

**AN APPLICATION OF COMIC STRIP IN INCREASING SPEAKING SKILL
TO THE TENTH GRADE OF SMA N 22
OF PALEMBANG**

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Astract

The objective of this study was to know whether or not the application of comic strip could increase speaking skill for the tenth graders of SMA N 22 Palembang. In this study, the writer used weak experimental method. The population of this study consisted of 153 students of SMA N 22 Palembang in the academic year of 2015/2016. The writer chose one class as the sample of the study. The sample was selected by using convenience sampling method. There were 34 students as the samples of this study. The data were collected by using written test.

The result showed, in the pretest, the highest score was 8, while the lowest was 5 with the mean scores was 7.35. However, in the posttest, the highest score was 12, while the lowest score was 6 with the mean score 8.35. It could be interpreted that comic strip was mostly effective to be used in increasing speaking skill for the tenth graders of SMA N 22 Palembang. Thus, the research hypothesis stated "It is effective teaching writing a descriptive paragraph by using mind mapping" was accepted and the null hypothesis was rejected".

Key words: Application, Comic Strip, Speaking Skill

I. Introduction

Speaking skill is one of language skills that has crucial role in expressing our ideas, thought, and feelings. Speaking is the ability of uttering words, phrases, clauses, and sentences with the ordinary voice orally (Hornby, 2006:1414). Furthermore, Saleh (1985:27) stated that speaking is the oral use of the language that helps others to understand the spoken language.

Based on the writer's interview with some teachers of English at some schools in Palembang, the writer found that the students have difficulties to express their ideas and feeling orally. They feel uncomfortable, nervous and afraid of saying words in English because they think that they will make mistakes.

In overcoming this phenomenon, teachers of English should be active, creative, and innovative in developing their teaching materials for learning process to create good atmosphere in the long run of improving the students speaking skill, giving attention to the speaking components', and making the English lesson more exciting. Thus, learning media plays important role in the learning process, particularly in increasing students' speaking skill. The usage of learning media in the process learning and teaching can stimulate the motivation and the new excitement and even bring the psychological influence to the students (Arsyad, 2005:15). In addition, media in teaching and learning activity has a crucial function in terms of having better learning outcomes. Learning media can increase the students' motivation in learning and can improve the students' achievement of the learning process (Sudjana & Rivai, 2005:2).

Related to learning media, comic strip is one of visual media that can be used in teaching and learning activities. This can increase students' learning motivation and attention. One way to stimulate students' interest can be achieved by bringing something extraordinary and new into the language class. Especially among teenagers and young adults, comic strips can be used efficiently for this purpose (Csabay,

2006:26). Comic strip can motivate students' learning in speaking. By applying comic strip, students will be more interested and more active in learning process. They tend to feel something new and different from what they commonly get in their class. The writer hopes through the use of comic strip they will be active as participants and they have more a chance to express their minds, emotions, and feelings.

Dealing with the above background, the selection of a good media to teach English is very important. The problem is that the students have difficulties to express their ideas and feeling orally. In this case, teachers of English have to find the materials that support and motivate students' interest in their English class. Thus, comic strip is a kind of media that will attract students' interest and stimulate them to speak. Based on the phenomenon above, the writer conducted a research entitled "**AN APPLICATION OF COMIC STRIP IN INCREASING SPEAKING SKILL TO THE TENTH GRADE OF SMA N 22 PALEMBANG**".

II. Discussion

Concept of Effectiveness

According to Procter (2009:77), the term "*effectiveness*" means *able to bring about the result intended*. Therefore, the term *effectiveness* in this study refers to the students' scores in the post-test after the treatment should be significantly higher than their score in pre-test.

Concept of Comic Strip

Comic strip is a combination of cartoon with story line, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters, whose thought and dialogue are indicated by means of "balloons" containing written speech. The comic strip form can be employed to convey a variety

of message (e.g. advertisements). (<http://www.encyclopedia.com/doc/111-52115111.html>).

Comic strip is a three-or-four panel drawing that tells a story, usually humorous. Kunzle (2007:2), states that comic strip is lettering and drawing art that tells stories through the use of both pictures and words. Comic strip is a series of drawings that tells a story, especially a funny story (Mayor, 2012:215).

Procedures of Applying Comic Strip

The procedures of applying comic strip are as follows:

(1) Pre-Activities

- a. Greeting the students and checking the students' attendance
- b. Asking some questions related to the material

(2) Whilst Activities

- a. Giving a clear and short explanation by telling the title
- b. Handing out the comic strip to all students
- c. Asking the students to look at the picture and asking some questions related to the picture (comic strip) and asking them to have silent reading and asking about the unfamiliar words.
- d. Explaining the students the objectives of the study
- e. Calling the students randomly to speak in front of their friends about the picture of comic strip using narrative form which includes opening, sequencing of problem and closing.

