



**UTILIZING COMIC STRIP TO IMPROVE THE STUDENTS 'SPEAKING  
SKILL OF GRADE XI MAS AL-MANAR HAMPARAN PERAK**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic  
University of North Sumatra Medan as a Partial Fulfillment of the Requirements  
for the (Degree of Bachelor of Education) S-1 Program*

**By:**

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FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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**SURAT PENGESAHAN**

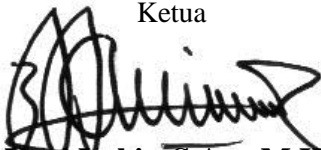
Skripsi yang berjudul: **UTILIZING COMIC STRIP TO IMPROVE STUDENTS' SPEAKING SKILL OF GRADE XI MAS AL-MANAR HAMPARAN PERAK** oleh **Bella Chintia Harahap**, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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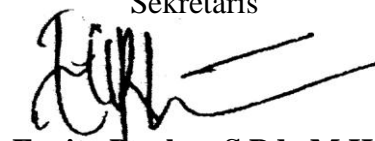
dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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## PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, Agustus 2021  
Yang Membuat Pernyataan



**Bella Chintia Harahap**  
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## ABSTRACT

**Harahap, Bella Chintia, Registration Number: 3454141. Utilizing Comic Strip To Improve The Student 'Speaking Skill Of Grade XI MAS Al-Manar Hamparan Perak. A Thesis English Education Program, Faculty of Tarbiyah and Teacher Training. State Islamic University of North Sumatera, 2021.**

This research was aimed to improve the students' speaking skill by utilizing comic strip. The subjects of this study were students of class XI at MAS Al-Manar Hamparan Perak which consisted of 29 students. The research was conducted by using Classroom Action Research which was designed with the Kemmis and Mc Taggart. The researcher did two cycle in analyzing the research. The technique of analyzing the data for quantitative data was the students speaking test scores, and for the qualitative data, the researcher did observation, diary notes, interview, and documentation. The result of this research showed that in post-test 1, the total score of the students was 2756 and the average score was 71.5. The number of students who passed the speaking test increased to 13 students or 47.2% in percentage. Meanwhile, the results of cycle 2 showed that the students' scores increased. The results of the post-test was 22 of 29 students passed the test. The total score was 2744 and the mean score was 76.22. They reached the score 75 and up to 75 (Standard Minimum Score Criteria (KKM)). Then the percentage is 80%. From these results, the researcher concluded that the students' speaking ability using the comic strip method increased significantly in cycle 2 activities. This result was strengthened by the qualitative data result which showed that the student were more active in the class, and class was more condusive that the learning process before utilizing comic strips as the media of learning.

***Keyword: Speaking skill, comic strip, speaking technique, classroom action research***

**PEMBIMBING I**



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## ACKNOWLEDGMENT

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Assalamu'alaikum Wr. Wb

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Because of his generosity the writer completed this challenging study well and also for the

Last prophet Muhammad SAW ,the greatest teachers of teacher.

This skripsi is submmited to the department of english education. Faculty of Tarbiyah and teachers training, state islamic university of north sumatra medan a partial fullfilment of the requirements for the deegree of sarjana pendidikan.

In the process of completing this thesis, i had received many supports and helps from many people. It is proper to acknowledge their helps and contribution for me, Therefore, I woud like to thank's for :

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The writer realizes the skripsi still has some weaknes and mistakes.

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Medan, Agustus 2021  
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**Bella Chintia Harahap**  
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# CHAPTER I

## INTRODUCTION

### **A. Study Background**

Language is a very important means of human spoken communication and spoken is the main medium, as is the case with English. English is used as a second language in both formal and informal activities. The use of foreign languages as a means of spoken communication is often encountered in daily communication. Jack C. Richard<sup>1</sup> states that the biggest presentation for students learning languages in the world they learn English is to develop their speaking skills. Therefore, speaking is not enough to rely on the ability to master vocabulary, but also must have adequate grammar knowledge and the role of teaching English at high school level, more emphasis is on helping them to be able to communicate in English. Therefore, the aspects that must be studied are in English so that students are interested in learning seriously with the comic learning method so that English speaking skills become more proficient. Speaking Skills are considered the most important skills to master because they are the main indicators of successful language learning,<sup>2</sup> Talking is a process of verbally conveying and sharing ideas and feelings. It also involves several elements such as accuracy, suitability, fluency and vocabulary building.

How ever, it was found in the observation that learning English in several high schools did not show satisfactory results. Students cannot communicate in

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<sup>1</sup> Richard, Jack C. And Willy Renandya. Methodology in Language Teaching. UK: Cambridge University Press, 2002, p. 201

<sup>2</sup> Richards, JC, (2008), Teaching Listening and Speaking: From Theory to Practice. New York: Cambridge University Press, p. 19.

language either verbally or in writing even though they have studied English for years. Many students in speaking classes are reluctant speakers. This reluctance was partly due to their previous learning experiences. Others are taught in schools where speaking is discouraged.

Further research from Education First (EF) shows that in 2017 to date, based on English proficiency, Indonesia is ranked 39. Based on research data, the average English proficiency score in Asian countries is 53.60. In comparison, the average English proficiency score in Indonesia is 52.15. This figure is still below the average number of English proficiency in the Asian region. In addition, EF's senior director of research and academic partnerships, Minh N. Tran, said that a country with sufficient English proficiency, especially speaking ability, will be able to compete in the wider world.<sup>3</sup>

Based on observations in class XI MAS AL MANAR HAMPARAN PERAK in August 2018, researchers found data on English proficiency through interviews between students. The data show that student achievement in mastering English, especially in the speaking aspect, is still low. It is known that the lower grades of students are more caused by difficulty speaking. Most students at this level cannot speak English very well. They think that speaking is difficult because they find it difficult to transfer their ideas, thoughts and feelings in speaking in English. On the other hand, English is also not to be taught in an attractive and easy way.

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<sup>3</sup> [www.kumparan.com](http://www.kumparan.com), accessed on 02 March 2020, 19.30.

To help students solve these problems, researchers try to find good techniques to improve their speaking skills. One of the techniques the researcher will use is comic strip media.

Comics are a multimedia medium. It is one medium that consists of two different media: still images and text.<sup>4</sup> With combining images and texts, comics bridge the gap between the media we watch and the media we read. It is concluded that comics are a literary medium and highlight their cumulative nature. From various media, comic strips are considered as an effective medium to use in learning English, especially speaking, as stated by Csabay.<sup>5</sup> The comic strip helps students to easily speak formal and informal. Comic strips can help students express their thoughts that they can only write them.

The research conducted shows that comic strips can arouse students' interest and motivation in speaking English. Students understand the conversation easier because they can see some pictures in the comic that show the story.<sup>6</sup>

Based on the research background, the researchers are interested in conducting research related to teaching speaking, especially through comic strip media. It is necessary to implement innovative action research projects that encourage increased speaking skills. The use of comic strips is expected to be a good activity to complete students' speaking skills. Therefore, the researcher dares

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<sup>4</sup> Yang, G. (2008). Graphic Novels in Classroom. ProQuest Education Journal, Vol. III, No. 85, January (2008). [http://www.ecu.edu/cs-lib/trc/upload/Gene\\_Yang\\_article.pdf](http://www.ecu.edu/cs-lib/trc/upload/Gene_Yang_article.pdf). Retrieved 25 February 2013. p, 139

<sup>5</sup> Csabay, N. (2006). Using Comic Strips in Language Class. The Internet ETFJournal.No.1. [http://americanenglish.state.gov/files/ae/resource\\_files/06-44-1-f.pdf](http://americanenglish.state.gov/files/ae/resource_files/06-44-1-f.pdf). Accessed on October 29, 2012. p, 25

<sup>6</sup> Renyta Okfiani Klau. (2015). The Use of Comic Strips to Improve Class VIII Student Speaking Skills of SMP N 15 Yogyakarta Academic Year 2013/2015.p, 103

to write a thesis with the title "UTILIZING COMMIC STRIP TO IMPROVE STUDENTS 'SPEAKING SKILLS GRADE XI MAS AL-MANAR HAMPARAN PERAK"

### **B. Identification of problems**

Based on the research background above, the following problems can be identified: Students have low motivation in learning English:

1. Students have a low vocabulary to convey their ideas.
2. The teacher does not use interesting and appropriate media in learning English.

### **C. Study Limits**

Based on the research identification above, the writer uses comic strips to improve the speaking skills of grade XI MAS students at Al-Manar Hamparan Perak.

### **D. Study Formulation**

Based on the research background above, it can be formulated as follows:

1. How does the comic strip method improve the speaking skills of grade XI MAS students in Al-Manar Hamparan Perak?

### **E. Study Objectives**

Based on the formulation above, the research objectives can be stated as follows:



1. Describe the application of the comic strip method to improve speaking skills of grade XI MAS students of Almanar Hamparan Perak.

#### **F. Importance of Study**

The findings of this study are expected to be useful for:

1. Theoretically, the results of this study are expected to find a good method in learning to speak English through the comic strip technique.
2. Practically:
  - a. Improve student speaking achievement so that students can share with friends.
  - b. Adding teacher knowledge about comic techniques in implementing speaking learning in class.
  - c. For other researchers, it is hoped that this research can add information to other researchers to deepen their study of comic strip techniques in English.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

##### A.1. Speaking as a Language of Skills

Every individual has a language to communicate in the community. They use language to convey their ideas, to fulfill their needs and to get information. People can convey ideas through speaking. Lots of experts explain about talking. Horby stated, speaking is expressing ideas or feelings by using language.<sup>7</sup>

From a religious perspective, speaking is also described in the Koran which in QS Al-Mujadilah: 9

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنَجَّوْا بِالْإِثْمِ وَالْعُدْوَانِ وَمَعْصِيَتِ الرَّسُولِ وَتَنَجَّوْا  
بِالْبِرِّ وَالنَّفْوَىٰ وَأَنْفُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ ٩

Meaning: "O you who believe, when speaking in private, do not talk about sin and aggression and disobedience to the Prophet but talk about piety. And fear Allah SWT, to whom you will gather."<sup>8</sup>

In this verse, Allah SWT urges those who believe not to speak about sin, enmity and disobedience to the Prophet. Allah SWT told us to talk about being virtuous and piety. Then, it can be concluded that according to Islamic teachings, speaking is conveying a message to someone in a kind way, with soft words, not talking about sin and always talking about good things. These are the characteristics of a believer from the way he speaks. The author can conclude that

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<sup>7</sup> Horby. (1994). *Advanced Student Dictionary*. New York: Oxford Dictionary Press.

<sup>8</sup> Al- Bayan. (2001). *Al-qur'an and Translation*. Semarang: As-Syifa. P. 1461

speaking is the human ability to convey messages to listeners in a good way in a context and the listener understands the message.

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts.<sup>9</sup> Learners must also acquire knowledge of how native speakers use language in a structured interpersonal exchange context in which many factors interact.

Encourage that speaking is a productive oral skill and consists of systematic verbal words to express meaning.<sup>10</sup> In other words, it is the way we express or exchange thoughts and feelings using language. Usually, people have a communicative purpose by producing verbal utterances. They may want to give opinions, express feelings, retell stories, etc.

## **A.2. Aspects of Speaking**

According to Brown, there are several aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, which must be mastered in order to speak well.<sup>11</sup> As a complex activity, speaking has three main aspects as follows:

### 1) Accuracy

As said by Marry Spratt et al, accuracy in speaking is the use of correct grammar, vocabulary and pronunciation.<sup>12</sup> These three parts are involved together in making accurate speech.

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<sup>9</sup> Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. TESL Internet Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>. Retrieved 29 October 2012. p. 79

<sup>10</sup> Nunan, D. (2003). Practical English Teaching. Boston: McGraw Hill. p. 154.

<sup>11</sup> Brown, HD (2001). Teaching by Principles: An Interactive Language Approach to Language Pedagogy. White Plains, NY: Pearson Education, p. 102.

