

**THE EFFECTIVENESS OF USING ENGLISH COMICS AS TEACHING  
MEDIA TO DEVELOP THE STUDENTS SPEAKING SKILL AT THE  
EIGHT GRADE OF SMP PMDS PUTRI PALOPO IN STORY  
RETELLING**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training  
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement  
for (S.pd) Degree of English Education*

**COMPOSED BY**

**ASRABIKAL**

**REG.NUM: 14.16.3.0017**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

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**By**

**ASRABIKAL**

**REG.NUM: 14.16.3.0017**

**Supervised By:**

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Jufriadi, S.S., M.Pd.**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

## THESIS APPROVAL

This thesis, entitled **"The Effectiveness of Using English Comics as Teaching Media to Develop The Students Speaking Skill at the Eight Grade of SMP PMDS Putri Palopo in Story Retelling"** written by **Asrabikal, Reg. Number 14.16.3.0017**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, July, 10<sup>th</sup> 2019 M**, coincided with **Dzulqaidah 7<sup>th</sup> 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

**Palopo, July, 10<sup>th</sup> 2019 M**  
**Dzulqaidah, 7<sup>th</sup> 1440 H**

### COMMITTEE OF EXAMINATION

1. Dr. Masruddin, S.S., M.Hum	Chairman	(.....)
2. Jufriadi, S.S., M.Pd	Secretary	(.....)
3. Amalia Yahya, S.E., M.Hum	Examiner I	(.....)
4. Dewi Furwana, S.Pd I, M.Pd	Examiner II	(.....)
5. Dr. Masruddin, S.S., M.Hum	Consultant I	(.....)
6. Jufriadi, S.S., M.Pd	Consultant II	(.....)

Approved by:

Rector of IAIN Palopo  
  
**Dr. Abdul Pirol, M.Ag.**  
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and  
Teacher Training Faculty  
  
**Dr. Nurdin Kaso, M.Pd**  
NIP. 19681231 199903 1 014

## NOTA DINAS PEMBIMBING

Lampiran : -

Palopo, 14 Mei 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Temp

*Assalamu 'Alaikum Wr. Wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Asrabikal

NIM : 14.16.3.0017

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

**Judul : "The Effectiveness of Using Comics as Teaching Media to Develop the Students Speaking Skill at the Second Grade of SMP PMDS Putri Palopo in Story Retelling."**

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Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr. Wb.*

Pembimbing I

Dr. Masruddin, S.S., M.Hum

NIP. 19800613 200501 1 005

## NOTA DINAS PEMBIMBING

Lampiran : -

Palopo, 14 Mei 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'Alaikum Wr.Wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Asrabikal

NIM : 14.16.3.0017

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr.Wb.*

Pembimbing II



**Jufriadi, S.S., M.Pd**

NIP. 19720727 200604 1 002

## CONSULTANT APPROVAL

Thesis Entitled: **The Effectiveness of Using English Comics as Teaching Media to Develop the Students Speaking Skill at the Eight Grade of SMP PMDS Putri Palopo in Story Retelling.**

Written By:

**Name : Asrabikal**  
**Reg. Num : 14.16.3.0017**  
**Faculty : Tarbiyah and Teacher Training**  
**Study Program : English Study Program**

Has been corrected and approved to be examined.

Palopo, 14<sup>th</sup> May 2019

**Consultant I**



**Dr. Masruddin, S.S., M.Hum**  
NIP. 19800613 200501 1 005

**Consultant II**



**Jufriadi, S.S., M.Pd**  
NIP. 19720727 200604 1 002

## EXAMINER APPROVAL

**Thesis Entitled:**     **The Effectiveness of Using English Comics as Teaching Media to Develop the Students Speaking Skill at the Eight Grade of SMP PMDS Putri Palopo in Story Retelling.**

**Written By :**

**Name :** Asrabikal  
**Reg. Num :** 14.16.3.0017  
**Faculty :** Tarbiyah and Teacher Training  
**Study Program :** English Study Program

Has been corrected and approved to examined in munaqasyah thesis.

Palopo, 27<sup>th</sup> May 2019

**Examiner I**



**Amalia Yahya, SE., M.Hum**  
NIP. 19771013 200501 2 006

**Examiner II**



**Dewi Furwana, S.Pd.L., M.Pd**  
NIP. 19870831 201503 2 006

## PRONOUNCEMENT

Signature by:

**Name : Asrabikal**

**Nim : 14.16.3.0017**

**Faculty : Tarbiyah and Teacher Training**

**Study Program : English Department**

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Researcher,

**Asrabikal**  
14.16.3.0017



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In the name of ALLAH SWT., the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet Muhammad SAW., Peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH swt) that has been given His guidance, chances and good health. So, the researcher could finish the thesis

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Amin.

Palopo, May 14<sup>th</sup>, 2019

  
Asrabikal  
14.16.3.0017



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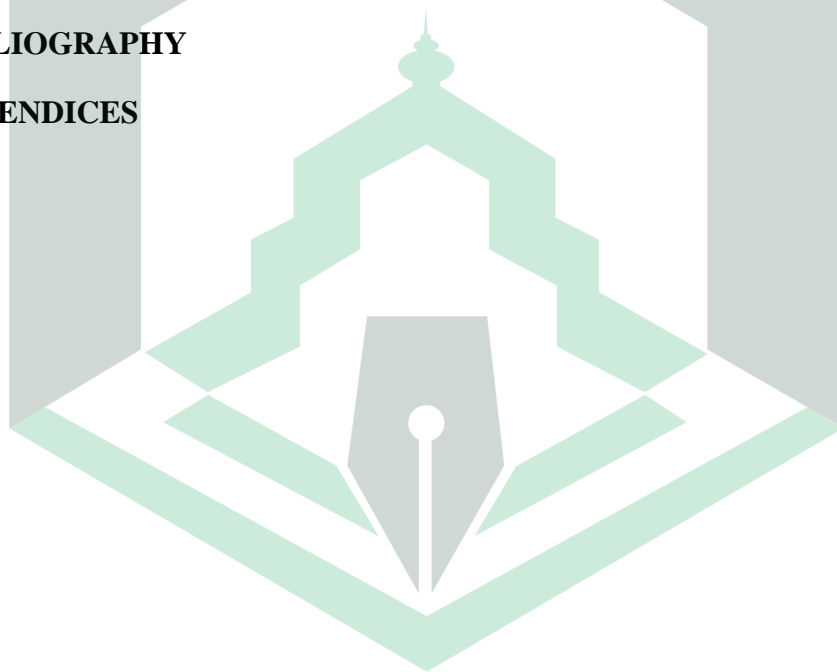
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## ABSTRACT

**ASRABIKAL, 2019** *“The Effectiveness of Using English Comics as Teaching Media to Develop The Students Speaking Skill at the Eight Grade of SMP PMDS Putri Palopo in Story Retelling”*. A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under Supervisor Dr. Masruddin, S.S., M.Hum as the first consultant and Jufriadi, S.S., M.Pd as the second consultant.

**Key Words:** Speaking Skill, Comics Media

This thesis is about The Effectiveness of Using English Comics as Teaching Media To Develop the Students speaking skill at the eight grade students of SMP PMDS Putri Palopo in Story Retelling. The objective of this research was to find out whether or not the used of using English comics media speaking skill at eight grade of SMP PMDS Putri Palopo

In this research, the research was applied experimental design and conducted in six meeting. In this research, the researcher aimed to know whether by using English Comics Media to Develop the students speaking skill at the eight grade of PMDS Putri Palopo. The researcher conducted pretest, treatment and posttest. The population of this research was the eight-grade students of PMDS Putri Palopo. The researcher used purposive sampling technique from five classes, the researcher chooses 20 students from class VIII E. The instrument used to collect data was speaking test.

The data of this research was analyzed by using SPSS program version 25. The finding of this researcher showed that using comics media is effective in teaching speaking skill to the eight-grade students of SMPN PMDS Putri Palopo. It proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in pre-test is 5,00 and the mean score of post-test is 7,55. Moreover, the statistical test by using SPSS shows that  $t_o (t_{count}) = 6,831$  bigger than  $t_t (t_{table}) = 2,093$ , it means that the alternative hypothesis ( $H_1$ ) is accepted ( $t_o > t_t$ ).

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is very important skill since people learn a language in order to use it for communication with their environment. This statement reflects speaking is closely related to the language but in fact only some of students who realize the function of speaking. Therefore speaking aspect can influence some aspect of human beings' life such as economic, education, culture, and many more.

In this case all English teachers seem to work hard for being English teacher as well as students. The teachers always try to modify the process of learning that can improve students' speaking skill. There are some ways that can be applied by the English discussion, English debate, English interview, English drama, telling story past time, experience or daily activities, and many other techniques in speaking class.

Concerning to the technique used by the English teachers, those have not been enough in guiding the students to improve their speaking aspect. There are some problems make students cannot speak English fluently. Those are the students lack of practice, difficult to find out the situation in which they practice their English more frequently.

In addition, students' problems are not only from the classroom environment but also from the students themselves. The reality we often see is that, in fact, many students master the theory better than practice. For example, in speaking, speaking is a part of oral communication, which involves two main



components: speaker and listener. In communicative event, a speaker uses a language as well as produce sentences which can be easily received and understood by a listener. This communicative event is continued when the listener gives response to what has been heard, and in this situation, the listener then changes position to become a speaker. Many students may have the knowledge of how to speak, but in practice they find difficulties.

Talking about the ability on speaking, the researcher has done an observation at the eight grade of SMP PMDS Putri Palopo and has found that the ability of them is low. We can see the mean score of the students in speaking skill that is 45,00 score rate, this score is categories as poor level based on the Dirjendikdasmen classification. It was proved through the result of the interview and most of them just in silence. Based on the observation, the researcher can draw a conclusion that the students are still low in speaking English. They lack self confidence. To build their confidence, students need more practice so that the researcher suggested to create and use interesting method. One of such the methods is story retelling. Generally, story retelling is liked by the students because they like stories. It is also an appropriate method for the students at their age<sup>4</sup>.

In order to make story retelling more interesting, good media are needed. The term 'media' is defined<sup>5</sup>. as tools or the physical things used by a teacher to facilitate the instruction. to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process

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<sup>4</sup>Dirjendikdasmen classification (2005:25)

<sup>5</sup> Brown: J. W, Richard B. L, Fred F: H (1969: 2-3) *The use of english comics to improve ability in story retelling*

such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used<sup>6</sup>.

Comic is one of the many media to teach story retelling. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching story retelling can be very pleasing and interesting for the students. By using English comics students was be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the used of English comics they was be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Based on the description above, the researcher conducted a research under title “The Effectivennes of Using English Comics as Teaching Media to Develop the Students Speaking Skill at the eight grade of SMP PMDS PUTRI Palopo in Story Retelling”.

