

**THE EFFECTIVENESS OF RETELLING MANGA STORIES
IN TEACHING SPEAKING SKILL FOR THE TENTH GRADE
STUDENTS OF SMAN 4 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic University of Palopo for Undergraduate
Degree in Education*



Composed by
Neneng Ningsih
20 0202 0076

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
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STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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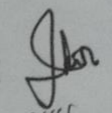
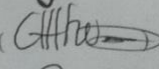
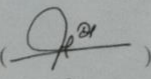
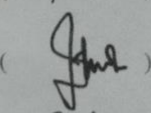
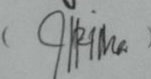
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THESIS APPROVAL

This thesis entitled "The Effectiveness of Retelling Manga Stories in Teaching Speaking Skill for the Tenth Grade Students of SMAN 4 Palopo" written by Neneng Ningsih Registration Number 2002020076, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in *Munaqasyah* session which is carried out on Wednesday, August 6Th 2025 M. Coincided with Shafar 12 1447 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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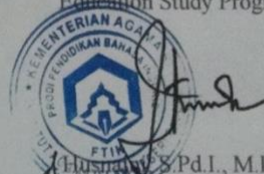
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The researcher hopes this thesis can be useful for readers, English teachers, and students. Since the researcher realizes this thesis is not perfect, the researcher will consider the reader's recommendations to make it better. The researcher also prays that Allah SWT may continue to bless everyone.

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ABSTRACT

Neneng Ningsih, 2025. *"The Effectiveness of Retelling Manga Stories in Teaching Speaking Skills for Tenth-Grade Students of SMAN 4 Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Palopo. Supervised by Husnaini and St. Hartina.

This study aims to investigate the effectiveness of retelling Manga stories in teaching speaking skills to tenth-grade students of SMAN 4 Palopo. A pre-experimental design was employed to measure the effectiveness of the treatment. The sample consisted of 27 tenth-grade students, with one class (X Merdeka 2) selected through purposive sampling, based on the consideration that their speaking ability was relatively lower compared to other classes. Data were collected through three stages: pre-test, treatment, and post-test. The intervention aimed to improve accuracy, fluency, and comprehension. The results showed that the mean pre-test score was 34, categorized as "very poor," while the mean post-test score increased to 48, indicating significant improvement. Furthermore, the t-test value was 4.777 with $df = 12$, while the t-table value was 2.160 at a 0.05 significance level ($df = 12$). Since the t-test value exceeded the t-table value, the result was statistically significant. In addition, the p-value was 0.00, lower than the alpha level of 0.05, confirming the significance of the findings. The study concludes that retelling Manga stories is effective in teaching speaking skills to tenth-grade students at SMAN 4 Palopo.

Keywords: Manga Stories, Speaking Skills, SMAN 4 Palopo

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ABSTRAK

Neneng Ningsih, 2025. *"Efektivitas Menceritakan Kembali Cerita Manga dalam Pengajaran Keterampilan Berbicara untuk Siswa Kelas Sepuluh SMAN 4 Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Husnaini dan St. Hartina.

Penelitian ini bertujuan untuk mengetahui efektivitas menceritakan kembali cerita *Manga* dalam mengajarkan keterampilan berbicara kepada siswa kelas sepuluh SMAN 4 Palopo. Penelitian ini menggunakan desain pra-eksperimental untuk mengukur efektivitas perlakuan. Sampel penelitian terdiri dari 27 siswa kelas X di mana satu kelas (Kelas X Merdeka 2) dipilih menggunakan *purposive sampling*. Pemilihan ini didasarkan pada pertimbangan bahwa kemampuan berbicara siswa kelas X Merdeka 2 relatif lebih rendah dibandingkan dengan kelas lainnya. Data dikumpulkan melalui tiga tahap, yaitu pra-tes, perlakuan dan pasca-tes. Pendekatan ini bertujuan untuk meningkatkan akurasi, kefasihan, dan pemahaman. Skor rata-rata pra-tes adalah 34 dengan kategori "sangat buruk", sedangkan skor rata-rata pasca-tes meningkat menjadi 48, yang menunjukkan kemajuan yang signifikan. Selain itu, nilai-t (uji) adalah 4,777 dengan nilai df (derajat kebebasan) 12, sedangkan nilai-t (tabel) adalah 2,160 untuk tingkat signifikan 0,05 pada df=12. Hal ini menunjukkan bahwa nilai uji-t lebih tinggi dari nilai tabel-t. Peneliti juga menemukan nilai (p) 0,00 dan alfa (α) alfa 0,05, sehingga diperoleh $p < \alpha$ (0,00 < 0,05). Hasil penelitian menunjukkan bahwa kegiatan menceritakan kembali cerita *Manga* efektif dalam mengajarkan keterampilan berbicara kepada siswa kelas sepuluh SMAN 4 Palopo.

Kata Kunci: Cerita *Manga*, Keterampilan Berbicara, SMAN 4 Palopo

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ملخص

نينينغ نينغسيه، ٢٠٢٥. "فاعلية إعادة سرد قصص المانغا في تعليم مهارة الكلام لطلبة الصف العاشر بالمدرسة المتوسطة العالية الحكومية الرابعة (SMAN 4) فالوفو." رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: حسيني، وسني هارتينا.

يهدف هذا البحث إلى معرفة فاعلية إعادة سرد قصص المانغا في تعليم مهارة الكلام لطلبة الصف العاشر بالمدرسة المتوسطة العالية الحكومية الرابعة (SMAN 4) فالوفو. استخدم البحث تصميمًا ما قبل التجريبي لقياس فاعلية المعالجة. عينة البحث شملت ٢٧ طالبًا من الصف العاشر، حيث تم اختيار صف واحد (الصف العاشر "مريكا ٢") بطريقة العينة الهادفة، وذلك بناءً على أن مستوى مهارة الكلام لديهم أقل نسبياً من باقي الصفوف. تم جمع البيانات عبر ثلاث مراحل: الاختبار القبلي، المعالجة، والاختبار البعدي. وهدف هذا النهج إلى تحسين الدقة، والطلاقة، والفهم. وقد بلغ متوسط الدرجة في الاختبار القبلي (٣٤) ضمن فئة "ضعيف جداً"، بينما ارتفع متوسط الدرجة في الاختبار البعدي إلى (٤٨) مما يدل على تحسن ملحوظ. بالإضافة إلى ذلك، قيمة-تي (المحسوبة) وهي ٤,٧٧٧ بدرجة حرية (df) ١٢، في حين كانت قيمة-تي (الجدولية) ٢,١٦٠ عند مستوى دلالة ٠,٠٥. وهذا يبين أن قيمة-تي (المحسوبة) أعلى من قيمة-تي (الجدولية). كما أظهرت النتائج قيمة الاحتمالية (p) هي ٠,٠٠٠، وهي أقل من مستوى الدلالة أي الألفا (α) التي تساوي ٠,٠٥، مما يؤكد الفارق الدال إحصائياً. تُظهر نتائج البحث أن نشاط إعادة سرد قصص المانغا فعال في تعليم مهارة الكلام لطلبة الصف العاشر بالمدرسة المتوسطة العالية الحكومية الرابعة (SMAN 4) فالوفو.

الكلمات المفتاحية: قصص المانغا، مهارة الكلام، المدرسة المتوسطة العالية الحكومية الرابعة فالوفو

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CHAPTER 1

INTRODUCTION

A. Background

Learning media is a tool that can be used by teachers to convey information to students related to learning so that it is easy to understand. It can be said that the learning process is a communication process and classified into audio, visual dan audiovisual.¹ The learning process consists of five components, namely communication, teachers (communicator), teaching materials, learning media, students (communicator), and learning objectives. So, learning media is everything that can be used to channel messages (teaching materials), so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals.

Learning media plays an important role in the systematic planning and use of learning. Create conditions that enable students to acquire knowledge, skills, and attitudes. According to Gegne,² media are various types of components in a student's environment that can stimulate them to learn. Meanwhile, Briggs argues that media is any physical tool that can present messages and stimulate students to learn. In this sense, teachers, textbooks, and the school environment also play a role as learning media.³

¹ Masruddin, "The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students", *Arab World English Journal*, 9.3 (2018), pp. 282-293–293, doi:10.24093/awej/vol9no3.19.

² Gegne, "The Conditions of Learning", New York: *Holt*, 1970.

³ Briggs, L.J "Learning Media", *Leslie J. Briggs* (2016).

Using media in the teaching process can make it easier for educators to deliver material to students, can stimulate students' attention and interest to understand the learning material easily. The purpose of using learning media in the learning process is not only to complement the learning process and attract students' attention but also to facilitate the teaching and learning process so that it can improve the quality of teaching and learning. Therefore, learning media is an inseparable component in the learning system.⁴

In teaching speaking, media is very important because it can help students understand the material, increase interest in learning, and facilitate interaction. Teachers must have the skills to make a plan regarding the media that will be used to facilitate the learning process so that the learning goals that have been determined can be achieved optimally.⁵ There are many learning media used by educators to deliver learning materials, one of which is manga. Japanese comics or commonly known as manga are one of the cultures of Japan that are widely liked and easy to find either physically which is usually found in bookstores or digitally which can be accessed online (online).⁶ Manga is very popular in children, teenagers, and adults. This can be interpreted as meaning that indirectly in manga there is an implied message in it that can teach something to the reader.

⁴ Amelia Putri Wulandari, "The Importance of Learning Media in the Teaching and Learning Process", *Journal on Education*, 5.2 (2023), pp. 3928–36, doi:10.31004/joe.v5i2.1074.

⁵ Rani Setiawaty, "Exploration of Learning Media in Improving Speaking Skills at SD 2 Kosambi Kudus", 4.3 (2024), pp. 474–85 <<https://doi.org/10.53769/deiktis.v4i3.923>>.

⁶ Maharani Putri Suari, "Manga Recommendation System (Japanese Comics) Using the Content-Based Filtering Method", *JELIKU (Udayana Computer Science Electronic Journal)*, 12.2 (2023), p. 371, doi:10.24843/jlk.2023.v12.i02.p15.

Manga can be used as a learning medium because it contains interesting stories for students, in manga it also contains characters that show the personal life of a character who struggles with his life both in family and education, many also tell stories about human social life, so that it becomes an attraction for readers in arousing the spirit of learning through the characters in the manga story. In this research, the researcher specifically uses manga as a speaking teaching medium, the process involves the researcher sharing the manga story and then the students read it carefully then the students retell the manga story. This is expected to increase students' confidence, increase students' English insight and vocabulary because researchers find that there are still many students who have difficulty speaking English.

Based on the pre-observations conducted by researcher at SMAN 4 Palopo, it is known that students rarely speak English due to difficulties in understanding English, lack of vocabulary mastery, difficulty in pronunciation and lack of courage in speaking English due to fear of mispronunciation, as well as the unavailability of printed books at school, especially in grade X. Other facts show that the school environment is less supportive such as less capable teachers control the class, so that the lack of participation of students who dare to speak a foreign language, in addition to the use of the mother tongue that is still dominant in learning a foreign language, makes students feel awkward speaking English.

Researcher took manga as a learning medium because manga is one of the most popular and rapidly growing products of Japanese culture. The popularity of manga even makes manga a separate genre that is distinguished from comics in

general. Manga characters are generally depicted as having wide, round eyes and a small nose and mouth. Visualization of facial features, eye shapes, hair, and body shape can change according to the situation.

Retelling manga stories can be used in teaching speaking because this is one of the learning methods that is expected to arouse interest, feelings, and mindsets for students in improving their speaking skills. This method helps students in understanding the concept of manga stories. Retelling manga stories can give students the agreement to express the stories they read so that students do not have to feel nervous when telling stories.⁷

Based on this, the researcher is interested in conducting research on "*The Effectiveness of Retelling Manga Stories in Teaching Speaking Skill for the Tenth - Grade Students of SMAN 4 Palopo*"

B. Research Question

Based on the previous background, the problem in this research is "is retelling manga stories effective in teaching speaking skill for the tenth-grade students of SMAN 4 Palopo?"

C. Objectives of the Research

Based on the formulation of the problem above, the purpose of this research is to determine the effectiveness of retelling manga stories in teaching speaking skill for the tenth-grade students of SMAN 4 Palopo.

⁷ Anggreni, "The Effect of the Application of the Retelling Method on the Speaking Skills of Grade V Students of SD Inpres Campaya, Somba Opu District, Gowa Regency", *Thesis*, Elementary School Teacher Research Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, (2018).

D. Significance of the Research

This research is expected to make a significant contribution, both theoretically and practically. In relation to the theoretical significance, the research is expected to provide useful information for future research development. The results of the research are also expected to help overcome students' difficulties in speaking. Furthermore, for practical significance, this research can also improve our understanding of the methods of retelling stories and motivate the development of related research. For teachers, it is an effective and efficient alternative learning medium so that can help students learning process. For researcher, this research could add insight and knowledge about the effectiveness of manga stories in teaching students to speak.

E. Scope of the Research

This research focus on retelling manga stories in teaching speaking skill at SMAN 4 Palopo. This research used the types of shounen manga for boys and shoujo manga for girls. And the speaking aspects in this research are accuracy, fluency, and comprehensibility. Accuracy refers to the extent to which a person can speak correctly grammatically, with vocabulary, and with pronunciation. Fluency focuses on the ability to speak fluently without many pauses or mistakes. Meanwhile, comprehensibility focuses on how easy it is for a person's speech to be understood.

F. Operational Definition**1. Retelling Manga Stories**

Retelling manga stories is an activity of students in expressing the content of stories from Japanese-style comics (manga) orally using their own words. This activity includes understanding the storyline, characters, setting and conflicts, which are then conveyed by speaking in English language. The manga material used is adjusted to the student's ability level.

2. Speaking Skill

Speaking skill is a person's ability to express thoughts, ideas, feelings, and information orally clearly, precisely, and decent rally understood by the interlocutor. This includes, accuracy, fluency, and comprehensibility.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Previous research is a study that can be associated with similar research that has been conducted before, this determines the differences and similarities that already exist:

Safitri conducted a research entitled "*The Effectiveness of Using Picture Card Media to Improve Children's Speaking Skills*". This research used an experimental type of research with a quantitative descriptive approach. This research was conducted to reveal the effectiveness of picture cards to improve the speaking ability of group B children. The population in this research amounted to 15 children consisting of 8 girls and 7 boys. The method used in this research is the use of observations, test, and documentation. As for the data collection tool, it is in the form of a checklist. The results of the research show that there is a significant effectiveness of the use of picture card media on children's speaking skills. The similarity of this research is that it focuses on improving speech, while the differences is in the media used and also the level of education.⁸

Khisbiyah conducted a research entitled "*The Effectiveness of the Use of Comic Media on Speaking Skills*". The selection of methods used is by summarizing, reviewing, and collecting data from relevant research. This research is a meta-analysis study which summarizes various studies that have similar scope to test the

⁸ Safitri, "The Effectiveness of the Use of Picture Card Media to Improve the Speaking Ability of Group B Children in Nurul Iman Islamic Kindergarten for the 2021/2022 Academic Year", *Jurnal Mutiara Pendidikan*, 2.2 (2022), pp. 48–55, doi:10.29303/jmp.v2i2.3546.

effectiveness of the use of comic media in speaking learning. The data was collected through online searches through google scholar and other internet sources, using speech skills keywords. The sample used was 15 national journals that were relevant to the title of the research to be conducted. Then the basis for taking this article is from the existence of pre-test and post-test data. The results of the research show that the used of comic media has a very large influence, as evidenced by the results of data analysis and calculation. The similarity of this research is that both focus on speaking skills while the difference lies in the media used and also different location.⁹

Churry conducted research entitled *"Teaching Speaking by Using Manga to Senior High School Students."* Researcher concluded that manga is an effective medium to help students learn English, especially speaking skills. This research used qualitative descriptive research methods to explore how manga can support students' spoken language development. The sample in this research is tenth grade high school students. The similarity of this research is that both focus on the use of manga as a learning medium, the difference is that the previous researcher used manga to convey subject matter to students, while this study the retelling stories to improve students' speaking skills.¹⁰

Nailul conducted a research entitled *"Efforts to Improve Speaking Skills Using Image Media for Grade IV Elementary School Students"*. This research used a

⁹ Khisbiyah "The Effectiveness of the Use of Comic Media on Speaking Skills" *Journal Basicedu*, 8.2 (2024), <https://doi.org/10.31004/basicedu.v8i2.7419>.