<sup>12</sup> Spratt, M., Alan Pulverness and Melanie Williams. (2005). TKT Teaching Knowledge Test Course. New York: Cambridge University Press, p. 34.

Pronunciation is the basic quality of language learning, especially in speaking ability. This concerns the way we pronounce, articulate, assimilate, pronounce, and emphasize words. Having poor pronunciation skills can cloud communication and prevent us from making meaningful speech. According to Harmer, teaching pronunciation not only enables students to distinguish sounds and sound characteristics, but also improves their speaking ability immeasurably, such as concentrating on sounds and being alert to using pressure when producing sounds.<sup>13</sup>

Vocabulary is the foundation of a language. In order to make a meaningful speech or sentence, it is necessary to use the appropriate vocabulary to express something. In other words, the requirement for students who want to have good speaking skills is to master vocabulary.

Grammar is very important in speaking accuracy. According to Nunan, grammar can usually be thought of as a set of rules that determine the correct word pattern at the sentence level.<sup>14</sup> If our conversation is full of grammar mistakes, your ideas will not be conveyed easily. Learning grammar rules will definitely help students speak more accurately. These three parts are very important elements to achieve accuracy in an effort to speak well.

## 2) Smoothness

Fluency, according to Mary Spratt and her friends, is speaking at a normal speed without hesitation, repetitiously, and fluently using connected speech.<sup>15</sup>

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<sup>13</sup> Harmer, J. (2007). *Practice Teaching English*. New Jersey: Pearson Education, p. 110

<sup>14</sup> Nunan, D. (2003). *Practical English Teaching*. Boston: McGraw Hill. p. Thing. 73.

<sup>15</sup> Matthews, Alan, M. Spratt, and, L. Dangerfield. (1991). *At The Chalkface: Practical Techniques in Language Teaching*. Hong Kong: Thomas Nelson and Sons Ltd, p. 142.

This relates to how comfortable students are when they speak, how easily the words come out and whether there are good pauses and gaps in students' speaking. This is the objective parameter of the student's speaking ability. This has to do with the quality of the way they speak fluently.

### 3) Accent

According to Mary Spratt, Accent is the language of one speaker and another is different. This is because everyone has their own way of saying words depending on the existing culturespeakers have.<sup>16</sup>

### **A.3. Teaching Speaking in EFL English Context**

In the process of teaching and learning activities, many things affect the students' low mastery of speaking. According to Thornbury, there are several factors that affect students' speaking ability, as follows:<sup>17</sup>

1. Knowledge factor: students do not know the aspects of language that allow production.
2. Skills factor: learner knowledge is not automatic enough to ensure fluency.
3. Affective factor; lack of self-confidence or self-awareness, which may hinder fluency.

This factor also occurs in Indonesian students in their speaking ability. Students who start learning foreign languages will be afraid of making mistakes, lack of confidence, and all the things that will happen in a spoken situation. The problem that usually occurs in speaking activities is that students lose ideas in the

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<sup>16</sup> Ibid

<sup>17</sup> Thornbury, S. (2005). *How to Teach Speaking*. English: Longman

middle of their speech. Therefore, they find it difficult to think of the next words to continue the next speech. This problem will make it difficult for them to deliver their speech. In this case, they do not have the motivation and confidence to speak in front of the class. To minimize speaking activities in class, teachers usually divide students into groups. Students often have few opportunities to participate in English speaking activities.

The same problem that occurs with most students is about mispronunciation. Students in the EFL context usually mispronounce these words. They tend to use their mother tongue because it is easy to use and it is also their custom to speak the lingua franca. Mispronunciation can be a challenge for students to improve their speaking skills. These problems make students have different meanings in the vocabulary because they express the words in a mispronounced way.<sup>18</sup>

Therefore one of the most important is speaking because the ability to speak English is a very complex task considering the nature of speaking, not all students in EFL speaking classes have the courage to speak. Many students feel restless in the speaking class,<sup>19</sup> and some tend to be silent.<sup>20</sup> Students are silent because they lack self-confidence, lack prior knowledge of the topic, and because of poor teacher-student relations.<sup>21</sup>

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<sup>18</sup> Fithriani, R & Suhendi, A. (2013). *Learn to Write for Beginners*. Yogyakarta: Naila Pustaka.

<sup>19</sup> Padmadewi, NN (1998). Student anxiety in class speaking and how to minimize it. *Journal of Educational Sciences*, 5 (Supplementary Edition), 60-67).

<sup>20</sup> Tutyandari, C. (2005, December). Breaking the silence of students in English class. Paper presented at the 53rd TEFLIN International conference, Yogyakarta, Indonesia.

<sup>21</sup> Tutyandari, C. (2005, December). Breaking the silence of students in English class. Paper presented at the 53rd TEFLIN International conference, Yogyakarta, Indonesia.

An important aspect of speaking activities is how students are prepared to speak. This is related to the importance of material for communicative activities in the classroom. The traditional approach is to assign students to search for their own material from multiple sources (for example, magazines, books, and the Internet) and use it to complete assignments in EFL classes. The speaking task can take the form of delivering individual and transactional messages such as describing objects, reporting, and storytelling,<sup>22</sup> presentations which may be accompanied by the use of general media such as realia, pictures and, as reported, wayang.<sup>23</sup>

According to Brown, teaching means showing or helping someone how to do something, giving instructions, guiding in learning something, providing knowledge, causing to know or understand.<sup>24</sup>

This problem does not only occur to students in class, but also comes from the teacher. This may be because they lack practice to develop their speaking skills. Speaking English fluently cannot naturally happen to people learning a foreign language. Everyone needs to get more exercise to achieve the goal of speaking skills. The role of the teacher in the classroom is very important for students as controlling the situation for speaking activities and helping them improve their speaking skills by using the right strategies and methods.

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<sup>22</sup> Rachmajanti, S. (2005). Course outline: Speaking II. Course outline is used in the first semester of the 2005/2005 academic year in the English Department of State University of Malang.

<sup>23</sup> Risnadedi. (2005, December). Develop students' speaking skills through the puppet show at SMP Negeri 17 Pekanbaru. Paper presented at the 53rd TEFLIN International conference, Yogyakarta, Indonesia

<sup>24</sup> Brown, H. D (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. San Francisco: University of San Francisco. pg, 124

#### **A.4. Media in Teaching Speaking**

In the teaching and learning process, the thing that must be considered by a teacher is the teaching method. A teacher must have efficient and effective learning methods to create a learning atmosphere that is fun and not boring. Through good teaching methods, a teacher can control the situation without causing nervousness to students. There are several methods in the speaking teaching process, as follows: Direct Method; also known as natural method. Stern suggests that the direct method is characterized by the use of the target language as a means of teaching and communication.<sup>25</sup>

According to Sudjana, in the learning process, there are several types of media, namely:<sup>26</sup>

- a. graphic media such as pictures, photographs, graphics, charts or diagrams, posters, cartoons, etc .;
- b. three-dimensional media, namely in the form of solid models, cross-sectional models, stacking models, work models, mock-ups, etc .;
- c. slides, film strips, films, use of OHPs included in the projection media;
- d. the use of the environment as a teaching medium. Graphic media is defined as a medium that combines facts and ideas clearly and strongly through a combination of expressions of words and pictures. Graphic media is very adequate to convey information in a compressed summary form;

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<sup>25</sup> Stern, H. (1991). *Seventh Basic Concept of Language-Impression Teaching*. Oxford: Oxford University Press

<sup>26</sup> Sudjana, Nana, *Assessment of Teaching and Learning Process Results*, Bandung: Remaj Rosdakarya, 2009.



Presentation of quantitative information relationships, as in a graph; Depictions of relationships for example in charts, graphs and diagrams, and the presentation of similar types of abstractions such as cartoons, diagrams and maps. The types of graphic media that can be used in teaching include charts, graphics, posters, cartoons, and comics. Each type is unique in its instructional application.<sup>27</sup>

Based on the above method, the teacher must apply the appropriate method in the speaking teaching process. The comic strip method is one of the activities carried out by the teacher in class to stimulate students to actively participate in class by using this method. They look for the information and present it to other students in front of the class.

#### **A.5. Definition of Comics**

Defines comics as juxtaposed images and other images in a deliberate order, intended to convey information and or to generate an aesthetic response to the audience. Pairing means putting two things side by side, so from the definition just mentioned, a comic consists of at least two panels. In this sense, a single panel illustration is not considered a comic but a cartoon.<sup>28</sup>

Comics can be defined as a form of cartoon that expresses characters and acts out a story in a sequence that is closely related to images and is designed to

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<sup>27</sup> Ahmad Rivai, Nana Sudjana. (2009). Teaching Media. Bandung: Sinar Baru Algensindo.

<sup>28</sup> McCloud, S. (1993). Understanding Comics: The invisible art. New York: HarperCollins Publishers. p, 155

provide entertainment to the reader. According to Ann Miller<sup>29</sup> "Bande dessinée produces meaning out of images which are in a sequential relationship, and which co-exist with each other spatially, with or without text."

Meanwhile, comics are multimedia media. It is one medium that consists of two different media: still images and text.<sup>30</sup> By combining images and text, comics bridge the gap between the media we watch and the media we read. He also pointed out that images and text in comics have a narrative responsibility.

#### a. Comic Strip Components

Basically, comics have the same essential elements as comic book pages, namely panel elements, letters, word balloons, thought balloons, captions, sound effects, borders, and gutters.<sup>31</sup>

Panels are the most basic elements of a comic book page. It is defined as a single image in a sequence of images. There are various shapes such as square, round, triangle and the like. Here, a borderless image can also be classified as a panel although most comic book pages consist of panels bounded by frames.

The first is gutters. This refers to the empty space, usually white, between and around the panels. This space is very important because it separates each panel from the others, represents events, and informs readers that we will move from one scene to the next. Sometimes we find gutters of color or gutters used to build a mood, show flashbacks, or give an aesthetic effect.

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<sup>29</sup> Miller, Ann. Reading bande dessinée: critical approaches to French-language comic strip Bristol: Intellect, 2007. Pg 75

<sup>30</sup> Yang, G. (2008). Graphic Novels in Classroom. ProQuest Education Journal, Vol. III, No. 85, January 2008. [http://www.ecu.edu/cs-lib/trc/upload/Gene\\_Yang\\_article.pdf](http://www.ecu.edu/cs-lib/trc/upload/Gene_Yang_article.pdf). Retrieved 25 February 2013. p, 139

<sup>31</sup> Yomtov, N. (2014). How to Write a Comic Book. Ann Arbor. Cherry Lake Publishing

The second element is letters. This is any text in comic books page. Bold letters are used to emphasize unimportant words, capital letters in dialogue represent screaming, and lowercase dialogue usually means whispers. Dialogue and caption letters are usually all capitalized.

The third is balloons. There are two kinds of balloons: word balloons and thought balloons. A word balloon is a bounded form containing dialogue, usually with a tail that points toward the speaker. Meanwhile, the thought balloon is a bounded shape that contains the character's unspoken thoughts. Often times, thought balloons have cloud-like edges and a tail that looks like a bubble trail. Balloons are available in various shapes. They can be used for different characters or moods.

The fourth element is the caption. Often for narrative or transitional text. Text almost always has a rectangular border, but it can also be borderless or floating letters.

The fifth is the sound effect. They are stylized letters that represent sounds in a scene. Most of them are floating. The use of sound effects should be limited to essential sounds such as big (explosions) or small (doors closing slowly in a quiet room). That's because too many of them can annoy readers.

Next is the border. They can be defined as lines covering panels, balloons, and image captions. Different effects and moods can be created by changing the style and weight of the limit. Common examples include a balloon with a double border for each loud cry and a rough or jagged border for anger.

- b. The teaching procedure of speaking using comic strips.