## **B. Problem Statement**

Based on the background above, the research question was formulated as follows: Is The using English comics in story retelling as teaching media effective to develop Students speaking skill at the eight grade of SMP PMDS Putri Palopo?.

## **C. Objective of the Research**

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<sup>6</sup>Gerlach, Vernon. S and Elly, Donald P. 1980. *Teaching and Media A Systematic Approach*. New Jersey : Prentice Hall

The objective of the research was to find out whether or not the using of comic can develop the Students speaking skill at the eight grade of SMP PMDS putri Palopo.

#### **D. Significance of the Research**

This research was aimed to give benefit English teaching and learning especially to the eight grade of SMP PMDS Putri Palopo. The significance of the research was divided into two parts. They are theoretically and practically significances. In theoretically, the study is expected to be useful information for the development of English language study especially in speaking study. In practically, there are four significances that expected by this research, such as:

1. For the English teacher, the result of this research was expected to provide useful information about varying teaching media and method in class especially for speaking study.
2. For the students, it may motivate students to improve their interest in learning English since they will find out that speaking, especially story retelling, not always difficult to learn. Their improvement of interest in learning English will help them master English well.
3. For the curriculum designers, the result of this research is expected it can be applied as a comparison and reference material for developing teaching method.
4. For the next researcher, the result of this research was expected to be useful information and to give motivation for the next researcher to create

idea another researcher about the good media and method to develop speaking ability.

### **E. Scope of the Research**

The scope of the research focused to develop the Students speaking skill at the eight grade of SMP PMDS Putri Palopo. The researcher focused on the speaking skill on Accuracy, Fluency and Comprehensibility’.

### **F. Defenitionof Terms**

There are some terms included in this study which need to be defined. The definition of each key terms are as follows:.

#### **1. Story Retelling**

Story Retelling is strategy/method that i has ben used. to know and ditermine how is the students’ comprehension about a story specifically example story about comics.

#### **2. Comic**

Comic is media I has been used to develop the English students Speaking Skill. The comics I has been used it comics about Doraemon.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

There have been some researchers related to this research some of them are equated bellow:

**1. Yuyun Rahayu Basri in her research entitled “Upgrading Students’ Speaking Skill by Using Poster at The Eleventh Grade of Pesantren Modern Datuk Sulaiman Putri Palopo”**

The objective of this research was to find out students’ speaking competence and students’ response in use poster media in learning at eleventh grade of MA pesantrendatuksulaimanpalopo. This research used Pre-Experimental Method. The procedure in this research conducted in six meeting. First meeting is pre-test to know students compotence, the second until fourth meeting is treatment and the last meeting is post-test to know result of this experimen. The result of this reserach is using educational poster media is effective to improve students’ speaking ability at the eleventh grade IPA<sup>1</sup> students of MA Pesantren Datuk Sulaiman Putri Palopo. It is proved by caa;culating the difference of both test (pre-test and post-test). Analysis was the result of t-test (14.808) and t-table (2.064). it means that there is significant difference between students’ ability before and after giving treatment. It could conclude tat using educational poster media can improve students to speak. The differences between the researcher research and this previous research is media. The previous research used poster as media to teach speaking moreover the researcher uses Comic media. The similarity of this research is same teaching speaking.

**2. Nurul Fauziah in her research entitled “The Effectiveness of Using Comic in Teaching Students’ Speaking ability at eight grade of MTs N Temon in academic year”**

The objective of this research was to identify the effect of a new media, English Comic, to teach Speaking ability at eight grade of MTs N Temon in academic year. This research applied experimental research with one of pre-test and post-test design. The number of populations were 115 students and the research took 28 students as sample using random sampling technique. The researcher used viewed from the students story retelling ability of the data collection. The result of this research shows their significant developments on speaking skill after conducting the treatments by using English Comic and a paper of narrative text, in which score of the score result of  $t_{value}$  (3.660) which is higher than  $t_{table}$  (2.056) or  $t_{value} > t_{table}$ . The students who are taught using English Comic (79.11) is higher than those who are taught by a Paper of Narrative (69.36). it means that there is significant difference between students' ability before and after giving treatment. it could conclude that using educational media English Comic can improve students to speak. The differences between the researcher research and this previous research is place. The previous used Comic and Paper of Narrative media to teach speaking moreover the research uses Comic media in story retelling. The similarity of this research is same teaching speaking.

**3. Abd. Rauf in his research entitled "Improving Students' Speaking Skill Through Retelling English Story of the Third Semester at STAIN Palopo".**

The objective of this research was to know can retelling story improve students speaking skill to third semester English program of STAIN Palopo and how are the students' attitude toward Retelling story in improving speaking skill. This research applied experimental research with one group of pre-test and post-test design. The number of populations were 106 students and the research took 16 students as sample using random sampling technique. The researcher used guided interview and questionnaires as instruments of the data collection. The result of this research shows their significant developments on students' speaking skill after conducting the treatments by using Retelling English story, in which score of  $t_{test}$  (12) is bigger than score of

$t_{table}$  (2,12). It means Retelling story give significant improvement to the students' speaking skill and in addition, the researcher found almost all of the students gave positive responds toward retelling story in learning speaking. Two studies above make speaking skill as focus point to improve in learning. The first and second studies experimental research to find out are their method can improve the students speaking skill. The similarity of this research is using storytelling to teach speaking and the differences between this research and the researcher research is the previous research doesn't used media in teaching speaking moreover the researcher uses Comic media to teach speaking.

From the studies above, the researcher is more confidence to conduct this research because the previous has a good response from students in learning speaking and also improve students speaking skill.

## **B. The Concept of Speaking**

There are many conception of speaking such us in oxford dictionary, chany and Theodore Huebner, there are say:

### **1. Definition of Speaking**

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages<sup>25</sup>.”

According to Chaney, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts<sup>26</sup>.”

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<sup>25</sup>Oxford University press.*Oxford Learner's pocket Dictionary*. New York: Oxford University, 2008

<sup>26</sup> Chaney. Davis 1996. *Life Style*. Yogyakarta Jala sutra

While another expert, Theodore Huebner said “Language is essentially speech, and speech is basically communication by sounds.” And according to him, speaking is a skill used by someone in daily life communication whether at school or outside<sup>27</sup>. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching, learning methodologies.

## **2. Teaching Speaking**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by teaching speaking is to teach English language learners to<sup>28</sup>:

- 1) Produce the English speech sounds and sounds patterns.

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<sup>27</sup>Theodore Huebner. (1960). *Audio Visual Technique in Teaching Foreign Language*. New York: Cambridge University Press

<sup>28</sup>Nunan, David. 1993. *Research Method in Language Learning*. Cambridge:University Press.



- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

### **3. Activities to Promote Speaking**

There are many activities to promote speaking and the researcher choose story retelling to used in this research. As HayriyeKayi inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

#### **a. Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

### **b. Role Play**

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and<sup>29</sup>."

### **c. Simulations**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

### **d. Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

### **e. Brain Storming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is

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<sup>29</sup> Harmer, Jeremy. 1998. *The Practice of Language Teaching*. Cambridge: Longman.

effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

#### **f. Story retelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story retelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

#### **g. Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

#### **h. Story Completion**

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

### **i. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

### **j. Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: .Is money important in your life? Why?. or .What is the easiest way of earning money?. or .What do you think about lottery?. Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

#### **k. Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

#### **l. Picture Describing**

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### **m. Find the Differences**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### **4. How to Teach Speaking.**

Teaching speaking of foreign language such as English is not easy. A teacher before teaching the students has to know the task of the teacher. In general, the teacher should acknowledge or identify what target or goal will be achieved in teaching the language and to whom the teacher teaches. Successfulness is very determined by the uses of appropriate method and technique. Therefore, preparing the material to be presented, the

teacher must choose a method, which is suitable to instructional aim, to the situation, to his or her ability and interest. The use of an inappropriate method and technique may lead the teacher to a successful teaching although he or she completely masters the subject matter to be thought.

### C. The Concept of Comic

#### 1. Definition of Comics

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “*manga*” when referring to Japanese comic books)<sup>30</sup>. Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic

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<sup>30</sup> Comics manga Doraemon [www.manga.com](http://www.manga.com)

books – the term “comic book” only became popular in the UK as a reference to import US comic books.

Collier’s Encyclopedia defines comic as “term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous.” Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoons, fun and humor, love, interest, and retold classics.<sup>31</sup>

A. S. Hornby states that comic is books or magazines containing stories etc. in the form of drawing<sup>32</sup>.

Nana Sudjana defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book<sup>33</sup>.

Budiman M. Nashir says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny<sup>34</sup>. From the various definitions above, it can be concluded that comic is an art work which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

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<sup>31</sup> Collier’s Encyclopedia (1955: 402)

<sup>32</sup> Hornby, A. S. 1995. *Oxford Advanced Learners’ Dictionary*. London: Oxford Progressive Press.

<sup>33</sup> Sudjana, Nana dan Rifai, Ahmad. Drs. 2002. *Media Pengajaran*. Bandung: Sinar Baru Algensindo

<sup>34</sup> Budiman, M. Nashir. (2004). *Pedoman Penelitian Karya Ilmiah*. Banda Aceh: Ar-Raniry Press.

## 2. Strengths of Comic in Education

Strengths of comics in education according to can be described as follows<sup>35</sup>:

### a. Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics. Sone theorizes that pictures tell any story more effectively than words. “The potency of picture story is not a matter of modern theory but of anciently established truth. Before man thought in words, he felt in pictures...it is too bad for us “literary” enthusiast, but it’s the truth nevertheless, pictures tell any story more effectively than words”.

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<sup>35</sup>([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html))



#### b. Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics' picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones found that comics' visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored significantly higher than the second group. At the end Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results. "Sones' conclusion foreshadows the trend towards teaching to multiple intelligences among educators today. He writes, "An assumption implied in most school instruction is that all children will read the printed material with equal effectiveness...The absurdity of this practice is patent" Visual learners benefit from visual media".

#### c. Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success. Karl Koenke suggests that comics can lead students toward the discipline of learning. Hutchinson's experiment found out that many teachers discovered comic strips to be

particularly useful in special classes or for slow learning pupils in regular classes.

Versaci found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon<sup>36</sup>

“Using comics, Versaci challenges college literature students to consider, evaluate, and question the very concept of a “literary canon.”

Because comics are rarely considered literature, Versaci then leads his class in a discussion on literary worth. He has found out those discussions on comics are generally livelier than those on classic novels”.

#### d. Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes.” It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school.