(3) Post Activities

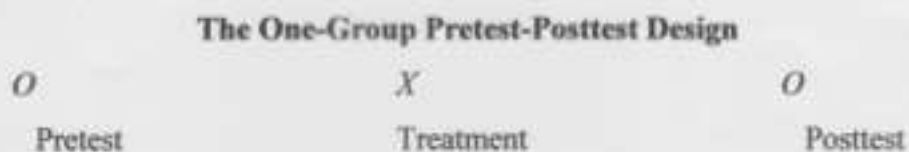
- a. Asking the students to summarize the lesson
- b. Ending the lesson.

Concept of Speaking Skill

Thornbury (2005:1), speaking is so much a part of daily life that we take it for granted. Through speaking, one can express their minds, ideas and thought freely and spontaneously. For many people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is a productive skill that can be directly and empirically observed (Brown, 2004:141).

Method of Research

In this study, the writer used weak experimental method. Thus, the designs that are "weak" do not have built-in controls for threats to internal validity. The writer used *The One-Group Pretest-Posttest Design*. In the **one-group pretest-posttest design**, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before (Fraenkel, Wallen, & Hyun, 2012:269). A diagram of this design is as follows:



Population and Sample

Population is the larger group to which one hopes to apply the results (Fraenkel, Wallen, & Hyun, 2012:91). In line with this idea, Purwanto (2011:16), stated that

population is the whole objects which have similar characteristics. Furthermore, Sugiyono (2016:60), states that population is the generalization area which consists of object or subject which have similar or certain characteristics and decided by the writer to find the outcome and generalize the findings. In this study, the population of the study consisted of 153 students of SMA N 22 Palembang in the academic year of 2015/2016.

Sample is the group on which information is obtained (Fraenkel, Wallen, & Hyun, 2012:91). Furthermore, sample is a part of characteristics belongs to population (sugiyono 2016:62). In line with the above ideas, sample can be defined as a small group as part of population where the researcher investigated and found the findings (Sukmadinata, 2011:250). In this study, there were 34 students as the samples. The sample was taken through convenience sampling technique.

Findings of the Study

In this study, the writer presented the data into two the pretest scores of the experimental group and the posttest scores of the experimental group.

Pretest Scores of the Experimental Group

The following Table 1 describes the scores of the experimental group in the pretest.

SPEAKING SCORE OF THE PRETEST IN THE EXPERIMENTAL GROUP

Students' Number	Judge 1						Judge 2						Total
	Aspect of Speaking						Aspect of Speaking						
	G	P	V	F	C	Score	G	P	V	F	C	Score	
1	2	2	2	1	1	8	1	1	1	2	2	7	7.5

2	2	2	1	1	1	7	1	1	2	2	2	8	7.5
3	1	1	2	2	1	7	1	1	1	2	2	7	7
4	2	2	1	1	1	7	1	1	2	2	1	7	7
5	2	2	1	1	1	7	2	1	1	2	2	8	7.5
6	2	2	1	1	1	7	1	2	1	1	2	7	7
7	2	2	2	2	1	9	2	2	2	1	1	8	8.5
8	1	1	1	2	2	7	2	1	2	1	1	7	7
9	2	2	2	1	1	8	2	1	1	1	2	7	7.5
10	2	1	2	2	1	8	2	1	2	1	2	8	8
11	1	1	2	1	2	7	2	2	1	2	1	8	7.5
12	1	1	1	1	1	5	1	1	1	1	1	5	5
13	1	2	1	2	2	8	1	2	1	2	1	7	7.5
14	2	1	1	1	2	7	2	2	1	1	1	7	7
15	2	1	2	1	1	7	2	1	1	1	1	8	7.5
16	1	1	1	3	1	7	2	1	1	2	1	7	7
17	2	2	1	1	2	8	2	1	2	1	1	7	7.5
18	2	2	1	1	1	7	2	1	1	1	1	6	7.5
19	2	2	2	1	1	8	1	2	1	1	1	6	7
20	2	1	2	1	1	7	2	2	1	1	2	8	7.5
21	2	1	1	1	2	7	2	2	1	1	2	8	7.5
22	1	2	1	2	1	7	1	2	1	1	2	7	7
23	2	1	1	2	2	8	1	1	2	1	2	7	7.5
24	2	1	1	2	1	7	2	2	1	2	1	8	7.5
25	1	2	1	2	2	8	2	1	2	1	1	7	7.5
26	1	1	2	1	2	7	2	1	1	2	1	7	7

27	1	2	2	1	2	8	1	2	1	1	1	6	7
28	2	2	2	1	1	8	2	1	1	1	1	6	7
29	1	2	1	2	1	7	1	2	1	2	2	8	7.5
30	2	3	2	1	1	9	1	1	1	2	2	7	8
31	1	1	2	1	2	7	1	1	2	2	2	8	7.5
32	2	2	1	1	1	7	1	2	2	2	1	8	7.5
33	2	1	2	1	2	8	2	2	2	1	1	8	8
34	2	1	1	2	2	8	1	1	2	2	2	8	8
TOTAL													250

Posttest Scores of the Experimental Group

The following Table 2 describes the scores of the experimental group in the posttest.

