undiksha, it presented that the library had a lot of books from many genres. The genre such as educational, fiction/non-fiction novel, autobiography, dictionary, encyclopedia, etc. Moreover, they also had several graphic novel, but unfortunately, there were no graphic novel that related to students/adolescent's life and contained by learning material. The observation that conducted at SMPN 2 Sawan also showed the same condition in their library. Yet, in SMPN 2 Sawan's library there were no graphic novel. Thus, it could be concluded from both school's library that there were no graphic novel attracting student's interest in reading. If

there was a graphic novel, it did not contain learning material and relate to student's life.

Moreover, the observation presented that in SMP Laboratorium Undiksha there were literacy development program which students were allowed to read every kind of book they liked. This program ran effectively before Covid-19 and students were very interested with the program that school made. Even though they have a good interest in the program, students tend to choose the books they read, sometimes very far from the books that students their age should read. In SMPN 2 Sawan, there was also same program that started fifteen minutes before the first class begins. Students also allowed to read every kind of book that student liked. Students could bring book from their homes or borrow that from the library, but this program did not run effectively because students had a lack of interest in reading. The reason was because most of the students rarely bring their own books, then borrow books from the library, as a result the books that are borrowed are limited to formal educational books, which are less attractive for them to read. Those observations showed that students did not have a source that attractive enough and contain learning material in it.

Furthermore, the interview aimed at collecting several information from the teacher. The information focused on literacy development programs, attractive books' sources, and students' interest in reading (literacy development). The interview was conducted at SMP Laboratorium Undiksha on the 14th October 2020 while on the 12th October 2020 at SMPN 2 Sawan. The interview showed at SMP Laboratorium Undiksha that students were quite interested in reading through literacy developing program, but the reading source that read by student quite deviates from what they should be, in the sense that most of them do not match the reading they were supposed to read, such as love novels and random comics. Almost the same as what happened at SMP Laboratorium Undiksha, at SMPN 2 Sawan, students besides being less interested in reading, there they also find less reading that catches their attention because of the lack of reading sources that suit their needs, were interesting and contain educational value in them.

The document analysis was a process used to examine and evaluate the document so that the document could be understood. In the current study, the document was eighth grade junior high school English syllabus. By analyzing the eighth grade junior high school English syllabus, the data required for designing the product can be acquired. Based on the analysis, it was found that there were thirteen basic competencies on the syllabus, but only twelve that used in developing the product. One of the basic competencies could be used as a reference because it is practical competence, namely a popular song. Thus, only twelve basic competencies that used in this product as references be used.

Design

The developed product was designed based on the syllabus analysis then the blueprint was made. The blueprint is made based on the analytical syllabus previously described, by entering the chapter number and material that will be in the final product, namely the graphic novel.

Table 2. Graphic Novel Blueprint

Number of Chapter	Story Framework	Number of Basic Competencies
01 "Start"	The introduction of the main character, Budi, where the main character (Budi) meets the side character (Agus) and they go to school together in a hurry because they are late and get punishment from the teacher. When they got to class they got a warning from the class secretary (Putri).	1,6,7,8,10
02 "The Big Three"	Telling a flashback a week ago when Budi was elected as class leader defeating two other candidates in his class (Putrid and Adam). Here also explains the rules that exist in class and why Budi gets sanctions from the secretary.	3,4,7,8,10
03 "Effort!"	Back in the present, where Budi is cornered to pay a fine and ends up losing his allowance for a week, finally looking for ways to earn money, Budi and Agus go around the school looking for additional work but all in vain.	4,6,7,8,10
04 "Brother"	Budi finally decided to ask his brother, Iwan, an artist, to help. Budi really avoids his older brother because of his strange character, but in the end Budi is desperate to ask Iwan for help.	1,7,8,10
05 "Patience"	Iwan agreed to help Budi, he explains how difficult Budi is going to do the job, but Budi underestimates it. Finally, Budi is consumed by his own words and is stressed by the work that Iwan gives him, even though in the end it works, Budi still has a bad luck because Iwan teased him.	1,5,6,7,8,10
06 "Hidden Belt"	Budi walked sleepily to school, complaining continuously. Budi meets someone Budi doesn't want to meet the most, namely Putri. He thought something bad would happen if he met that girl, and sure enough, there was chaos in the class when they arrived, Budi was almost the target of the chaos, but before that happened, Putri stopped the chaotic situation.	6,7,8,10,11
07 "Fate"	The lesson is over, Budi and Agus sit back and relax in the school garden, they chat casually before finally Putri messed up. There they were summoned to the planters' room for destroying the school garden. Budi realizes that maybe he thinks too negatively about Putri and Agus, finally Budi decides to seriously start making friends with the two of them.	7,8,10,12

