

REFERENCE

- Allen, K., & Ingulsrud, J. E. (2003). Manga literacy: *Popular culture and the reading habits of Japanese college students*. *Journal of Adolescent & Adult Literacy*, 46(8), 674-683.
- Ammons, Margaret (1964). "Purpose and Program: How Does Commitment Today Differ from That in Other Periods," Associate Secretary of ASCD: Educational Leadership.
- Bickers, J. (2007). The young and the graphic novel. *Publishers Weekly*.
- Bowen, G.A. (2009). *Document Analysis as A Qualitative Research Method*. *Qualitative Research Journal*, 9(2),27-40.doi:10.3316/QRJ0902027
- Bucher, K., & Manning, L. (2004). Bringing graphic novels into a school's curriculum. *The Clearing House*, 78(2), 67-72.
- Carter, J. B. (2007a). *Building literacy connections with graphic novels: Page by page, panel by panel*. Urbana, IL: National Council of Teachers of English.
- Clay, M. (2000). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Coker, L. (2016). *Art and Text research: An Exploration of the Graphic Novel*, Texas: Baylor University..
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications, Inc
- Eisner, W. (1985). *Comics and sequential art*. Tamarac, FL: Poorhouse Press.
- Eisner, W. (1985). *Comics and sequential art*. Tamarac/FL: Poorhouse Press.
- Elmubarok, Zaim.(2008).*Membumikan Pendidikan Nilai*, Bandung: Alfabeta
- Eyre, Linda and Richard E. (1993). *Teaching Your Children Value*. New York: Fireside
- Gorman, M. (2003). *Getting graphic! Using graphic novels to promote literacy with preteens and teens*. Worthington, OH: Linworth.
- Gravett, P. (2005). *Graphic novels: Everything you need to know*. New York, NY: Collins Design
- H. Yıldırım, Askin.(2013). *Using Graphic Novels in the Classroom*. Published in *Journal of Language and Literature Education*, 8, 118-131
- Hales, David. (2010). *An Introduction To Triangulation*.UNAIDS Monitoring and Evaluation Fundamentals
<http://www.readwritethink.org/classroom-resources/lesson-plans/pictures-tell-story-improving-1102.html>

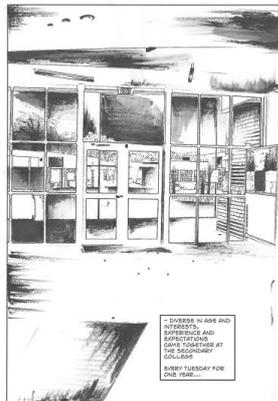
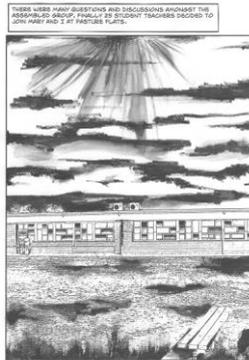
- James, Earle William (1992) *Introduction to philosophy*, Singapore: McGrawHill Inc., p. 29
- Kress, G and Van Leeuwen, K., (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold
- McLaughlin, Lori (2018) . *Graphic Options: A Comparison of Stories and Their Graphic Novel Counterparts*. Texas Association for Literacy Education Yearbook. Vol. 5.
- Norman K., Denzin (1978) *The Research Act: A Theoretical Introduction to Sociological Methods*. Chicago: Aldine. (3rd edn. Englewood Cliffs, NJ: Prentice Hall, 1989.)
- O'Halloran, Kay L. and Smith, Bradley A. (2010). *Multimodal Text Analysis*. Published in National University of Singapore.
- O'Halloran, Kay L., & Smith, Bradley A., (2009). *Multimodal Text Analysis*. Journal National University of Singapore. 1(1).
- Ekman, Paul, and Wallace V. Friesen., (1972) "Hand Movement". *Journal of Communication*. 22(4):353-374
- Phelps, V. L.. (2011). *Pedagogy of Graphic Novel*, The Faculty of the Department of English : Western Kentucky University..
- Rajendra, T. R. (2015) . Multimodality in Malaysian Schools: *The Case for the Graphic Novel*. Malaysian Online Journal of Educational Sciences. Vol. 3 (2), 11 - 20.
- Rani R., Thusha (2015) *Multimodality in Malaysian Schools: the Case for the Graphic Novel*. The Malaysian Online Journal of Educational Science, vol. 3(2)
- Schodt, F. L. (1996). *Dreamland Japan: Writings on modern Manga*. Berkley, CA: Stone Bridge Press.
- Shava, GN.et al. (2021) *Qualitative Content Analysis, Utility, Usability and Processes in Educational Research*. National University of Science and Technology, Zimbabwe. International Journal of Research and Innovation in Social Science (IJRISS), vol. 5(6), doi:2454-6186

Appendix 1

The graphic novel: teaching to learn.

Teachers have 2 show they care.
 -Don't ignore the boys or chicks.
 -NEVER bring back the cane.
 Be kind
 Food is Free
 No HEALTHY food, ONLY FRUIT
 nicely
 No yelling
 Stay calm & in control of the class.