Making comic strips can be done manually (direct drawing), digital (computer) or a combination of the two, namely drawing manually and digitally processed. In making a comic strip, there are certain steps that should be followed so that the comic strip that is made can actually become a good comic strip. Maharsi<sup>32</sup> describes in detail the systematics of making comic strips, including:

Creating a story synopsis is the first step in making a comic strip. There are several things that must be determined in the synopsis of this story, namely the theme, script, plot and setting that will be raised in the comic strip.

1. Making a storyboard, is a design in writing about what to write and how to illustrate it on each page of the comic strip. The storyboard includes the viewpoint and image size. In each panel, the narration, dialogue and illustrations will be described. All of that must be described clearly because the storyboard will be a reference in making lay out sketches and comic strips later.
2. Create a character character. The comic artist's ability to create an accurate and precise picture is needed. The characters created by comic artists should be logically accepted by readers, whether in the form of humans, animals or others.
3. The sketch stage is lay out panels, illustrations and text balloons. This stage is to draw a sketch based on the storyboard that has been made.

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<sup>32</sup> Indiria Maharsi, M.Sn. 2011. *The Boundless Creative World Comic*. Yogyakarta: The Word Book. Pg 125

4. Inking stage. At this stage, black ink is applied using a drawing pen, brush or other media on the sketch that has been made.
5. Staining stage. At the coloring stage, the master coloring (the term for the inked sketch) is done digitally. So it is necessary to transfer the format to a digital format using a scanner. For processing can use various kinds of software such as photoshop, paint tool SAI, krita and so on.
6. The stage of creating a text balloon and its contents. After all the panels are arranged properly, a text balloon along with the words is made. Entering text can use several software such as CorelDraw, Adobe Photoshop and others.
7. Cover making. Cover is an illustration that represents the contents of the entire story in a comic strip. The cover must be able to describe the theme of the comic strip story without the reader having to look at the content first. The elements that must be included in a comic strip cover are the comic title, illustration, the name of the comic artist and publisher.
8. Comic strip book layout, namely determining the composition of the placement of the elements on the cover as well as the shape of the comic strip later.
9. Finishing. After all stages are completed, the final stage is finishing, which is the process of examining all text and illustrations that are made as well as covers and packaging forms of comic strips. After that, the comic strips were printed and copied as needed.

So based on some of the opinions above, there are 10 stages in making comic strips for high school class XI students by paying attention to the suitability of the number of panels, characters, objects, images, and sizes. Each stage is a step that will be taken in making a comic strip. The comic strip is made to improve speaking skills of high school students, especially class XI.

### **Related Studies**

1. Chotibul Umam (2012) "Improve students' speaking skills through

Bersamamic strip at MA Sunan Drajat Sugio Lamongan. The purpose of this study was to improve students' speaking skills by using comic strips. The research subjects in this study were 24 students. This research procedure consisted of planning, implementing the action, observing, and reflecting. To obtain data, researchers used observation sheets, diary notes, and tests. The results showed that the students' speaking ability in the first cycle was good with a percentage of 62.5%. And the students' speaking ability in the second cycle was 66.7%. This means that students' speaking skills improve by using comic strips.<sup>33</sup>

2. Masda Tumangger (UNIMED 2013) "Comic Strip Application to improve students' speaking skills at SMA SWASTA NURUL HASANAH ". This research was conducted by applying classroom action research with two cycles in six meetings. The subjects of this study were the second grade students of SMA SWASTA NURUL HASANAH. There were 24 students who participated in this study. The qualitative data were taken from the

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<sup>33</sup> Chotibul Umam. Thesis: Improve students' speaking skills through Role-Playing techniques at MA Sunan Drajat Sugiono Lamongan. (<http://abudira.wordpress.com>. 2012). Retrieved 9 May 2014

test results and carried out with a pretest and a final test two. The results of the quantitative data show that the students' scores increased from cycle I to cycle II with an average pre-test of 45.20. The first cycle test was 46.79 and the second cycle test was 77.83. Based on the results of the data above, it can be concluded that the application of the comic strip significantly improves students' speaking skills.<sup>34</sup>

3. Astuti Jeni (2004) "The Effect of Comic Strips on Students Achievement in Speaking at SMP PAB Sunggal. "The purpose of this study is to analyze the influence of comic strips in teaching speaking. The population of this study was 80 students of SMP PAB Sunggal, but the researchers took 20 students from each class. The number of samples is 40 students. This researcher uses experimental techniques. After classifying the results of students 'answers, it shows that the results of students' speaking learning using cooperative learning techniques are significant. The result of tratio>ttable,it is 3079> 2.02. This means that the alternative hypothesis is accepted.<sup>35</sup>

## **B. Conceptual framework**

In learning English, students are used to mastering four skills; reading, writing, speaking and listening. And most students think that speaking skills are one of the most difficult skills for them to master. Learning speaking skills means

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<sup>34</sup> Masda Tumangger (UNIMED 2013), "The Application of the Neurological Impress Method to Improve the Speaking Ability of Students of NURUL HASANAH PRIVATE HIGH SCHOOL" Thesis: 2013.

<sup>35</sup> Astuti Jeni. Thesis: The effect of cooperative learning techniques on students' speaking learning achievement at SMP PAB Sunggal. (Medan: IAIN, 2004), p. 10

that students must have communication to convey ideas, feelings or thoughts. The things that usually appear in the teaching and learning process are that students do not have the opportunity to talk more because of limited time for implementation in class. Lack of understanding of English is also the cause of their inability to speak English.

Therefore, to improve students' speaking skills, teachers must have a good method of implementing it to students. A good method will make the learning process interesting and students will be active in speaking activities. Therefore, increasing the speaking ability to students also needs guidance, because it will make them more fluent in speaking English.

However, this research focuses on improving speaking skills using the comic strip method. This method will encourage students to actively speak and share information with other students. By applying the comic strip method, it is hoped that the students' speaking ability can improve and they will have no more difficulty speaking English.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

This research was applied using Classroom Action Research. Classroom Action Research (PTK) is a way for instructors to discover what works best in their own classroom situations, thus allowing decisions of information about technology.<sup>36</sup> This action research tries to identify problems that occur in the teaching and learning process and decide actions to overcome these problems. In this study, the researcher tried to find a method suitable for the teacher in the teaching speaking process. Researchers used the information gap method to solve students' problems in speaking.

This study used Classroom Action Research (PTK) which was designed with the Kemmis and Mc Taggart model consisting of four stages; planning, acting, observing and reflecting. The picture is below:<sup>37</sup>

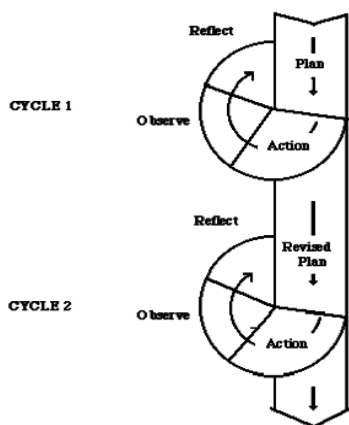


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart

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<sup>36</sup> Harmer, J. (2001). *The Practice of English Language Teaching*: Third Edition. NY: Longman.

<sup>37</sup> Kemmis S and McTaggart, R. (1998). *Action research reader* 3rd edition. Geelong: Deakin University Press.

## B. Research Subject

The research subject is to define the research subject as an object, thing or person where the data for the research variable is attached, and which is at issue. In a study, the research subject has a very strategic role because in the research subject, that is the data about the variables that the research observes.<sup>38</sup>

The subjects of this study were students of class XI at MAS Al-Manar Hamparan Perak. The sample was taken in class XI - I which only consisted of one class in the school. There are 29 students in the class, consisting of 16 male and 13 female.

**Table 3. 1 Research Subject**

Class	College student		Total
	Men	Women	
XI-MIA 1	8	28	36

## C. Research Settings

The research location is in MAS Al-Manar Hamparan Perak Jalan Perintis Kemerdekaan Kelambir Village, Kec Hamparan Perak, Kab. Deli Serdang Province North Sumatra. The reason for choosing this school was because based on the experience of researchers, it was found that many students in this school experienced problems in their speaking skills. Therefore, the researcher wants to conduct further research to observe student development using the comic strip method.

Therefore, the school location is efficient for researchers. It is easy for researchers to apply observations in this school because the school is a private

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<sup>38</sup> Arikunto, Suharsimi. 2016. Research Procedure: A Practical Approach. Jakarta: Rineka Cipta. Pg 26

school that does not have many regulations that must be done if the researcher wants to make observations in this school.

#### **D. Observation Procedure**

The research procedure was carried out by implementing two cycles and so on. Each cycle consists of four stages, namely planning, implementing the action, observing and reflecting. Before the researcher carried out cycle 1, the researcher had to identify the students' speaking ability problems by using an interview transcript with the English teacher. The goal is to find out what research plans the researcher should do in the classroom.

##### 1. Cycle I

###### a. Planning

- 1) Prepare lesson plans
- 2) Provide learning materials to speak to students
- 3) Prepare the media for the teaching and learning process
- 4) Planning and designing speaking teaching and learning scenarios through the Information Gap Method.

###### b. Action

At this stage the researcher carries out all the processes from the planned points. This action will be applied until there is an increase in students' speaking ability. The acting stage must be carried out at least two cycles continuously and the learning period depends on the material needs.

c. Observation

Researchers and collaborators observe situations and conditions during the teaching and learning process. All speaking activities in class will be made into a diary. This will make the researcher know whether the class atmosphere is good or not. Then in the observation process the researcher will find out the obstacles experienced by students during the teaching and learning process.

d. Reflection

Researchers will reflect on and evaluate research after taking action. At this stage researchers and collaborators analyze problems that have been carried out in action and look for solutions to improve learning in the learning process.

After the researcher finished in cycle one, the researcher decided whether the research should be continued in the second cycle or so. In the second cycle, the researcher will modify the scenario technique to minimize weaknesses in cycle 1.

2. Cycle 2

a. Planning

- 1) Rearrange lesson plans
- 2) Prepare media and material for speaking activities.
- 3) Divide students into groups.
- 4) Give tests to students in speaking
- 5) Planning and designing the application of learning models in speaking activities.

b. Action

In this phase the teacher provides more explanations and implements the revised learning process techniques or scenarios from the first cycle. The teacher also gives a second test to students to find out their progress.

c. Observation

Researchers observe the teaching and learning process in the classroom. Whether the teaching scenario can create a comfortable atmosphere or not.

d. Reflection

In this phase the teacher and collaborator re-evaluate the progress of students in the process of speaking activities. And all processing data will be collected in diary notes or field notes.

### **E. Data Collection Techniques**

In this study, data collection was carried out quantitatively and qualitatively. Quantitative data is used extensively to describe what can be counted or measured. Researchers will collect quantitative data in the form of student scores during the speaking test consisting of pre-test and post-test.

Qualitative data is used to describe data that is impossible to calculate. It is an empirical study where the data is not in the form of numbers. Qualitative data that will be used by researchers are interviews; ask the teacher to find out the student's difficulty in speaking skills, what methods and techniques the teacher uses, and everything else in the process of speaking. Observation; observe and observe the process of teaching and learning English. Diary notes; pay attention to

important things in the teaching and learning process of English. And the last is documentation; Teaching materials that can be in the form of documentation in the form of photos or videos and all student worksheets.

### 1. Observation

In the observation process, the researcher directly observes the process of speaking in class. In this process the researcher will find out the student's response (active or passive), the problem of applying the method, and the students' motivation in the process of speaking in class.

### 2. Interview

Interviews aim to conduct conversations that explore the focus of the researcher's ideas.<sup>39</sup> Researchers conducted interviews with English teachers, collaborators and students to find out their reactions, responses and suggestions before and after the researcher applied the method in class.

### 3. Test

According to Aiken in Syahrums and Salim, a test is a tool to measure a person's behavior or appearance. The tests are usually of two kinds; pre-test and post-test. The pre-test was carried out prior to the treatment of the information gap method. Meanwhile, the post test was carried out after the implementation using IGM.<sup>40</sup> In the pre-test, the researcher asked students to find and exchange information about a person's experiences based on the expression of their feelings. While in the post-test students will share and exchange information about their ideas on a topic given by the teacher.