¹⁰ Churry, "Teaching Speaking by Using Manga to Senior High School Students", *thesis*, English Education, Faculty of Teacher Training & Teacher Training, Muria Kudus University (2019).

qualitative and quantitative approach with the type of descriptive research and a class action research design. The location used in this research is SD Muhammadiyah 1 Malang. The data used in this research is in the form of a description of the speaking skills possessed by students. The data collection techniques used are learning outcomes, observations, interviews and documentation. This classroom action research uses a model cycle consisting of four stages, namely planning, action, observation, and reflection. The analysis technique used is in the form of efforts to improve students' speaking skills using image media. It can be concluded that by applying picture media can improve students' speaking skills. The similarity of this research is that it focuses on improving students' speaking skills, and the difference is in the media used and also the research methods and the level of education.

Ratnasari conducted a research entitled *"The Effect of the Use of Picture Storybooks on Children's Speaking Ability"*. This type of research is quasi-experimental. The research used both experimental groups and control groups, but did not randomly put participants into the two groups. This research was conducted to find the influence of the use of picture storybook media on the speaking ability of children aged 4-5 years. The experimental class was given a picture storybook, while the control class used conventional learning. The subject consists of 40 children. The data collection technique uses observation. The data analysis technique uses a t-test, the work is done using the SPSS computer program version 16. The results of the research showed that there was a significant influence in the use of picture storybook media on children's speaking ability. The similarities in

this research are the focus on improving speech skills, while the difference is in the level of education studied, research method and research location.¹¹

B. Literature Review

1. Speaking

a. Definition of Speaking

Speaking is an essential aspect learning English since it is one of the main functions of linguistic. Individuals can learn to speak English, nevertheless most education programs in Indonesia begin with junior and high school and go to higher education or college, and some often starts at elementary school. Therefore, to improve students' speaking skills, it is first necessary to acquire more basic knowledge, such as vocabulary, in order to be more precise in acquiring knowledge.¹²

Speaking is an interaction between two or more persons who are both speakers and listeners to obtain information¹³. It involves the active expression of a message or idea using words and voices, which facilitates communication between the speaker and the listeners. Speaking skills develop in childhood after listening skills, and this is the time when children learn to express themselves orally. Therefore, it can be concluded that the ability to speak is the skill of expressing

¹¹ Ratnasari "The Effect of the Use of Picture Storybooks on Children's Speaking Ability", *Scholaria*, 9.3 (2019), <https://doi.org/10.24246/j.js.2019.v9.i3.p267-275>

¹² Husnaini, "The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Learners Community (ELC) Students", *EduLangue*, 6.1 (2023), pp. 45–61, doi:10.20414/edulangue.v6i1.7747.

¹³ Ismayanti, "Teaching Speaking Skills Through Project-Based Learning for the Eighth Graders of Junior High School", *Journal of Language Teaching and Learning, Linguistics and Literature*, 19.1 (2022), pp. 152-165, <https://doi.org/10.24256/ide.v10i1.2555>

opinions, thoughts, and feelings to a person or group orally, face-to-face, or remotely.¹⁴

Speaking consists of two aspects, namely linguistic aspects, and non-linguistic aspects. Linguistic aspects including the accuracy of speech, intonation, tone placement, tempo and use of words and sentences. non-linguistic aspects including reasonable, calm, and non-rigid attitudes, gazes directed at others who are speaking, paying attention to others who are speaking, proper gestures and imitations, loudness of voice, fluency, and reasoning.¹⁵

b. Kinds of Speaking

Speaking is divided into two kinds, namely speaking competence and speaking performance:

1) Speaking Competency

Competence is having the ability, skills, and knowledge to do something. Then, through this basic definition, we can also conclude that speaking competence is a person's ability to speak in combining his or her inclusive skills, and how to convey competence is what a person knows.

2) Speaking Performance

Performance is the process or way of a person's game. Therefore, we can conclude that speaking performance is a person's mannered way of speaking

¹⁴ Juni Sahla Nasution, "High Class Indonesian Speaking Learning Media", *Protasis: Journal of Language, Literature, Culture, and Teaching*, 3.1 (2024), pp. 159–65, doi:10.55606/protasis.v3i1.150

¹⁵ Wiwi Tarmini, "Elementary School Students' Speaking Skills in Indonesian Learning" *Basicedu Journal*, 6. 4 (2022): pp. 7329 <https://jbasic.org/index.php/basicedu>

by accessing their opinions fluently, and performance accuracy is what a person does.

c. Basic Types of Speaking

The basic types of speaking are divided into:

1) Imitate

Imitative is the ability to imitate a word or phrase or perhaps a sentence. Although this is a purely phonetic level of oral production, some prosodic, lexical, and grammatical traits may be present in the performance criteria. In other words, imitative focuses on intonation, vocals, and so on.

2) Intensify

Intensive is the production of short-spoken language, designed to demonstrate competence in narrow grammatical, phrasal, or phonological relationship, stresses, and meaning points. For example, talking about sentences and finishing dialogues out loud. In other words, people can understand the meaning of conversations based on content.

3) Responsive

Responsive includes interaction and comprehension of the test, which is somewhat limited, such as very short conversations, standing greetings and small talk, simple requests, and comments. That is, teachers teach how to respond to and comment on statements or topics.

4) Interactive

Interactive speaking is like responsive talking; the difference is the duration and complexity of the interaction, which sometimes involves many exchanges

or many participants. Interaction can take two forms: transactional language, which is done to convey or exchange certain information, and interpersonal exchange, which is done more to maintain social relationships than to convey facts and information. For example: interviews, role-playing, and discussions.¹⁶

d. Purpose of Speaking

English language learning goals set by government through decree No 22 in 2006 is so that students can develop competencies to communicate and achieve information literacy and realize the importance of English to increase the nation's competitiveness in a global society. Intended that learners have the following capabilities:

- 1) Developing competence to communicate in spoken and written form to achieve informational literacy.
- 2) Be aware of the nature and importance of English to improve the nation's competitiveness in global society.
- 3) Develop an understanding of the students about the relationship between language and culture.

Referring to the learning objectives of the above, it can be the common thread that all the English activities so that learners have the competencies of active communication both orally and in writing, with the ability to have the above-expected output competitiveness and playing an active role in the world arena

¹⁶ Ufiyah Azzahra, "Developing the Students' Speaking Skills Trough Impromptu Speech Method", *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 6.2 (2019), pp. 145–58 <<https://jurnal.fkip.unismuh.ac.id/index.php/jkip/article/view/323>>.

that will be the winner in the understanding of global culture, because we are part of that society.¹⁷

e. Steps of Speaking

The steps that a good speaker must master as follows:

- 1) Choose the topic, speaker's interest, speaking ability, listener's interest, listener's ability, time allotted.
- 2) Understand and test the topic, understand the audience, situation, listener background, ability level.
- 3) Prepare the discussion framework, introduction, content and closing.

It can be concluded that the speaking steps are based on the steps above. A teacher must develop a storytelling theme and determine the material or media as well as support the storytelling process so that the material conveyed will be conveyed well to students.

Speaking is basically the process of communicating with voice generated by human speech devices where there are messages sent from one source to another. In communication, there are those who act as transmitters of intent and recipients of intentions. For communication to run well, there needs to be good cooperation between the two parties. As social beings, humans will communicate with others using language as their main tool. Speaking can be obtained by:

- 1) Imitate, that is, observe models both from peers and from older people.
- 2) Practice with guidance from adults.

¹⁷ Anne Burns, "Concept for Teaching Speaking in the English Language Classroom," *LEARN Journal: Language and Acquisition Research Network* 12, no. 1 (2019): 1-11, <https://doi.org/10.61587/mmit.uz.vi.1>.

Speaking needs to be taught to children from an early age so that they can express their thoughts, ideas, and feelings through spoken language. In addition, having good speaking skills will also be a good habit for children. For example, by practicing speaking skills from an early age, children will know how to speak politely to older people, children will have a larger vocabulary, and children will be able to compose good sentences and words in conveying their wishes to others.

f. Characteristics of Speaking

Characteristics of speaking:

- 1) Purpose the activity of speaking brings a person to achieve desires.
- 2) Interactive, there is dialogue so there is a communication process.
- 3) Happens in a special frame, that is communication only happens at a certain time, takes place in a certain place, there is a topic and both parties.
- 4) Alpha punctuation (unnoticed)
- 5) Words are limited.

Speaking is a skill, and it will not develop if it is not practiced continuously. Therefore, the ability to speak will not be mastered well without practice. If you always practice, your speaking skills will get better. If you are shy, hesitant, or afraid of making mistakes in practicing speaking, then your speaking skills will be further away from mastery. There are several things that must be considered in a communication strategy greeting, namely:

- 1) Using a lot of words/indirect to the point.
- 2) Changing new words to make them more familiar.
- 3) Use common or familiar words

- 4) Using a phrase or code redirect
- 5) Using gestures or facial expressions to confirm what we are doing.¹⁸

g. Principles of Speaking

Speaking is the ability to express feelings or convey ideas. A person who is declared skilled in speaking is a person who can speak in any situation, anywhere, and at any time. The principles in learning to speak are as follows:

- 1) Speaking learning is expected to be able to shape the psychological maturity of students in speaking. This means that through speaking activities, it must shape the psychology of students effectively.
- 2) Speaking learning must involve learners in a variety of contexts. This can require students to acquire a variety of vocabulary according to the context.
- 3) Speaking learning must be patterned so that it is interactive and able to stimulate students in speaking.
- 4) Speaking learning must be complemented by the right speaking strategies.
- 5) Speaking learning can be measured and practiced directly in the classroom as well as outside the classroom.
- 6) Speaking learning must be monitored by teachers continuously.
- 7) Speaking learning should be oriented towards the formation of Proficiency and shaping students into creative speakers.

h. Component of Speaking Skill

Theory speaking by J.B. Heaton, a rating scale to value the digress learners' speaking ability, includes accuracy, fluency, and comprehensibility.

¹⁸ Muh. Karman Jayadi, *"Teaching Speaking"* (Sanabil block C Mataram, 2021), pp. 2

1) Accuracy

Accuracy is the ability in the target language to use clearly understandable pronunciation, specific grammatical and lexical accuracy. Accuracy is achieved to some extent by allowing students to focus on these elements of phonology, grammar, and the course in their results.

2) Fluency

Fluency is the ability to produce what you want to say smoothly and without invoking doubts and searches. According to Scot Thornbury,¹⁹ fluency is the capacity to string long runs together, with appropriately placed intervals.

3) Comprehensibility

Comprehensibility is the ability to understand the topic nomination readily and with considerable repetition. Comprehensibility is an exercise to improve one understanding.²⁰

2. Retelling Stories

a. Definition of Retelling Stories

Retelling is an activity after the child understands and retells the content of the story. There are three things that must be applied from this activity: the ability to rearrange the content of the story heard from the storytelling process, children are skilled in using spoken language through productive speaking activities, and children are skilled in expressing behaviour and story dialogue in creative simulations.

¹⁹ Scot Thornbury, "How To Teach Speaking" *Teacher Development Interactive*. (London, 2005).

²⁰ J.B. Heaton, "Communication in the Classroom," in *Bi-Annual Review of Education* (Singapore Offset, 1979).

Retelling stories is one of the ways that educators can use to provide direct learning experiences to children. With the aim that children can understand the content of the stories they read, can make kids better understand the material being conveyed, can help develop imagination, and can increase children's knowledge of the value of kindness. Through retelling the story, students are given the opportunity to convey questions and responses in simple but effective sentences.²¹ Retelling stories is an activity that is feedback that will provide encouragement about giving something that the child has received or responded to after listening to the story. The meaning of feedback is everything that describes the behaviour obtained through the process that it has gone through. The retelling stories presented by children aim to reveal the abilities and skills of children's retelling stories.

It can be concluded that retelling is the activity of rearranging the story that has been listened to from the process of retelling the story with the aim of providing information and knowledge to others orally.²²

b. Benefits of Retelling Stories

There are many benefits to retelling stories, including:

1) Instilling values

Retelling a story is a means to "tell without telling a story," Meaning that retelling a story can be a means to educate without the need for patronage.

When listening to fairy tales, children can enjoy the fairy tales conveyed while

²¹ Siti Nur'aslinda,b, "The Benefits of Storytelling in Improving Early Childhood Speaking Skills" *Al-Amin Children's Journal*, No.1 (2023), pp. 68
<https://ejournal.staialamin.ac.id/index.php/piaud>

²² RR. Pradina Nur Utari "Study on the Ability to Retell the Content of Group Stories in Cluster 2 of Kretek District, Bantul" (2014).

understanding the values or messages contained in the fairy tales without the need to be told directly or dictated.

2) Able to train concentration

Retelling stories as a medium of information and communication that children love trains their ability to focus for a few moments on a specific object. When a child is engrossed in listening to fairy tales, they usually do not want to be disturbed. This indicates that the child is concentrating on listening to fairy tales.

3) Encouraging children to love books

Retelling stories with book media or reading stories to children turns out to be able to encourage them to love books and then can be the right medium in practicing writing skills. The child can speak and listen before he learns to read and then will be able to write down what he reads.²³

c. Advantages of Retelling Stories for Speaking

Learning activities carried out through retelling can be beneficial in increasing confidence in speaking and writing, improving vocabulary and language skills, fostering creativity, increasing understanding, and encouraging continuous discussion about an opinion and belief. This means that when the teacher gives a re-story, the child will not only listen to a story but will also learn about various new vocabulary words, which is an important component in supporting children's speaking skills, as well as various types of story concepts so that it has an impact

²³ Dessy Wardiah "The Role of Storytelling in Improving Students' Writing Skills, Reading Interest, and Emotional Ability" *Journal of Educational Sciences*, No.2 (2017) <https://doi.org/10.31851/wahanadiktatika.v15i2.1236>

on improving the aspect of children's self-development. It can be concluded, based on the benefits of retelling, that it is an activity that is beneficial for the development of children's abilities, especially speaking, but not only speaking. There are many other benefits that children can get through retelling activities, including helping children develop their imagination, improving vocabulary and language skills, increasing children's curiosity, developing children's self-abilities in terms of storytelling, and creating fun learning activities for children. It is also one of the activities that can help children develop their social skills and can also strengthen cultural and ethical values in children.²⁴

3. Manga

a. Definition of Manga

Manga is a popular type of art that tells a story through a combination of text and visuals. People often describe manga as charming illustrations and cartoons. It is a component of contemporary Japanese popular culture that has spread rapidly not only throughout Japan but to almost every part of the world, including Indonesia. Mangaka is a term for writers, and mangaka means "comic and cartoon prints" in Japanese. Currently, the manga is being translated into various languages in several countries, including Indonesia, Brazil, Korea, China, Taiwan, France, Germany, and Italy. Detailed annotations about Japanese culture that may still be unknown to readers from other countries are often included in translated manga. Translation is the most challenging aspect of creating a manga. To ensure that they

²⁴ Rambe "The Role of Storytelling in the Development of Speaking Skills in Children Aged 4-5 Years" *Journal of Early Childhood Education*, No.2 (2021), pp. 2137 <https://doi.org.10.31004/obsesi.v5i2.1121>

remain faithful to their intended meaning, translators must be proficient in the language of the source and the destination. To translate into the target language, the translator must be able to choose the best vocabulary (diction). Translators must also be fluent in the Japanese language.