Be kind
 No yelling
 understanding
 No baby Treating



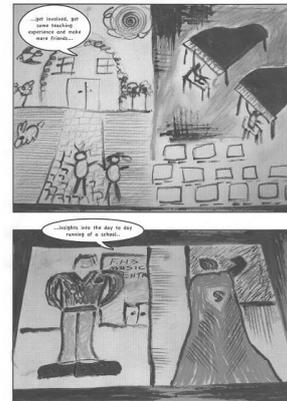
Jumping to the end

Sometimes Awful, sometimes weird, often discomforted and uncomfortable. The year of Pastore Plus participated much discussion, cooperation and reflection. Some in public and others more private - many moments were simply not heard or glimpsed. Each page in this graphic novel began as a photograph accumulated into short or small moments to bring our group to you to write your into our worlds. Before diving these moments to these pages I firstly thank the stories with our year 8 and year 9 students.

The (imagined) past and imagining the future



Early days at Pasture Flats



Meeting and missings (2)





Student mentors

WHY DID THESE 18 YEAR 9 AND 10 STUDENTS ASK TO BE MENTORS? I ASKED THEM AND THEY SAID THEY WANTED TO BE TEACHERS. I SAID TO THEM, "DO YOU WANT TO BE A TEACHER?" THEY SAID YES. I SAID, "DO YOU WANT TO BE A TEACHER?" THEY SAID YES.

WHY SHOULD THESE YOUNG PEOPLE WANT TO WORK WITH ME? I WANT TO KNOW OF THEIR INTERESTS, PERSPECTIVES OR CONCERNS?

HOW DO YOU FEEL ABOUT BEING A MENTOR? I FEEL LIKE I AM HELPING THEM AND THEY ARE HELPING ME.

IN THE BEGINNING, I WASN'T SURE IF I HAD THE SKILLS TO BE A MENTOR. BUT AS I GOT USED TO IT, I REALIZED THAT I WAS A GOOD MENTOR.

I ENJOYED APPROACHING THEM AND SHARING IN A CONVERSATION ABOUT THEM.

I DISCOVERED THEY HAD MANY MORE SKILLS THAN I THOUGHT. I WAS TRANSLATED, WHICH MEANT I HAD TO TRANSLATE THEM MYSELF.



I HOPED THAT SOME OF THE STUDENTS OR MENTORS WOULD BE INTERESTED IN MY RESEARCH. I HAD A FEW PARTICIPANTS IN MY RESEARCH. I HAD A FEW PARTICIPANTS IN MY RESEARCH.

I DECIDED TO TAKE A COFFEE AND ATTACHED THIS LETTER WITH MY STUDENT'S.

HOW DO YOU FEEL ABOUT BEING A MENTOR? I FEEL LIKE I AM HELPING THEM AND THEY ARE HELPING ME.

WHY SHOULD THESE YOUNG PEOPLE WANT TO WORK WITH ME? I WANT TO KNOW OF THEIR INTERESTS, PERSPECTIVES OR CONCERNS?

HOW DO YOU FEEL ABOUT BEING A MENTOR? I FEEL LIKE I AM HELPING THEM AND THEY ARE HELPING ME.

IN THE BEGINNING, I WASN'T SURE IF I HAD THE SKILLS TO BE A MENTOR. BUT AS I GOT USED TO IT, I REALIZED THAT I WAS A GOOD MENTOR.

I ENJOYED APPROACHING THEM AND SHARING IN A CONVERSATION ABOUT THEM.

I DISCOVERED THEY HAD MANY MORE SKILLS THAN I THOUGHT. I WAS TRANSLATED, WHICH MEANT I HAD TO TRANSLATE THEM MYSELF.



WHY DID THESE 18 YEAR 9 AND 10 STUDENTS ASK TO BE MENTORS? I ASKED THEM AND THEY SAID THEY WANTED TO BE TEACHERS. I SAID TO THEM, "DO YOU WANT TO BE A TEACHER?" THEY SAID YES. I SAID, "DO YOU WANT TO BE A TEACHER?" THEY SAID YES.

WHY SHOULD THESE YOUNG PEOPLE WANT TO WORK WITH ME? I WANT TO KNOW OF THEIR INTERESTS, PERSPECTIVES OR CONCERNS?

HOW DO YOU FEEL ABOUT BEING A MENTOR? I FEEL LIKE I AM HELPING THEM AND THEY ARE HELPING ME.

IN THE BEGINNING, I WASN'T SURE IF I HAD THE SKILLS TO BE A MENTOR. BUT AS I GOT USED TO IT, I REALIZED THAT I WAS A GOOD MENTOR.

I ENJOYED APPROACHING THEM AND SHARING IN A CONVERSATION ABOUT THEM.

I DISCOVERED THEY HAD MANY MORE SKILLS THAN I THOUGHT. I WAS TRANSLATED, WHICH MEANT I HAD TO TRANSLATE THEM MYSELF.

THE BEST MOMENT FOR ME WAS IN THE PASTURE FLATS. I WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS.

I ENJOYED APPROACHING THEM AND SHARING IN A CONVERSATION ABOUT THEM.

I DISCOVERED THEY HAD MANY MORE SKILLS THAN I THOUGHT. I WAS TRANSLATED, WHICH MEANT I HAD TO TRANSLATE THEM MYSELF.

July 13
Dear Alice,
I was so happy to get your email about yesterday. I am so glad that you will be challenging to the approach. I hope you enjoyed your holiday. Our students have been so happy to see you. They are all well and happy. I hope you enjoyed your holiday. Our students have been so happy to see you. They are all well and happy.