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<sup>39</sup> Burn, A. (2010). *Conducting Action Research in English Language Teaching*. New York: Routledge

<sup>40</sup> Syahrums and Salim. (2014). *Qualitative Research Methodology*. Bandung: Cipta Pustaka. P. 141

Students' performance in speaking activities will be assessed based on Brown's criteria. It is composed of 1 score as the lowest score and 20 as the highest grade of the student's grade. Brown states there are five categories of speaking ability, namely: pronunciation, fluency, grammar, vocabulary, and comprehension. A complete scoring system is provided in the appendix of this study.<sup>41</sup>

#### 4. Diary notes

Diary notes are notes for researchers when researchers teach in class. It contains the researchers' feelings, opinions, estimates, reflections and explanations. And it is written in the diary.

#### 5. Documentation

Documentation is anything that contains information that serves as proof. According to Syahrudin and Salim, documentation is all data collected and interpreted by researchers and supported by several media such as photos or videos which will later be related to the research focus.<sup>42</sup> In the documentation, researchers also collect student worksheets as evidence of student progress in speaking activities.

### **F. Data Analysis Techniques**

Data analysis in this study used qualitative data and quantitative data. There are several steps to obtain a qualitative and quantitative approach to analysis. The following is a detailed explanation of the steps for obtaining data:

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<sup>41</sup> Brown HD (2003). *Language Assessment: Principle and Classroom Practice*. California: San Francisco State University

<sup>42</sup> Syahrudin and Salim. (2014). *Qualitative Research Methodology*. Bandung: Cipta Pustaka. Pg 146

## 1. Qualitative data

Qualitative data is used to describe situations during the teaching and learning process. The qualitative analysis data obtained from observation, interviews, diaries and documentation. According to Miles and Huberman, there are three stages of qualitative analysis, namely:<sup>43</sup>

### a. Data reduction

There are several steps that researchers will take in the data reduction process:

- 1) Summarize data that is directly related to events, situations and conditions at the research location. At this stage the researcher will select data that is relevant to his research.
- 2) Encoding, the researcher will make detailed information from the data that has been previously summarized. Researchers will create codes or symbols to explain data collection.
- 3) Researchers will record data objectively. It will also classify and edit data based on factual situations.
- 4) Researchers will reflect on the data and provide ideas related to data information. In this process, researchers will discover the importance of development theories.

### b. Data display.

- 1) Collect the results of data reduction.
- 2) Organize relevant research data.

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<sup>43</sup> Milles, M. & Huberman M .. (1994). *Qualitative Data Analysis* (second edition). London: Sage.



3) Make a diagram, table or matrix. The contents of the diagram or matrix will be displayed in code or symbol (word or verb phrase) form

c. Conclusion / verification

The final process of qualitative analysis is drawing conclusions or verification. Researchers will make conclusions from the results of presenting the data. Processdrawing conclusions / verification aims to clarify the explanation that has been presented on the data display.

After the qualitative data analysis process is complete, the researcher will confirm the data using a peer de brief. In the peer de brief process, researchers will discuss with the teacher to reflect on what is right (or wrong) from the data analysis.

2. Quantitative data

Quantitative data were used to analyze the students' speaking scores. The quantitative data will be scored using the scoring rubric adopted by Brown. There are several aspects of assessment in speaking such as pronunciation, fluency, grammar, vocabulary and comprehension (see the appendix of this study). The speaking test will be assessed by two different assessors who are teachers at the school. It aims to ensure the inter-level reliability of speaking test assessments.

Furthermore, the researcher uses a formula to determine the mean and percentage of students who can improve their speaking skills using the information gap method.

To calculate the mean data, researchers used the following formula:

$$X = \frac{\sum x}{N}$$

X = class average score

$\sum x$  = Total score

N = Number of students <sup>44</sup>

The percentage score for each cycle will be calculated using this formula:

$$P = \frac{R \times 100\%}{N}$$

P = percentage of students

R = The number of people who understand the meaning

N = The total number of students who took the test

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<sup>44</sup> Jaya, I., & Ardat. (2013). Application of Statistics for Education. Bandung: Citapustaka Media Perintis.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

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

The results of this study aim to improve students' speaking skills by using the experiential text method. This research was conducted on students XI at MAS Al-Manar Silver Expanse. Analysis of research data using qualitative and quantitative approaches. Qualitative data were obtained from interview transcripts, diary notes, observations, and documentation (pictures, videos, worksheets or recorders). As for the quantitative data obtained from speaking tests in class. All qualitative data were collected from 29 students. Meanwhile, for quantitative data, the researcher conducted a speaking test to students which was calculated using the mean formula (to determine the average score of students) and the formula for the percentage of student scores. In quantitative data,

Before the researchers carried out speaking activities and gave speaking tests to students in class, the researchers made observations with the English teacher at the location to find out the students' difficulties in speaking that occurred in the classroom. XI at MAS Al-Manar Silver Expanse. All students' difficulties in the learning process will be stated in each cycle of this research. Then the researcher conducted pre-test and preliminary before carrying out cycle 1.

#### **A.1 Initial Data**

In the preliminary data, the researcher did two steps; They give pre-test and interview. The speaking test conducted by the researcher aims to determine the students' speaking ability. The researcher entered the class at the first meeting to conduct a pre-test for 29 students in the class. The Minimum Standard or Minimum Requirement Criteria (KKM) score in the school is 75. The total score of the students' pre-test is 2,146 and the average score of students is 61.38. From the results of the student's score, the researcher assessed that the students' speaking ability was still low. Just take a total score of 2246 with a student percentage of 15.5%. There were only 5 students who passed the speaking pre-test. And 24 students failed to do the speaking ability pre-test because they got a score lower than 75.

The results of quantitative data will be strengthened by using qualitative data. The results of qualitative data will be taken from interviews and student meetings in class. Researchers conducted interviews before carrying out the first cycle. From the researcher's interview, it was found that there were many difficulties in students' speaking ability in class. Some of them are; lack of vocabulary so that students inhibit them from trying to speak. Students' pronunciation also needs to be improved because many of them still use their mother tongue to speak in English. Actually, most students are interested in learning English subjects, even some of them still have no motivation or intention to follow. This statement can be seen from the results of interviews with teachers:

*R: What are the problems/difficulties that students often face in the process of teaching and learning speaking?*

Q: The problem of students in speaking process in class is that actually they are very lacking in vocabulary, because of that they (students) cannot use English in speaking. while the pronunciation still needs to be improved again, if they often use their mother tongue to pronounce it. Most students still lack confidence and feel ashamed to appear in front of the class.

R: How are the students' speaking activities in class?

Q: Students' speaking activities tend to be more passive in class. Students cannot speak directly, they (students) must write and then read their notes to be presented in front of the class.

From these student problems, researchers and collaborators will apply the comic strip method in the teaching speaking process. Preliminary data research will be continued in the process of cycle 1.

## **A.2 Cycle Report 1**

In the process of cycle 1, the researcher will analyze the data into two steps; qualitative analysis and quantitative analysis. Qualitative data will be taken from diary notes, interviews, observation sheets and documentation. However, for quantitative data taken from the students' speaking test. Furthermore, there are four steps that the researcher will do in the first cycle, namely: planning, action, observation and reflection. The results of cycle 1 will be explained below.

### **A.2.1 Qualitative Data**

The researcher's findings are related to the application of the experiential text method in learning to speak to improve the speaking skills of class XI-I students at MAS Al-Manar Hamparan Perak. The following is the report for cycle 1:

a) The researcher applies the experiential text method in Cycle 1

The first thing that the researcher did before implementation was to make a lesson plan in advance and prepare to carry out the learning and teaching process in the classroom. In the first cycle, the researcher took action in class which consisted of two meetings. Occurred on February 22, 2021 and February 23, 2021. In this cycle the researcher has a role as a teacher and the subject teacher acts as a collaborator. Furthermore, based on the results of interviews and observations, the application of the comic strip method can be described in several steps, as follows:

a) Determine and provide topics of discussion b) Apply the comic strip method.

Before the researchers did the application, they did several activities in the opening of learning English, namely apperception. The researcher greeted the students in the class by saying "Assalamualaikum". After that, give instructions to read the prayer before starting the lesson. The researcher also motivates students to have a good spirit to attend class. The next step is the researcher reads the students' attendance and asks them to get ready to follow the speaking activity.

Next, the following speaking activities were carried out by the researcher in class:

1. Give topic of conversation

Speaking is an activity that students do directly to show their ability to speak English. In order for the speaking activity in class to run well, the researcher planned the topic of speaking to the students. In the first cycle, the researcher determines the topic of the comic. Based on the purpose of the comic strip method, the topic of comics can reach students' speaking activities where they will exchange their previous opinions.

After that, the researcher gave an introduction to the topic. To remind them of this topic, the researcher asked some questions to practice their critical thinking. Researchers asked whether they still remember the comic or not. It can be displayed as follows:

R: Does anyone still remember the comic strip..?

S: Ya Miss.. It's about comics..

R: How is the comic?

S: One's experience playing with dogs..

R: Yes.. I know that, but when we talk about comics, what tenses are we talking about?? Anyone knows??

S: We don't know miss.. we forgot about it..

R: Using the past tense, my students...

Then to clarify the topic, the researcher explained the comic strip with details of function, type of experiential text, generic structure, and language characteristics. The explanation can help them to remind the material or topic and can be applied to the next step. Therefore, the researcher gave an example of an experiential text comic strip to students. From this example, all students will identify the comic strip. Researchers want them to be able to describe the types of comic strips, what kind of generic structure, language features and explain directly the main content of the experiential text. This activity aims so that students can play an active role in developing their thinking and building communication with researchers.

During the learning and teaching process, the researcher felt that the condition of the students was still conducive. Most of them still pay attention to

what is explained by the researcher. then decided to continue with the next step of learning activities.

## 2. Applying the Comic Strip method.

The researcher has finished giving the speaking material to the students. For the next action in speaking to students, the researcher applied the comic strip method in speaking. The first step in this activity is the researcher gives assignments to students. The task given by the researcher is related to comic strips of experiential text that will tell their personal experiences. Before the students applied the comic strip method, the researcher gave several explanations so that the process of speaking activities could be understood. The researcher asked them to find a partner to talk to their friend. This is a requirement for students in the process of speaking activities. Therefore, if students have found a partner to talk to, the researcher gives sub-topics to the whole group that are related to comic strips. The two students must have different comic strips that have a sub-topic about the given comic strip. To make it easier for them to tell their stories, the researcher let them record simple points from the experience. So, after they have reminded them of the comic strip, they share their experiences with their partners and appear in front of the class. They must use English to display their appearance.

After the speaking activity was finished, the researcher asked the students to directly summarize the activities they had been through by talking about the material, and the researcher gave them a stimulus. Next, the researcher plans the speaking scenario again and will prepare the next speaking material.

b) The Problem of Speaking Activities after the Application of the Comic Strips Method

After the researcher applied the comic strip method in the speaking activity of cycle 1, the researcher found several problems which would be described as follows:

1. The students have less vocabulary.

The researcher found that the students' vocabulary was still lacking. To start the speaking activity, they cannot tell the story directly in front of the class. They should have at least a small note to remember the events of the story. Researchers have let them bring a dictionary and find words there. But sometimes there are still many who ask researchers to translate word for word because some students do not bring a dictionary. This statement can be proven as follows:

Researcher: During the activity, what difficulties did you experience?  
(During the activity, did you experience any difficulties?)

Student 2: There is a miss.. Our difficulty was, because we only brought one dictionary at the same table, so we were waiting for each other to borrow a dictionary.. remembering that experience was a bit difficult.. because I'm a person who easily forgets experiences or events like that e.g.. (Yes, we have. Our difficulty is that we don't have more dictionaries to use. We only have one dictionary and waiting to borrow from each other to find words. Moreover, I am confused about my experience, because I am an easy type of person forget.)