Today, one of the fastest-growing consumer sectors is manga, and the largest manga industry outside of Japan is found in Indonesia. Gramedia, Acolyte, Level Comic, M&C, and Elex Media Computer are manga publishers in Indonesia. Manga has had a significant impact on Indonesia's local comic book industry.²⁵

b. Characteristics of the Manga

Among all Japanese cultural products, manga often raised as the theme of research, manga is one of the products of Japanese popular culture that is currently very popular in the world, including Indonesia. There are 3 manga characters that distinguish the most from comics produced in other countries that deserve attention.

First, manga is entertainment, hope, lessons, and even satire. This is evidenced by the many themes that serve as unlimited story topics in manga. From the most trivial subjects, like sitcoms, to the most serious issues, such as medicine, economics, and politics, manga explores a wide range of topics. These stories not only provide lessons and instil hope but also often serve as a means of satirizing what is happening in Japan.

²⁵ Zul Fiqhi "Educational Messages in Naruto Masashi Kishimoto Manga Visual Comics" *Dimensional Image Journal*, 1 No.1 (2022), pp. 25 <https://ojs.itb-ad.ac.id/>



Figure 2.1. Various story themes in manga

As can be seen in figure 2.1. Above, the leftmost image is the cover image of a manga titled Captain Tsubasa, which has been the motivation of many professional footballers, one of which is Nakata Hidetoshi who led Japan to the 2002 world cup. While the image in the centre is the cover of a manga titled Shingeki no Kyojin, which is often considered a criticism of the current system of Japanese society that tends to be closed off to the outside world. Then, the rightmost image is the cover. The manga titled God Hand Teru-Chinmoku no Corona 2020 raises the topic of COVID 19 which has enlivened the world.

Second, manga has its own communication style, ranging from division panels, placement of dialogue balloons, letter types and colours, sound effects, and detailed character depictions.



Figure 2.2. Difference Between Manga and Comic Panel Sharing

Figure 2.2 explains that the division of panels in the manga is divided in detail by prioritizing the reader's point of view, without the need to think about the frame of the page, so that each page in the manga can be said to be something cinematic. Even the images on each panel are depicted using various techniques, for the convenience of readers in understanding the storyline.

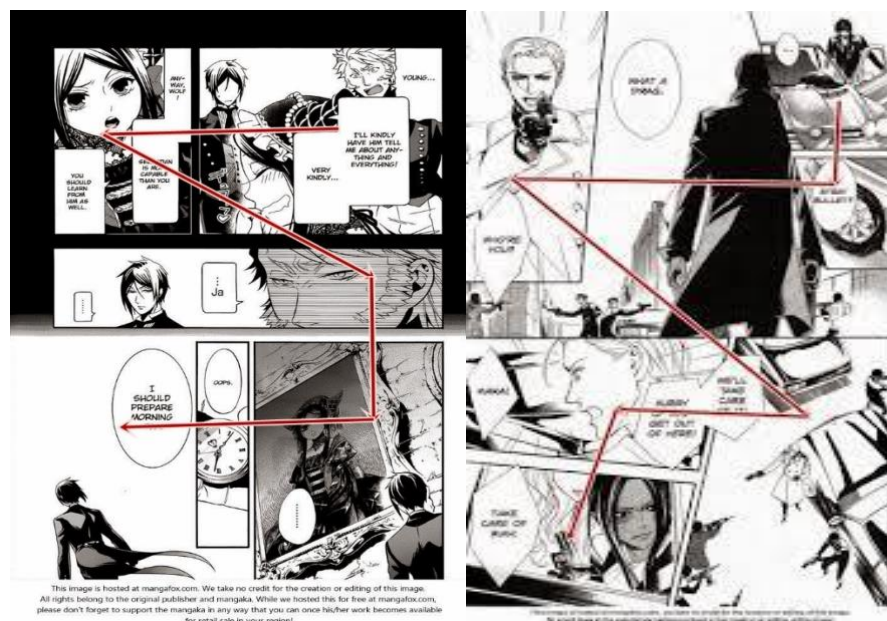


Figure 2.3. Dialogue Ballon Locations in the Manga

As seen in image 2.3 above, the ballet dialogue in the manga is always located in a zig-zag direction as if forming an S letter at each end of the page. This is done deliberately to attract the reader's attention: the reader focuses not only on the content of the dialogue, but also on the image of the manga itself.

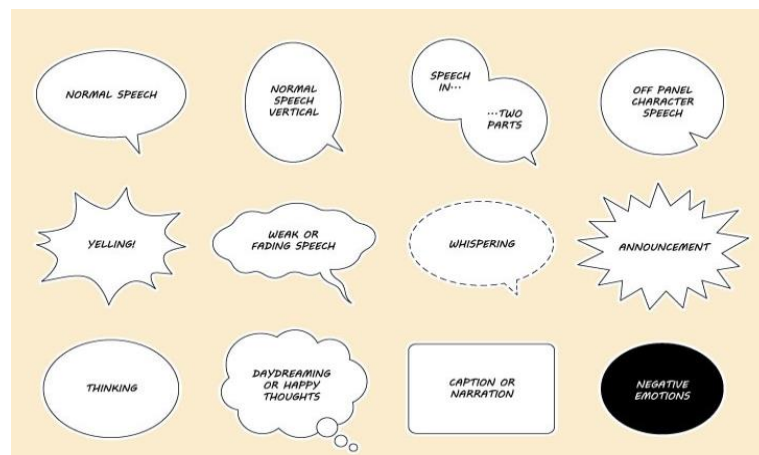


Figure 2.4. Balloon Variation Dialogue in Manga

As can be seen in Figure 2.4, the various forms of dialogue balloons that adapt to the way dialogue is spoken are also a hallmark of manga in terms of communication style. In fact, not only is the shape of the dialogue balloon adapted to the way the dialogue is spoken, but the colours and type of font used are also adjusted to the context.

Third, the final characteristic of manga is its manifestation of Japanese culture. Apart from the kawaii culture, which features big-eyed, small-nosed, and blonde characters as the standard of beauty, the freedom of expression is often prominently displayed in the Japanese fashion depicted in manga. Furthermore, manga can serve as a map or historical record of the development of Japanese culture. This means that manga from the 1970s can depict Japan in the 2020s,

allowing readers to experience the changes that have occurred in Japan through manga.²⁶

c. Types of Manga

There are several types of manga. When viewed based on reader type, manga types are divided into:

1) Kodomo Manga: Especially for children

Kodomo manga is a type of comic book created specifically for young readers, particularly those under the age of ten. These comics feature straightforward, creative, and humorous plots, such as those found in Doraemon and Shimajiro, etc.



Figure 2.5 Kodomo manga display

²⁶ Mohammad Ali "Introduction to the Characteristics of Manga Equivalent to High School" *National Seminar on Community Service* (December 2022), pp. 82.

2) Shounen manga: Exclusively for boys

Shounen manga refers to comics aimed at boys between the ages of twelve and eighteen. Of all the manga genres, shounen manga receives the most attention and is the most widely read worldwide.



Figure 2.6 Shounen manga display

3) Shoujo Manga: Exclusively for Girls

Shoujo manga is a term for manga created by girls. The readership primarily consists of women aged twelve to eighteen. The narratives often follow the lives of adolescent girls dealing with typical teenage problems. Beautiful young women who consistently act classy and sophisticated are usually included as supporting characters.

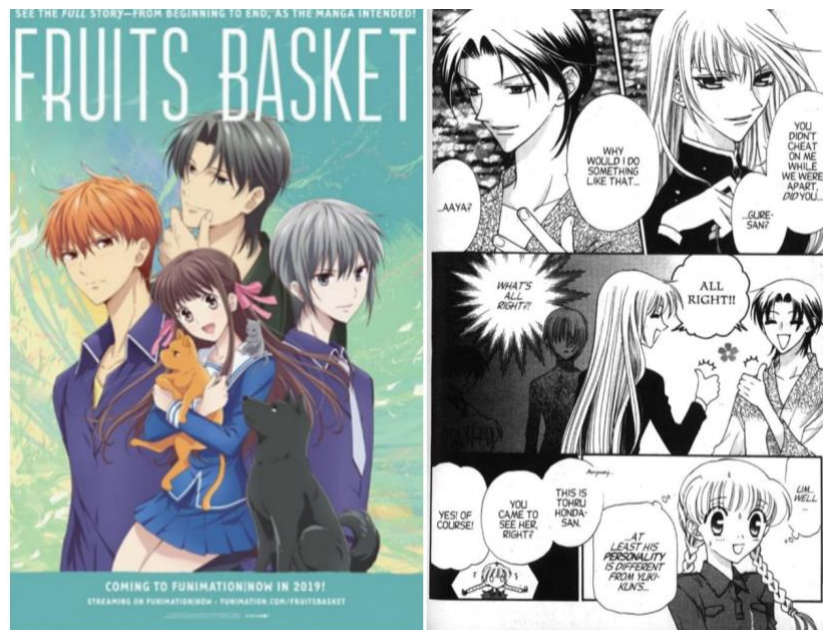


Figure 2.7 Shoujo manga display

4) Seinen Manga: Only for Men

Japanese manga aimed specifically at an adult male audience is known as seinen manga. The stories are more sophisticated in terms of style and content, featuring themes that appeal to adult men, such as marriage, crime, the yakuza (Japanese mafia), ninjas, samurai, and the darker aspects of society.



Figure 2.8 Seinen manga display

5) Josei Manga: Exclusively for Women

Josei manga is the adult version of shoujo manga, aimed at women aged twenty and above. The stories and themes are generally similar to those in shoujo manga but are more complex, often featuring love triangles, the life of a housewife, career challenges, and the experiences of a teacher.²⁷



Figure 2.9 Josei manga display

²⁷ Robin E. Brenner "Understanding Manga and Anime" *Westport: Libraries Unlimited*, (2007), pp. 50.

Of all the types of manga mentioned above, researcher chose shounen manga and shoujo manga for research. Both fall into the category of manga targeted at teenagers aged 12 to 18. These manga stories often focus on action, adventure, friendship, and character development. Themes such as struggle, competition, romance, and self-growth are very common in both shounen and shoujo manga. For example, popular titles include One Piece, Naruto, and Horimiya. One Piece is particularly well-suited for and popular among teenagers, especially schoolchildren, due to its engaging main characters and strong themes of friendship. Therefore, the researcher took a shounen and shoujo manga titled One Piece research.



Figure 2.10 Manga one piece display

d. Using Manga Stories in Teaching Speaking

The teaching of English as a foreign language in Indonesia has been mandated in the national curriculum since 1954. The current curriculum stipulates that the

standard learning process for teaching English must be able to develop students' skills in listening, speaking, reading, and writing. In learning activities, various important components are needed, such as teaching materials, media, methods, strategies, and assessments. One of the media that can be used in teaching is manga, particularly for teaching speaking. The use of manga stories in speaking instruction has great potential, especially in attracting students' interest, developing communication skills, and improving speaking abilities. Manga is ideal for use in teaching speaking for several key reasons that support effective and enjoyable language learning.

Manga visualization helps students connect dialogue and situations, making it easier for them to mimic and practice the language more effectively. Manga stories often present concepts or themes that can be quite complex, but they are conveyed in a simple and easy-to-understand way through images, thus helping teachers explain difficult concepts in a more accessible and engaging manner for students. In teaching speaking in a foreign language, manga features simple, sequential dialogue that allows students to read more easily while also helping them practice speaking through role-playing or discussions about the content of the story.²⁸

d. Retelling Manga Stories in Teaching Speaking

Retelling manga stories in teaching speaking skill is a method of learning to speak in English using stories from Japanese manga/comics that are then retold by

²⁸ Nurul Khisbiyah, "The Effectiveness of the Use of Comic Media on Speaking Skills" *Basicedu Journal*, No.2 (2024), pp.1536 <https://doi.org/10.31004/basicedu.v8i2.7419>

students in their own words orally supported by Jean Piaget's cognitive theory. Here are the steps to teach retelling manga stories in teaching speaking that can be applied in the classroom, especially for the High School Level:

- 1) The teacher asks the students to read the manga story that provided by teacher.
- 2) The teacher divides the students in to several groups and discussing the story.
- 3) The teacher asks the students to tell what they read or listen from the manga stories to their group partner.
- 4) The teacher asks each students retells the manga stories in front of class.²⁹

f. Advantages of Manga Stories in Teaching Speaking

Manga stories are an excellent substitute for traditional teaching methods when it comes to teaching English, especially speaking. The following are the advantages of using manga stories for teaching speaking:

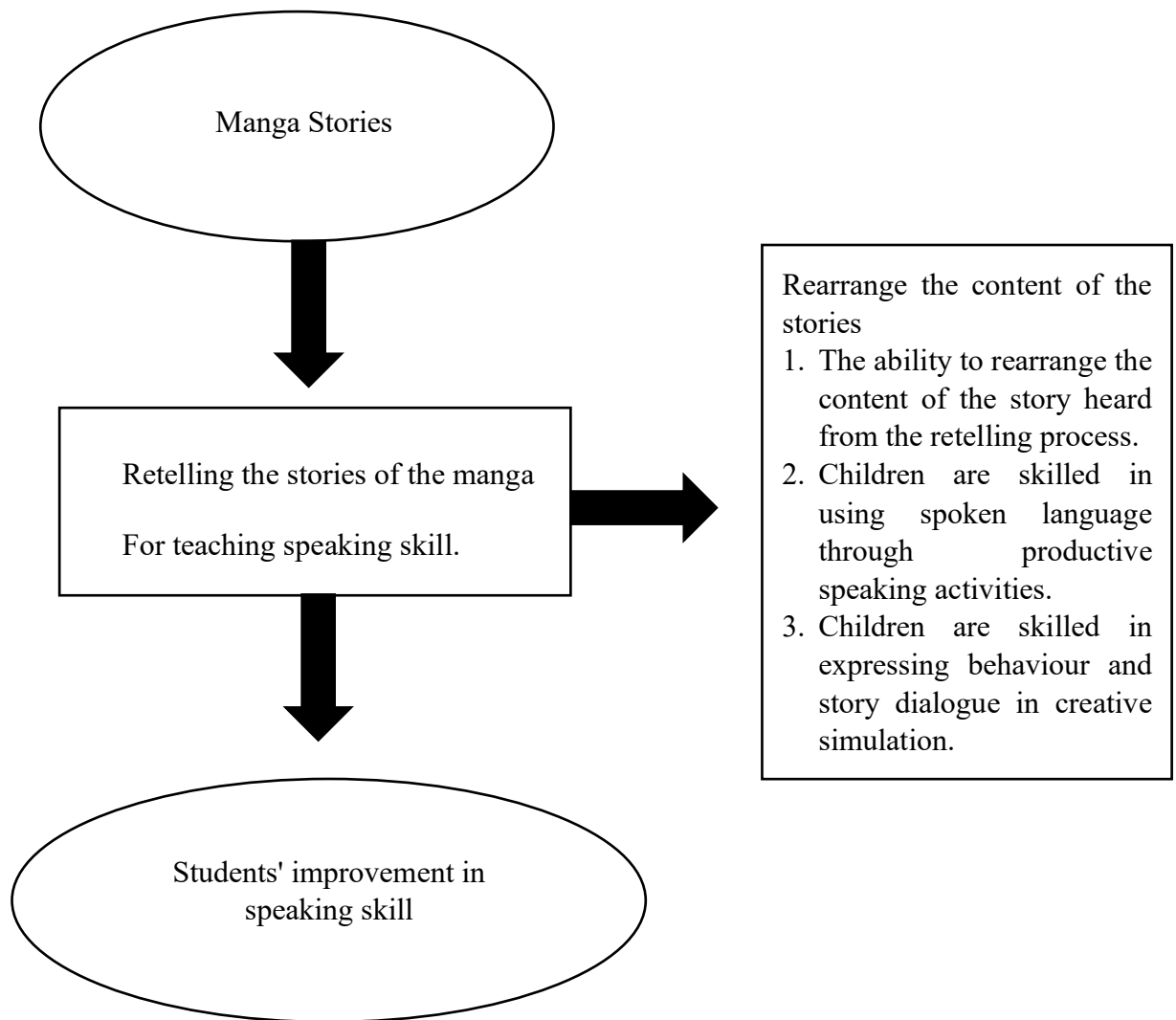
- 1) Supports manga visuals: manga has image details that can help students understand the context of the conversation more easily.
- 2) Manga can introduce new topics, cultures, and ideas in a more modern and easy-to-digest way.
- 3) Natural dialogue: Manga often uses colloquial language that reflects the way people speak in real life.
- 4) Manga can increase interest in speaking because contains interesting stories that make students more enthusiastic about practicing speaking based on what they read.