ELUSIVE FRIENDSHIP

HE SEEMED LIKE A GOOD FRIEND, BUT HE WASN'T. HE WASN'T A GOOD FRIEND. HE WASN'T A GOOD FRIEND. HE WASN'T A GOOD FRIEND.

SOMETIMES I SAW HIM AT THE PASTURE FLATS. HE WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS.

AFTER THE FIRST TRACKING PLACEMENT, I HAD TO TRANSLATE THEM MYSELF.



Counting

SCOTT KEPT A RECORD OF HIS COUNTING. HE WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS. I WAS THERE FOR A COUPLE OF WEEKS.





I understand the importance of setting up spaces that allow opportunities for those who struggle... I've never known two people who love basketball so much!

What are "endearing" girls made of?



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Teaching by preaching



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



What are "outspoken" girls made of?



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...

Teaching by hand



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



Back to work... I would print up photos from the previous sessions and put them up on the wall...



			“...no baby treating..”	and Kim asked the students to share their thoughts about teacher. In this statement, there is found the value of “honesty” on the sheet of paper.
2	Jumping to the end	1.) Meeting and Missing Page 21:	“In the car I saw that he had changed but one word. He had crossed out ‘grandma’ and written ‘nan’.”	In that sentence Kim tries to approach and familiarize herself with her students. And when this was done, Mary got an interesting story about her grandmother from one of her students. In this case found the value of "honesty" because Mary tells the reader what happened at that time.
		Page 22 :	“we had to ask him to leave. But heh has a job”	In this dialogue Kim ask to assistant of principal about one of the student that missing from her final meeting. And there found the value of “Honesty” that is assistant principal told Mary that one of the student that her still on work

3	Early days at Pasture Flats	1.) The (imagined) past and imagining the future Page 25:	“...draw yourself when you were at school.”	In this case Mary and Kim want the student teachers to describe themselves during their school days. In this case, we can found the value of “Honesty” in the sentence that Kim wants students to be honest about their situation in school
		Page 26:	The drawing of student teacher	In this case Mary and Kim want the student teachers to describe or drawing themselves during their school days. In this case, we can found the value of “Honesty” in the picture. That teacher students describe with drawing about how to be teachers who can accommodate the students in the class
		Page 27:	“ I really want to learn strategies for teaching”	A student who describes how to be a good teacher. In this case there is a value of “honesty” which is a saying about curiosity.
		2.) Meeting and	“...Yumi commented that Stevie may spend	In this case it is said that Stevie is a person who is only noticed after a few

		missings (2) page 30:	a lot of her time in a manga fantasy land...”	days According to one of his friends, Yumi, Stevie is rarely present in class. Because he often goes to Manga Fantasy Land. As before in this context there is a value of “Honesty” which describe someone who rarely participates in activities.
		3.) Breaking the ice with the Yr 8’s Page 31:	Mary: what do you mean by “baby treating” Anthony?” Anthony: “you know, it’s a bit like big brother – teachers make alliance...”	In this case, it was explained that Mary wanted to listen to Anthony explanation regarding the sentence “ baby treating” which was then explained by Anthony. In this case there is a value of “honesty” in this sentence, where Anthony explains the meaning of the sentence “baby treating”
		4.) Student mentors Page 34:	“ 2 minutes I’m teaching Japanese and the next .. I start worrying.”	The comic explains how confused one of the students is about how to be a good teacher. In this case the student also asked for opinions regarding this matter through a letter to

				Pasture Flats. In that sentence there is a value of “honesty” listed there. This can be explained how worried one of the students is about how to teach well and he asked the Pasture Flats through the letter.
		5.) Elusive friendship Page 37:	“Sometimes I saw him at lectures on the uni campus” “He spoke in half sentences...”	In this sentence Mary describes Stevie who is rarely present in class these days. From this sentence there is a value of “honesty” where Mary explain how Stevie attitude and activities are while in the Pasture Flats
4	Working towards the art exhibition	3.) Stained hands - page 45:	“ I was expecting Nic to tell me about himself ...”	In that sentence Kim tried to get closer to Nic. And want to know more about him. In this case there is a value of “honesty”. Why it could be said that? Because Kim said she wanted to know more about Nic.
		4.) What are “bubbly” girls made of? - Page 47:	“ Kristen also kept a journal... ..I have to confess that times	In this case Kristen said that he was lacking in communicating with other members, because he felt the group was to much of joking and not

				focused on the main thing. In this context there is the value of “honesty” in which she expresses feelings in a journal about the situation of the group that is not conducive.
5	Visiting the university	1.) Excursions - Page 53:	“ I’d like ... My dad’s bos’ son is like ,....”	At that time, Kim asked “what do you want to do in university?”, then they say what they want to see the rocket engine. In this case it can be found the value of "honesty" because the students said what they wanted.
		- Page 57:	“ Daniel and Anthony offered to carry...”	In this case, Kim told Daniel where the two of them were from, then they explained the incident to Kim. In that context, there is a value of "honesty", because Daniel explains in detail the incident
6	Back to work	2.) What are “endearing” girls made of? - Page 62:	“I am looking forward to working on your research but I am not really sure	The email sent by Aileen gives us an idea that Aileen wants to participate in Kim’s research but because she is not sure she has

			what we will doing?...”	withdrawn her intention to participate. In this case there is a value of “honesty” because Aileen gave her reasons so she couldn’t follow Kim’s research.
		-Page 63:	“....I have never been a stamp collector, but I used to love collecting pen pals!...”	The Letter sent by Aileen said that she likes to collect stamps but Kim said to difficult for collecting stamp today. Then Kim explained that she likes to collect work from Pan Pals. In this case there is a value of “honesty” because Kim expresses his fondness for collecting work from pen pals
		3.) Teaching by preaching Page 65:	“ I couldn’t help myself, I told them the story of my yr12 Japanese class....”	Here Kim tries to explain a picture of the curve that he describe. Then he explained that the idea of the shape of the curve was the result of learning in Japanese class. In this case there is a value “honesty”. Kim explain his past when he was still attending Japanese classes.