Development

From the blueprint that has been done before, a graphic novel product has been made using adaptation of (Bendis, 2014)'s steps in developing graphic novel. There were six steps that used as described below:

Sketching step, it focused on sketching from the graphic novel, panel by panel, character by character and bubble per bubble. This process required tools and materials. For tools, namely the Clip Studio Paint Ex application and pen tab, then for the material is the story blueprint from the novel graphic based on the syllabus. Clip Studio Paint Ex. used to draw the sketches and pen tab used as the

adapter for drawing process. The process has started by creating a rough outline of the panels and characters, with overlapping lines and the rough outlines of an image. Many lines are used in this process, its function itself is to ensure the best line for the next process. The sketch is made based on the material, the blueprint of the novel graphic that has been previously made. By understanding the contents of the story framework, sketches can be made according to the needs of the story itself. Below is a picture of the process of making a sketch using the Clip Studio Paint Ex. application with A5 paper size based on the blueprint of the graphic novel.

Outlining step, the outline that was already in the sketch would be lowered in opacity. Then then the panels begin to be created with the panel tool, one by one. After paneling was complete, then each panel was adjusted according to the sketch. Each panel was then drawn with a sketch that is more characteristic and clearly illustrated. The next step was to lower the opacity of the image for each panel again. At the end, make an outline with clear and neat lines and the necessary shading.

Coloring/Inking step focused on the background and character coloring. The aim was to make the image more attractive and lively in terms of expression. Selection of the background based on the expressions of the characters in the panel. In this process, it was also ended by giving a gradient to the background and characters to make it look more dimensional.

Giving effect and motion step, it focused on adding additional ornaments in the form of motion effects and voice effects. In this process, the focus is on adding a sense of action to the graphic novel. Giving motion effects and voice effects also to focus on the image through scattered. After all the drawing process was complete, it was continued with the bubbling process. In this process the word balloons were placed according to the sketch that was made at the beginning of the drawing process. Word balloons are made and directed according to which character was speaking. The size of the balloon was adjusted according to the number of words/sentences that will be inserted in it, also according to the required emphasis. Texting step was the end of the comic creation process before saving it in a readable file. In this process, conversation sentences are placed in balloons in clear and easy-to-read fonts.

Evaluation

The graphic novel was validated using two types of expert judgment: content validity and quality judgment. Besides evaluated by using expert judgment sheet, there were also review from users. The users were divided into two types of users review: teachers and students. The evaluation's details can be found below.

Content Validity Judgment

The content validity judgment was used to evaluate the graphic novel's content against the criteria of a good dictionary proposed by (Griffith, 2010b) which is linear with Pavio's Dual Coding Theory about visual imagery and verbal in gathering information. The content validity judgment was done by two expert judges that was a lecturers in English Language Education at UNDIKSHA who represented as the Media Development expert. The expert judges used twelve criteria in content validity evaluation to determine the graphic novel's relevance.

The content validity rubric result was examined using the Gregory formula, which can be seen in the table below:

Table 3. Gregory Formula for Content Validity

		Judge I	
		Relevant	A=0
Judge II	Irrelevant	C=0	D=12

Gregory **Formula:**

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

$$\text{Content Validity} = \frac{12}{0+0+0+12}$$

$$\text{Content Validity} = \frac{12}{12} = 1$$

The graphic novel's content was highly relevant to twelve criteria of a good graphic novel with minimum revision, according to both expert judges' content validity judgments. There were four aspects of the graphic novel content that were revised as a result of the expert judges' changes, including: (1) Cover, (2) Number of pages, (3) Sentence, and (4) Glossary.

On the cover, there were three revised parts, such as the main title of the graphic novel, the placement of unnecessary content and the name of the author. In the main title (Budi's diary) graphic novel, the word 'diary' was not very visible because the color selection is too soft. Because of this, the color selection is reviewed and changed to a more visible color. The word 'diary', which was originally pink, was changed to orange. In the page numbering, there was an error in the placement of the page number which caused the page number to not be clearly visible on some pages. This was due to its placement colliding with several panels in the graphic novel. Therefore, the page numbering solution is moved to the top right corner which was not overlapping with panels. The sentences in the graphic novel did some changes. The sentences were revised for several reasons: a typographical error, an English grammatical error, and a lack of clarity. In the spelling error section, there was an error in the writing of some on some pages. Many of them lack or excess words in writing. In the English grammatical error part, some of the sentences have grammatical structure errors. Errors occur especially more in the simple continue tense. The error in the grammar caused the lack of clarity of the information to be conveyed. On glossary, there was a revision from judges. The revision was about the amount of sentence list that not a lot enough. There were only twelve sentences and its means on there. From that revision, the number of sentences finally multiplied to twenty sentences.