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<sup>36</sup>Versaci (2001)

According to Versaci through comic books, teacher can lead their students in a study of “contemporary lifestyles, myths, and values”. “Versaci asks English teachers to consider Judd Winick’s comic book *Pedro and Me: friendship, Loss, And What I learned*. *Pedro and Me* is a touching account of the author’s friendship with Pedro Zamora/ a young AIDS activist who eventually succumbed to disease. Through comic book such as these, teachers can lead their students in a study of “contemporary lifestyles, myths, and values”.

### **3. The use of comic in teaching**

Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read comic. The wide spread of comic has interested the writer in using comic as a medium for teaching.

A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students’ interest. It is better to combine the use of comic with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students’ age. Also, a teacher should help them get broader information and knowledge from the comic<sup>37</sup>.

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<sup>37</sup> ([http://en.wikipedia.org/wiki/Comics\\_in\\_education](http://en.wikipedia.org/wiki/Comics_in_education))

## **D. The Concept of Story Retelling**

### **1. Definition of Story Retelling**

Story retelling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure.

“Story retelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. Story retelling takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension<sup>38</sup>”.

Story retelling encourages students to think about stories as they retell them. It helps them learn to tell stories in detail and in sequence. Children develop favorite stories early in their lives and want to hear the same story over and over again. Story retelling is a common human activity which can be enjoyable, especially if the material is interesting.

Story retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they retell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

“When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books

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<sup>38</sup>([http://ccvi.wrcervw.org/ccvi/22\\_pubs/newsletters/winter1997/waevingauthenticassessment/Story\\_Retelling-V2-No1.html](http://ccvi.wrcervw.org/ccvi/22_pubs/newsletters/winter1997/waevingauthenticassessment/Story_Retelling-V2-No1.html) )

and in learning to read. Retelling after reading provides another opportunity for the reader to reconstruct the text<sup>39</sup>”.

Story retelling can play an important role in performance-based assessment of speaking. It prepares students for real-life tasks such as selecting, organizing, and conveying essential information. Story retelling as a component of authentic assessment can be introduced when the students demonstrate proficiency in identifying key story elements. The students need to be aware that the purpose of the story retelling is to obtain assessment data for self and teacher evaluation. Story retelling has also proven to be an appropriate comprehension measure for the students with varying learning abilities.

“Retelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. General inquiries provide more opportunity for children to express everything that they remember, which may be more than they are able to do when specific questions are asked”

Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read.

## **2. Application of Comics as Stimuli to Retell Story Fluently**

Story retelling is not as easy as people imagine. The students will meet some difficulties in giving information if they do not have any

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<sup>39</sup>([http://www.bridgew.edu/library/CAGS\\_Projects/TPALINGO/web20%page/srlitrev.htm](http://www.bridgew.edu/library/CAGS_Projects/TPALINGO/web20%page/srlitrev.htm))

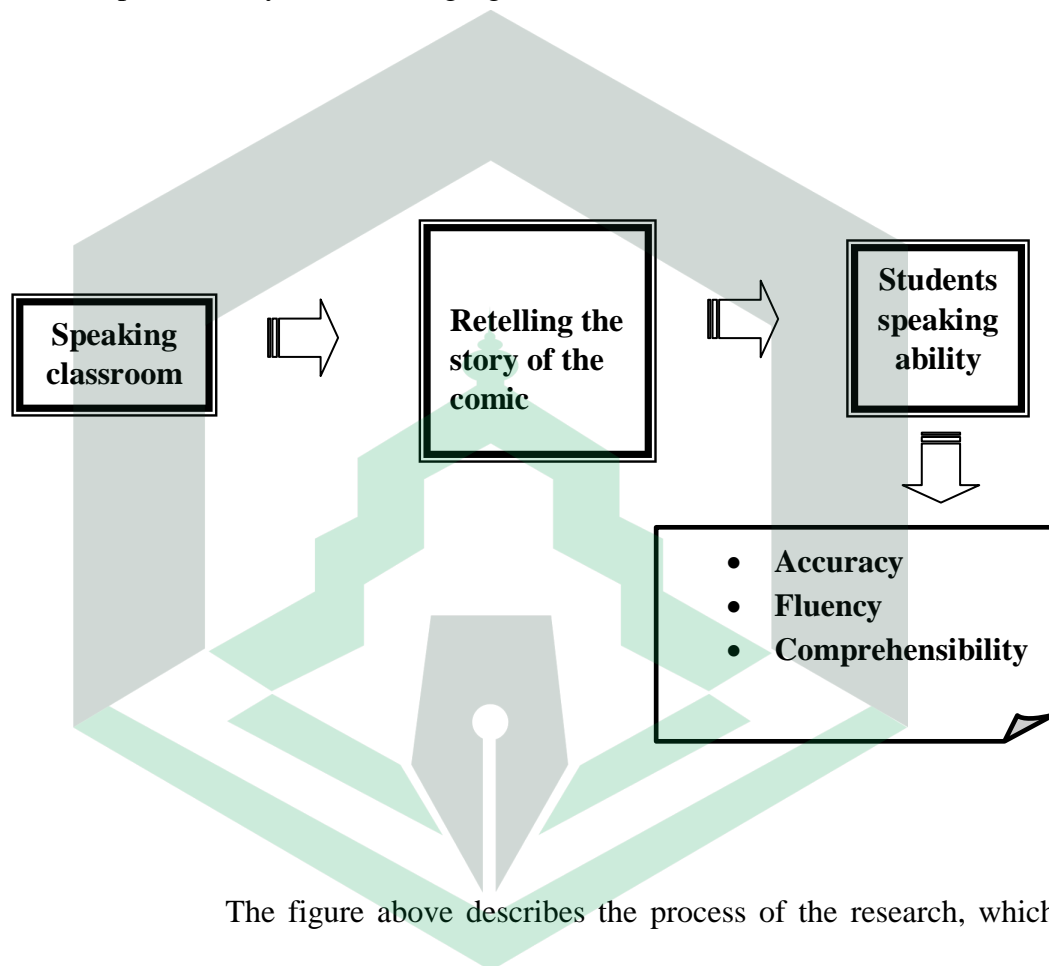
ability in conveying an idea or a topic. Retelling story in their own language is easier than retelling story in English. Retelling story in English is really difficult for them. They have some difficulties, i.e. they might have limited vocabulary items and they might have poor ability in pronunciation.

As the person who manages the classroom activity, a teacher may use comics as the media to meet a specific instructional need. Through comics as a medium, the teacher can motivate the students to learn story retelling in more enjoyable and interesting ways. The students can enrich their new vocabulary and will know more about the structures. They will get new atmosphere in learning story retelling. Consequently, in daily activities the students have to practice their oral speaking in class using comics, in group or individually.

Furthermore, the writer concludes that teaching story retelling using comics can follow the following steps: before the teacher gives a certain comics to students, it is better for him/her to give brief explanation by telling the title. Then the teacher distributes the comics to each student to read, and ask them to read two or three times. After that, they retell the same story in different ways. When they have finished retelling it to their partners, the teacher will ask them to come forward one by one to retell it. He/she will record the students' voice, and then the students' score based on their pronunciation, grammar, fluency and content in story retelling.

### E. Conceptual Framework

The main focus of this research is through English comic to improve the students speaking ability in story retelling. It is considered as a media that more interesting for the students. The framework can be represented by the following figure;



The figure above describes the process of the research, which can be explained as follow:

1. Reading the English comic refers to the material that will be use by the researcher in the classroom in learning speaking
2. Retelling the story of the comic refers to the technique will be done after read the comic.

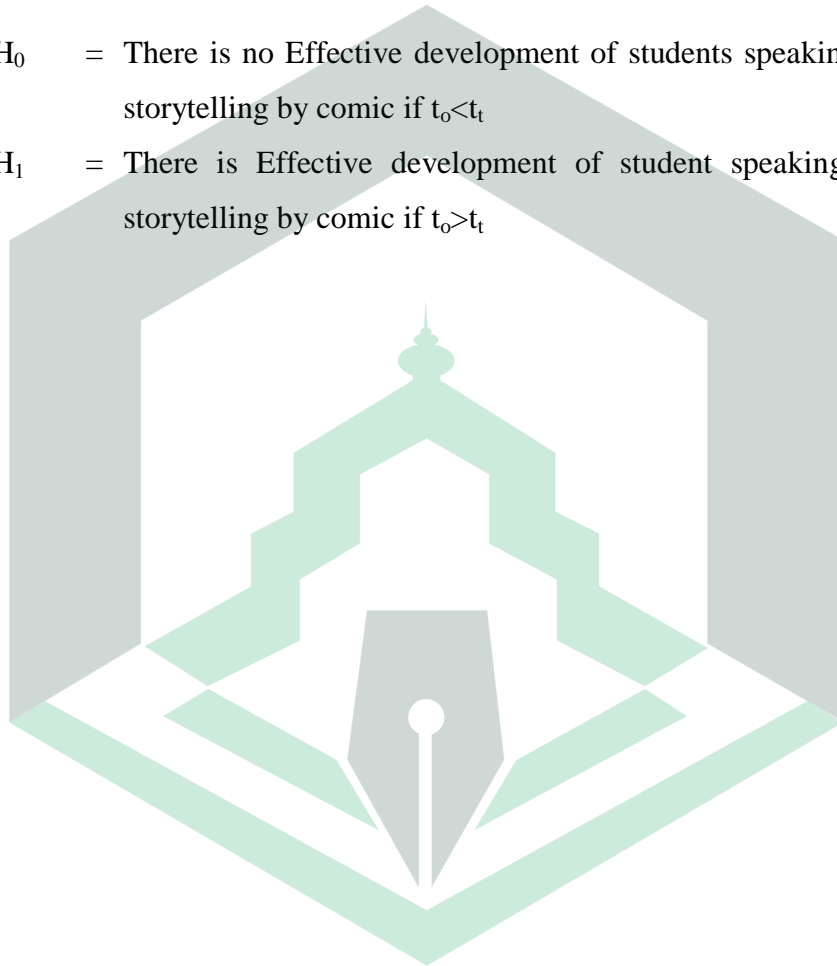
3. Students speaking ability is the achievement after learning the material.

#### **F. Hypothesis**

Based on the review above, the researcher made the hypothesis formulas follows:

$H_0$  = There is no Effective development of students speaking skill with storytelling by comic if  $t_o < t_t$

$H_1$  = There is Effective development of student speaking skill with storytelling by comic if  $t_o > t_t$





### CHAPTER III

#### METHOD OF THE RESEARCH

This chapter consists of the research design, variable and operational definition, population and sample, instrument, procedure of collecting data, and technique of data analysis as follow.