SPEAKING SCORE OF THE POST-TEST IN THE EXPERIMENTAL GROUP

Students' Number	Judge 1						Judge 2						Total
	Aspect of Speaking						Aspect of Speaking						
	G	P	V	F	C	Score	G	P	V	F	C	Score	
1	2	2	2	1	2	9	2	2	1	1	2	8	8.5
2	2	2	2	2	2	10	2	1	2	2	2	9	9.5
3	2	2	2	1	1	8	2	1	1	2	2	8	8
4	2	2	1	1	1	7	1	1	1	1	1	5	6
5	2	2	1	1	1	7	2	1	1	2	2	8	7.5

6	2	2	1	1	1	7	1	2	1	1	2	9	8
7	2	2	2	2	1	9	2	2	2	1	2	10	9.5
8	1	2	3	2	2	10	2	1	2	2	1	8	9
9	2	2	2	1	1	8	2	1	1	1	2	7	7.5
10	2	1	2	2	1	8	2	1	1	1	1	6	7
11	2	1	2	2	2	9	1	2	1	1	1	6	7.5
12	1	1	1	1	1	5	1	1	1	1	1	5	5
13	2	2	2	2	2	10	1	2	1	2	1	7	8.5
14	2	2	2	2	2	10	1	2	2	2	1	10	10
15	2	1	2	1	1	7	2	1	1	1	1	6	6.5
16	1	3	2	3	1	10	2	1	2	2	1	8	9
17	2	2	2	2	2	10	1	1	1	1	1	5	7.5
18	2	2	1	1	1	7	2	1	1	1	1	6	6.5
19	2	2	2	1	1	8	1	2	1	1	1	6	7
20	2	2	2	1	1	8	2	2	3	2	2	11	9.5
21	3	1	3	2	2	11	2	2	2	3	2	12	11.5
22	2	2	2	2	2	10	2	2	2	2	2	10	10
23	2	1	1	2	2	8	2	2	2	2	2	11	9.5
24	2	2	2	2	1	9	2	2	2	2	2	10	9.5
25	2	2	2	2	2	10	1	1	1	1	1	5	7.5
26	2	2	2	1	2	9	2	2	2	2	1	9	9
27	1	2	2	1	2	8	1	2	1	1	1	6	7
28	2	2	2	1	2	9	1	1	1	1	1	5	7

29	1	2	1	1	1	6	2	2	1	2	2	9	7.5
30	2	3	2	2	2	11	2	2	2	2	2	10	12
31	2	2	2	2	2	10	1	2	2	2	2	9	9.5
32	2	2	1	2	2	9	1	2	2	2	1	8	8.5
33	2	1	2	1	2	8	2	2	2	1	1	8	8
34	2	2	2	2	3	11	1	2	2	2	2	9	10
TOTAL													284

Pre-test and Post-test Scores of the Experimental Group

After the data in the pre-test and in the posttest were analyzed, it was found that in the pre-test, the highest score was 8, while the lowest was 5 with the mean scores was 7.35. However, in the post-test, the highest score was 12, while the lowest score was 6 with the mean score 8.35.

From the data above, the mean scores of the experimental group in the posttest was higher than in the pretest. This can be meant that comic strip was effective to be applied in increasing speaking skill for the tenth graders of SMA N 22 Palembang. Thus, the research hypothesis stated "It is effective teaching writing a descriptive paragraph by using mind mapping" was accepted and the null hypothesis was rejected".

III. Conclusion

It could be concluded that the students' achievement was different between pretest and posttest. It could be concluded that the comic strip can help students in speaking. This conclusion was based on the previous findings.

From the analysis of the data gathered during the study, the writer found out:

1. The students' achievement in the pretest was lower than the students' achievement in the posttest. Before the students were taught by using comic strip, the highest score in the posttest was 8 and the lowest score was 5. The students' average score was 7.35.
2. The students' achievement in the posttest was higher than the students' achievement in the pretest. After the students were taught by using comic strip, the highest score in the posttest was 12 and the lowest score was 6. The students' average score was 8.35.

Based on the data above, it can be concluded that comic strip was effective in teaching speaking to the tenth grade students of SMA N 22 Palembang.

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