		<p>7.) <i>ningen ga banjisaisoo ga uma</i> - Page72:</p>	<p>“ I am not good in public...”</p>	<p>In the journal Yumi explain that she is not confident about speaking in public. Therefore he lacks in interaction, In this case there is a value of “honesty”. Because he said in his journal about how hard he is to communicate with people.</p>
		<p>8.) Speaking whose words? - Page 74:</p>	<p>“ ...I am worried that I am attached to the power...”</p>	<p>In this context Kim want to consultation about how to teach in class with Mary. And Mary give some solution to Mary about the problem. In this case there is a value of “Honesty” because Mary give some feedback to Kim about that.</p>
7	<p>Forging a capacity to love?</p>	<p>1.) The “keeper” - Page 77:</p>	<p>“ ...it means that school should be for everyone not just the perfect”</p>	<p>In this case Anthony to Samuel regarding the broken part, and provides and an explanation through terms. In this context there is a value of “honesty” because Anthony gives words that can make us realize</p>

				that all students are equal.
		3.) What is real? Real teaching - Page 80:	“ You know I’ve always”	The dialogue mentions Kim who feels like a failure as a teacher when he has no material to convey. In this case there is a value of “honesty”. Because he talked about the problems he was facing
		4.) Common experience? - Page 83:	“ I have not been comfortable...” “ You know I was terrified...”	When the debrief, several people expressed their respective opinions and then some of them said that being a teacher was not easy. In this case there is a value of “honesty”. Because in the person expresses their own problems.
		6.) Silence - Page 86	“.. I try to make her feel comfortable...”	In journal written by Marda’s she describes her desire to be closer to Aileen. In this case there is a value of “honesty”, this is because Marda tells of her effort to approach Aileen.

2. Not giving up

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
-----	---------	----------------------	--------------------------------	-------------

3	Early days at Pasture Flats	1.) The (imagined) past and imagining the future - Page 25:	“ as always, there was some nervous laughter, stilted chatter and resistance to picking up something other than a pen”	In this case, Mary describes the condition of the students who were given a sheet to write down what they did in school. In that sentence there is a value of “not giving up”. It can be seen that even though these students feel nervous they still do what they are assigned
---	-----------------------------	--	--	---

3. Self confidence

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
1	Getting all the ‘students’ onside	Page 2:	“ isn’t that your job!”	This dialogue occurs when Kim and Mary ask students in year 8 and 9 join a group as teachers. And the student ask why should be them that join in this group. There is found the value “ self-confidence” which the student confidently asked about Mary’s request to join the group .
		Page 7:	“ the pasture flats cohort is open to primary	In the dialogue Mary speaks to the student who will join her. It is

			and secondary students even though it is located at secondary...”	about the state of the class later. In this case, the value of "self-confidence" education can be found in the dialogue.
2	Jumping to the end	1.) Meeting and missings - Pages 19:	“Yeah you got it wrong on all the stories. But don’t worry we fixed it up on the paper”	In the dialogue Kim felt that there was something wrong with the story that was made, but one of his friends named Blaine tried to fix it. In this context there is a value of "self-confidence" shown by Blaine who can confidently fix this
3	Early days at Pasture Flats	1.) The (imagined) past and imagining the future - Page 26:	“ I expect to be able to learn to be a good teacher who can accommodate student needs.”	In this case Mary and Kim want the student teachers to describe or drawing themselves during their school days. In this case, we can found the value of “self -confident” because in this context he tries to give his best and believes in good result.
		- Page 27:	“ I really want to learn strategies for teaching”	In this case Mary and Kim want the student teachers to describe or drawing themselves

				during their school days. In this case, we can found the value of “self -confident” because in this context he tries to give his best and believes in good result.
4	Working towards the art exhibition	1.) Machiavelli’s survivor - Page 42:	“ yeah... I am not that good though, but ya gotta keep tryn’..”	In this case Kim tried to continue the conversation with Aaron and asked which basketball team he would join. Then he said he join the Tigers team. From that sentence, there is a value of “self-confidence” this is because Aaron even though he is not sure of his abilities, he still joins the team
6	Back to work	2.) What are “endearing” girls made of? - Page 64:	“ I had faith that this project would facilitate our”	In the journal that was written by Kristen’s he had faith in the project they were working on and had high hopes for the project. In this case there is a value of “self-confidence” because she is very confident

				that this project can give the best result.
		6.) The butterfly - Page 71	“ ...Carlotta spoke to the group...”	In this case Carlotta spoke in front of the group during the session. In this context there is a value “self-confidence”. Because he dared to speaks in front of the group
7	Forging a capacity to love?	3.) What is real? Real teaching - Page 80:	“ ..it is always in the alongside..”	In the context Kim wants to say how the state of a teacher who failed. But she still tried to put it aside. In the case there is a value of “self-confidence” that he believes that even though there are many mistakes made by a teacher, it can be easily handle by the teacher himself.
		5.) Policed boundaries - Page 84:	Marda’s Journal	In this case, Marda wants to give an idea that a graffiti or other art can have its own meaning. In this context, there is value of “self-confidence” that is shown by Marda to use graffiti media in conveying a moral