##### A. Research Design

This research was pre-experimental method. The reason way the researcher used experimental because easy to found the problem students to learn English. The formulation of the research design was presented as follows<sup>40</sup>:

$$E = O_1 \quad X_1 \quad O_2$$

Where:

E : Experimental class

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

X<sub>1</sub> : treatment for experimental class

##### B. Population and Sample

###### 1. Population

The population of this research was the eight-grade students of PMDS Putri Palopo. There were 5 classes consisting of about 22 students in each class, the total population 110 students of the eight grade

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<sup>40</sup> Gay, L. R, *Educational Research; Competencies For Analysis and Application*, Colombus Ohio; Cambridge University Press, 1981, Second Edition

## 2. Sample

In determining the sample, this research used purposive sampling technique from five class. The researcher chooses 20 students from class VIII.E which was consist of 22 students because in this class the speaking ability still low.

### C. Instrument of the research

The instrument that will use in this research are:

1. Speaking Test: it was used to know students speaking ability in pretest and posttest.
2. Audio/Video Recorder: it was used record the sound of students in pretest and posttest.

### D. Procedure of Collecting Data

The procedure of collecting data were as follow:

#### 1. Giving Pre-Test

Before start the class, the researcher introducing the material and what was achieved after learning process end. Than the researcher gave motivation to make the students interesting with the learning. Furthermore, the researcher gave pretest in speaking to measure students' ability before giving treatment. The motion which use in pre-test was picture and text with title "Henshin Transforming Biscuits". Before the researcher ask the students to re-tell the story in the class, the researcher allow time for the students to understand the story. After that the researcher score the students storytelling.

#### 2. Giving Treatment

The treatment was conduct in four meeting.

##### a. The first meeting

The researcher introduced the comic media to the students. Then show how to use that media in retelling story. After that the researcher distribute the students to group. Then gave comic about Doraemon the tittle was The Power Reversal to read by students. The researchers allow time for students to understand the text. When the students read the text, the researcher ask the students to determine the characters and important event in the text. This will intended to make students easier in determining the storyline when they retelling it. After that the researcher ask the

students retelling in front of the class with group members. Another group pay attention to the students who retell the story and gave feedback.

b. The second meeting

The researcher starts the class with redistribute the group. This means to build the self-confident of the students. After that the researcher give text to read by students and allow time for students to understand the text. The researcher asks the students to determine the characters and important event in the text and retelling the story in front of the class with group members using media, another group pay attention to the students who retell the story and gave feedback.

c. The third meeting

The researcher gave comic The Power Reversal for read by students to understand and ask students to determine the characters and important event in the comic story. Then retelling the story in front of the class using comic media

d. The last meeting

The researcher gave comic for read by students to understand and ask students to determine the characters and important event in the comic story. Then retelling the story in front of the class. In this last meeting, students have the chance to more practice before the post test at the next meeting.

3. Giving Post-Test

In this Post Test the research gave the comic with title “Henshin Transforming Biscuit” for read by students to understand. Then retelling the story in front of the class using comic media. After that, the researcher scores the students storytelling. In This test, the researcher hopes the students speaking ability has developed after giving treatment and using comic media.

## E. Technique of Data Analysis

To the analyzethe students speaking, the researcher was focus on assessing their accuracy, fluency, and comprehensibility in speaking.

1. The scoring the students in speaking

In analyzing the data, the researcher used the following marking scheme:

a. Accuracy

Table 1. Scoring of Accuracy<sup>47</sup>

No	Classification	Score	Criteria
1.	Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
2.	Very Good	5	Pronunciation is slightly influenced by mother tongue. A view minor grammatical and lexical error but most utterance is correct.
3.	Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. Grammatical and lexical errors but only are causing confusing.
4.	Average	3	Pronunciation is influenced by the mother tongue only a view serious phonological error.
5.	Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a break in communication. Many basic grammatical and lexical errors.
6.	Very Poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No of having mastered any of the language skills and areas practiced in the course.

<sup>47</sup>Heaton, J. B., *Writing English Language Test*, (New York: Longman inc New York Press, 1988), hlm 100.

b. Fluency

Table 2. Scoring of Fluency<sup>48</sup>

No	Classification	Score	Criteria
1.	Excellent	6	Speak without to great efforts with a fairly wide range of expression. Searchers for words occasionally but only one or two on unnatural pause.
2.	Very Good	5	Has two make an efforts at time to research for words. Nevertheless, smooth delivery on the whole and only of view unnatural pauses.
3.	Good	4	Although he has to make an efforts and research and 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.
4.	Average	3	Has to make an efforts for much of time. Often to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts of at times. Limited range of expression.
5.	Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts of at times. Limited time of expression.
6.	Very Poor	1	Full of long and unnatural pauses very halting fragmentary delivery. At times give up making the efforts. Very limited range of expression.

<sup>48</sup>*Ibid.*

c. Comprehensibility

Table 3. Scoring of Comprehensibility<sup>49</sup>

No	Classification	Score	Criteria
1.	Excellent	6	Easy for the listener to understand the speaker's intonation and general meaning, very few interruptions or clarification required.
2.	Very Good	5	The intonation of the speakers and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
3.	Good	4	Most of what of the speakers say is easy to follow. His intonation always clear but several interruptions are necessary to help him convey message or seek clarification.
4.	Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of speakers more complex or longer sentences.
5.	Poor	2	Only small bit (usually short sentences and phrases) can be understood and the with considerable effort by someone who is to listening to the speaker.
6.	Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

After getting the students speaking point, the researcher the score the students point by using the following formula<sup>50</sup>:

$$\text{Score} = \frac{\text{The point of student's}}{\text{Total Point}} \times 100$$

2. Classifying student's score

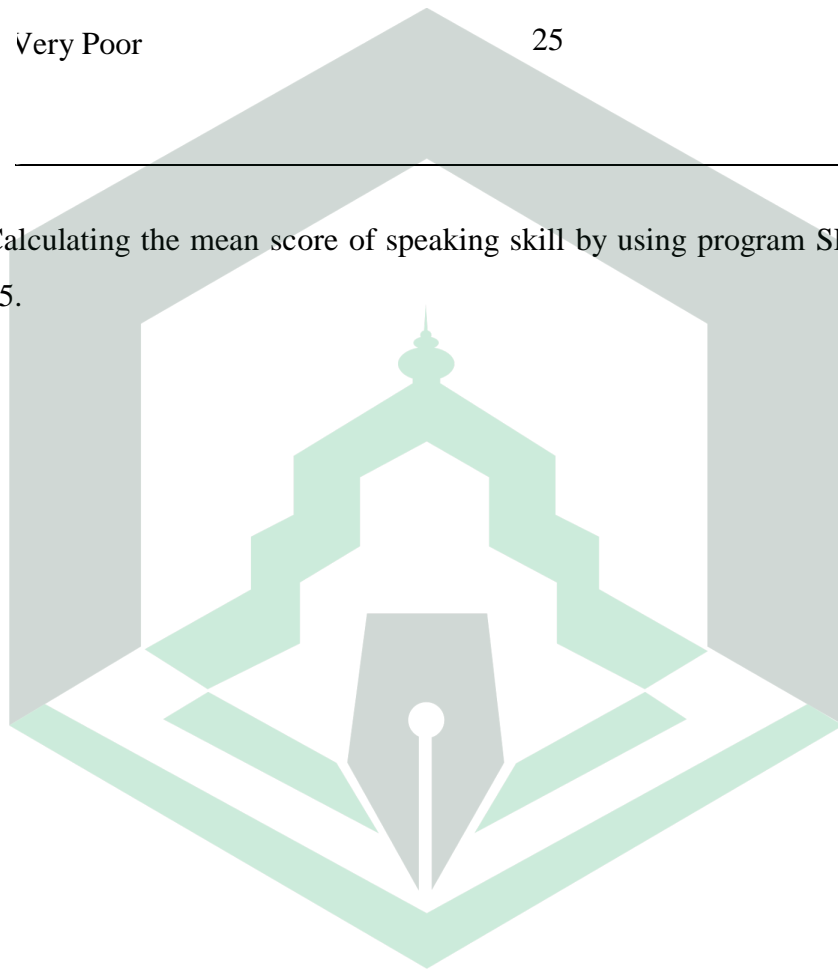
Table4. Classifying the Student's Score into Some Classification<sup>51</sup>.

<sup>49</sup>*Ibid.*

<sup>50</sup>Sudjana, *Metode Statistika* (Bandung, 2008)

Classification	Score
Excellent	86-100
Very Good	71-85
Good	56-70
Average	41-55
Poor	26-40
Very Poor	25

3. Calculating the mean score of speaking skill by using program SPSS version 25.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

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<sup>51</sup>Depdikbud, 1999

The findings of the research were showed to described the result of the data that analyzed statistically and tabulating of data in the experiment class with Comics media. It comprised of the students' score in pre-test and post-test, classification percentages of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

## 1. The Analysis students' speaking score in the pre-test and post-test

### a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher presents them in the tables, and calculate the score by using SPSS 25. For more clearly, at first the researcher shows the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated at the following table:

Table 5. The Scores of Students' Speaking Skill in the Pre-test

Classification	Rating	The Aspect of Speaking Skill		
		Accuracy	Fluency	Comprehensibility
Excellent	6	0	0	0
Very Good	5	0	0	0
Good	4	0	0	0
Average	3	3	3	1
Poor	2	7	7	11
Very Poor	1	10	10	8



Speaking skill consists of three aspects; they are accuracy, fluency, and comprehensibility. So in this section, the researcher present and tabulates the mean score of the students' speaking ability one by one. All of those are explained for more clearly by following tables:

1) Accuracy

Table 6. The score of Students' accuracy in the pre-test

Respondents	Accuracy
R1	1
R2	3
R3	1
R4	1
R5	2
R6	1
R7	3
R8	1
R9	2
R10	3
R11	2
R12	1
R13	2
R14	2
R15	2
R16	1
R17	1
R18	2
R19	1
R20	1
N= 20	

To calculate the mean score of students' accuracy in the pre-test, in the researcher calculated it by using SPSS 25.

Tabel 7. Descriptive Statistic of Accuracy in Pre-test

N	Minimum	Maximum	Mean	Std. Deviation
20	1,00	3,00	1,6500	,74516

From the result of descriptive statistic, it is found that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 1,65 and the standard deviation error is 0,74.