Student 3: we missed our difficulties, because we lacked vocabulary, so we were confused about how we wanted to tell each other in English, miss .. that's really a miss. (Our difficulty is... because we have less vocabulary, so we are confused about telling stories in English. That's all. (Transcript of student interview,)

2. Students' pronunciation is still low.

When the students showed the performance, the researcher listened to them carefully to analyze the pronunciation of their words. They still spell words in English like their mother tongue. The researcher corrected the pronunciation words so that they were pronounced well.

“This activity is more fun than pre-cycle because it responds well to the couple's experiences. The difficulty of students in the process of speaking activities is that there are still pronunciation errors in telling stories in front of the class. The researcher corrected the words after the show appeared” (Diary, appendix)

3. Some students still cannot participate actively.

In the process of speaking activities, the researcher found that some students could not participate actively in the class. Even though they paid attention to the researcher's explanation, there were students who did not complete their assignments well. The problem can be seen from the diary notes as follows:

“(4 September 2020). For this activity, most of the students participated more in presenting their performance in front of the class and some did not. ”

“(5 September 2020). For this meeting, most of the students participated more in speaking activities. Some of them even looked confused about the

comic strip that they had forgotten and couldn't complete the task properly.  
(Diary Notes, appendix)

#### 4. Time Management and Classroom.

This problem is very difficult for researchers to do. English lesson schedule at 11.55. The students were just taking a break, and their condition was still not ready to start studies. As the beginning of learning, the researcher tries to organize and lead the class so that students can be conducive and ready to start learning. Therefore, a lot of time is wasted on managing the class and preparing them to start the lesson. This statement can be proven from the researcher's notes as follows:

“The condition of the students at the beginning of the activity could not be controlled properly because they had just rested and the researchers wasted a lot of time preparing and paying attention to the lesson. In this case, the researcher must shorten the explanation of the comic strip and finally be able to carry it out well.

(Diary Notes, appendix)

#### **A.2.2 Quantitative Data**

Quantitative data is used for can find out the value of students after taking the speaking test. The student's speaking test is relevant to the topic of speaking, namely the experiential text. Based on the Standard Minimum Score Criteria (KKM), the score for English subjects is 75. The researcher uses the mean and percentage to calculate the students' scores on the speaking test.

Student scores as an assessment to determine the improvement of students' speaking ability. Student scores increased after researchers gave treatment to students. The result of post-test 1 is better than the result of pre-test. In post-test 1, the total score of the students was 2756 and the mean score was 71.5. The number

of students who passed the speaking test increased to 13 students. It can also be seen from the calculation percentage is 47.2%. From the results of student scores, students obtained an increase in speaking ability although it was not too significant for them. Therefore, researchers better prepare and make plans for the next cycle. The following is a comparison of pre-test and post-test scoring 1.

No	Cycle	Total Score	It means	Percentage
1	Pre-cycle	2146	61.38	15.5%
2	Cycle 1	2756	71.5	47.2%

### A.2.3 Reflection

After the researcher carried out cycle 1, the researcher reflected on the actions that had been carried out in the learning process. During the researcher carrying out the teaching and learning process of speaking using the comic strip method, the researcher ensured that there were several obstacles that occurred at that time.

Table 4. 1 Comparison of Students' Scores in the Speaking Test

Collaborators and researchers analyzed data from diary notes, observations and interviews. It aims to evaluate the learning process and consider whether the activity has been going well or not. Therefore, at the end of the learning activities students freely express their feelings, give suggestions and expectations for the application of the method.

In addition, the increase in students can be seen from the results of the speaking test. This shows that before the researcher gave the implementation (pre-cycle) to the students, the students got low grades. Meanwhile, after the action in

cycle 1 was carried out, there was an increase in the test. All actions that have been carried out in speaking activities require reflection. It is very useful for evaluating students' speaking ability in class. From the reflection of the teaching and learning process, researchers can find several solutions to solve the problem in cycle 1:

- 1.The teacher requires all students to bring a dictionary in every English subject meeting. Then, they must memorize English vocabulary of at least 20 words per week.
- 2.The day before they study English in class, the teacher asks the students to read some texts in an English book at home. It aims to improve their pronunciation ability in English.
- 3.The teacher re-planned the activities so that the students enjoyed the class, made it fun, and made them participate more in speaking activities.
- 4.The teacher asks students to be ready and prepare for class when the bell rings. In this case, time is not wasted too much.
- 5.

### **A.3 Cycle Report 2**

After the researchers felt that the implementation of cycle 1 did not experience a significant increase,very significant, the researcher has continued cycle 2 and remains focused on applying the comic strip method in teaching and learning speaking activities. There are two kinds of data analysis in cycle 2 process, namely qualitative data and quantitative data. Qualitative data obtained from diary notes, observations and interviews. As for the quantitative data obtained from the speaking test scores. Here is the detail repot of cycle 2:

### **A.3.1 Qualitative Data**

#### **a) Researchers Apply the Comic Strip Method in Cycle 2**

The researcher has planned and remade the new lesson plans and prepared tests for the students for this cycle. The process of cycle 2 occurs on March 1, 2021 and March 2, 2021. The actions in cycle 2 are focused on improving students' speaking skills using the comic strip method. In cycle 2, the researcher acts as a teacher in the classroom and the teacher acts as a collaborator who helps researchers in the classroom. The teacher also pays attention to the teaching and learning process that is running. In the implementation of cycle 2, the researcher took several steps, namely: a) Giving speaking topics and b) Applying the information gap method in speaking activities.

Before the researcher started the lesson, it was doing the opening activity. Such activities are; greeting students, checking attendance lists and providing motivation to start learning. Next, the following are the main speaking activities that the researcher applies in the classroom:

1. Give the topic of speaking to students.

So that students are happy and not bored in continuing speaking activities, the researcher gives different speaking topics to students. In cycle 2, the researcher gave a topic about asking and giving opinions. This topic is suitable for applying the comic strip method where students can express their ideas or opinions about something.

Next, the researcher gave an introduction to this topic to the students. He explains this topic explanation to explain some of the requests made and how they respond to these expressions. Students can answer questions with two kinds;

statement agree and disagree. Thus, after the researcher introduced the topic, the researcher would read the comic strip dialogue asking for and giving opinions that students would imitate the researcher's voice. It aims to determine the students' improvement in the pronunciation of the text.

The next step, the researcher asked students to identify the expression of asking for and giving opinions from the comic dialogue that had been read before. This activity is to find out whether students can distinguish the expression of asking for an opinion and how someone responds in giving that opinion. If the researcher feels that students can determine what is disclosed, the researcher proceeds to the next step by applying the information gap method.

## 2. Applying the comic strip method

The next step in the teaching and learning process is the students apply the script comic method. For cycle 2, the implementation of speaking activities will be different from cycle 1. The researcher will make different variations of speaking which will be divided into several groups consisting of five members. The number of groups is 5 groups. Therefore, after the researcher finished dividing them into groups, the researcher gave instructions to them. All group members must be gathered into one table and chair.

Furthermore, the researchers gave assignments to students. The task is related to the topic of asking and giving opinions. Students must respond to "what do you think?" "you about comics?" and they have to come up with ideas on that topic. To make students more engaged and actively participate, the researcher set each group to respond in two ways; negative side and positive side.

After that, all group members discuss the topic together. The researcher limited the discussion time to about 30 minutes. From these activities, pResearchers want to stimulate students to complete their assignments. After all groups finished discussing, the researcher appointed one group as the first to give the results to the whole group. The first group comes from the positive side. The group presented their opinion on the many positive effects of social media. This activity must present each group member and use English. After one group is finished, the researcher invites the students to continue the activity and turn the other group over.

From the activities of cycle 2, the researcher wishes to create conditions for active students. They freely express their ideas and opinions on the topics that have been given by the researcher. Then after the activity was completed the researcher gave a response to the student's opinion. At the end of the activity, the researcher asked the students about their feelings after the researcher carried out the speaking activity. This can be seen from the results of the interview:

Researcher :What do you think about today's learning activities? (What do you think of our lesson today?)

Student 1: It's really fun, miss..we can give our own opinion. (It's very nice, miss..we can give each other opinions)

Student 2: yes miss .. because we have different opinions, so we can debate like that miss .. debate in English .. (Yes miss, I consent with her .. because we have different opinions, we seem to be arguing with each other .. debate in English ..)

b) The Problem of Speaking Activities after the Application of the Comic Strip Method

After the researcher applied the comic strip method in the speaking activity of cycle 2, the researcher found several problems which would be described as follows:

1. Time management.

Time management is one of the most crucial obstacles in speaking activities. The speaking activity went well, but the limited time made the main activity shorter. Students find it a bit difficult to finish the discussion early. Then, they can even present their performance, but they only have a time limit to give more feedback or ideas to the other group. In this case, each group has only two chances to challenge the opinions of different groups.

"The speaking activity process went well, but the time management was not well organized because students had a lot of time to discuss the topic."

2. The students lack vocabulary.

In the process of speaking activities, there are some students who still ask the researcher to translate the words. This case caused them not to carry a dictionary at the time. Therefore, the researchers invited them to share dictionaries or borrow with their friends.

"Then, there are students who still don't bring a dictionary and have trouble translating words. In the case of the researcher as a translator if there are words or sentences that are difficult for students to know."



### A.3.2 Quantitative Data

Researchers get quantitative data from students' speaking tests. The students' speaking test is relevant to the topic of speaking, which is about asking and giving opinions. Based on the Standard Minimum Score Criteria (KKM), the value of language subjects English is 75. The researcher used the mean and percentage to calculate the students' scores in the speaking test.

From the results of cycle 2, students' scores increased and were more active in speaking activities. The results of post-test 2 are better than post-test 1. The total score of students in post-test 2 is 2744 and the average score is 76.22. The number of students who passed were 22 students out of 29 students. They score 75 and up to 75 (Standard Minimum Score Criteria (KKM)). Then the percentage is 80%. From these results, the researcher concluded that the students' speaking ability using the comic strip method increased significantly in cycle 2 activities. They successfully completed the speaking test.

**Table 4. 2 Comparison of Students' Scores in Speaking**

Meeting / Test	Number of students who scored $\geq 75$	Total Score	It means	Percentage
Pre-cycle	6	2246	61.3	15.5%
Cycle 1	17	2576	71.5	47.2%
Cycle 2	29	2744	76.2	80%

Based on the qualitative and quantitative data above, students' speaking skills can be improved by using the comic strip method. Comparison of student improvement can be presented in the following table:

From the score table above, it can be seen that the comparison of students' speaking abilities in the pre-test, post-test 1 and post-test 2. In the pre-test, students got lower scores than in the other cycles. This is because students are only given a test by the

researcher without a specific explanation. Then in the pre-test only 5 students passed the test with a total score of 2246. The average student in the test was 61.3 and the total percentage was 16.6%.

Meanwhile, after the researcher carried out the first cycle, the students' scores increased. This score is better than the student's score on the pre-test. It can be seen from the table that in the post-test 1 students who passed the test were 13 students with a total score of 2576. Then the average student was 71.5 with a percentage of 47.2%. This means that the value of students in cycle 1 has increased but not significantly significantly.

Furthermore, from the last table column we can see the improvement of students in cycle 2. There are 22 students who passed the test (or scored 75 and up to 75) in the class. The total score in cycle 2 was 2744 with a mean of 76.2. From this score, the researcher got a percentage of 80%.

From the quantitative data above, the researcher can conclude that students have increased in doing tests from pre-cycle, cycle 1, and cycle 2. In pre-test students are lower than post-test 1 and post-test 1 are lower than post-test 2. There is a significant improvement in students' speaking ability. When the researcher felt that the students' speaking ability was improving, the researcher stopped the Classroom Action Research (CAR). This means that researchers do not need to continue implementing or revising lesson plans.

### **A.3.3 Reflection**

After the researcher carried out the classroom action research, the researcher reflected on the actions that had been taken in the learning process. As long as the researcher carried out the speaking activity using the comic strip method, the

researcher ensured that there were several obstacles that occurred at that time. Collaborators and researchers analyzed data from diary notes, observations and interviews. It aims to evaluate the learning process and consider whether the activity has been going well or not.