				message. And the graffiti she made is one of them.
		7.) The “hoodies” - Page 89:	“ hey keith! Get a shot of us will yah!”	In this case, the students wore hoodies that had been graffiti on. And they pose with style in front of camera. Here we can take the value of “self-confidence” because they wear accessories that are comfortable for them and show that they are compact in one group
		8.) Hands ‘in’ learning - Page 90:	“ I can be the most effective ...”	In a journal written by Samuel, he feels confident that he will be able to help students in learning. Because of this, there is a “self-confidence” value in the journal. On that journal he said that he really wanted to help in the teaching and learning process then he also wanted to develop his own learning technique.

4. Brave

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
1	Getting all the 'students' onside	-Page 2:	“Isn’t that your job”	This dialogue occurs when Kim and Mary ask students in year 8 and 9 join a group as teachers. And the student ask why should be them that join in this group. There is found the value “ brave” that showed the student speak up what he hadn’t understand
		-Page 6:	“ having gained support at the school I sent an invitation to education students at university..”	In that sentence Mary explained that she had invited students who would participate in her class. In this context, we can find the value of "brave", it is because of Mary's courage to invite her class participants.
3	Early days at Pasture Flats	1.) The (imagined) past and imagining the future - Page 24:	“...the student teachers politely shared the space with each other and....”	In this case Kim explained the situation in the pasture flats. That, at first people did not know each other so they respected each other in every conversation that was done. In this case there is a value of “brave” which can be seen even though they

				don't know each other can still communicated as they are.
		- Page 25:	"Divide the A3 sheet"	In this case, Kim were given a sheet to write down what they did in school. In that sentence there is a value of "brave" because Mary gave assignments to the student firmly.
		3.) Breaking the ice with the Yr 8's - Page 31:	"You know, it's a bit like big brother teacher ..."	In this case, it was explained that Kim wanted to listen to Anthony explanation regarding the sentence "baby treating" which was then explained by Anthony. In this sentence can be found value of "brave" because he explained it clearly.
6	Back to work	3.) Teaching by preaching - Page 65:	"Addie asked : what is a bell-shaped curve?"	When the class was going normally and Addie asked question related to the curve. In this case there is value of "brave". Because he dared to ask about the curve

		5.) Teaching by hand - Page 68:	“ don’t become teacher like that ...”	Anthony tries to talk with Kim about being the teacher that many students expect. In this case there is a value of “brave”, because Anthony wants to understand more about being a teacher.
		7.) ningen ga banjisaisoo ga uma - Page 72:	“ ...but talking about educational issues often make me too emotional..”	In this case, Yumi’ said that when she talked about education she was very emotional which sometimes made her nervous. In this context there is the value of “brave”. Because he gave an opinion that described himself as very sentimental regarding education.
7	Forging a capacity to love?	1.) The “keeper” - Page 77:	“ Anthony spoke up:..”	In this case Anthony talks in front of the class about actually class that there is no discrimination therefore he said that school is for everyone. In that context, we can see Anthony’s attitude shows the value of “brave” because of his courage in expressing

				his thoughts in front of many people
		6.) Silence - Page 86:	“ ..but the other day he approached me ...”	In the journal, Marda said she wanted to approach Aileen, but Aileen unexpected approached Marda. In this context there is a value of “brave” because of his courage to approach Marda.

1. Loyalty

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
1	a) Getting all the ‘students’ onside	- Page 4:	“Teacher have 2 show.....” all word in those paper	In this case, Kim and Mary asked the students to write down what they thought was important in teaching and learning. In this context, the value of "loyalty" can be found in which these prospective students write what Mary commands.
		- Page 8:	“there were many questions and discussions amongst the assembled	In this case, Kim and Mary are very happy with the student teacher joining in the pasture flats. By

			group , finally 25 student teachers decide to join Mary and I at pasture flats”	mentioning this there is a "loyalty" value in seeing students willing to join this class.
2	Jumping to the end	1.) Meeting and missings - Page 19 :	“Yeah you got it wrong on all the stories. But don’t worry we fixed it up on the paper”	In the dialogue Kim felt that there was something wrong with the story that was made, but one of his friends named Blaine tried to fix it. In this context there is a value of "loyalty" shown by Blaine who want to help Kim in fixing the story problem
4	Working towards the art exhibition	1.) Machiavelli’s survivor - Page 42:	“ I decide to walk with him on the pretense ...”	From this sentence, Kim invited Aaron to walk together to continue their conversation. In this case, there is a value of “loyalty” because Aaron wants to be invited to walk with Kim.
		5.) Framer, framed - Page 48:	“I’m getting everybody! got everyone..”	At the time, Kim was trying out the new camera he had. And taking a video of his friends who playing