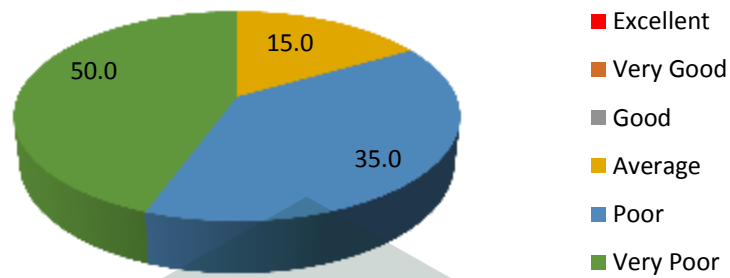
In others side, the researcher also has written the students' score of accuracy before giving treatment by using Comics media and it presents through the table percentage scores. The table is showed as follows:

Table 8. The Rate Percentages Score of Students' Accuracy in The Pre-Test

Classification	Score	Rating	Frequency	Percentage (%)
<b>Excellent</b>	86-100	6	0	0
<b>Very Good</b>	71-85	5	0	0
<b>Good</b>	56-70	4	0	0
<b>Average</b>	41-55	3	3	15.0
<b>Poor</b>	26-40	2	7	35.0
<b>Very Poor</b>	25	1	10	50.0
<b>Total</b>			20	100

The Table 8 indicates that students' score in the frequency of pre-test. It shows that there are no students (0%) who get excellent, very good, and good. There are 3 students (15,0%) who get Average, 7 students (35,0%) get Poor and 10 students (50,0%) get very poor.

The Rate Percentages score of the students  
Accuracy in the Pre-test



Based on the data, it can be seen that most of the students get very poor and poor. It can be concluded that the students accuracy were still low. They are still influenced by their mother tongue when speaking. And a lot of the grammatical and lexical errors founded.

## 2) Fluency

Table 9. The Score of Students' Fluency in Pre-test

Respondents	Frequency
R1	1
R2	3
R3	1
R4	1
R5	2
R6	1
R7	3
R8	1
R9	2
R10	3
R11	2
R12	1
R13	2
R14	2
R15	2
R16	1
R17	1
R18	2
R19	1
R20	1
N= 20	

To calculate the mean score of students' fluency in pre-test, the researcher calculates it by using SPSS 25.

Table 10. Descriptive Statistic of Fluency in Pre-test

N	Minimum	Maximum	Mean	Std. Deviation
20	1,00	3,00	1,6500	,74516

The data shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' fluencies in the pre-test is 1,65 and the standard deviation error is 0,74.

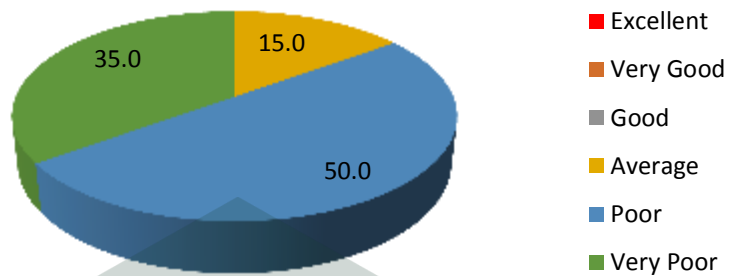
In addition, the researcher also has written score of the students' fluency before giving treatment by using comics media and it presents through the table rate percentage scores. The table was showed as follow:

Table 11. The Rate Percentages Score of Students Fluency in The Pre-test

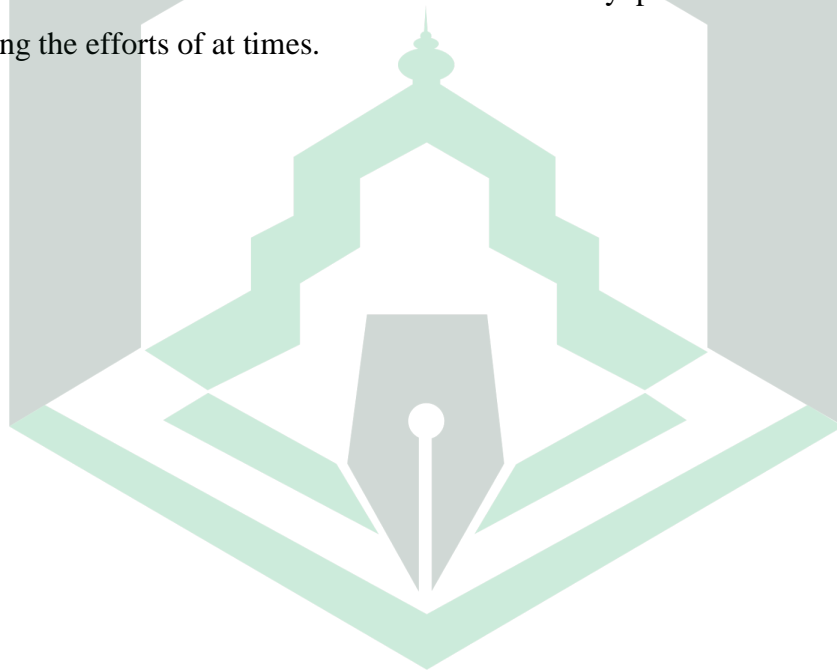
Classification	Score	Rating	Frequency	Percentage (%)
<b>Excellent</b>	86-100	6	0	0
<b>Very Good</b>	71-85	5	0	0
<b>Good</b>	56-70	4	0	0
<b>Average</b>	41-55	3	3	15.0
<b>Poor</b>	26-40	2	7	35.0
<b>Very Poor</b>	≤ 25	1	10	50.0
<b>Total</b>			20	100

The table 11 indicates that students' score in fluency of pre-test. It shows that there are no students got excellent (0%) and very good (0%). Besides, there is no student (0%) get good and there are 3 students (15,0%) who get average. There are 7 students (35,0%) who get poor and the last there are 10 students (50,0%) who get very poor.

The Rate Percentages score of the students Fluency  
in the Pre-test



The total students get very poor and poor are more than the students get good score. It means that the students speaking skill especially in fluency are still low. Most of students take much time when they pause and almost give up making the efforts of at times.



### 3) Comprehensibility

Table 12. The Score of Students' Comprehensibility in the Pre-test

Respondents	Comprehensibility
R1	2
R2	2
R3	2
R4	1
R5	1
R6	1
R7	3
R8	2
R9	1
R10	2
R11	2
R12	1
R13	1
R14	1
R15	2
R16	2
R17	1
R18	2
R19	2
R20	2
N= 20	

The Calculate the mean score of students' comprehensibility in the pre-test, the researcher calculates it by using SPSS 25.

Table 13. Descriptive Statistic of Fluency in Pretest

N	Minimum	Maximum	Mean	Std. Deviation
20	1,00	3,00	1,6500	,58714

The result shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test is 1.65 and the standard deviation errors is 0,58.

Besides, the researcher also has written score of the students' comprehensibility before giving treatment by using comics media and it presents through the table rate percentage scores. The table was showed as follows:

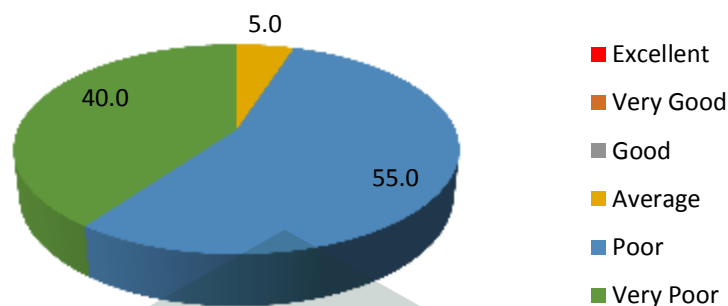
Table 14. The Rate Percentage Score of Students' Comprehensibility in the Pre-test

Classification	Score	Rating	Frequency	Percentage (%)
<b>Excellent</b>	86-100	6	0	0
<b>Very Good</b>	71-85	5	0	0
<b>Good</b>	56-70	4	0	0
<b>Average</b>	41-55	3	1	5,0
<b>Poor</b>	26-40	2	11	55,0
<b>Very Poor</b>	≤ 25	1	8	40,0
<b>Total</b>			20	100

The table 14 indicates that students' score in the comprehensibility of pre-test. The table shows that there are no students (0%) who get Excellent, very good, and good. There are also 1 student (5,0%) get average, 11 students (55,0%) that get poor and 8 students (40,0%) who get very poor.



The Rate Percentages score of the students  
Comprehensibility in the Pre-test



The data shows that many students get poor and very poor in comprehensibility. It can be concluded that most of students still had low speaking skill in comprehensibility. It hardly to understood all the story they had re-tell. The students is unable to clarify anything they seem to have said.

#### b. Post-test

In this area, the researcher makes the rate percentage of students' score speaking ability in post-test. The result of the students' score in post-test are presents in the table. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in post-test are tabulated as follow:

Table 15. The Scores of Students' Speaking Skill in The Post-Test

Classification	Rating	The Aspect of Speaking Skill		
		Accuracy	Fluency	Comprehensibility
Excellent	6	0	0	0
Very Good	5	1	0	0
Good	4	1	1	1
Average	3	7	10	7
Poor	2	10	9	11
Very Poor	1	1	0	1

In addition, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it is presented through the table distribution frequency and percentage. It can be shown as follows:

1) Accuracy

Table 16. The Score of Students' Accuracy in Post-test

Respondents	Accuracy
R1	2
R2	3
R3	2
R4	2
R5	3
R6	2
R7	5
R8	3
R9	2
R10	4
R11	3
R12	3
R13	2
R14	3
R15	2
R16	1
R17	3
R18	2
R19	2
R20	2
N= 20	

For calculating the mean score of students' accuracy in post-test, the researcher calculates by using SPSS 25.

Table 17. Descriptive Statistic Accuracy in Posttest

N	Minimum	Maximum	Mean	Std. Deviation
20	1,00	5,00	2,5500	,88704

The result shows that the highest score of students is 5 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in post-test is 2,55 and the standard deviation error is 0,88.