²⁹ Welmi Meliza, "A Study of Students Speaking Ability Through Retelling Story of the First Year Students at SMAN 1 Rambah Academic Year", *English Language Education, Islamic University of Riau*, (2021).

- 5) Manga can encourage students to discuss, such as group discussions or role-playing based on characters or situations in the manga.

D. Conceptual Framework

The description of the relationship or correspondence between one variable and another is called the frame of mind. A frame of mind, also known as a mindset, is necessary for a study to help test the formulation of a problem and contextualize the research. The following is an overview of the research framework entitled *"The Effectiveness of Retelling Manga Stories in Teaching Speaking Skill for the Tenth Grade Students of SMAN 4 Palopo."*



D. Hypothesis

H1: Retelling manga stories is effective improving students' speaking skills for the tenth-grade students at SMAN 4 Palopo.

H0: Retelling manga stories is ineffective in improving students' speaking skills for the tenth-grade students at SMAN 4 Palopo.

CHAPTER III

RESEARCH METHODS

A. Research Design

The researcher used *a pre-experimental design* for those research. This research method was chosen because it was in accordance with the objectives and conditions of the research conducted. This research aims to determine the effectiveness of retelling manga stories in teaching speaking skill. The design in this research is one group for pre-test and post-test design. The design pattern of this research is as follows:

Table 3.1 Research Design One Group Pre-Test and Post-Test

O1	X	O2
----	---	----

Note:

O1: Pre-test (Before treatment)

X: Treatment

O2: Post-test (After treatment)

B. Variables of the Research

In this research, there would be two variables as follows:

1. The independent variable (x) is the manga story. A manga story is a narrative conveyed through the Japanese comic medium, which consists of images and text to tell the storyline. Manga tells stories about various themes and genres, such as action, adventure, romance, comedy, horror, science fiction, and fantasy.

2. The dependent variable (y) speaking. Speaking is the ability to verbally express ideas, thoughts, or feelings using words and sounds. Speaking involves the ability to structure sentences, choose the right words, and use the correct intonation and grammar so that the message can be understood by the listener. Speaking also involves direct interaction with others, where the speaker and listener communicate effectively.

C. Time and Location

This research on the effectiveness of retelling manga stories was carried out at the high school level with the approval of the principal of SMAN 4 Palopo. This research is planned to last for one month or four weeks.

Table 3.2 Time and Location of the Research

Activity	Time
Pre-Test	6 January 2025
Treatment	13 January-3 February 2025
Post-Test	10 February 2025

D. Population and Sample

1. Population

The population in this research was two classes with a total of 37 students at SMAN 4 Palopo.

2. Sample

In this research, the research applied a purposive sampling technique. This research took one class, namely class X Merdeka 2, this class consisted of 13

students. This sample is part of a population that can be representative of all. Researcher chose this class because the students in this class have a lower level of speaking proficiency compared to other classes.

E. Instrument of the Research

The researcher conducted a talking test with students. This speaking test is carried out using an English oral test which aims to get the results of a comparison between the pre-test and post-test. Speaking tests are used to measure accuracy, fluency, and comprehensibility. The number of pre-tests is 6 questions and 6 post-test questions.

F. Validity of the Research

The validation test carried out in this research is a content validation test. This validation is carried out by providing a validation sheet containing test validation criteria that would be validated by one of the UIN Palopo lecturers.

G. Procedure of Collecting Data

The steps used in data collection are to collect some results before and after the study as the final discussion of this research.

1. Pre-test

Researcher interviewed students by asking them to talk about their "Favorite Cartoon Movie" to measure the students' accuracy, fluency, and comprehensibility.

2. Treatment

After giving a pre-test. Researcher applied the treatment during four meetings. To start the class, the researcher applies learning steps in the classroom such as:

Opening Class

1. The researcher greeted and opened the class.
2. The researcher asked the class leader to lead the prayer.
3. The researcher examined the attendance list of students.

While Activities

1. Researcher explain what manga is (first meeting).
2. Researcher distributed reading sheets in the form of manga for them to read.
3. Then the researcher asked the students to read the manga that had been shared and told the students that each student would be asked to retell the manga they had read.
4. After the students finished reading, the researcher then called the students one by one to come forward, then the researcher asked the students to retell about the manga stories they had read.

Closing Activities

1. The researcher asked the students what they had learned.
2. The researcher closed the class and asked the class leader to lead the prayer.

Topics for each meeting

First meeting: Romance Dawn

Second meeting: Pirate Hunter

Third meeting: Nami

Four meetings: Number One

H. The Techniques of Data Analysis

After the data was collected by conducting pre-test, treatment, and post-test involving several instruments, the researcher then focused on data analysis. Therefore, there are several procedures carried out by researcher, namely: determining the score classification to make it easier for researcher to give scores to students, finding average scores to make it easier for researcher to calculate standard deviations from the collected data to find out the extent of students' deviations in speaking and significance tests to find out the results of research for this. To analyse the data, the researcher used the following steps:

1. There are three criteria that are the basis of speaking skills. The three criteria will be assessed with the following assessment scheme (using a 6-point scale as follows:

a. Accuracy

Table 3.3 Accuracy Classification

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	The mother tongue slightly influences pronunciation. A few minor grammatical and lexical errors but most of the utterances are correct.

Good	4	Pronunciation is still moderately influenced by the mother tongue, but no serious phonological errors. A few grammatical and lexical errors, but only one or two major errors are confusing.
Average	3	The mother tongue influences pronunciation but only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	The mother tongue seriously influences pronunciation, and errors cause a breakdown in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. There are no evidences of mastering any language skill, and errors were practised in the course.

b. Fluency

Table 3.4 Fluency Classification

Classification	Score	Criteria
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Excellent	6	Speak without trying too great an effort and with a wide range of expressions. Searcher for words occasionally but only one or two unnatural pauses.
Very good	5	Has to be an affront at times to search for words. Nevertheless, smooth delivery overall and only a few unnatural pauses.
Good	4	Although they must try and search for words, there are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to be an effort for much of the time. Often, we must search for the desired meaning. Rather, halting delivery and fragmentary range of expression are often limited.
Poor	2	Long pauses while searching for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.

Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.
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c. Comprehensibility

Table 3.4 Comprehensibility Classification

Classification	Score	Criteria
Excellent	6	Easy to understand the speaker's intention and general meaning. Very few interruptions or classifications are required.
Very good	5	The speaker's intention and general meaning are clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. The intention is always clear but some interruptions are necessary to help them convey the message or seek clarification.

Average	3	The listeners can understand a lot of things being said, but they must constantly seek clarification. Unable to understand many of the speaker's sentences that are more complex or longer.
Poor	2	Only small bits (usually short sentences and phrases) can be understood with considerable effort by someone who is used to listening to the speaker.
Very poor	1	Hardly anything that is said can be understood. Even when the listener makes a great effort or interrupts, the speaker cannot clarify anything they seem to have said. ³⁰

The collected data was used to find out whether the experimental research succeeded in achieving good results in the speaking test of grade X students of SMAN 4 Palopo. Once the data is collected, the next step is to analyse the data. The data is the result of pre-test and post-test.

1. Classification of assessments

$$\text{Score} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100$$

³⁰ Drew T. Ashby-King, Lindsey B. Anderson, and Melissa A. Lucas, "A Critical Systematic Review of Rubric Research in the Public Speaking Classroom," in *The Routledge Handbook of Public Speaking Research and Theory*, 1st Edition (New York: Routledge, 2024), 12 <https://doi.org/10.424/9781003337777>.

2. Classify aspects of assessment based on students' answers.³¹

Table 3.4 Assessment of speaking aspects on classification

Categorize	Range of Score
Excellent	86-100
Good	71-86
Average	56-70
Poor	36-55
Very Poor	<35

3. The percentage of student grades can be calculated using the following formula:

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Number of samples

4. Calculate the average grade of a student's answer

The SPSS program will calculate the percentage of students' scores on the speaking test, both before and after the test.

5. Hypothesis acceptance criteria

$P \geq 0.05$: Reject the null hypothesis

³¹ J.B. Heaton, *Writing English Tests* (New York, 1998).

$P \leq 0.05$: Accept the null hypothesis

CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

The findings of this research include a description of the results of the pre-test and post-test of students. The pre-test was carried out before the treatment and the post-test was carried out after the treatment to find out the students' reading comprehension after being given the treatment. The researcher's findings are explained as follows:

1. The Result of Pre-test in Students Speaking test

Before administering the treatment, the researcher conducts a preliminary assessment (pre-test). Before enforcement, the researcher analysed the results of the pre-test thoroughly, with a focus on accuracy, fluency, and comprehensibility. The data is presented in the table below:

Table 4.1 The Students Score in Pre-Test

No	Students	Aspects			Total	Score	Classification
		Accuracy	Fluency	Comprehensibility			
1	AR	2	2	3	7	38	Poor
2	FAN	2	2	3	7	38	Poor

3	K	2	1	2	5	27	Very Poor
4	MFH	2	1	2	4	27	Very Poor
5	RR	1	1	2	4	22	Very Poor
6	N	3	2	2	7	38	Poor
7	NA	2	1	3	6	33	Very Poor
8	SA	2	1	3	6	33	Very Poor
9	S	3	3	3	9	50	Poor
10	FJP	2	1	2	5	27	Very Poor
11	ASAM	2	1	3	6	33	Very Poor
12	FUP	3	3	3	9	50	Poor
13	II	2	1	3	6	33	Very Poor
Score		28	20	34	81	449	
Mean Score		34					

This pre-test is done before treatment to measure the initial condition. This aims to find out the ability or condition of the student before being given treatment. So, to get the results of the pre-test, it is calculated using the formula $\text{score} = (\text{students' score} : \text{maximum score}) \times 100$. It can be interpreted as a percentage score obtained by dividing the student's score by the maximum score then multiplied by 100. For example, if the student's score is 7 and the maximum score is 18, then the percentage score is $(7:18) \times 100 = 38$.

Table 4.1 explains the student scores in the pre-test with a total of 13 students, with 1 student getting a score of 22, 3 students getting a score of 27, 4 students getting a score of 33, 3 students getting a score of 38 and 2 students getting

a score 50. The overall score of all students is 449 with the mean score of 34. Based on the table above, it was found that all student scores were in the "poor" and "very poor" category. With this, the researcher concluded that students have a low level of speaking skill to the given questions and need teaching to make them better.

The students' accuracy scores in the pre-test indicate that most scores fall within the range of 1, 2, and 3. This suggests that the students have difficulty conveying messages clearly and in a manner that can be understood by the listener. The low level of comprehensibility suggest that students often require assistance to clarify their intentions.

The students' fluency scores before the treatment. Most students have scores in the range of 1, 2, and 3 indicating that they struggle with speaking fluently. They often experience pauses or hesitation while speaking, which affects their ability to convey ideas in a continuous and natural manner. To gain a deeper understanding of the students' performance, the distribution of their fluency scores is analysed.

The students' comprehensibility scores in the pre-test. Most of the students' scores fall within the range of 2 to 3, indicating that they have difficulty conveying messages clearly and in a way that can be understood by the listener. The low level of comprehensibility suggests that students often require assistance to clarify their intentions. To further analyse the students' performance, the distribution of their comprehensibility scores is presented.

Table 4.2 Frequency and Percentage of the students score in Pre-Test

Categorize	Range of Score	Frequency	Percentage
Excellent	86-100	0	0%
Good	71-85	0	0%
Average	56-70	0	0%
Poor	36-55	5	25%
Very Poor	<35	8	75%

Table 4.2 illustrates the presentation and frequency of scores obtained by students in the pre-test where students who obtained very good, moderately good, and good scores were 0%, students who obtained an average score of 0%, then students who got poor scores as much as 30%, and students who got very poor scores as much as 70%.

2. The Analysis of the Students Score in Post-Test

A post-test was carried out after implementing the retelling of the manga story. Students are asked to answer questions verbally. Researcher analysed the students' post test result. The findings from this analysis are presentssed in the table below.

Table 4.3 The Students Score in Post-test

No	Students	Aspects			Total	Score	Classification
		Accuracy	Fluency	Comprehensibility			
1	AR	2	2	3	7	38	Poor
2	FAN	4	4	5	13	72	Good
3	K	3	2	4	9	50	Average
4	MFH	2	1	3	6	33	Very Poor
5	RR	2	2	3	7	38	Poor
6	N	3	2	3	8	44	Poor
7	NA	3	2	4	9	50	Average
8	qSA	2	1	2	5	27	Very Poor
9	S	4	4	5	13	72	Good
10	FJP	3	2	4	9	50	Poor
11	ASAM	2	2	4	8	44	Poor
12	FUP	4	3	5	12	66	Average
13	II	3	2	4	9	50	Poor
Score		4	29	49	115	634	
Mean Score		48					

Post-test is carried out after treatment to measure the changes that occur in the student's diet. The results of the post-test are compared with the pre-test to determine the effectiveness of the media used. So, to get the post-test results, it is calculated using the formula $\text{score} = (\text{students' score} : \text{maximum score}) \times 100$. It can be interpreted as a percentage score obtained by dividing the student's score by the maximum score then multiplied by 100. For example, if the student's score is 13 and the maximum score is 18, then the percentage score is $(13:18) \times 100 = 72$.

Table 4.3 shows that there is an increase in student scores from the previous one, namely there are 1 student who got a score of 27, 1 student got a score of 33, 2 students got a score of 38, 2 students got a score of 44, 3 students got a score of 50, 1 student got a score 66 and 2 students got a score 72. Then 2 students got the "Very Poor" category (<35), 6 students got the "Poor" category (36-55), 3 students got the "Average" category (56-70) and 2 students got the "Good" category (71-85).

The students' accuracy scores after the treatment (post-test). There is a significant improvement compared to the pre-test, with students' scores ranging from 2 to 4. This indicates that the treatment "Retelling Manga Stories" strategy helped students improve their pronunciation.

The improvement in students' fluency after the treatment. Most students have scores in the range of 2 to 4, indicating that they spoke more fluently after the treatment. They less frequently experienced pauses or difficulties in finding the right words, which had previously been a challenge.

This shows the improvement in students' comprehensibility scores in the post-test. Most students' scores fall within the range of 2, 3, 4 and 5, indicating that

they were better able to convey messages clearly and in a structured manner after the treatment. This demonstrates the success of the “retelling manga stories” approach in helping students improve their ability to present ideas effectively.

Table 4.4 Frequency and Percentage of the students score in Post-Test

Categorize	Range of Score	Frequency	Percentage
Excellent	86-100	0	0%
Good	71-85	0	10%
Average	56-70	2	15%
Poor	36-55	8	65%
Very Poor	<35	3	10%

3. The Descriptive Statistic of the Pre-Test and Post-Test

- a. Descriptive statistics are presented in the following table:

Table 4.5 Descriptive Statistics of Student Pre-Test and Post-Test

Results

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	13	22	27	34.54	8.422
POST-TEST	13	50	72	48.77	14.090
Valid N (listwise)	13				

From table 4.5, the lowest score of students (minimum) in the pre-test was 22 and the highest score of students (maximum) was 50. The mean value in the pre-test was 34 with a standard deviation value of 8.422. Meanwhile, in the post-test,

the lowest score of students (minimum) is 50 and the highest score of students (maximum) is 72. The mean value in the post-test was 48 with a standard deviation of 14.090. So, it can be concluded that the use of manga effective in teaching speaking skill for students’.