The improvement of students' speaking ability is seen at the end of the qualitative data where the researcher evaluates the process of interviews and observation sheets. Based on the results of the data shows that researchers can carry out speaking activities using the comic strip method and this method can improve students' speaking skills. The specific data can be proven as follows:

Researcher: How is the students' speaking ability after being taught using the comic strip method?

Teacher: I think the students' speaking ability improved after the researcher applied the comic strip method. They are more confident, practice speaking English more in front of the class, and most students compete to always give their ideas and thoughts during speaking activities.

The increase in students can also be seen in the average score of students. This increased significantly from pre-cycle to cycle 2. This made collaborators and researchers stop the action because they felt that the students' speaking ability with the information gap method increased.

Based on the results of the data, the implementation of classroom action research is in accordance with speaking activities. In addition, to find out the improvement of students in using the method comic strips. It can be concluded that the planning and reflection that have been carried out by researchers and collaborators can run well and successfully

## **B. Discussion**

Based on the results of the study, it showed that the students' speaking ability had increased by using the comic strip method. Students participate more during the process of speaking activities. In addition, the use of the comic strip method makes them active in speaking to share their experiences with their friends and freely express their ideas or opinions according to the topics given by the teacher.

From the discussion above, the application of the comic strip method can improve students' speaking skills. This can make students more active in speaking, more participating, working on assignments cooperatively and finally being able to complete their assignments well

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

Based on these findings and results, the application of the comic strip method to students' speaking skills can be improved. Students are more active in conveying their ideas, opinions, and feelings during the speaking process. The difficulty of students is reduced when the teacher teaches speaking in class. Then, most students have participation and work more cooperatively.

Student improvement can also be seen in the average score of students. A significant increase from pre-cycle to cycle 2. Based on the results of the data, the application of the comic strip method in classroom action research was in accordance with speaking activities. This aims to find out how to improve students' speaking ability using this method. In the end, the writer concludes that the speaking application using the comic strip method that has been done by researchers and collaborators is successful and can run well.

#### B. Recommendations

The results showed the application of the comic strip method in students' speaking ability. the following suggestions are offered:

1. Teachers must have time and good class management to carry out speaking activities.
2. The teacher must have clear explanations and instructions to direct students to apply the comic strip method.

3. English teachers should apply the comic strip method in speaking activities, which can improve students' speaking skills in class.
4. Students are advised to apply relevant topics to carry out further research by applying the comic strip method and students must have more vocabulary to start speaking in English.
5. For readers, this research will inspire other researchers to conduct similar research on the application of the comic strip method in speaking activities and can make the teaching and learning process run better than before the implementation.

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**Appendix 1****LESSON PLAN (CYCLE I)**

School	: MAS AL-MANAR
Kelas	: XI-MIA 1
Subject	: English
Material	: Recount Text
Aspect	: Speaking
Time	: 2x45 Minutes (2 meetings)

**A. Core competencies**

□ **KI-1 and KI-2: Live and practice** religious teachings.

**Live and practice** behaving honestly, disciplined, well mannered, caring (gotong royong, cooperative, tolerant, peaceful (, accountable, responsive, and proactively interact effectively in accordance with the development of children in the environment, family, school, community and environmental environment of the nation), states, regions, and international areas.

□ **KI 3:** Understand, apply, and analyze factual, conceptual, procedural, and meta-knowledge of cognition based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, unity states, and phenomena causing related civilizations and activities, as well as applying procedural knowledge in specific fields of study according to talent and interest in solving problems.

□ **Ki 4:** Cultivate, think and provide in real reality a concrete and abstract domain related to the development he learns in school independently, acts effectively and creatively, and is able to use methods that conform to academic rules.

## B. Basic Competencies and Achievement Competency

### Indicators

Basic Competencies	Indicators
<p>3.4 Distinguish social functions, text structures, and language features in some oral and written recount texts by providing and requesting information relating to personal experience according to the context of their use</p>	<ol style="list-style-type: none"> <li>1. Identify the use of oral and written recount texts by giving and requesting information related to one's experience.</li> <li>2. Analyze recount text in the form of personal experience based on the context of its use.</li> <li>3. Perform communicative actions related to recount text by giving and requesting information related to one's experience according to the context of its use.</li> </ol>
<p>4.4. Understand contextual meanings related to social functions, text structure, and oral and written text language features related to one's</p>	<p>4. Understand contextual meanings related to social functioning, text structure, and features of spoken language and text writing recount</p>

<p>experience.</p> <p>4.4.2 Arrange a recount text relating to a person's experience with regard to social functions, text structure, and language elements that are correct and context appropriate</p>	<p>about personal experience.</p> <p>5. Compiling a recount text about one's experience with regard to social functions, text structure, and language elements that are correct and appropriate in context</p>
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### **C. Purpose of Study**

1. Identify the use of oral and written recount texts by giving and requesting information related to one's experience.
2. Analyze the recount text in the form of a person's experience based on the context of its use.
3. Perform communicative actions related to recount text by giving and requesting information related to one's experience according to the context of its use.
4. Understand contextual meanings related to social functions, text structure, and features of spoken language and written recount text relating to one's experience.
5. Arrange a recount text that deals with one's experience with regard to social functions, text structure, and language features that fit the context.

### **D. Learning Materials**

- Social function

Reporting and providing information about a person's experience

□ Structural Text

- Orientation: This gives the reader the background information necessary to understand the text, such as who is involved, where it happened, and when it happened.
- Events: A series of events, sorted in chronological order.
- Re-orientation: Personal comments about the event or what happened in the end.

□ Language Features

- Using past forms, continuous past times, perfect past times and continuous past times.
- Using a time order, for example: Saturday, Monday, Sunday.
- Focus on a specific participant
- Use the word, such as: then, before, after, etc.
- Use action verbs, for example go, stay.

□ Theme

Tell me about personal experiences.

## **E. Learning Methods**

Information gap methods

## **F. Learning Media**

- Media: worksheets, projectors
- Tools: board markers, ruler, whiteboard, laptop, recorder, and infokus.

### G. Learning Resources

Textbooks, other reference books, the internet.

### H. Learning Activities

*(First meeting)*

Activity	Description	Time
Unveiling	<ol style="list-style-type: none"> <li>1. The teacher greets the students and leads the students to pray</li> <li>2. The teacher checks the attendance list.</li> <li>3. Teacher tells students about recount text topics</li> <li>4. Teachers motivate students to learn.</li> <li>5. The teacher explains the purpose of learning in the recount text.</li> </ol>	10 minutes
Core Activities	<p>Observe</p> <ol style="list-style-type: none"> <li>1. Prepare students to be ready for learning activities</li> <li>2. Students pay attention to the teacher's explanation</li> <li>3. Students read examples of recount texts to find out the pronunciation. This activity will be led by a teacher.</li> <li>4. Students will identify the topic of the recount text, general structure, recount type, and language characteristics.</li> </ol> <p>Communicate</p>	70 minutes

	<ol style="list-style-type: none"> <li>1. The teacher assigns assignments to students</li> <li>2. Teachers divide students into groups of pairs.</li> <li>3. The students share their experiences with partners.</li> <li>4. The students present the show in front of the class.</li> </ol>	
Close Activity	<ol style="list-style-type: none"> <li>1. Students make conclusions from the text recount material.</li> <li>2. The teacher provides feedback for the student's conclusions.</li> <li>3. The teacher informs the student about the next material.</li> </ol> <p>The teacher closed the lesson with greetings.</p>	10 minutes

<i>(Second meeting)</i> Activity	Description	Time
Unveiling	<ol style="list-style-type: none"> <li>1. The teacher greets the students and leads the students to pray</li> <li>2. The teacher checks the attendance list.</li> <li>3. Teacher reminds students about the topic of recount text</li> <li>4. Teachers motivate students to learn.</li> <li>5. Explain the purpose of learning in the recount text.</li> </ol>	10 minutes
Core Activities	<p>Elaboration</p> <ol style="list-style-type: none"> <li>1. The teacher will divide the students into groups.</li> <li>2. Students are assigned assignments by the teacher.</li> </ol> <p>Exploration</p> <ol style="list-style-type: none"> <li>1. The students make their recount text related to an unforgettable experience.</li> </ol> <p>Communicate</p> <ol style="list-style-type: none"> <li>1. The two students exchanged experiences in one conversation.</li> <li>2. The students asked each other about the unforgettable experience.</li> </ol> <p>They must use the target language in the process of speaking activities.</p>	70 minutes



Close Activity	<ol style="list-style-type: none"> <li>1. Students make conclusions from the text recount material.</li> <li>2. The teacher provides feedback for the student's conclusions.</li> <li>3. The teacher informs the student about the next material.</li> <li>4. The teacher closes the lesson with greetings.</li> </ol>	10 minutes
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### I. Assessment Instruments

1. Assessment Technique: Oral test
2. Instruments: Tells about personal calculations orally
3. Assessment Criteria and Rubrics:

Not	Aspects	Description	Score
<b>1. Pronunciation</b>			
	a. Not satisfied	Errors in pronunciation are common but understandable.	1-4
	b. Fair	Accents can be understood although they are often quite wrong.	5-8
	c. Good	Mistakes never interfere with understanding	9-12

		and rarely interfere.	
	d. Very good.	Mispronunciation is quite rare.	13-16
	e. Extraordinary	Equal and fully accepted by educated native speakers	17-20
<b>2. Fluency</b>			
	a. Not satisfied	There is no specific description of fluency.	1-4
	b. Fair	Can handle with confidence but not with the facilities of most social situations, including introductions and casual conversations about current events.	5-8
	c. Good	Be able to discuss certain interests of	9-12

		competence for reasonable reasons. Rarely have to fumble words	
	d. Very good.	Able to use language fluently at all levels that are usually related to professional needs. Can participate in any conversation in this range of experiences with a high frequency level	13-16
	e. Extraordinary	The fullness is accepted by educative native speakers.	17-20
<b>3. Grammar</b>			
	a. Not satisfied	Errors in grammar are common but speakers can be understood	1-4
	b. Fair	It can usually handle basic	5-8

		<p>construction fairly accurately but does not have thorough or confident grammar controls.</p>	
	c. Good	<p>Grammar control is good. Able to speak a language with sufficient structural accuracy to participate effectively in most formal and informal conversations.</p>	9-12
	d. Very good.	<p>Able to use language accurately at all levels that usually suit professional needs. Errors in grammar are very rare.</p>	13-16
	e. Extraordinary	<p>Equivalent to an educated native speaker</p>	17-20

<b>4. Vocabulary</b>			
	a. Not satisfied	Vocabulary is inadequate to express anything but the most basic needs.	1-4
	b. Fair	Have enough vocabulary to express itself with some limitations.	5-8
	c. Good	Able to speak a language with sufficient vocabulary to participate effectively in most formal and informal conversations.	9-12
	d. Very good.	Be able to understand and participate in any conversation in his range of experiences with a high level of vocabulary accuracy	13-16
	e.	Speech at all	17-20

	Extraordinary	levels is fully accepted by native speakers who are educated in all its features.	
<b>5. Understanding</b>			
	a. Not satisfied	Within a very limited scope of his language experience can understand simple questions and statements if delivered with slow speech, repetition or paraphrasing.	1-4
	b. Fair	Can get to the core of most non-technical subject conversations	5-8
	c. Good	Fairly complete understanding at normal speech speed	9-12
	d. Very good.	Can understand any conversation in his range of experiences	13-16
	e.	Equivalent to an	17-20

	Extraordinary	educated native speaker	
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Speaking Aspects	Score				
	Not satisfied (1-4)	Fair (5-8)	Good (9-12)	Well done (13-16)	Extraordinary (17-20)
Pronunciation					
Smooth					
Grammar					
Vocabulary					
Understanding					

**Student grades:**

**Awesome: 91-100**

**Very Good: 81-90**

**Good : 71-80**

**Fair : 61-70**

**Unsatisfied: 50-6**

**Appendix 2****LESSON PLAN (CYCLE II)**

School: MAS ALMANAR

Class : XI-MIA 1

Subject: English

Material: Asking and Giving Opinions

Aspect: Speaking

Time: 2x45 Minutes

**A. Core competencies**

- KI-1 and KI-2: Live and practice** religious teachings.