				<p>basketball. In that sentence there is a value “loyalty” because in this case Kim gives a strong impression of togetherness.</p>
		- Page 49:	<p>“Daniel worked alongside Samuel and Carlotta most of the time..”</p>	<p>In this context, Kim tells how the three people (Daniel, Samuel and Carlotta) help each other in completing their work. In this case there is a value “loyalty”. This is because, there attitudes of always working together in solving problems or work.</p>
7	<p>Forging a capacity to love?</p>	<p>6.) Silence - Page 86:</p>	<p>“it was in those moment that I understood she did not want to leave...”</p>	<p>In Marda’s journal, she explains that she wants to approach one of her friend, Aileen, and unexpectedly Aileen approaches her. This happen because Aileen didn’t want to leave the group. In this context there is a value of “loyalty” because of Aileen’s desire to remain in this project group.</p>

2. Respect

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
1	Getting all the 'students' onside	- Page 4:	<p>“ don't ignore the boys /or chicks”</p> <p>“ no yelling”</p> <p>“no baby treating”</p>	<p>In this case, Kim and Mary asked the students to write down what they thought was important in teaching and learning. In this context, the value “respect” some of these things are a form of mutual respect</p>
2	Jumping to the end	<p>1.) Meeting and missings</p> <p>- page 15:</p>	<p>“I shuffled papers. Trying not to worry about the silence”</p>	<p>Here Kim describes a situation where students focus on each other in thinking about the story. And then Kim tried not to break their concentration. In this case there is a value of "respect" which is shown by Kim not to break this calm.</p>
3	Early days at Pasture Flats	<p>2.) Meeting and missings (2)</p> <p>- Page 30:</p>	<p>“ this day was the first time anyone mentioned Stevie..”</p>	<p>In this case, Mary just realized a student named Stevie. He rarely goes to the class, because of his busy in manga festival land. In this case, you can find the value of “respect”, that people can appreciate how busy they are and</p>

				still consider him part of their class.
		4.) Student mentors - Page 32:	“ ...I hung around the edges of the groups of uni and” “ I chance approaching them and sharing in conversation about manga”	In this case, Kim wants to know more about peoples perspectives regarding manga. In this case there is a value of “respect” in the sentence where the people around him want to provide input or opinions regarding what Mary is doing.
		- Page 36:	“ the first consent form I got in the mail was from shay....”	In that sentence, Mary waits for the letter to give her opinion regarding the assigned tasks. In this case there is value “respect” that in Mary still responds to the letters she received even though they are difficult to read.
4	Working towards the art exhibition	1.) Machiavelli’s survivor - Page 43:	“But in quitter moment I wondered if Aaron was aware of how well he had learnt to play ‘the game’?”	Kim talked about how Aaron contribute to the activities at Pasture Flats. Where Kim has little doubts regarding Aarons survival in the group. But Kim still hopes Aaron can do his job at Pasture Flats. In this context there is a

				value of “respect” because Kim tries to give Aaron more room for expression.
6	Back to work	1.) Unsolved, unresolved failure? - Page 61:	“ I’ve never known two people who love basketball so much !..”	In this case when Kim said about the activities carried out by Nic and Shay, they are playing a basketball. In this context there is a value of “respect”. Because Kim just realized about the activities of these students who really like their hobby.
		2.) What are “endearing” girls made of? - Page 62:	“ ...I do enjoy reading too..” “.. pretty exciting about your sister..”	Kim and Aileen send message via email each other, they share the experiences with each other. In this case there is a value of “respect”. Because the two people greeted each other and replied to each other’s letters and did not forget the sense of friendship.
		- Page 63:	“ dear Kim, sorry I haven’t replied earlier ...”	In this case Aileen forgot to send a reply letter to Kim. In this sentence there is a value of “respect” because even though Aileen is busy with her brother’s

				marriage, she still replies to letters from Kim.
		4.) What are “outspoken” girls made of? - Page 67:	“ ...they worked together on the idea for the hoodies..”	Mary and Kim discuss thoughts on the hoodies group. And see the solidarity of Carissa and Tegan. In this context there is a value of “respect”, because Kim feels that what they are doing is very much line with the existing reality and appreciates their work
		8.) Speaking whose words? - Page 74:	“ I remember you got everyone relaxed and laughing within minutes....”	Here we can see that there is a letter to Mary regarding how to teach to learn. In this context there is a value of “respect” because Kim admires how Mary makes the classroom atmosphere more lively and wants to learn with her.
7	Forging a capacity to love?	2.) Unsolved, unresolved failure? (2) - Page 79:	“Instead I wrote him a note thanking him for his work....”	In this case, Kim tries to give an appreciation to Anthony. Because her work with Scott gives meaning to learning and teaching. Therefore, there is a value of “respect” in that

				<p>sentence, we can notice that Kim wants to show his care for fellow members by making a thank you note.</p>
		<p>7.) The “hoodies” - Page 89:</p>	<p>“ ...kept a discrete distance”</p>	<p>At the time, Jai, who is an expert in graffiti, made some names on his sweaters for the existing group members. And from this jai began to get along with everyone including Keith. Then Kim tried to keep his distance with him. In this case, there is a value of “ respect” when Kim stays away from the two of them, as a way to avoid unpleasant feeling</p>
		<p>10.) Learning to teach or teaching to learn? - Page 94:</p>	<p>“..but you are able to draw figure from the back, turning or in motion ...”</p>	<p>This happened because the email sent by Stevie made Kim very happy and then Kim also replied to the letter. In the letter, Kim was very impressed with Stevie’s skills. Stevie could describe Kim’s face from various angels. In this case there is a value of “respect”. Because, Kim replied to a letter</p>

				from Stevie, and Kim also gave some compliments in his letter.
--	--	--	--	--

3. Kindness

No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
1	a) Getting all the 'students' onside	- Page 4:	"be kind"	In this case, Kim and Mary asked the students to write down what they thought was important in teaching and learning. In this context, the value "kindness" because it is a desire that a teacher can behave and have kindness in various aspects.
2	Jumping to the end	1.) Meeting and missings - Pages 19:	"Yeah you got it wrong on all the stories. But don't worry we fixed it up on the paper"	In the dialogue Kim felt that there was something wrong with the story that was made, but one of his friends named Blaine tried to fix it. In this context there is a value of "kindness" shown by Blaine who want to help Kim in fixing the story problem
3	Early days at Pasture Flats	1.) The (imagined) past and	"politely"	In this case Mary explained the situation in the pasture flats. That, at first people did not know