4. Paired Sample Statistics

The researcher used statistical tests and data calculations using SPSS version 20. The explanation is as follows:

Table 4.6 Statistics of Paired Sample of Pre-Test and Post-Test Students

	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	PRE-TEST	34.54	13	8.422	2.336
	POST-TEST	48.77	13	14.090	3.908

Table 4.6 Shows the difference in students' average scores between pre-test and post-test. The average score obtained by students in the post-test (48) was better than the average score obtained by students in the pre-test (35). The standard deviation in the pre-test was 2.336 and the post-test was 3.908, this shows that there is a difference in the learning outcomes obtained by students before and after being given treatment.

5. Correlation between pre-test and post-test

The correlation between the initial test and the final test is presented in the following table:

Table 4.7 The Paired Sample Correlation of Students Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	13	.649	.016

Table 4.7 shows the correlation value between pre-test and post-test of 0.649 with a significant of 0.016. Because the significances value is at the significance level of 5 percent (0.05), there is no correlation between the pre-test and post-test results.

6. Calculation of Pre-Test and Post-Test

Table 4.8 Results of Paired Sample Test of Pre-Test and Post-Test

Students

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST – POST-TEST	-14.231	10.741	2.979	-20.721	-7.740	-4.777	12	.000

Based on the results of table 4.8 analysis, the researcher concluded that there was a significant difference between pre-test and post-test. The results of data analysis showed that the t-count value = -4.777 with degrees of freedom (df) = 12. Based on the t-table value = 2,160 which is a significance level of 0.05 with a degree of freedom of 12, it shows that the t-count value is greater than the t-table value (-4.777 > 2.160).

This means that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a significant difference in students' speaking skill before and after using manga stories. Thus, the researcher concluded that retelling manga stories is effective in improving students' speaking skill.

B. Discussion

This research used manga media to improve students' speaking skills. This research used a pre-experimental research method. There are two variables used in this research, namely the free variable (manga stories) and the bound variable (speaking). Researcher was interested in using this media because it is to see if this media is enough to help students in speaking well.

This research was carried out at SMAN 4 Palopo, especially in class X Merdeka 2. Sampling used purposive sampling, namely: experimental classes are given pre-test, treatment, and post-test. The collected data was used to find out whether students' speaking skills improved after using manga media, as indicated by the pre-test and post-test scores.

In the implementation of the teaching experience using manga stories in class X Merdeka 2, the researcher used this illustrated story as an interesting and interactive medium so that students in this class was enthusiastic and excited during learning because learning materials that was effective and in accordance with students' styles can help teachers prepare assignments and guide students through

the learning process.³² First, the researcher chooses manga stories that are in accordance with the level of understanding of students, then students are asked to read and understand the story before retelling it orally in front of the researcher. This activity not only trains speaking skills, but also improves students' memory and confidence in communicating. In addition, the use of manga stories as a learning medium creates a livelier and more fun classroom atmosphere, so that students are more motivated to actively participate in the learning process.

After the researcher conducted research in the class, can be identified manga story can increase students speaking skill. Based on the data calculation carried out by the researcher after conducting research using SPSS version 20, a 2-tailed significance of 0.000 was obtained, which is smaller than the standard significance of (0.000<0.05). The results of the calculation stated that (H1) was accepted and (H0) was rejected. With this, it can be concluded that there is a significant difference in improving students' speaking skills.

In the process of implementing this research, it was found that the reason students received low scores on the first test (pre-test) was due to a lack of confidence in speaking English, as well as a limited vocabulary. Additionally, students often used their mother tongue at school, which hindered their English-speaking practice. As a result, the application of this media became a novel approach in the learning process for students, and encourages students to be more active and participate in learning, thereby enhancing their speaking skills.

³² Sahraini, "Bridging Cultures Through Language: Developing English-Speaking Materials for Multicultural Education Contexts", *Elsya : Journal of English Language Studies*, 6.3 (2024), pp. 244–64, doi:10.31849/elsya.v6i3.21270.

These findings confirm the research of research supported by several researcher on retelling manga stories in speaking teaching, conducted by Amalia Aditia Churry found that manga is an effective medium to help students learn English, especially speaking skills. Students show increased motivation and confidence in speaking after being given a manga story.³³

Teachers have an important role in creating interactions, improving students' speaking skills³⁴ and also motivation is also important because motivated students can inspire and guide themselves towards the desired outcome.³⁵ It is of course related to what media and how students learn. By using various learning media such as manga, an unusual atmosphere will be created that can attract students' attention so that they can improve students' speaking skills and maximum learning outcomes.

Retelling manga stories can help students to be directly involved in learning, and provide opportunities for active learning, foster students' curiosity so that they participate in the teaching and learning process and help students to improve their speaking skills, namely by practicing speaking and repeating the stories read. By utilizing manga in speaking teaching, students are more focused on the story given because they are challenged and are more enthusiastic to retell the story they have read. When reading, students are trained to be independent and recall the content of

³³ Churry, "Teaching Speaking by Using Manga to Senior High School Students", *thesis*, English Education, Faculty of Teacher Training & Teacher Training, Muria Kudus University (2019).

³⁴ St Hartina, "Talking Sticks as a Technique to Stimulate the Students' Speaking Performance", *Journal of Language Teaching and Learning Linguistics and Literature*, 8.1 (2020), pp. 116-125, doi:10.24256/ide.v8i1.1317

³⁵ Nora Afnita, "Increasing Student Learning Motivation Through Audio Visual Learning Media", *Journal of Education (Theory and Practice)*, 7.2 (2023), pp. 126–30, doi:10.26740/jp.v7n2.p126-130.

the stories they have read. After finishing reading, students are asked to retell the manga story that has been given and tell it in front of the researcher.³⁶

Retelling manga stories has a positive impact on teachers and students in classroom learning. Retelling manga stories is very interesting to apply in learning because it can provide a fun learning atmosphere and improve students' speaking skills while increasing students' vocabulary. During the implementation, students also gave a positive response and showed their interest in the use of this media. Thus, the researcher concluded that retelling manga stories is effective in improving students speaking skills in class X Merdeka 2 at SMAN 4 Palopo.

³⁶ Anggreni, "The Effect of the Application of the Retelling Method on the Speaking Skills of Grade V Students of SD Inpres Campaya, Somba Opu District, Gowa Regency", *Thesis*, Elementary School Teacher Research Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, (2018).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research concluded that retelling manga stories is effective in improving speaking skills of students in class X of SMAN 4 Palopo. This strategy involves verbal question-and-answers, with a focus on improving accuracy, fluency, and comprehensibility. Based on the results of the research which showed that the average post-test score was greater than the average score achieved by students during the pre-test. In addition, based on the results of data analysis after being given treatment, it was found that the t-test value was higher than the t-table value. In addition, researcher found that $p < \alpha$ ($0.00 < 0.05$), this shows that there is a difference in student learning outcomes before and after using manga. Therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. Suggestion

Based on the limitations, the researcher has a few suggestions for English teacher, students and the school. Here are suggestions given by researcher:

1. For teacher

English teachers are supposed to use varied learning strategies especially for their speaking teaching. Manga can be one of the alternative media that can be easily used by teachers because it can provide a new learning atmosphere for students with interesting pictures in it. The use of this media can help them to increase their interest in speaking in English, but teachers must also master this

media both from the use and the meaning contained in the manga story, this is so that learning outcomes are well achieved.

2. For students

The researcher suggested to the students to use manga media to improve their speaking skills. Because they can find a variety of interesting stories in manga related to learning. By using this medium, students can practice the conversations in the manga story, both outside the classroom and in the classroom to improve their accuracy, fluency, and understanding. In addition, they must be actively involved with the feedback provided by the teacher to overcome specific challenges in speaking.

3. For Future Researchers

Researcher are then recommended to research in more detail and the next researcher can increase the number of students sampled and is also expected to provide additional information that can be used by future researchers to prepare for their research. It is hoped that if more knowledge is created when using manga media in future learning, it will be easier to improve students' speaking skills. In additional, the researcher hopes that the use of various types of interesting media such as manga and the like can further increase students' interest in learning English.

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A P P E N D I C E S

Appendix 1: Learning Implementation Plan (RPP)

LEARNING IMPLEMENTATION PLAN

Institution : SMAN 4 Palopo

Subject : English

Meeting : 1 (first)

Time : 90 minutes

1. Learning Objectives

After retelling manga stories, students' speaking skills in English can improve.

2. Learning Model

Face-to-face

3. Learning Media/Resources

Manga story with the title "Romance Down"

4. Learning Stages

Introductory activity (10 minutes)

1. Researcher greets and opens the class
2. Researcher asks class leader to lead prayer
3. The researcher examines the student's attendance

Core Activities (60 minutes)

1. Researchers explain about manga
2. Researchers distribute reading sheets in the form of manga for them to read

3. Then the researcher asks students to read the manga that has been shared and then tells the students that each student will be asked to retell the story of the manga he or she has read.
4. After the students have finished, the researcher then calls the students one by one to come forward, then ask the students to tell the manga story they have read.

Closing Activity (20 minutes)

1. Researchers asked students what they had learned
2. The researcher closed the class and asked the class leader to lead the prayer.

LESSON PLAN

Institution : SMAN 4 Palopo
Subject : English
Meeting : 2 (second)
Time : 90 minutes

1. Learning Objectives

After retelling manga stories, students' speaking skills in English can improve.

2. Learning Model

Face-to-face

3. Learning Media/Resources

Manga story with the title "Pirate Hunter"

4. Learning Stages

Introductory activity (10 minutes)

1. Researcher greets and opens the class
2. Researcher asks class leader to lead prayer
3. The researcher examines the student's attendance

Core Activities (60 minutes)

1. Researchers distribute reading sheets in the form of manga for them to read

2. Then the researcher asks students to read the manga that has been shared and then tells the students that each student will be asked to retell the story of the manga he or she has read.
3. After the students have finished, the researcher then calls the students one by one to come forward, then ask the students to tell the manga story they have read.

Closing Activity (20 minutes)

1. Researchers asked students what they had learned
2. The researcher closed the class and asked the class leader to lead the prayer.

LESSON PLAN

Institution : SMAN 4 Palopo
Subject : English
Meetings : 3 (Third)
Time : 90 minutes

1. Learning Objectives

After retelling manga stories, students' speaking skills in English can improve.

2. Learning Model

Face-to-face

3. Learning Media/Resources

Manga stories with the title "Nami"

4. Learning Stages

Introductory activity (10 minutes)

1. Researcher greets and opens the class
2. Researcher asks class leader to lead prayer
3. The researcher examines the student's attendance

Core Activities (60 minutes)

1. Researchers distribute reading sheets in the form of manga for them to read
2. Then the researcher asks students to read the manga that has been shared and then tells the students that each student will be asked to retell the story of the manga he or she has read.

3. After the students have finished, the researcher then calls the students one by one to come forward, then ask the students to tell the manga story they have read.

Closing Activity (20 minutes)

1. Researchers asked students what they had learned
2. The researcher closed the class and asked the class leader to lead the prayer.

LESSON PLAN

Institution : SMAN 4 Palopo
Subject : English
Meetings : 4 (fourth)
Time : 90 minutes

1. Learning Objectives

After retelling manga stories, students' speaking skills in English can improve.

2. Learning Model

Face-to-face

3. Learning Media/Resources

Manga stories with the title "Number One"

4. Learning Stages

Introductory activity (10 minutes)

1. Researcher greets and opens the class
2. Researcher asks class leader to lead prayer
3. The researcher examines the student's attendance

Core Activities (60 minutes)

1. Researchers distribute reading sheets in the form of manga for them to read
2. Then the researcher asks students to read the manga that has been shared and then tells the students that each student will be asked to retell the story of the manga he or she has read.

3. After the students have finished, the researcher then calls the students one by one to come forward, then ask the students to tell the manga story they have read.

Closing Activity (20 minutes)

1. Researchers asked students what they had learned
2. The researcher closed the class and asked the class leader to lead the prayer.

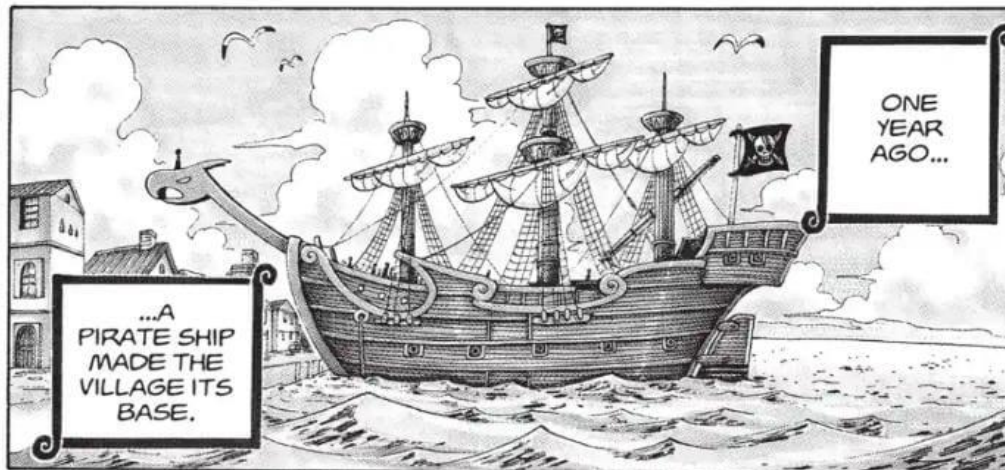
Appendix 2: Bahan Ajar

ROMANCE DOWN





A
SMALL
HARBOR
VILLAGE



ONE
YEAR
AGO...

...A
PIRATE SHIP
MADE THE
VILLAGE ITS
BASE.



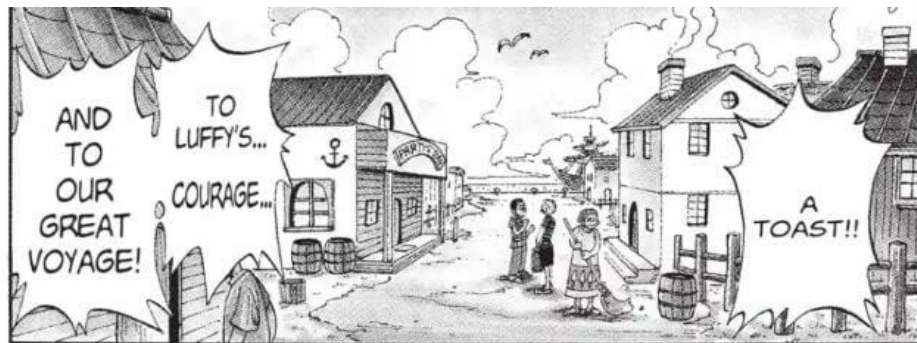
HMPH!

HEY,
LUFFY!
WHAT'RE
YOU UP TO
NOW?!

AND THE
VILLAGE IS
AT PEACE.