**Live and practice** behaving honestly, disciplined, well mannered, caring (gotong royong, cooperative, tolerant, peaceful (, accountable, responsive, and proactively interact effectively according to the development of children in the environment, family, school, community and environmental environment of the nation), states, regional, and 'international areas.'

- KI 3:** Understand, apply, and analyze factual, conceptual, procedural, and meta-knowledge of cognition based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, unity states, and phenomena causing related civilizations and activities, as well as applying procedural knowledge in specific fields of study according to talent and interest in solving problems.

- Ki 4:** Cultivate, think and provide in real reality a concrete and abstract domain related to the development he learns in school independently, acts effectively and creatively, and is able to use methods that conform to academic rules.



**B. Basic Competencies and Indicators of Competency Achievement.**

<b>Basic Competencies</b>	<b>Indicators</b>
<p>3.4 Distinguish social functions, text structures, and language features in some oral and written transactional interaction texts by providing and requesting information related to requesting and providing opinions in accordance with the context of their use</p>	<ol style="list-style-type: none"> <li>1. Identify the oral and written use of transactional interaction texts by giving and requesting information related to asking and giving opinions.</li> <li>2. Analyze transactional interaction texts in the form of requesting and giving opinions based on the context of their use.</li> <li>3. Carry out communicative actions related to transactional interaction texts by giving and requesting information related to asking and giving opinions in the context of their use.</li> </ol>
<p>4.4. Understand contextual meanings related to social functions, text structure, and language</p>	<p>4. Understand contextual meanings related to social functioning, text structure, and characteristics of spoken</p>

<p>characteristics of oral and written transactional interaction texts related to asking and giving opinions.</p> <p>4.5 Arrange transactional interaction texts related to soliciting and giving opinions with due regard to social functions, text structure, and language elements that are correct and appropriate in context</p>	<p>language and written transactional interaction text related to asking and giving opinions.</p> <p>5. Composing transactional interaction texts is concerned with asking for and giving opinions with regard to social functions, text structures, and language elements that are correct and context appropriate.</p>
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### C. Purpose of Study

1. Identify the oral and written use of transactional interaction texts by giving and requesting information related to asking and giving opinions.
2. Analyze transactional interaction texts in the form of requesting and giving opinions based on the context of their use.
3. Carry out communicative actions related to transactional interaction texts by giving and requesting information related to asking and giving opinions in the context of their use.
4. Understand contextual meanings related to social functioning, text structure, and characteristics of spoken language and written transactional interaction text related to asking and giving opinions.
5. Composing transactional interaction texts is concerned with asking for and giving opinions with regard to social functions, text

structure, and language characteristics that are correct and context appropriate.

#### **D. Learning Materials**

- Social function

Maintain interpersonal relationships with teachers and friends.

- Structural Text

- Expression asks for an opinion:

*What do you think...?*

*Do you agree with me...?*

*Do you agree with me...?*

*Do you think that)...?*

*What do you think of that...?*

- Expression giving opinions:

*I think...*

*I should have...*

*I think...*

*I think/ we...*

- Language Features

- Certain verbs such as: feel, think, believe, understand, etc.
- Connecting verbs: appear, appear, see, and get.
- Opinion adjectives: best, nice, clean, amazing, etc.
- Phrase: In my opinion..., in my opinion..., etc.

□ Theme

Transactional interaction texts are concerned with asking and giving opinions.

**E. Learning Methods**

Information gap methods

**F. Learning Media**

- Media: worksheets, projectors
- Tools: board markers, ruler, whiteboard, laptop, recorder, and infokus.

**G. Learning Resources**

Textbooks, other reference books, the internet.

**H. Learning Activities**

*(First meeting)*

Activity	Description	Time
Unveiling	<ol style="list-style-type: none"> <li>1. The teacher greets the student and leads the student to prayer.</li> <li>2. The teacher checks the attendance list</li> <li>3. Teachers tell students about the topic of asking and giving opinions.</li> <li>4. Teachers motivate students to learn.</li> <li>5. Explain the purpose of learning asking and giving opinions.</li> </ol>	10 minutes

Core Activities	<p>Exploration</p> <ol style="list-style-type: none"> <li>1. Students will hear dialogue about asking and giving opinions given by teachers.</li> <li>2. Students imitate their teachers in voicing dialogue about asking and giving opinions.</li> <li>3. Students identify the use of asking and giving opinions.</li> </ol> <p>Elaboration</p> <ol style="list-style-type: none"> <li>1. The teacher will divide the students into groups.</li> <li>2. The teacher asks for the student's opinion on English.</li> <li>3. Students should discuss in groups and give opinions on the topic.</li> </ol> <p>Communicate</p> <ol style="list-style-type: none"> <li>1. Each group must express its opinion orally.</li> <li>2. Each group should give each other feedback and exchange opinions.</li> </ol>	70 minutes
Close Activity	<ol style="list-style-type: none"> <li>1. Students make conclusions about the outcome of discussions in groups.</li> <li>2. The teacher provides feedback for the student's conclusions.</li> <li>3. The teacher informs the</li> </ol>	10 minutes

	<p>student about the next material.</p> <p>4. The teacher closes the lesson with greetings.</p>	
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*(Second meeting)*

Activity	Description	Time
Unveiling	<ol style="list-style-type: none"> <li>1. The teacher greets the student and leads the student to prayer.</li> <li>2. The teacher checks the attendance list</li> <li>3. Teachers tell students about the topic of asking and giving opinions.</li> <li>4. Teachers motivate students to learn.</li> <li>5. Explain the purpose of learning asking and giving opinions.</li> </ol>	<p>10 minutes</p>

Core activities	<p>Exploration</p> <p>1. The teacher provides examples of dialogue and students will identify expressing requests and giving opinions.</p> <p>Elaboration</p> <p>1. The teacher will divide the students into groups.</p> <p>2. The teacher will give you the topic of "What do you think about the influence of social media on others?"</p> <p>3. Students should discuss in groups and give opinions on the topic.</p> <p>Communicate</p> <p>1. Each group must express its opinion orally.</p> <p>2. Each group should give each other feedback and exchange opinions.</p>	70 minutes
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Close Activity	<ol style="list-style-type: none"> <li>1. Students make conclusions about the outcome of discussions in groups.</li> <li>2. The teacher provides feedback for the student's conclusions.</li> <li>3. The teacher informs the student about the next material.</li> <li>4. The teacher closes the lesson with greetings.</li> </ol>	10 minutes
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### I. Assessment Instruments

1. Assessment Technique: Oral Test
2. Instruments: asking and giving opinions.
3. Assessment Criteria and Rubrics:

No	Aspects	Description	Score
<b>1. Pronunciation</b>			
	A. Not satisfied	Errors in pronunciation are common but understandable.	1-4
	b. Fair	Accents can be understood although they are often quite wrong.	5-8
	c. Good	Mistakes never interfere with understanding and rarely interfere.	9-12



	d. Very good.	Mispronunciation is quite rare.	13-16
	e. Extraordinary	Equal and fully accepted by educated native speakers	17-20
<b>2. Fluency</b>			
	a. Not satisfied	There is no specific description of fluency.	1-4
	b. Fair	Can handle with confidence but not with the facilities of most social situations, including introductions and casual conversations about current events.	5-8
	c. Good	Be able to discuss certain interests of competence for reasonable reasons. Rarely have to fumble words	9-12
	d. Very good.	Able to use language fluently at all levels that are usually related to professional needs. Can participate in any conversation in this range of experiences with a high frequency level	13-16
	e. Extraordinary	The fullness is accepted by educative native	17-20

		speakers.	
<b>3. Grammar</b>			
	a. Not satisfied	Errors in grammar are common but speakers can be understood	1-4
	b. Fair	It can usually handle basic construction fairly accurately but does not have thorough or confident grammar controls.	5-8
	c. Good	Grammar control is good. Able to speak a language with sufficient structural accuracy to participate effectively in most formal and informal conversations.	9-12
	d. Very good.	Able to use language accurately at all levels that usually suit professional needs. Errors in grammar are very rare.	13-16
	e. Extraordinary	Equivalent to an educated native speaker	17-20
<b>4. Vocabulary</b>			
	a. Not satisfied	Vocabulary is inadequate to express anything but the most basic needs.	1-4

	b. Fair	Have enough vocabulary to express itself with some limitations.	5-8
	c. Good	Able to speak a language with sufficient vocabulary to participate effectively in most formal and informal conversations.	9-12
	d. Very good.	Be able to understand and participate in any conversation in his range of experiences with a high level of vocabulary accuracy	13-16
	e. Extraordinary	Speech at all levels is fully accepted by native speakers who are educated in all its features.	17-20
<b>5. Understanding</b>			
	a. Not satisfied	Within a very limited scope of his language experience can understand simple questions and statements if delivered with slow speech, repetition or paraphrasing.	1-4
	b. Fair	Can get to the core of most non-technical subject conversations	5-8
	c. Good	Fairly complete	9-12

		understanding at normal speech speed	
	d. Very good.	Can understand any conversation in his range of experiences	13-16
	e. Extraordinary	Equivalent to an educated native speaker	17-20

Speaking Aspects	Score				
	Not satisfied (1-4)	Fair (5-8)	Good (9-12)	It's so good. (13-16)	Extraordinary (17-20)
Pronunciation					
Smooth					
Grammar					
Vocabulary					
Understanding					

**Student grades:**

**Awesome: 91-100**

**Very Good: 81-90**

**Good : 71-80**

**Fair : 61-70**

**Not satisfied: 50-60**

**Appendix 3****PRE TEST**

Name:

Class:

**Read this story correctly, then retell it to the class in your own words!**

**Lion and Mouse**

One day a lion was resting in the forest. He was sleeping and leaning his body under a tree. Then a mouse ran towards the lion without seeing him asleep in front of him. He smashed the lion's face so hard it kept him awake.

The lion woke up and angry at him, "Woaahhh, how dare you disturb my sleep?" Then the lion caught the mouse. "I'm sorry my king! I accidentally hit you!" He said, "I will eat you because you woke me up!" Shouted the lion.

"Please! Don't eat me my king; I will repay your kindness someday if you let me go!" Please the mouse. Hearing what the mouse said, the lion burst out laughing, "HHaaaa you will repay my kindness? How a small creature like you. can help me!" He said. Then He saw a frightened mouse. "Since you made me laugh, I'll let you go. Moreover, you can't make me satisfied," said the lion as he let go of the mouse. After he let go, the mouse ran and said, "I will not forget your kindness. Thank you." Then he returned to the forest. One day the lion was caught by a hunter's trap. He was caught in the net that was put up by the hunter. The lion tried to escape from the net. But all his efforts were in vain because the net was too strong. Then he shouted for help, "Please, save me!" the lion was crying.

A mouse looking for food in the forest heard a lion's scream. "It's a lion. Looks like he's in trouble right now. I have to help him, "said the mouse. Immediately after that he went to the lion. Arriving there, he saw a lion who had been trapped helplessly in the hunter's net. "Hey, don't be afraid, I will help you break free from these shackles" said the mouse. "What? You want to save me? Don't joke," said the lion. Then the rat climbed into the net and began to bite the rope net one by one with its sharp teeth. The lion who initially did not believe was surprised to see what he did.