		<p>imagining the future</p> <p>- Page 24:</p>		<p>each other so they respected each other in every conversation that was done. In this case, there is a value of “kindness” this happens because people can understand how to respect each other.</p>
		<p>Page 26:</p>	<p>“good teacher”</p>	<p>In this case Mary and Kim want the student teachers to describe or drawing themselves during their school days. In this case, we can found the value of “kindness” because being a role model for students, indeed a teacher is required to have good attitude as a basis</p>
4	<p>Working towards the art exhibition</p>	<p>1.) Machiavelli’s survivor</p> <p>- Page 43:</p>	<p>“ he made me smile warmly”</p>	<p>In this case Kim is happy where he found a suitable family or friend. So, it touches his little heart. In this context there is a value “kindness” because Aarons can make Kim enjoyed when Aaron is around.</p>

		5.) Framer, framed - Page 49:	The activities	In this case Daniel gives guess to his group. In this context, there is a value of “kindness” because Daniel tries to melting the situation that is to focused
5	Visiting the university	1) Excursions - Page 52:	“... would we give them food”	In this case, Kim wants to give appreciation for the visit of the mentors. The sentence has the value of "kindness" because Kim wants to give a thank you when the mentors arrive.
6	Back to work	8.) Speaking whose words? - Page 74:	“ ..their comments I know are not truth of me ...”	In the email, Kim explained how to deal with students who responded or provoked a teacher. In this case, there is a value of “Kindness”. Because Mary gave an explanation that to overcome this, don’t think badly of students who like to provoke. Wherefore, a teacher must be firm and think clearly in dealing with his students.

7	Forging a capacity to love?	4.) Common experience? - Page 83:	“...you know what I learnt from these guys. It’s all about ‘accept me’...”	In this case, Kim shared her fear of facing some students head-on. Therefore he gave advice to one of prospective teachers not to be afraid. Because they can accept us. In this context, there is a value of “kindness”. Because the suggestion given by Kim directly opened the views of the group members.
---	-----------------------------	--------------------------------------	--	---

4. Fair

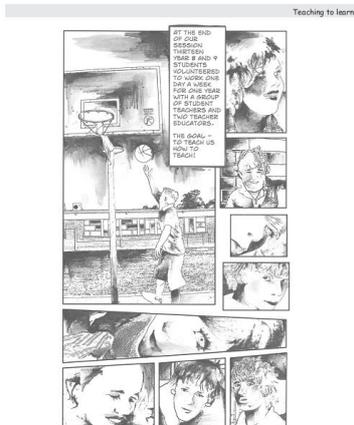
No.	Chapter	Sub chapter and Page	Dialogue, speech, and thoughts	Description
2	Jumping to the end	1.) Meeting and missings - page 14:	“ ...I asked the students, now in year 9 and 10, to write any comments or	In this context, Kim provides an opportunity for each student to provide feedback regarding the story that Kim and his team made. In this case there is a value of "fair" to be found. When Kim tries to ask for opinions not only from one point of view but from various points of view

Appendix 3

Image gesture

a) Getting all the 'students' outside

- Page 5:



5

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand throwing basketball	√		
2	Gesture by face : smile, laugh, squint, hesitant, and curious	√		

- Page 6:



6

No.	Picture move	Illustrator	manipulator	Emblem

1	Gesture by head: : bowed head	√		
---	-------------------------------	---	--	--

- Page7:



7

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

b) Jumping to the end

1.) Meeting and missings

- Page 14:



14

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by face	√		

2	Gesture by hand		√	
---	-----------------	--	---	--

- Page 15:



15

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by head	√		

- Page 17:



17

No.	Picture move	Illustrator	manipulator	Emblem
-----	--------------	-------------	-------------	--------

1	Gesture by hand	√		
---	-----------------	---	--	--

c) Early days at Pasture Flats

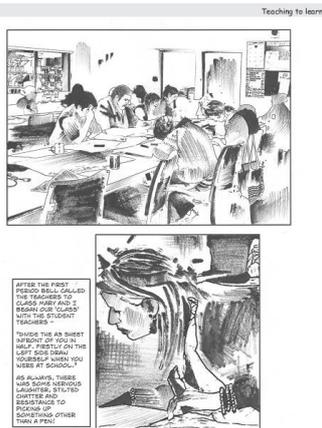
1.) The (imagined) past and imagining the future

- Page 24:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

-Page 25:



No.	Picture move	Illustrator	manipulator	Emblem

1	Gesture by hand		√	
---	-----------------	--	---	--

2.) Meeting and missings(2)

- Page 30:



30

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by face	√		
3	Gesture by head	√		

3.) Breaking the ice with the Yr 8's

- Page 31:



31

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by head	√		

4.) Student mentors

- Page 32:



32

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 33:



33

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by face	√		

- Page 35:



35

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by face	√		

5.) Elusive friendship

- Page 37:



37

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	
2	Gesture by body	√		
3	Gesture by face	√		

6.) Courting

- Page 38:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

-Page 39:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 40 :



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

d) Working towards the art exhibition

1.) Machiavelli's survivor

-Page 42:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	

- Page 43:



49

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

e) Visiting the university

1.) Excursions

- Page 52:



52

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand			√

- Page 53:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	

- Page 54:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by body	√		

f) Back to work

1.) Unsolved, unresolved failure?