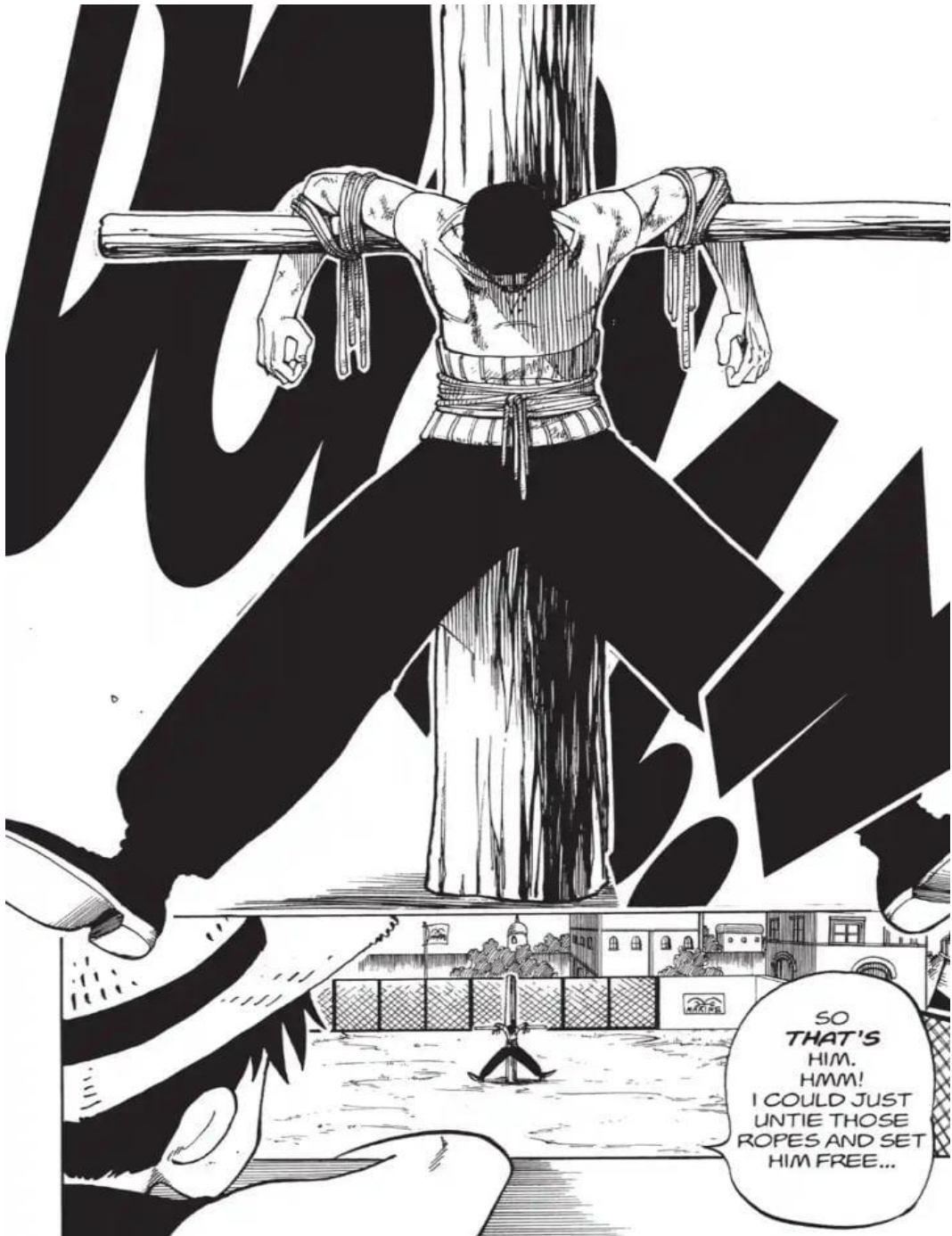
THE
WIND
BLOWS
FROM
THE
EAST.

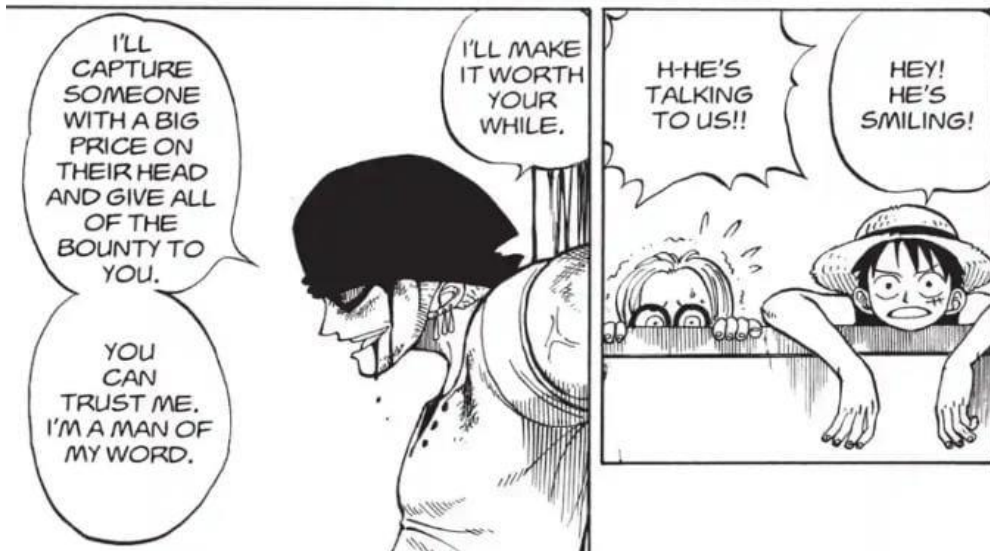


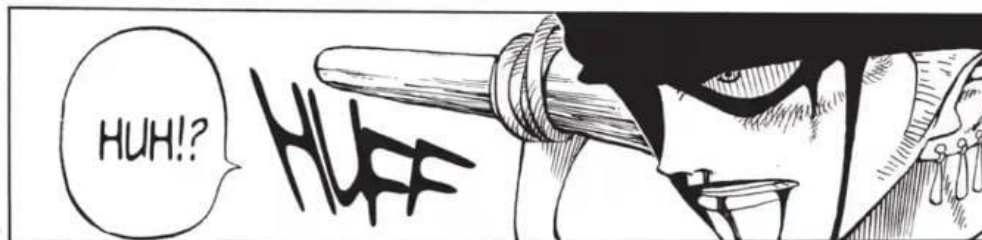
PIRATE HUNTER

ENTER ZOLO: PIRATE HUNTER





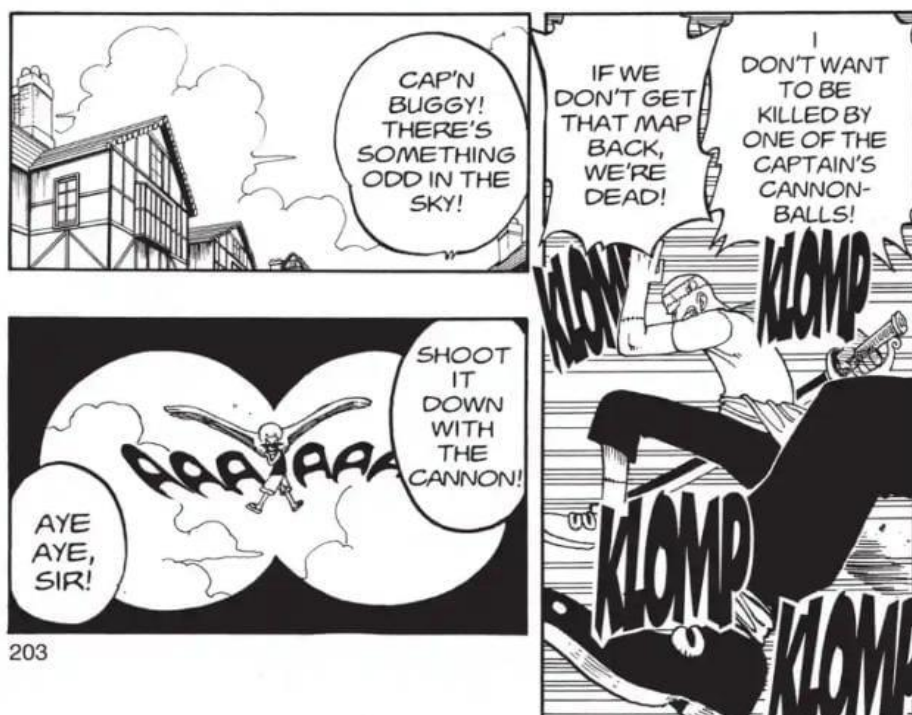
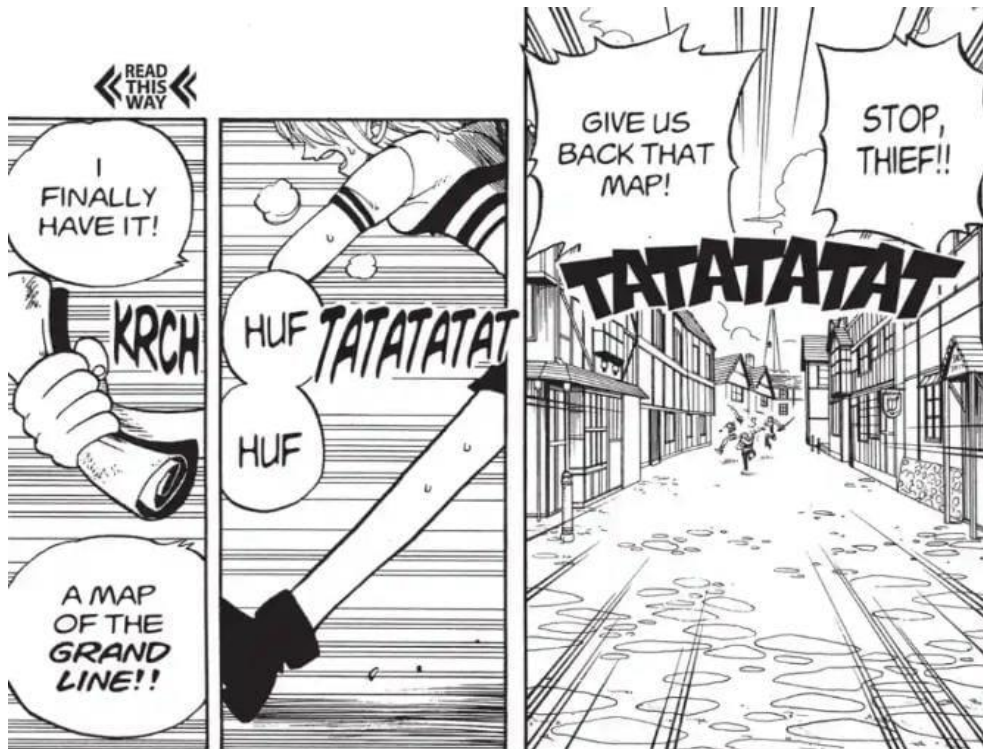




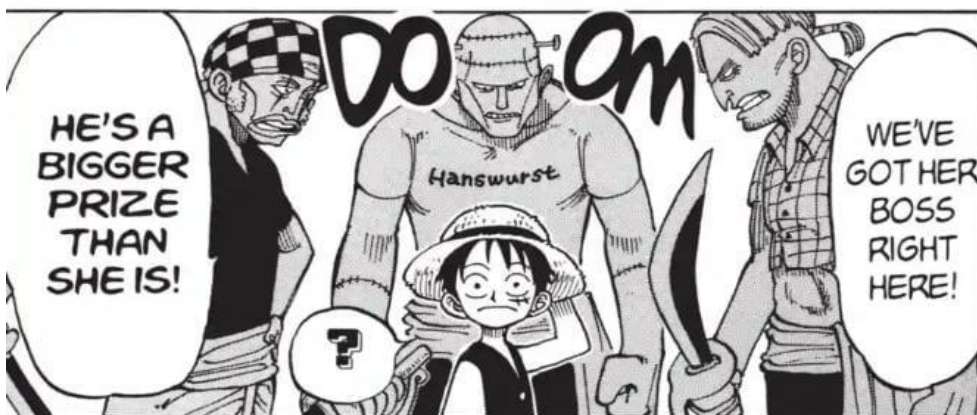
NAMI

NAMI



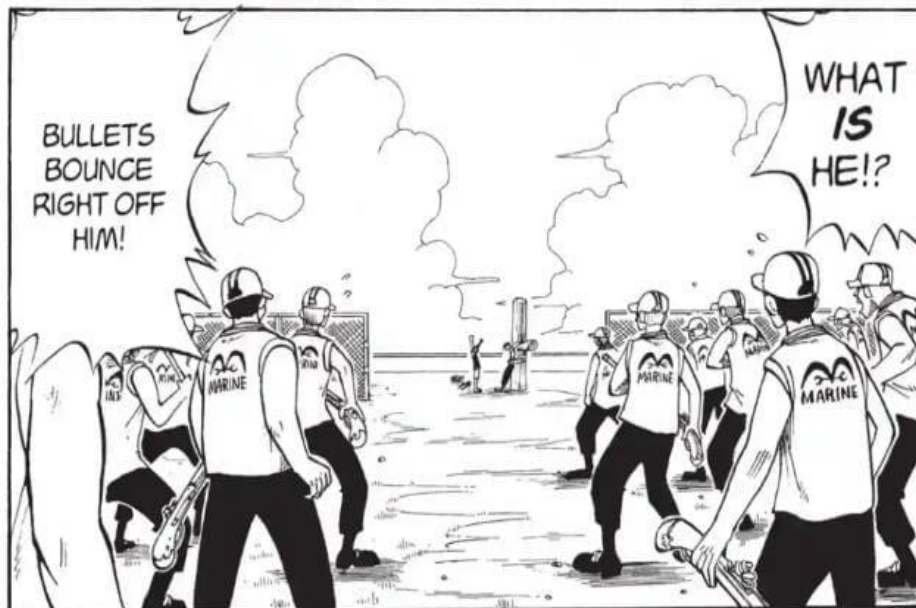






NUMBER ONE

《 READ THIS WAY 》





Appendix 3: Validation Certificate

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama	: Ermawati, S.Pd.I., M.Hum
Jabatan/Pekerjaan	: Dosen
Instansi Asal	: IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effectiveness of Retelling Manga Stories in Teaching Speaking for the Tenth Grade Students SMAN 4 Palopo

dari mahasiswa:

Nama	: Neneng Ningsih
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 20 0202 0076

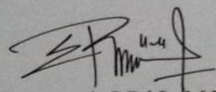
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Change favorite cartoon to be more specific : favorite cartoon movie.
- Make the same numbers of each test.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 22 November 2024

Validator,


Ermawati, S.Pd.I., M.Hum
NIP. 19911117 202012 2 019

*coret yang tidak perlu

Appendix 4: Research Permit Letter


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 30781/S.01/PTSP/2024	Kepada Yth.
Lampiran	: -	Walikota Palopo
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo Nomor : B-3157/IN.19/FTIK/HM.01/11/2024 tanggal 21 November 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: NENENG NINGSIH
Nomor Pokok	: 2002020076
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Agatis Balandai Palopo

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF RETELLING MANGA STORIES IN TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS OF SMAN 4 PALOPO "

Yang akan dilaksanakan dari : Tgl. **03 Desember 2024 s/d 03 Januari 2025**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 03 Desember 2024

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth

1. Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
2. *Pertinggal.*

Appendix 5: Certificate of Completion Letter



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO
Jalan Bakau Balandi No. Telp (0471) 21475 Email: sman04plp@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor 400.7.22.0/034/UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a : NENENG NINGSIH
N I M : 2002020076
Tempat / tgl. lahir : Spontan, 9 Agustus 2001
Jenis kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Dr. Ratulangi

Yang bersangkutan telah melakukan kegiatan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 13 Januari sampai dengan 3 Februari 2025, guna melengkapi Tesis yang berjudul:

***"THE EFFECTIVENESS OF RETELLING MANGA STORIES IN TEACHING
SPEAKING OF THE TENTH GRADE STUDENTS OF SMAN 4 PALOPO".***

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 11 Februari 2025

Kepala SMAN 4 Palopo



MUZAKKIR., S.Pd.
Pembina TK.I/(IV/b)
NIP 19730407200121004

BerAKHLAK
BerAKHLAK BerAKHLAK BerAKHLAK

**#bangga
melayani
bangsa**

Sipakatau

Sitik

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Appendix 6: Pre-Test assessment sheet

PENILAIAN PRE-TEST

Hari/Tanggal : Senin, 13 Januari 2025

Kelas : X Merdeka 2

No	Nama Siswa	Penilaian			Total
		Accuracy	Fluency	Comprehensibility	
1.	Akbar Pamadhan	1	1	1	3
2.	Firla Anggara Nur	2	2	1	5
3.	Kamila	2	1	1	4
4.	Muh. Fajar Hurdiansyah	1	1	1	3
5.	Rakina Pamadani	2	1	1	4
6.	Nuraisyah	1	1	2	4
7.	Nur Azizah	2	2	1	5
8.	Siti Aisyah	1	1	1	3
9.	Sintia	2	3	3	8
10.	Faiz Julia P.	1	1	2	4
11.	A. Salsa Aina Mutmainnah	2	1	2	5
12.	Phinza utami Pratiwi	2	3	3	8
13.	Ilham idnulfirri	1	2	1	4

PRE-TEST

Favorite Cartoon Movie (Oral Test)

1. What is the title of your favorite cartoon movie?
2. Why do you like that cartoon movie?
3. Who is the main character in the cartoon movie?
4. About what is the cartoon movie?
5. Does the cartoon inspire you?
6. What is the storyline of the cartoon movie?