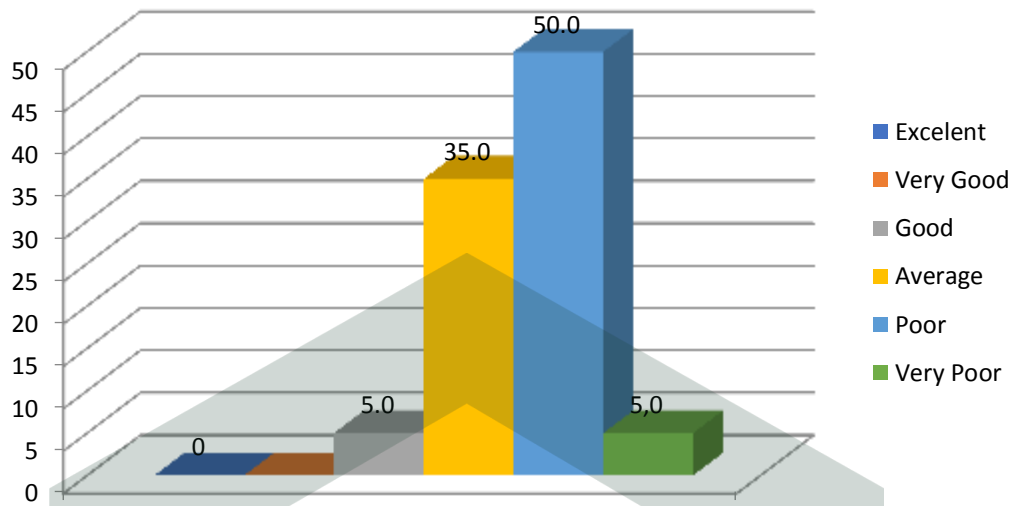
Besides, the researcher also has written score of the students' accuracy who had been given treatment by using comics media and it presents through the table rate percentage scores. The table was showed as follows:

Table 18. The Rate Percentages Score of Students' Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	1	5,0
Good	56-70	4	1	5,0
Average	41-55	3	7	35,0
Poor	26-40	2	10	50,0
Very Poor	≤ 25	1	1	5,0
Total			20	100,0

Based on table 18, the percentages of students' accuracy score in post-test indicate that there are no students (0%) who get excellent, 1 student get very good (5,0%). Besides, it also shows that there are 7 students (35,0%) who get average, 1 student who get good (5,0%), 10 students (50,0%) who poor and 1 student (5,0%) who get very poor.

The Rate Percentages Score of Students' Accuracy in Post-test



Based on the data above, it can be concluded that there is improvement of students' accuracy after they were taught speaking by using comic media. Most of student have only a view serious phonological errors but they still influenced by mother tongue.

## 2) Fluency

Table 19. The Score of Students' Fluency in the Post-test

Respondents	Fluency
R1	2
R2	3
R3	2
R4	2
R5	3
R6	2
R7	4
R8	3
R9	2
R10	3
R11	3
R12	3
R13	2
R14	3
R15	2
R16	2
R17	3
R18	2
R19	3
R20	3
N= 20	

To calculate the mean score of students' fluency in the post-test, the researcher calculates it by using SPSS 25.

Table 20. Descriptive Statistic Fluency in Posttest

N	Minimum	Maximum	Mean	Std. Deviation
20	2,00	4,00	2,6000	,598224

The result shows that the highest score of students is 4 and the lowest score is 2. Besides, it also that the mean score of students' fluencies in post-test is 2.60 and the standard deviation error is 0,59.

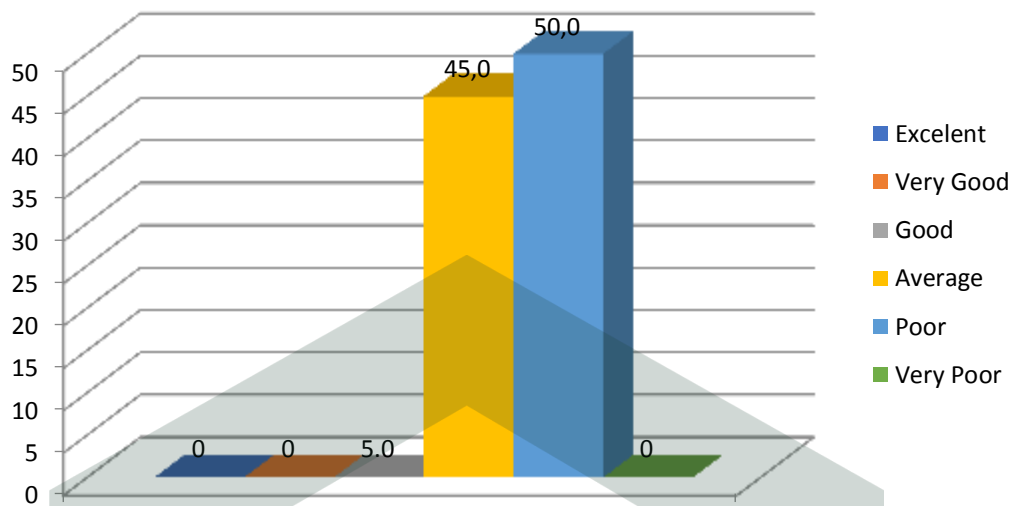
The researcher also has written score of students' fluencies who had been given treatment by using comics media and it presented through the table rate percentage scores. The table is showed as follows:

Table 21. The Rate Percentages Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	1	5,0
Average	41-55	3	10	50,0
Poor	26-40	2	9	45,0
Very Poor	≤ 25	1		
Total			20	100,0

Based on the table 21, the percentages of students' fluency score in post-test indicate that there are no students (0%) who get excellent and very good. 1 students who get good (5,0%), 10 students get average (38,9%) and 9 students who get poor (45,0%). The last, it shows that there are no students (0%) who get very poor.

The Rate Percentages Sscore of Students' Fluency in Post-test



From the data above, it can be seen that there are no students get very poor anymore. It can be concluded that, students' fluency increases after learn speaking by using comics media. The students not pause to much as before but still often to search for the desired meaning.

### 3) Comprehensibility

Table 22. The Score of Students' Comprehensibility in the Post-test

Respondents	Fluency
R1	2
R2	3
R3	3
R4	2
R5	2
R6	2
R7	4
R8	2
R9	2
R10	3
R11	2
R12	3
R13	2
R14	3
R15	2
R16	2
R17	3
R18	3
R19	1
R20	2
N= 20	

For calculating the mean score of students' comprehensibility in the Post-test, the researcher calculates it by using SPSS 25.



Table 23. Descriptive Statistic Fluency in Posttest

N	Minimum	Maximum	Mean	Std. Deviation
20	1,00	4,00	2,4000	,68056

The result shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students' comprehensibility in test is 2,40 and the standard deviation error is 0,68.

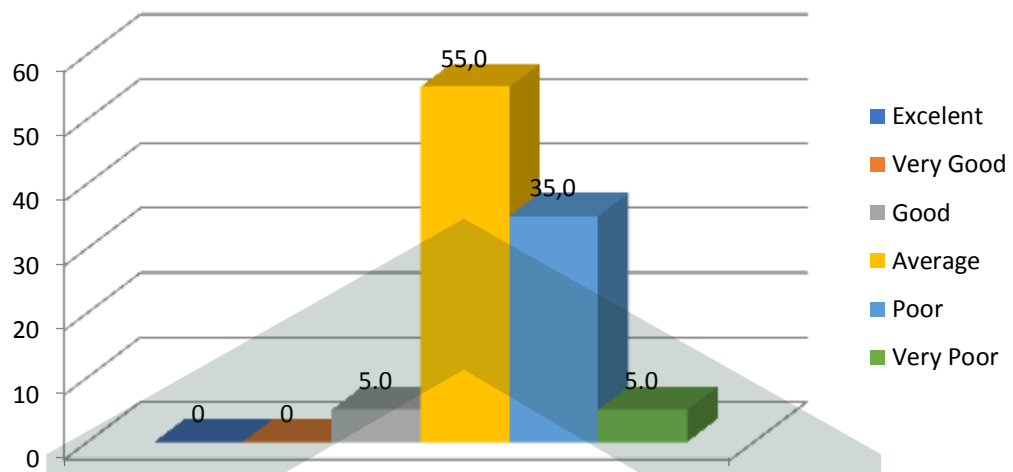
The researcher also has written score of the students' comprehensibility who had been given by using comics media and it presented through the table rate percentage scores. The table showed as follows:

Table 24. The Rate Percentage Score of Students' Comprehensibility in the Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	1	5,0
Average	41-55	3	7	55,0
Poor	26-40	2	11	35,0
Very Poor	≤ 25	1	1	5,0
Total			20	100

The table 24 indicates the percentages of students' comprehensibility score in post-test. The table shows that there is none of students (0%) who get excellent and very good. There is 1 student (5,0%) who get good. Besides, there are 7 students (55,0%) who get average. There are 11 students (35,0%) who get poor, and there is 1 student (5.0%) get very poor.

The Rate Percentages Score of Students' Comprehensibility in Post-test



The data shows that there is no students get very poor. It means that, there is improvement of students' comprehensibility after they learnt speaking by using fingers puppet. The listener can understand a lot of what the students said but when the speaker said complex or longer sentence, it still hardly to understand.

Table 25. Comparison of Students Score in Pretest and Post Test Scores

Respondents	Accuracy		Fluency		Comprehensibility	
	Pre	Post	Pre	Post	Pre	Post
R1	1	2	1	2	2	2
R2	3	3	3	3	2	3
R3	1	2	1	2	2	3
R4	1	2	1	2	1	2
R5	2	3	2	3	1	2
R6	1	2	1	2	1	2
R7	3	5	3	4	3	4
R8	1	3	1	3	2	2
R9	2	2	2	2	1	2
R10	3	4	3	3	2	3
R11	2	3	2	3	2	2
R12	1	3	1	3	1	3
R13	2	2	2	2	1	2
R14	2	3	2	3	1	3
R15	2	2	2	2	2	2
R16	1	1	1	2	2	2
R17	1	3	1	2	1	3
R18	2	2	2	2	2	3
R19	1	2	1	3	2	1
R20	1	2	1	3	2	2
Total	33	51	33	51	35	48

Table 26. Comparison of Students Score in Pretest and Post Test Scores

Classification	Score	Rating	Accuracy		Fluency		Comprehensibility	
			Pre	Post	Pre	Post	Pre	Post
Excellent	86-100	6	0	0	0	0	0	0
Very Good	71-85	5	0	1	0	0	0	0
Good	56-70	4	0	1	0	1	0	1
Average	41-55	3	3	7	3	10	1	7
Poor	26-40	2	7	10	7	9	11	11
Very Poor	≤ 25	1	10	1	10		8	1
Total								

## 2. The Mean Scores and Standard Deviation of The Students' Pre-test and Post-test

After calculating the result of the students' pretest by using SPSS 25, the mean score and standard deviation of both groups are presented in following table:

Table 27. The Mean Score and Standard Deviation of the Students' in the Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	20	3,00	9,00	5,0000	1,74188
POSTTEST	20	5,00	13,00	7,5500	1,90499

From the table 27, it indicated that the standard deviation in pre-test were 1,74 and in post-test were 1,90. it also shows that mean score of the students in pre-test were 5,00 and the mean score of the students in post-test were 7,55. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using comics as media was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of the research, the researcher used test analysis and calculated it by SPSS 25. The result could be shown in the

table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

Table 28. The Paired Samples Test of Pre-Test and Port-Test

		Paired Differences							
				95% Confidence					
				Std. Error	Interval of the		Sig.		(2-
		Mean	Std. Deviation	Mean	Lower	Upper	t	Df	
Pair 1	POSTTEST -PRETEST	2,55000	1,669338	,37329	1,76870	3,33130	6,831	19	,000

From the table 28, the researcher got the data that  $t_o(t_{count}) = 6,831$  and df (degree of freedom) = 19.  $t_t = 2,093$ , it was the standard of signification 0,05 with degree of freedom (df) = 19. Based on the result the researcher concluded that  $t_o(t_{count})$  was haigher than  $t_t(t_{table})$ ,  $t_o > t_t$ .

$$6,831 > 2,093$$

Related to the result that  $(t_o > t_t)$  the  $t_{count}$  higher than  $t_{table}$ . It concluded that there was a signifacant difference in teaching speaking before and after using comics media. Because of that, the researcher assumes believed that the comics media was effective in teaching speaking at the eightgrade of SMP PMDS Putri Palopo.