Quality Validity Judgment

The quality judgment was utilized to determine whether or not the graphic novel was already qualified to serve as a good literacy source. Two expert judges and twelve users filled out the quality evaluation. The expert judges were a lecturer in English Language Education at UNDIKSHA and the users were two teachers and ten students from SMP Laboratorium Undiksha and SMPN 2 Sawan. The Nurkancana and Sunartana (1992) formula was used to calculate the quality judgment findings. The experts and users utilized a quality judgment rubric with

12 criteria and a score to rate the quality of the graphic novel. The lowest score was 1 and the highest score was 5. As a result, the minimum and maximum accumulated scores were 12 and 60, respectively. After determining the minimum and maximum accumulated score, the analysis was carried out to determine Mi and Sdi in order to obtain the rating score of each criteria using the Nurkancana and Sunartana (1992) methodology. It was calculated using the formula below.

Table 4. The Accumulated Score of Each Criteria in Nurkancana & Sunartana Formula

Score	Criteria
$X \geq 54$	Excellent
$42 \leq X < 54$	Good
$30 \leq X < 42$	Average
$18 \leq X < 30$	Below Average
$X < 18$	Poor

The result of each quality judgment by experts and users was measured after discovering the accumulated score for each criteria in (Nurkancana & Sunartana, 1992) Formula. It was discovered that: (1) the total score of the first expert Judge I on the quality judgment was 57 which categorized as Excellent, (2) the total score of the second expert Judge II on the quality judgment was 57 which categorized as Excellent, (3) the total score that given by the first user (teacher) on the quality review was 57 which categorized as Excellent, (4) the total score of second user (teacher) on the quality review was 59 which categorized as Excellent, (5) the mean score of total five students from SMP Laboratorium Undiksha was 56,8 which categorized as Excellent, (6) the mean score of total five students from SMP N 2 Sawan was 59,2 which categorized as Excellent. Furthermore, the graphic novel entitled Budi's diary was judged to be an attractive literacy source media.

After revising the graphic novel's content, it was judged in order to evaluate the graphic novel's quality using quality judgment. In the quality assessment, there were two judges and twelve users. The quality judgment result was calculated using the Nurkancana and Sunartana (1992) formula. It was discovered that the total score of the first expert judge was 57 which categorized as Excellent, the total score of the second expert judge was 57 which categorized as Excellent, the total score that given by the first user (teacher) on the quality review was 57 which categorized as Excellent, the total score of the second user (teacher) on the quality review was 59 which categorized as Excellent, the mean score of total five students as users from SMP Laboratorium Undiksha was 56,8 which categorized Excellent and the mean score of total five students as users from SMP N 2 Sawan was 59,2 which categorized as Excellent. Based on the total scores, the graphic novel could be classified as an excellent literacy source.

Furthermore, the current study's result was linked to earlier research. The study's graphic novel was made up of words in the education field based on issues from the eighth grade English syllabus, which were supported up by research of Wong et al. (2016) that showed students exhibited greater reading comprehension performance after reading graphic novels regardless of their varying cognitive

styles and prior English reading abilities. In addition, students who read the graphic novels expressed a greater interest in exploring the topic further, as indicated by the number of further references they selected.

The graphic novel as an attractive literacy source for students in increasing their literacy skills. This was supported by Pishol and Kaur (2015) showed that the students perceived the use of the graphic novel and the multi literacies approach in their reading class positively because they felt that the lessons were engaging, enjoyable and interesting. This supported the views of the ESL teacher who advocated the inclusion of multimodal pedagogical practices in the learning context to promote positive outcomes. Besides, that statement was also related with Greenfield (2017) research that founded understanding the history of image-based narrative helps explain why students, why people are drawn to comics. These stories can be used to engage learners of all ages and of all languages, to educate individuals, and communities about the evil as well as the good that humans are capable.

After all, the product of current study had differences from those previous studies. The majority of previous studies focused on the use of graphic novels for students. The process of developing graphic novels, as well as the contents of graphic novels, established it apart from previous research. The previous studies did not include a development process, however, the current study did. In addition, as an addition to the information based on the eighth grade English syllabus, the graphic novel includes footnotes. Furthermore, the graphic novel was developed specifically for eighth grade students and can be used by both urban and rural junior high schools. As a result, the graphic novel product had differences from previously published research.

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