Appendix 7: Post-Test assessment sheet

PENILAIAN POST-TEST

Hari/Tanggal : Senin, 3 Februari 2025

Kelas : X Merdeka 2.

No	Nama Siswa	Penilaian			Total
		Accuracy	Fluency	Comprehensibility	
1.	Akbar Pamadhan	2	2	2	6
2.	Firla Anggun Nur	3	3	2	8
3.	Kamila	3	2	2	7
4.	Muh. Fajar Herdiansyah	2	2	2	6
5.	Rakina Pamadani	3	2	2	7
6.	Nuraisyah	2	2	3	7
7.	Nur Azizah	3	3	2	8
8.	Siti Aisyah	2	2	2	6
9.	Sindia	3	4	4	11
10.	Fariz Julia P.	2	2	3	7
11.	A.Saka Aina Mutmai.	3	2	3	8
12.	Phanza Utami Pratiwi	4	4	4	12
13.	Ilham Pamulufitri	2	3	2	7

POST-TEST

Favorite Movie (Oral Test)

1. What is your favorite movie?
2. Why do you like the movie?
3. Where do you usually watch it?
4. Who is your favorite character in the movie?
5. Why do you like the character of that movie?
6. What is the storyline of the movie?

Appendix 8: Transcript Speaking Test Pada Pre-Test

Akbar Ramadhan

Researcher : “What is the tittle your favorite cartoon movie?”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Apa kak?”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Anu...”

Researcher : “Cartoon movie, film cartoon favoritemu”

Student : “Frozen”

Researcher : “Why do you like that cartoon movie?”

Student : “Apa kak?” *tertawa*

Researcher : “Why do you like that cartoon movie?”

Student : *no answer*

Researcher : “Kenapa kamu suka cartoon movie itu?”

Students : “Suka nonton”

Researcher : “Who is the main character in the cartoon movie?”

Researcher : “Who is the main character in the cartoon movie?”

Student : *No answer*

Researcher : “Siapa karakter utamanya?”

Student : “Elsa”

Researcher : “About what is the cartoon movie?”

Researcher : “About what is the cartoon movie?”

Student : *No answer*

Researcher : “Tentang apa cartoon movie itu?”

Student : “Tentang ice”

Researcher : “Does the cartoon inspire you?”

Student : “Tidak tahu kak”

Researcher : “Does the cartoon inspire you?”

Researcher : “Does the cartoon inspire you?”

Student : *No answer*

Researcher : “Apakah film kartoon itu menginspirasimu?”

Student : “Sangat”

Researcher : “What is the storyline of the cartoon movie?”

Researcher : “What is the storyline of the cartoon movie?”

Student : “apa namanya.....anu...tidak tahu kak”

	Accuracy	Fluency	Comprehensibility
Akbar Ramadan	2	2	3

Firla Anggara Nur

Researcher : “What is the tittle your favorite cartoon movie?”

Students : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Oh...my favorite?”

Researcher : “Cartoon movie”

Student : “Apa lek.....oh Doraemon”

Researcher : “Why do you like that cartoon movie?”

Student : “Kenapa....?”

Researcher : “Why do you like that cartoon movie?”

Student : “Ohh....karena warnanya, because warna cartonnya..ku suka blue white.”

Researcher: : “Who is the main character in the cartoon movie?”

Student : *No answer*

Researcher: : “Who is the main character in the cartoon movie?”

Student : “Karakter....?”

Researcher : “Utama”

Student : “Karakterter utamanya....Doraemon”

Researcher : “About what is the cartoon movie?”

Student : “Apa about?”

Researcher : “Tentang”

Student : “Pertemanan?.....oh friends”

Researcher : “Does the cartoon inspire you?”

Student : “No....”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Apa.....cerita?”

Researcher : “Alur”

Student : “Apa lek...tidak tahu” *tertawa*

	Accuracy	Fluency	Comprehensibility
Firla Anggara	2	2	3
Nur			

Kamila

Researcher : “What is the tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Hmm...apa?”

Researcher : “The tittle your favorite cartoon movie? The tittle...judul film
kartun favoritemu”

Student : “Hmm...apa yahhh? Upin dan Ipin”

Researcher : “Why do you like that cartoon movie?”

Student : “Apa?”

Researcher : “Why do you like that cartoon movie?”

Student : *No answer*

Researcher : “Why do you like that cartoon movie? Why do you like? Kenapa
kamu suka”

Student : “Karena lucu”

Researcher : “Who is the main character in the cartoon movie?”

Student : “Karakter?”

Researcher : “Yes, main character”

Student : “Tidak tahu kak”

Researcher : “Who is the main character in the cartoon movie? main character?
tokoh utamanya?”

Student : “Ohhhh.....Upin dan Ipin”

Researcher : “About what is the cartoon movie?”

Student : “What?”

Researcher : “About what is the cartoon movie?”

Student : *No answer*

Researcher : “About what is the cartoon movie? tentang apa?”

Student : “Anak TK yang tidak besar besar”

Researcher : “Does the cartoon inspire you?”

Student : “What?”

Researcher : “Does the cartoon inspire you? does...the..cartoon...inspire you?”

Student : “Apa itu? Tidak tahu kak”

Researcher : “Does the cartoon inspire you? apakah film cartoon itu menginspirasimu?”

Student : “Yes”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Tidak tahu kak”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Tidak tahu kak”

Researcher : “What is the storyline of the cartoon movie? Apa alurnya?”

Student : “Kadang sedih dan kadang senang”

	Accuracy	Fluency	Comprehensibility
Kamila	2	1	2

Muhammad Fajar Herdiansyah

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Apa kak?”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Tidak tahu kak”

Researcher : “What is the tittle your favorite cartoon movie? apa judul film cartoon favoritmu?”

Student : “One Piece”

Researcher : “Why do you like that cartoon movie?”

Student : *No answer*

Researcher : “Why do you like that cartoon movie?”

Student : “Apa?..tidak tahu kak”

Researcher : “Why do you like that cartoon movie? kenapa kamu suka?”

Student : “Karena sering berperang”

Researcher : “Who is the main character in the cartoon movie?”

Student : *No answer*

Researcher : “Who is the main character in the cartoon movie?”

Student : “Apa kak?”

Researcher : “Who is the main character in the cartoon movie? karakter utama”

Student : “Luffy”

Researcher : “About what is the cartoon movie?”

Student : “Sudahmi kak...tidak ku tahu”

Researcher : “About what is the cartoon movie?”

Student : *No answer*

Researcher : “About what is the cartoon movie? about itu tentang dan what itu apa”

Student : “Ohh...tentang bajak Laut”

Researcher : “Does the cartoon inspire you?”

Student : *No answer*

Researcher : “Does the cartoon inspire you?”

Student : *No answer*

Researcher : “Does the cartoon inspire you? Apakah film cartoon itu menginspirasimu”

Student : “Iya mungkin”

Researcher : “Why?....kenapa?”

Student : “Tidak tahu”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Tidak tahu kak”

	Accuracy	Fluency	Comprehensibility
M. Fajar H	2	1	2

Rakina Ramadhani

Researcher : “What is the tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “Why do you like that cartoon movie?.....why... do. ...you...like?”

Student : “Tidak ku tahu kak...”

Researcher : “Who is the main character in the cartoon movie?”

Student : *No answer*

Researcher : “Karakter utamanya”

Student : “Hmmm.....Upin dan Ipin”

Researcher : “About what is the cartoon movie?..... about what is the cartoon movie?.....tentang apa?”

Student : “Tentang...bermain, sekolah”

Student : *No answer*

Researcher : “Who is the main character in the cartoon movie?”

Student : “Hmm.....apa?”

Researcher : “Who is the main character in the cartoon movie?.....karakter utamanya”

Student : “Upin dan Ipin”

Researcher : “About what is the cartoon movie?”

Student : *No answer*

Researcher : “About what is the cartoon movie? Tentang apa?”

Student : “Tentang bermain....sekolah”

Researcher : “Does the cartoon inspire you?..... does the cartoon inspire you?”

Student : *No answer*

Researcher : “Apakah film kartun itu menginspirasimu?”

Student : “Hmmm...iya”

Researcher : “Kenapa?”

Student : “Tidak tahu...”

Researcher : “What is the storyline of the cartoon movie?
What...is..the..storyline of the cartoon movie?”

Student : *No answer*

Researcher : “Bagaimana alurnya?”

Student : “Alur...hmm...kurang tahu”

	Accuracy	Fluency	Comprehensibility
Rakina Ramadhani	1	1	2

Nuraisyah

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Hmmm.....”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Hmmm.....Upin dan Ipin”

Researcher : “Why do you like that cartoon movie?”

Student : “Apa?”

Researcher : “Why...do you...like that..cartoon movie?”

Student : “Kenapa disuka?.....karena cute”

Researcher : “Who is the main character in the cartoon movie?”

Student : “apa?”

Researcher : “Who is the main character in the cartoon movie?”

Student : “Karakternya.....Upin dan Ipin”

Researcher : “About what is that cartoon movie?”

Student : “Tentang sekolah...cerita anak suka bermain”

Researcher : “Does the cartoon inspire you?”

Student : *No answer*

Researcher : “Apakah cartoon movie itu menginspirasimu?”

Student : “Iya, karakternya baik”

Researcher : “What is the storyline of the cartoon movie?”

Student : *No answer*

Researcher : “What is the storyline of the cartoon movie?.....storyline.alurnya”

Student : “Kurang tahu kak”

	Accuracy	Fluency	Comprehensibility
Nuraisyah	3	2	2

Nur Azizah

Researcher : “What is the tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?..what..is the tittle
your favorite cartoon movie?”

Student : “Tidak ku tahu”

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Cartoon?”

Researcher : “Yeah....cartoon movie”

Student : “Hmm...Doraemon”

Researcher : “Why do you like that cartoon movie?”

Student : *No answer*

Researcher : “Why do you like that cartoon movie?...Why do you like that
cartoon movie?...kenapa kamu suka?”

Student : “Karena suka dari kecil”

Researcher : “Who is the main character in the cartoon movie?”

Student : “Hah? Apa?”

Researcher : “Who is the main character in the cartoon movie?”

Student : “Apa?”

Researcher : “Main character...tokoh utamanya siapa?”

Student : “Siapa namanya...hmmm Doraemon”

Researcher : “About what is that cartoon movie?”

Student : “Hah?...apa?”

Researcher : “Tentang apa?”

Student : “Ohhh...hmmm...tentang seperti...penyelamat”

Researcher : “Does the cartoon inspire you?”

Student : “Apa?”

Researcher : “Does the cartoon inspire you?...apakah film kartun itu menginspirasi kamu?”

Student : “Tidak”

Researcher : “What is the storyline of the cartoon movie? What is the storyline”

Student : “Storyline...apa itu?”

Researcher : “Alurnya bagaimana?”

Student : “Wihhh...”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Seseorang yang membantu sesama...itu saja.”

	Accuracy	Fluency	Comprehensibility
Nur Azizah	2	1	3

Siti Aisyah

Researcher : “What is the tittle your favorite cartoon movie? What is the
tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Cocomelon”

Researcher : “Why do you like that cartoon movie? Why do you like?”

Student : *No answer*

Researcher : “Why do you like? Kenapa kamu suka?”

Student : “Lucu”

Reseacher : “Who is the main character in the cartoon movie?”

Student : *No answer*

Researcher : “Who is the main character in the cartoon movie? Who is.....the
main character in the cartoon movie?”

Student : *No answer*

Researcher : “Who is the main character in the cartoon movie?....main character,
tokoh utamanya siapa?”

Student : “Tidak ku tau kak...”

Researcher : “About what is that cartoon movie?”

Student : *No answer*

Researcher : “About what is that cartoon movie? Tentang apa?”

Student : “Tentang anak kecil bermain mobil”

Researcher : “Does the cartoon inspire you? does the cartoon inspire you?”

Student : *No answer*

Researcher : “Apakah film cartoon itu menginspirasimu?”

Student : “Iya”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Tidak tahu”

	Accuracy	Fluency	Comprehensibility
Siti Aisyah	2	1	3

Sintia

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Hmm...Spongebob”

Researcher : “Why do you like that cartoon movie?”

Student : “Because so cute”

Researcher : “Who is the main character in the cartoon movie?”

Student : “Apa?”

Researcher : “Who is the main character in the cartoon movie? Karakter utamanya”

Student : “Spongebob”

Student : “What?”

Researcher : “About what is that cartoon movie?”

Student : “I don’t know”

Researcher : “Does the cartoon inspire you?”

Student : “Yes sedikit, karena ada yang bermanfaat ada yang enggak”

Researcher : “What is the storyline of the cartoon movie?”

Student : “Menceritakan tentang kisah di bawah laut, tentang persahabatan...friends and family”.

Sintia	Accuracy	Fluency	Comprehensibility
	3	3	3

Faiz Julia P

Researcher : “What is the tittle your favorite cartoon movie?”

Student : *No answer*

Researcher : “What is the tittle your favorite cartoon movie?”

Student : “Apa?”

Researcher : “What is the tittle your favorite cartoon movie?, cartoon movie...film cartoon favoritemu?”

Student : “Boboiboy”

Researcher : “Why do you like that cartoon movie? Why do you like that cartoon movie?”

Student : *No answer*

Researcher : “Why do you like that cartoon movie? Why do you like?”

Student : *No answer*

Researcher : Why do you like? Kenapa kamu suka?

Student : Seru... karena perang

Researcher : Who is the main character in the cartoon movie?

Student : Hah...apa?

Researcher : Who is the main character in the cartoon movie? Main character

Student : Hah? Iye?

Researcher : Main character.... tokoh utamanya?

Student : Tidak tahu kak

Researcher : About what is that cartoon movie?

Student : - (no answer)

Researcher : About..what...is...that..cartoon movie?

Student : - (no answer)

Researcher : About..what...is...that..cartoon movie? tentang apa?

Student : Tidak ku tahu kak...

Researcher : Does the cartoon inspire you?

Student : Hah?

Researcher : Does the cartoon inspire you? does the cartoon inspire you?
Apakah film kartun itu menginspirasimu?

Student : Ada pelajaran yang bisa didapat

Researcher : What is the storyline of the cartoon movie?

Student : - (no answer)

Researcher : Bagaimana alur ceritanya?

Sudent : Tidak ku tahu kak

Researcher : Alurnya....

Student : Aih tidak ku tahu...

	Accuracy	Fluency	Comprehensibility
Faiz Julia P	2	1	2

Andi Salsa Aina M.

Researcher : What is the tittle your favorite cartoon movie?