## B. Discussion

In pre-test, there were some weaknesses of the students' in this process such as in the point of accuracy, fluency and comprehensibility and also the confident of students. In this point most all of the students' have low score, it was proven by looking them in score pre-test in three components. Some of them were confuse to understand the story was telling by the teacher and they confuse to choose the right grammar when they retell story also still full of long and

unnatural pauses very halting fragmentary delivery and hardly to understood what they said.

The improvement of the students' can be seen in table. In pre-test, the pronunciation of students seriously influenced by the mother tongue with errors causing a break in communication also many basic and grammatical and lexical errors. The students oftentimes pauses when speak and the listeners hardly to understood what they said<sup>25</sup>. This is one of respondent transcript when retelling the comic story "Henshin Tranforming Biscuits" in pretest.

#### *Henshin Transforming Biscuits*

*One day nobita playing games in room suddenly mother call nobita, and her mother call nobita to buy a few snacks for guest. But nobita giving animal biscuits and her mother angry to nobita about that, but friends mother is don't worry about it because they are love animal biscuits and than her mother asking to nobita go to buy another snacks in the market choose wanna buy*

After giving pre-test, the researcher doing the treatment to students in four meeting. In treatment, the researcher introducing the comics media, then the researcher give example how to use it when retelling story<sup>26</sup>, and after that the researcher ask students to practice retelling story by using Comics media. Than the researcher distributes students to some group than the research gives a short comics story and ask the group to practice in front of another group the researcher explain about accuracy, fluency and comprehensibility, so the students can know the differences between that tree components. After that, the researcher concludes the material.

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<sup>25</sup>Heaton, J. B., *Writing English Language Test*, (New York: Longman inc New York Press, 1988), hlm 100.

<sup>26</sup> Comics in the Classroom.

<http://www.teachingscomics.org/curriculum/chronicle.php>

In treatment the important thing was doing a lot practice for students to improve the accuracy, fluency and comprehensibility in speaking also self-confidants of the students. Because if without that three components and self-confidants it hard to re-tell story well.

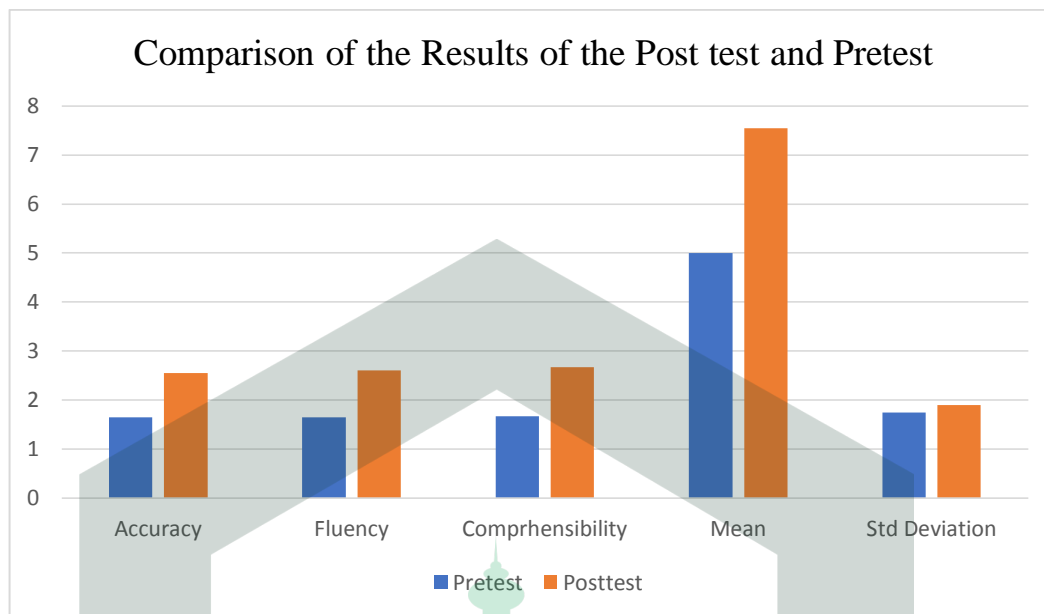
In Post-test, the student's weakness had been decreased. A lot of students re-tell better so it was increasing their point in accuracy, fluency and comprehensibility. The students also more confidence re-tell the story by using Comics media because they can more creative to retelling the story. And it can be seen by looking their post-test score. This is one of respondent transcript when re-tell the story "Henshin Transforming Biscuits" in posttest.

#### *Henshin Transforming Biscuits*

*One nobita playing games in the room suddenly her mother ask to nobita to buy a snacks, could please go buy a few snacks for our guest. Its too much trouble, Doraemon I have a goot job for you. Nobita looks some books huuumm animal biscuits this good enough, thanks for waiting. What are this animal biscuits and nobita mother angry with nobita but friends mother say to nobita mother don't worry about it because I love animal biscuits. Nobita mother ask to nobita again to buy something appropriate and nobita go buy snacks in the market. This and this, its current amount, the seller looks nobita like a strange. Nobita call doraemon help me what happened with my face, My face like a cat you eat one of the biscuits. Nobita you made our guest eat the animal biscuits looks the face like a horse, after that nobita and doraemon ask to the mother friends come to the bathroom stay until five minutes. Than mother and firnds eat the snacks. 'End'*

From the result of comics media class, it shows that the mean score of the students' pre-test was 5,00 and the mean score of post-test was 7,55. standard deviation of pre-test was 1,74 and the standard deviation of post-test was 1,90. Based on the data, the researcher found out that the use of comics media is effective in developing students' speaking skills at second grade SMP PMDS Putri Palopo. It means that using comics media in speaking can enhance the

student's achievement. The following is a comparison of the results of the post test and pretest in the form of a diagram



Based on the description above, the researcher concludes that one of important points that teacher should accommodate he/she should give full the attention especially in speaking skill. Therefore, in teaching speaking, comics media can be used by the teacher in teaching, especially in speaking. Comics media can make the students' easier to understand the comic story and more confident in retelling the comic story<sup>27</sup>. Actually, there some technique that we can use to teaching speaking but the researcher using only comics as media, moreover the application of comics media can improve students' ability in speaking.

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<sup>27</sup> Comics manga Doraemon  
[www.manga.com](http://www.manga.com)



The explanation why the comics media can increase the speaking skill students, based on the concept comic in the chapter II. The comics has many inspiration because of that the students love to learning about the speaking skill through comics media. English comic can help the students to speak well, helps the students to guide what they have to say because the students see the English comic that there are a short conversation about those picture, furthermore it also can increase the students' achievement<sup>28</sup>. It is expected that English comic can be implemented by English teacher in teaching speaking skill in order to make the students effective and active in speaking.



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<sup>28</sup> Teglan Natalith. 2009. *Comic as Narrative text*. (Online).  
(<http://nantalith.wordpress.com/2009/04/30/comics-as-narrative-text/>. accessed 5/19/2016)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings and discussion at the previous chapter, the researcher can conclude that the use of comics media is effective to improve students' speaking ability especially story retelling at the eight grade of PMDS Putri Palopo. That was Significant improvement. It was proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in pre-test was 5,00 and the mean score of post-test was 7,55. It indicates that data alternative enhances the students' speaking ability.

#### **B. Suggestions**

Based on the conclusion above, the researcher would like to give some suggestions:

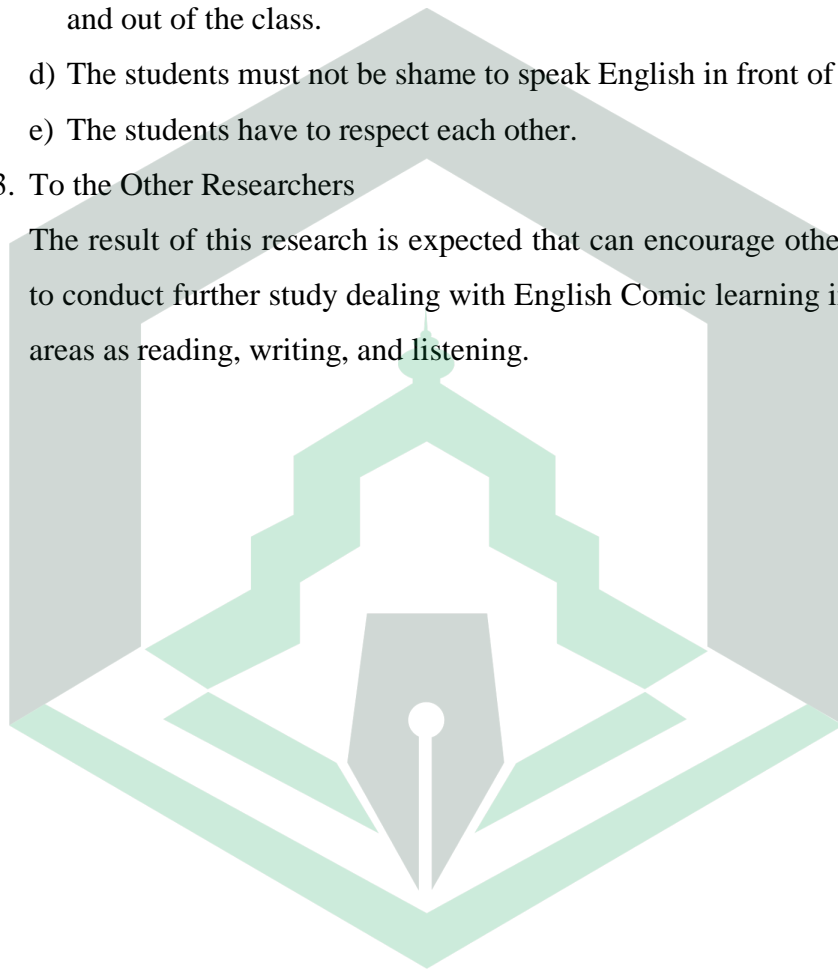
1. To the Teacher
  - a) The teacher must be more creative to create the teaching with teaching-learning process. It means that the teacher should know the appropriate technique in teaching speaking in order to increase the students speaking ability.
  - b) English teacher can use English Comic in order to improve students speaking ability. It is created a good circumstance during teaching and learning in order to make students comfortable and enjoyable.
  - c) The teacher must be mentoring the group activity in order to make group discussion become active and effective.
  - d) The teacher must give information to the students to guidance during the learning process.