- Page 60:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by head	√		

- Page 61:



61

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

2.) What are “endearing” girls made of?

- Page 62:



62

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 63:



63

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 64:



64

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

3.) Teaching by preaching

- Page 65:



65

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

4.) What are “outspoken” girls made of?

- Page 67 :



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by head	√		

5.) Teaching by hand

- Page 68:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	

2	Gesture by hand	√		
---	-----------------	---	--	--

6.) The butterfly

- Page 71:



71

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	

7.) ningen ga banjisaisoo ga uma

- Page 72:



72

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- 8.) Speaking whose words?
 g) Forging a capacity to love?
 1.) The “keeper”

- Page 77:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- 2.) Unsolved, unresolved failure?

- Page 78:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 79:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

3.) What is real? Real teaching

- Page 80:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by face	√		

- Page 81:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

4.) Common experience?

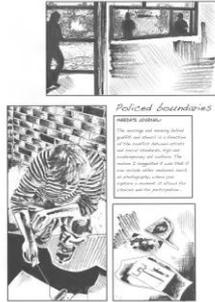
- Page 83:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand		√	

5.) Policed boundaries

- Page 84:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

- Page 85:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

6.) Silence

7.) The “hoodies”

- Page 87:

The "hoodies" (1)

The British Broadcasting and Media, Labour and the relationship of trade union members with the police and all other the industry's activities.



I remember that they really paid off...

No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by body	√		
2	Gesture by hand	√		

- Page 88:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by face	√		

- Page 89:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by face	√		

8.) Hands 'in' learning

- Page 90:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		
2	Gesture by body	√		

9.) The "hoodies"(2)

- Page 91 :



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by body	√		

- Page 92:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by body	√		

- Page 93:

AT THE END OF THE YEAR, OUR CLASS PUT ON AN EXHIBITION OF THE PROJECTS FOR THE SCHOOL COMMUNITY. A PHOTOGRAPHER FROM THE LOCAL PAPER WAS COMING, AND THE STUDENTS HAD SPENT ALL MORNING SETTING UP (AND MUCKING AROUND). AT LAST IT WAS TIME FOR ME TO BOUND THEM UP-



Hey guys! The photographer is here!

I WATCHED THEM ADJUST THEIR 'MOODIES' AND CRUISE TOWARDS THE LIBRARY.

I FOLLOWED AT A DISTANCE, ONLY TO SEE THEM TURN BACK TO THE COURTS-

Guys! Where are you going?

They said we can't go in.

WHAT!

I can't go in.

WHY?

It's my shoe laces.

...?

They're green...



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by body	√		

10.) Learning to teach or teaching to learn?

- Page 98:



No.	Picture move	Illustrator	manipulator	Emblem
1	Gesture by hand	√		

2	Gesture body	by	√		
---	-----------------	----	---	--	--

Appendix 4

TRIANGULATION SHEET

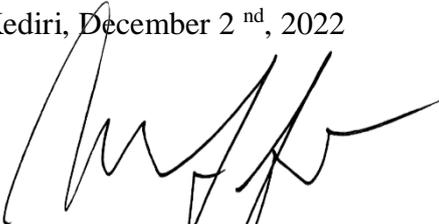
The undersigned:

Name : Muhammad Afifi, S.Hum., M.Pd.

NIDN : 227038401

Hereby state that I have triangulated the data analysis of the study entitled **EDUCATIONAL VALUE IN GRAPHIC NOVEL “*TEACHING TO LEARN*”** conducted by Refa Angger Wahyu Erawan

Kediri, December 2nd, 2022



Muhammad Afifi, S.Hum., M.Pd.
NIDN. 227038401

Appendix 5

Curriculum Vitae

Biodata Personal

Nama : Refa Angger Wahyu Erawan

Tempat/Tanggal Lahir : Nganjuk, 25 Juli 1998

Pendidikan Terakhir : SMAN 3 Nganjuk

Umur : 24 Tahun

Kewarganegaraan : Indonesia

Jenis Kelamin : Laki-laki

Status : Belum Menikah

Alamat : Ds. Tempel wetan,

RT/RW : 01/03

Kelurahan : Tempel

Kecamatan : Loceret

Kota : Nganjuk

No. Handphone Wa :082228880831

Biasa :082139061019

Email : refaerawan5@gmail.com

Latar Belakang Pendidikan

Pendidikan	Derajat	Tahun
RA Perwanida	Taman Kanak-kanak	2004 - 2005
SDN Sengkut	Sekolah Dasar	2005 - 2011
SMPN 2 Berbek	Sekolah menengah Pertama	2011 - 2014
SMAN 3 Nganjuk	Sekolah Menengah Akhir	2014 - 2017

APPENDICES