Student : Cartoon movie?

Researcher : Yes, your favorite cartoon movie

Student : - (no answer)

Researcher : What is the tittle your favorite cartoon movie?

Student : Cinderella

Researcher : Why do you like that cartoon movie?

Student : - (no answer)

Researcher : Why do you like that cartoon movie?

Student : - (no answer)

Researcher : Why do you like that cartoon movie? kenapa kamu suka?

Student : Karena karakternya menarik

Researcher : Who is the main character in the cartoon movie?

Student : Karakter?

Researcher : Yes, the main character in the cartoon movie?

Student : - (no answer)

Researcher : Main character, tokoh utamanya siapa?

Student : Ohhh...Cinderella

Researcher : About what is that cartoon movie?

Student : About itu tentang?

Researcher : Yes, about what is that cartoon movie?

Student : ohhh...hmm tentang petualangan

Researcher : Does the cartoon inspire you?

Student : Tidak tahu kak

Researcher : Does the cartoon inspire you?

Student : Yes

Researcher : What is the storyline of the cartoon movie?

Student : Apa kak?

Researcher : What is the storyline of the cartoon movie?

Student : Yes (tertawa)

Researcher : What yes? what is the storyline of the cartoon movie?

Student : - (no answer)

Researcher : Apa alur ceritanya?

Student : Menarik, karena berisi tentang seorang gadis yang dikurung dan disiksa oleh ibu dan saudara tirinya

	Accuracy	Fluency	Comprehensibility
Andi Salsa Aina	2	1	3
M.			

Phinza Utami Pratiwi

Researcher : What is the tittle your favorite cartoon movie?

Student : What?

Researcher : What is the tittle your favorite cartoon movie?

Student : The tittle...cartoon movie, ohhh...Rapunzel

Researcher : Why do you like that cartoon movie?

Student : Because that is a good cartoon movie

Researcher : Who is the main character in the cartoon movie?

Student : Rapunzel

Researcher : About what is that cartoon movie?

Student : Tentang seorang gadis yang diculik sejak baru lahir dan di rawat oleh seorang penyihir

Researcher : Does the cartoon inspire you?

Student : What?

Researcher : Does the cartoon inspire you?

Student : I don't know

Researcher : Does the cartoon inspire you? apakah film kartun itu menginspirasimu?

Student : Yes, because banyak pelajaran yang dapat diambil dari cartoon itu

Researcher : What is the storyline of the cartoon movie?

Student : Storyline?

Researcher : Yes, storyline

Student : About....hmmm seorang anak yang dilahirkan oleh wanita kerajaan, lalu diculik oleh seorang wanita penyihir dan dia dikurung di gedung yang tinggi di tengah hutan.

	Accuracy	Fluency	Comprehensibility
Fhinza Utami P	3	3	3

Ilham Idulfitri

Researcher : What is the tittle your favorite cartoon movie?

Student : Apa kak?

Researcher : What is the tittle your favorite cartoon movie?

Student : Tidak tahu kak

Researcher : What is the tittle your favorite cartoon movie? the tittle itu judul,
cartoon movie itu film kartun.

Student : Ohhh...Naruto

Researcher : Why do you like that cartoon movie?

Student : Yes

Researcher : Why do you like that cartoon movie?

Student : - (no answer)

Researcher : Why do you like that cartoon movie? kenapa kamu suka?

Student : Karena bagus

Researcher : Who is the main character in the cartoon movie?

Student : - (no answer)

Researcher : Main character

Student : Kakashi (tertawa)

Researcher : The main character, tokoh utamanya

Student : Ohhh...Naruto

Researcher : About what is that cartoon movie?

Student : - (no answer)

Researcher : About what is that cartoon movie?

Student : Apa kak? Tidak ku tahu

Researcher : About what, tentang apa+

Student : Tentang perkelahian

Researcher : Does the cartoon inspire you?

Student : Tidak tahu

Researcher : Does the cartoon inspire you?

Student : yes

Researcher : What is the storyline of the cartoon movie?

Student : - (no answer)

Researcher : What is the storyline of the cartoon movie?

Student : Yes

Researcher : Yes?

Student : Tidak tahu kak

Researcher : What is the storyline of the cartoon movie? alur ceritanya

Student : Tentang petualangan seorang anak yang tidak memiliki orang tua

	Accuracy	Fluency	Comprehensibility
Ilham Idulfitri	2	1	3

Appendix 8: Transcript Speaking Test Pada Post-Test

Akbar Ramadhan

Researcher : What is your favourite movie?

Student : Apaa?

Researcher : What is your favourite movie?

Student : KKN desa penari

Researcher : Why do you like the movie?

Student : Apa kak?

Researcher : Why do you like the movie?

Student : Hmm...apa?

Researcher : Why do you like the movie?

Student : Horror

Researcher : Where do you usually watch it?

Student : Tidak tahu kak

Researcher : Where do you usually watch it?

Student : *No answer*

Researcher : Where do you usually watch it?

Student : Hmm...

Researcher : Where do you usually watch it? Dimana biasa nonton?

Student : Youtube

Researcher : Who is your favorite character in the movie?

Student : Favorite character?

Researcher : Yes, your favourite character

Student : Ayu

Researcher : Why do you like the character of that movie?

Student : Karena dia pemberani

Researcher : What is storyline of the movie?

Student : Story tentang grub mahasiswa yang akan pergi program KKN

	Accuracy	Fluency	Comprehensibility
Akbar Ramadhan	2	2	3

Firla Anggara Nur

Researcher : What is your favourite movie?

Student : Asmara Gen Z

Researcher : Why do you like the movie?

Student : What?

Researcher : Why do you like the movie?

Student : Because that movie about gen Z

Researcher : Where do you usually watch it?

Student : Hmm....

Researcher : Where do you usually watch it?

Student : TV or Handphone

Researcher : Who is your favorite character in the movie?

Student : Arya Mohan

Researcher : Why do you like the character of that movie?

Student : Because handsome

Researcher : What is storyline of the movie?

Student : About love and anu...masalah, problem gen Z

	Accuracy	Fluency	Comprehensibility
Firla Anggara Nur	4	4	5

Kamila

Researcher : What is your favourite movie?

Student : Magic 5

Researcher : Why do you like the movie?

Student : Apa yah...

Researcher : Why do you like the movie?

Student : So cute

Researcher : Where do you usually watch it?

Student : What?

Researcher : Where do you usually watch it?

Student : Apa itu?

Researcher : Watch it, menontonnya?

Student : Handphone, aplication

Researcher : Who is your favorite character in the movie?

Student : Karakter?

Researcher : Yes, your favorite character

Student : Adara, Irsyad, Gibran, Naura and Rasya

Researcher : Why do you like the character of that movie?

Student : Because so sweet

Researcher : What is storyline of the movie?

Student : Romance antara children

Kamila	Accuracy	Fluency	Comprehensibility
	3	2	4

Muhammad Fajar Hardiansyah

Researcher : What is your favourite movie?

Student : Dilan

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : Apa kak, tidak tahu

Researcher : Why do you like the movie?

Student : Hmmm...anu handsome

Researcher : Where do you usually watch it?

Student : Apa?

Researcher : Where do you usually watch it?

Student : Hmm...apa?

Researcher : Where do you usually watch it?

Student : *No answer*

Researcher : Where.. do... you.. usually... watch it?

Student : *No answer*

Researcher : Where do you usually watch it? Dimana biasa nontonnya?

Student : Tiktok dan handphone

Researcher : Who is your favourite character in the movie?

Student : *No aswer*

Researcher : Who is your favourite character in the movie?

Student : Dilan

Researcher : Why do you like the character of that movie?

Student : Handsome

Researcher : What is storyline of the movie?

Student : Dilan and Milea at senior high school

	Accuracy	Fluency	Comprehensibility
M. Fajar H.	2	1	3

Rakina Ramadhani

Researcher : What is your favourite movie?

Student : *No answer*

Researcher : What is your favourite movie?

Student : Magic 5

Researcher : Why do you like the movie?

Student : Good

Researcher : Where do you usually watch it?

Student : *No answer*

Researcher : Where do you usually watch it?

Student : Apa?

Researcher : Where do you usually watch it? Dimana biasa nontonnya?

Student : Video handphone

Researcher : Who is your favorite character in the movie?

Student : Rasya, Naura, Gibran, Irsyad dan Adara

Researcher : Why do you like the character of that movie?

Student : cute dan good

Researcher : What is storyline of the movie?

Student : Romance....hmm lupa kak

	Accuracy	Fluency	Comprehensibility
Rakina Ramadhani	2	2	3

Nuraisyah

Researcher : What is your favourite movie?

Student : Hmm....

Researcher : What is your favourite movie?

Student : *No answer*

Researcher : What is your favourite movie?

Student : Titisan Dewi Ular

Researcher : Why do you like the movie?

Student : Hmm...apa?

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : Tidak tahu kak

Researcher : Why do you like the movie? why...do...you..like..the movie?

Student : Menarik dan anu...seram, eh bukan...hmm..scary

Researcher : Where do you usually watch it?

Student : Apa?

Researcher : Where do you usually watch it?

Student : Youtube

Researcher : Who is your favorite character in the movie?

Student : Karakter favorit?

Researcher : Yes, who is your favorite character in the movie?

Student : Suzanah

Researcher : Why do you like the character of that movie?

Student : Hmm...scary

Researcher : What is storyline of the movie?

Student : *No answer*

Researcher : What is storyline of the movie?

Student : Ular...kill snakes

Nuraisyah	Accuracy	Fluency	Comprehensibility
	3	2	3

Nur Azizah

Researcher : What is your favorite movie?

Student : Asmara Gen Z

Researcher : Why do you like the movie?

Student : What?

Researcher : Why do you like the movie?

Student : Cute

Researcher : Where do you usually watch it?

Student : What?

Researcher : Where do you usually watch it?

Student : Handphone dan TV

Researcher : Who is your favorite character in the movie?

Student : Karakter?

Researcher : Favourite character

Student : Hmm....Aqila dan Fatah

Researcher : Why do you like the character of that movie?

Student : Sweet, fun

Researcher : What is storyline of the movie?

Student : Lupa kak

Nur Azizah	Accuracy	Fluency	Comprehensibility
	3	2	4

Siti Aisyah

Researcher : What is your favourite movie?

Student : *No answer*

Researcher : What is your favourite movie?

Student : *No answer*

Researcher : What is your favourite movie?

Student : Magic 5

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : Very exciting

Researcher : Where do you usually watch it?

Student : Apa kak?

Researcher : Where do you usually watch it?

Student : *No answer*

Researcher : Where do you usually watch it?

Student : TV

Researcher : Who is your favorite character in the movie?

Student : *No answer*

Researcher : Who is your favorite character in the movie?

Student : *No answer*

Researcher : Who is your favorite character in the movie?

Student : Raden Raka dan Basmalah

Researcher : Why do you like the character of that movie?

Student : *No answer*

Researcher : Why do you like the character of that movie?

Student : *No answer*

Researcher : Why do you like the character of that movie?

Student : Cute

Researcher : What is storyline of the movie?

Student : *No answer*

Researcher : What is storyline of the movie?

Student : *No answer*

Researcher : What is storyline of the movie?

Student : Power, 5 anak yang punya power

	Accuracy	Fluency	Comprehensibility
Siti Aisyah	2	1	2

Sintia

Researcher : What is your favourite movie?

Student : True Beauty

Researcher : True beauty?

Student : Yes

Researcher : Why do you like the movie?

Student : so sweet

Researcher : Where do you usually watch it?

Student : Mobile phone

Researcher : Who is your favorite character in the movie?

Student : Favourite?

Researcher : Favourite character

Student : Han So Ju

Researcher : Why do you like the character of that movie?

Student : Cool, good

Researcher : What is storyline of the movie?

Student : Hmm...bully

Sintia	Accuracy	Fluency	Comprehensibility
	4	4	5

Faiz Julia P.

Researcher : What is your favourite movie?

Student : The Batman

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : Good

Researcher : Where do you usually watch it?

Student : Horror

Researcher : No..no..., where do you usually watch it?

Student : Apa?

Researcher : where do you usually watch it?

Student : Ohhh...anuuu... HP, handphone

Researcher : Okay..next, who is your favourite character in the movie?

Student : Karakter...hmm

Researcher : who is your favourite character in the movie?

Student : Ohh...Bruce Wayne

Researcher : Why do you like the character of that movie?

Student : Actingnya...anuu...bagus, good

Researcher : What is storyline of the movie?

Student : *No answer*

Researcher : What is storyline of the movie?

Student : Tentang seorang pria yang ingin membalas dendam atas kematian orang tuanya

	Accuracy	Fluency	Comprehensibility
Faiz Jullia P.	3	2	4

Andi Salsa Aina M.

Researcher : What is your favourite movie?

Student : Gangnam Beauty

Researcher : Why do you like the movie?

Student : *No answer*

Researcher : Why do you like the movie?

Student : Karena anu, because...apa itu? ohhh... good movie

Researcher : Okay...where do you usually watch it?

Student : Where itu dimana?

Researcher : Yes, where do you usually watch it?

Student : Ohhh...handphone

Researcher : Who is your favorite character in the movie?

Student : Kang Mi Rae

Researcher : Why do you like the character of that movie?

Student : *No answer*

Researcher : Why do you like the character of that movie?

Student : Kind

Researcher : What is storyline of the movie?

Student : Hmmm..girl, hmm...anu dibuli

	Accuracy	Fluency	Comprehensibility
Andi Salsa Aina M.	2	2	4

Fhinza Julia P

Researcher : What is your favourite movie?

Student : Favorite movie...The Maze Runner

Researcher : Why do you like the movie?

Student : What?

Researcher : Why do you like the movie?

Student : Because sangat menarik and so fun

Researcher : Where do you usually watch it?

Student : What?

Researcher : Where do you usually watch it?

Student : Where...

Researcher : Watch it

Student : I watch di streaming apps Netflix and loklok

Researcher : Who is your favorite character in the movie?

Student : My favorite character ... Noel

Researcher : Why do you like the character of that movie?

Student : What?

Researcher : Why do you like the character of that movie?

Student : Hmm...so handsome

Researcher : What is storyline of the movie?

Student : The main character name Thomas wake up...from koma dan lost memories.

	Accuracy	Fluency	Comprehensibility
Fhinza Julia P	4	3	5

Ilham Idulfitri

Researcher : What is your favourite movie?

Student : Power Rangers

Researcher : Why do you like the movie?

Student : What?

Researcher : Why do you like the movie?

Student : Good movie

Researcher : Where do you usually watch it?

Student : TV and Handphone

Researcher : Who is your favourite character in the movie?

Student : *No answer*

Researcher : Who is your favourite character in the movie?

Student : Power Ranger merah

Researcher : Why do you like the character of that movie?

Student : Karena strong

Researcher : What is storyline of the movie?

Student : Alur?

Researcher : Yes, what is storyline of the movie?

Student : Tentang power rangers yang membela kebaikan dan melawan musuh

	Accuracy	Fluency	Comprehensibility
Ilham Idulfiri	3	2	4

Appendix 9: Documentation



Caption: Students are doing pre-test



Caption: Researcher are conducting treatment on students



Caption: Students are doing post-test



Caption: Researcher and students take a photo together

CURRICULUM VITAE



Neneng Ningsih, was born in Spontan on August 9 2001. The writer is the second of four children of a father couple, Nur Rohman, and mother, Katini. The author's address is Tolada Village, Malangke District, North Luwu Regency, South Sulawesi Province. The author completed her education at

Pembina Malangke Kindergarten in 2007 completed in 2008. Then in the same year she took basic education at SDN 139 Tolada until 2014. And in the same year, the author continued her education at MTs Nurul Hikma Tolada and graduated in 2017. Then the researcher continued her education at SMAN 11 North Luwu until 2020, the author continued her education at the English Education Study Program of UIN Palopo.