## 2. To the student

- a) The students have to stay focus on the teacher's direction in order to be able to practice and apply the method used by the teacher.
- b) The students must have high confident to use many new vocabularies in their speaking to improve their spontaneity.
- c) The students must have high motivation to practice, both in the class and out of the class.
- d) The students must not be shame to speak English in front of the class.
- e) The students have to respect each other.

## 3. To the Other Researchers

The result of this research is expected that can encourage other researcher to conduct further study dealing with English Comic learning in other skill areas as reading, writing, and listening.



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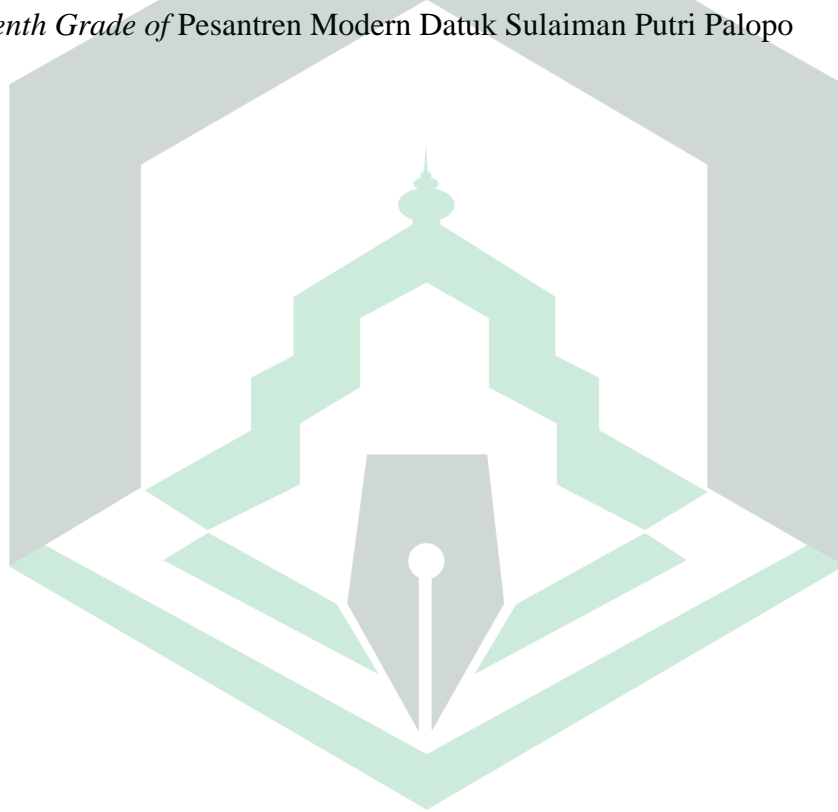
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YuyunRahayuBasri *Upgrading Students' Speaking Skill by Using Poster at The Eleventh Grade of Pesantren Modern Datuk Sulaiman Putri Palopo*



## APPENDIX I

### LESSON PLAN

1. School : SMP PMDS Putri Palopo
2. Class : VIII
3. Competency Standards : Expressing meaning in short functional oral texts
4. Basic Competence : Express the meaning in a simple short monologue  
in the form of a recount, and narrative to interact with the environment  
by using spoken language accurately, fluently and acceptable to interact with the surrounding environment in the form of recount and narrative texts
5. Times : 80 minutes
6. Meeting : 1<sup>st</sup> – 4<sup>th</sup> (treatment)
7. Learning Objectives : a. Retelling stories based on text.  
b. Use Comic media telling stories.
8. Learning materials : Comic Story Doraemon (Appendices)

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	<ul style="list-style-type: none"> <li>➤ Greeting and introduction self</li> <li>➤ Asking the students' condition</li> </ul>	±5-10 min
	Lead in /Review	<ul style="list-style-type: none"> <li>➤ Ice breaking</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	
	Language focus	<ul style="list-style-type: none"> <li>➤ Dividing the students into 5 groups. One group consist 5 members. And siting according to their group</li> <li>➤ Mention the topic of describing that will learned today</li> </ul>	
	Concept checking	<ul style="list-style-type: none"> <li>➤ Give the Comic story to the students with the title "The Power Reversal"</li> <li>➤ Read the Comic media</li> <li>➤ Telling the stories of the comic</li> </ul>	
Practice	Controlled Practice/ skill practice	<ul style="list-style-type: none"> <li>➤ Allow students to read and understand the comic by determine the characters and important events in the story.</li> <li>➤ Give some correction about their mistake</li> </ul>	±5-10 min



	Controlled practice/skill practice	<ul style="list-style-type: none"> <li>➤ Ask the students to re-tell the story in front of class by using comic media</li> <li>➤ Another group members pay attention to the students who tell the story and give feedback after finish the story</li> <li>➤ Give some correction about their mistake</li> </ul>	±30-50 min
Production	Practice Result	<ul style="list-style-type: none"> <li>➤ Ask the students to determine the moral message in the story “The Power Reversal”</li> <li>➤ Give some correction about their mistake</li> </ul>	± 5min
Closing	Close the activity	<ul style="list-style-type: none"> <li>➤ Concluded the material today</li> <li>➤ Ask about the difficulties of students during teaching learning process</li> <li>➤ Closing the class and praying</li> </ul>	± 5min

## APPENDIX II

### TREATMENT

#### *THE POWER REVERSAL*

(doraemon want to ask simple question to nobita, but nobita still do the homework)

Doraemon: hmmm.. I do not if i should keep this, Nobita! I want to ask you question..?

Nobita: Go away. Can you see that i am trying to do my homework (nobita angry)

Doraemon: Dont have to be so mean, I just wanted to ask you simple question.

Nobita: See that you did..? I made a mistake cause you shut up!! (nobita still angry with doraemon and feel weirdo) that more i try to clean it but the dirty it becomes..

Doraemon: That's because of this thing.

Nobita: What is that..?

Doraemon: This an abekonbe it has the ability to reverse any object's usage.. See the fan now blows only hot airs.. hmmm maybe I should just throw it away..

Nobita: Wait A Second.! It's such A waste to throw out. It could Proven useful to me.

Doraemon: What are you up to..?

Nobita: What is it Good for..

Doraemon: It's not needed for anything, just throw it out.

Nobita: I willl decide what to do with it when I used it a bit more..

(nobita and doraemon go out to try the function. nobita try in father cigarette, mother clothes, housekeeping, cut, icebox)

Mother: It has been sunny all day, the clothes should be dried by now. (mother shocked look the clothes still clammy)

Father: This is weirdo. The more i smoke the longer cigarette becomes..(father confused)

Mother: Eh why es trash keep coming out (mother confused the housekeeping broken)

Father: Oi (father shocked about the beard come out)

Mather: I feel hot (icebox become hot)

**END**

### APPENDIX III

#### PRE TEST & POST TEST

##### *HENSHIN TRANSFORMING BISCUITS*

(One day nobita playing games in the room suddenly her mother call nobita)

Mother: Could you please go buy a few snacks for our guest..?

Nobita: It's too much trouble, Doraemon I've got a job for you, huh he's not here..?

(nobita look some box)

Nobita: hmmm animal biscuits huh, these looks good enough, thanks for waiting

Mother: What are these, animal biscuits..? (nobita mother angry)

Friends mother: Don't worry about it, I love animal biscuits!

Mother: Nobita go buy something Appropriate!

(Nobita go buy another snacks in the market)

Nobita : purr this and this. It's the correct amount

Seller: One two three.. Here's your change, what A weirdo..

(nobita's face become to a cat)

Nobita: Looking at me with such a strange face, T-THIS IS.. WHAT HAPPENED TO MY FACE..! Doraemon help me!!!

Doraemon: eh you ate one of the biscuits..?

Those were animal transformation biscuits! How could you eat them without my permission.Nobita: what will happened to me?(nobita cry)

Doraemon: It takes effect shortly after you eat it. You should be back to normal after 5 minutes

Nobita: Thank Good ness.

Doraemon: You made your guest eat some that will be some problem.

Nobita: mama will scold me.

Doraemon: Did he eat them..?

Nobita: I can't tell. Did you eat those biscuits..!

Doraemon: Do you feel strange at all.?

Nobita: One, two, three... ah! You ate four of them! How greedy

Doraemon: he is beginning to act like a horse.

Nobita: Sir, Could please come over here.? It is something important, here is yhe bathroom.

Friends Mother: Thanks

Nobita: Please stay until you are back to normal

Doraemon: shhh

Mother: Nobi-chan where are the snaks

Nobita: They are on the front porch

Nobita&Doraemon : ah you're fine now you can go back.

Mother: It may not suit yout tastes..

Freinds: Well, they look nice, cockadoodledoo.

**END**



## APPENDIX V

### DOCUMENTATION

#### The first Meeting



#### The Second meeting





**The third meeting**



**The Last meeting**





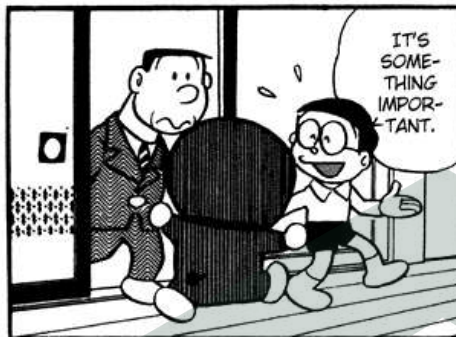














## CURRICULUM VITAE

**Asrabikal** was born on October, 30<sup>th</sup> 1995 in Balubu. I'm the second child from the couple Sufri and Sumiati. I starter my study whe I was five years old in Balubu Elementery School (SDN 474 Balubu) in Salubua and graduated in 2007. After that, I continued my study in Junior High School Number 1 of Bajo (SMPN 1 Bajo). I Ggraduated in 2010. Then I continued my study in Senior High School Number 1 of Bajo (SMAN 1 Bajo), Bajo District, Luwu Regency, South Sulawesi. In the second years, I took exact course and graduated in 2013. in 2014 I continued again for my degree (S1) in the State Institute For Islamic Studies (IAIN) of Palopo. I took English Education Study Program in Tarbiyah and Teacher Training Department. I has been writing my thesis with the title "**The Effectiveness of Using Comics as Teaching Media to Develop The Students Speaking Skill at the Eight Grade of SMP PMDS PUTRI Palopo in Story Retelling**"