After a while the rope broke and the lion was able to get out of the net,

"Thank you! My little friend, you have set me free. I don't think you can do it" said the lion. "You're welcome, my friend. I promised to repay you one day so I did it" replied the mouse. After that they are always together and be good friends in the forest

## Appendix 4

### Post Test I

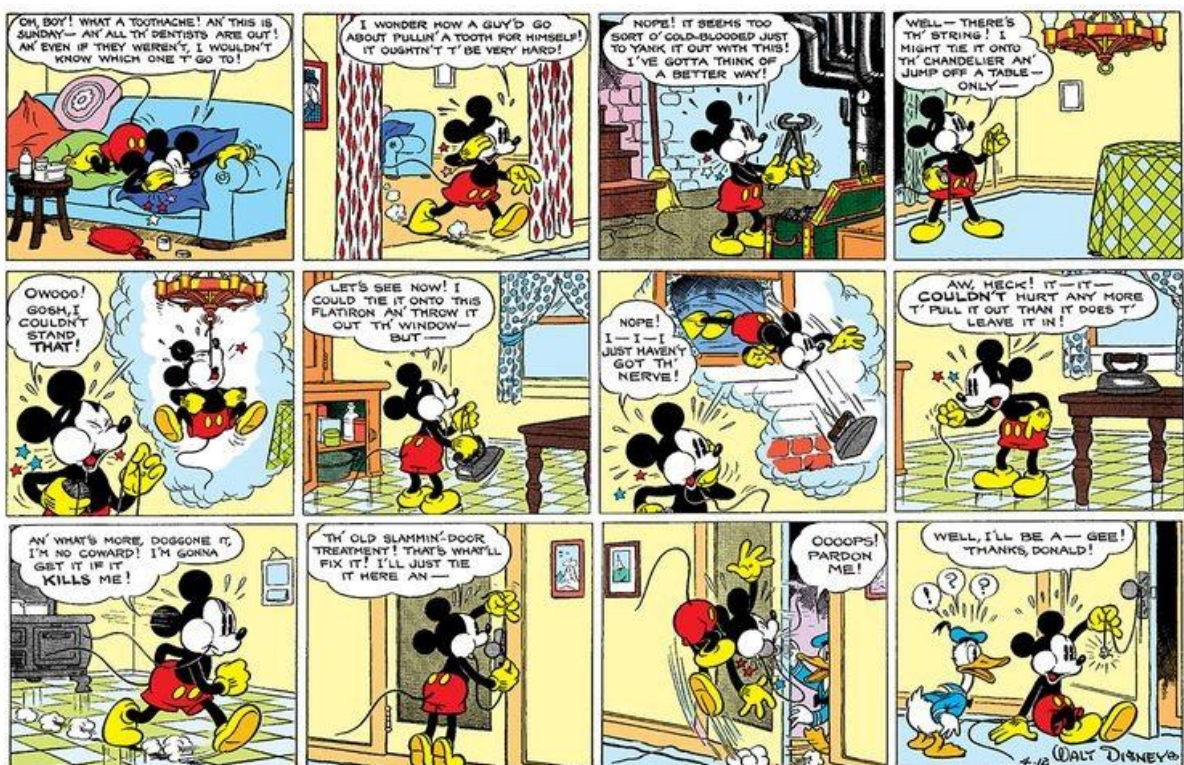
Test: Oral Test (Group of Couples)

Topic: Mickey Mouse and Donald Duck

Name :

Please follow these instructions to complete your task!! (Do this with your partner)

1. What is the comic strip and how does it make it interesting?
2. Create the comic strip you want
3. Tell your partner the comic strip you made.
4. Respond to the comics you created



**Appendix 5****Post Test II**

Test: Oral Test (Group Discussion)

Theme: Boy and Puppies

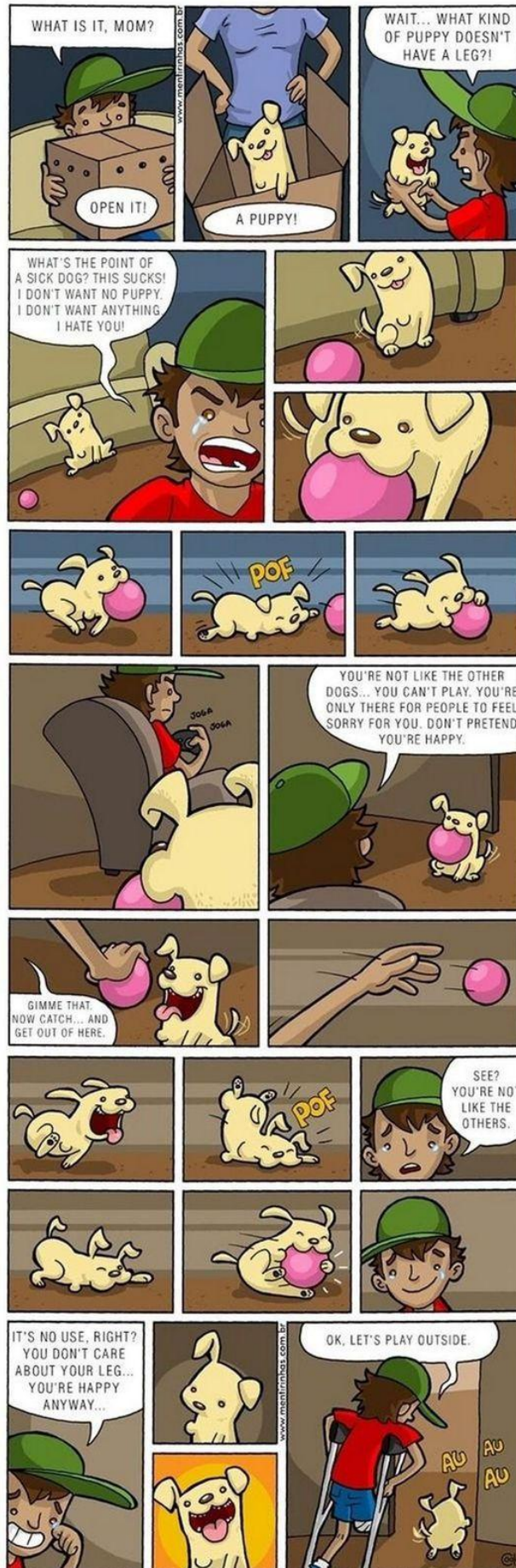
Group:

Group members:

Follow these instructions to complete your task!!

1. With your group, discuss and give your opinion on the topic of "Boy and puppies?"
2. After that make your opinion a small note.
3. Each group must express its opinion orally (all members of the group must express their opinions)
4. Each group should give each other feedback and exchange opinions.
5. At the end of the speaking activity, each group must give a conclusion of discussion.





## Appendix 6

### TRANSCRIPT FOR RECORD STUDENTS IN PRE-TEST

1. Student Name:

- Syahputra Simanjuntak

- Rifki Fauzan

SyahPutra : Hello Rifki. How are you?

Rifki : I'm fine. How are you?

SyahPutra : I'm fine too. Do we understand what's in the comic book picture?

Rifki : I understand but there are parts that I don't understand and what about you..?

SyahPutra : I don't understand because lions and rats are familiar with each other!

Rifki : Oh, do you understand the comic story?

SyahPutra : I understand but the plot is less clear.

2. Student Name:

- Annisa Princess

- Sephtia Eka NP

Sephtia : Hello, Nisa..

Nisa : Hello Sephtia. How's it going today?

Sephtia : I'm fine thanks. And you?

Nisa : I'm very good. What about the comic story?

Sephtia : I understand the storyline very well.

Nisa : Try to explain it to me?

Sephtia : the lion and mouse fight each other because the rat  
hit the lion's face, funnily enough

Nisa : wah must read the dictionary again to better  
understand and get excitement

### 3. Student Name

- Bella Sukma Yani

- Rika Syahfitri

Bela : Hello Rika..

Rika : Hi Bela..

Bela : How are you?

Rika : I'm fine thank you. And you?

Bela : I'm fine too.

Rika : Do you understand that story?

Bela : understand but there's a part that I don't understand and  
you?

Rika : I understand the story of the lion and mouse.

## Appendix 7

### TRANSCRIPT FOR POST-TEST STUDENT RECORD 1

1. Student Name:

- Rizka Amelia
- Rika Syahfitri

Rika : Hi Rizka! Can I ask you something?

Rizka : Yes of course. What's that?

Rika : What is meant in the comic strip?

Rizka : Hmm.. Let me think about it first. Oh yes, about mickey and duck  
 ,yes mickey is having a toothache and wants to pull it out but duck  
 comes to mickey's aid.

Rika : Wow.. We are very smart to understand the content of the comic  
 strip.

Rizka : Yes I think so. And what about you? What do you understand  
 about this comic strip?

Rika : Hm.. Actually, I don't understand hehe.

2. Student Name:

- Sella
- Annisa Princess.

Nisa : Sella. Do you know about the comic strip?

Sella : Yes, all I know is mickey toothache. If you think..?

Nisa : indeed mickey toothache and want to pull it comes duck to help  
 mickey to pull out the teeth

**Appendix 8****TRANSCRIPT FOR POST-TEST 1I STUDENT RECORDS**

## 1. Group 1

- Amelia Afriani - Bela Sukmayani
- Anggriyani - Bisnami Fadillah
- Annisa Putri

Nisa : Based on the results of our discussions, there are some positive impacts of comic strips, namely; Comic strip as a place for stories in the form of comics. Comic strips are currently one of the media that provide information or knowledge to us in English.

Anggriyani : Then, social media can also make us connect with our friends. We can chat with each other with our friends and find old friends who haven't seen each other in a long time. All communication can be closer to us.

Bella : Yes, that's right. Comic strips can also make it easier for us to learn. Because with comic strips there is a spirit of reading English and learning there are pictures about it.

Bisnami : the positive effects of comic strips are also entertainment for us. When we get bored, we can use comic strips to learn.

Amelia : yes, that's the positive effect of the Comic Strip. There are actually a lot of positive effects that we will get in comic strips and stories about mickey and duck. Comic Strips are now one of the important things for others to learn. It

concludes that we can never learn without visuals or images because it will help us understand English lessons. I think that's all we talked about, thank you.

## 2. Group 6

- Rifky Fauzan - Safira Oktaviola
- Rika Syahfitri - Sephtia Eka
- Rizky Amelia

Sephtia : All right, Assalamualaikum wr.wb. We would like to respond to the group 1 statement. Based on our discussion, there are many negative impacts of comic strips. One is that not all students can understand the comic strip or the picture.

Safira : Yes. Comic strips can make students lazy. Students will forget their responsibilities as students. They will be lazy to do homework because they do not understand the comic strip.

Rizky Amelia : As my partner explained, comic strips make people forget the time because it takes time to make. People can reduce their sleep time, and spend all day with comic strips.

Rika : From the statement it can be concluded that the comic strip will have a negative impact on us. Most people can't use comic strips the way they should. In addition, the adverse impact of the comic strip in the end, we disagree with the statement from Group 1. Thanks.

## Appendix 9

**GUIDELINES FOR INTERVIEWS WITH ENGLISH  
TEACHERS  
BEFORE IMPLEMENTATION**

Date : July 3, 20221

Teacher's name: Shahrial, S.pd.

Researcher : Bella Chintia Harahap

**Researcher** : How do students talk in class?

**Teacher** : Students' speaking activities tend to be passive in the classroom. Students cannot speak directly, they must write and then read the notes to be presented in front of the class.

**Researcher** : What are the problems/difficulties students often occur in the teaching process of speaking?

**Teacher** : Students' problem in the classroom speaking process is; they are severely lacking in vocabulary, in that they are unable to use English in speaking. The pronunciation still needs to be improved, just in case they often use the mother tongue to pronounce it. Moreover, students lack confidence and feel embarrassed to perform in front of the class.

**Researcher** : What methods do you use in speaking?

**Teacher** : I usually ask students to have a dialogue or a conversation from a textbook. If there is a picture, I ask them to have a dialogue based on the picture. Then, before they presented the performance, they had to write it first in their notebook.

Especially to find out the pronunciation, I made a dictation orally. I said his words and the others followed my voice.

**Researcher** : What will you do to overcome students' challenges in speaking activities?

**Teacher** :I always give them assignments in every meeting of English subjects. I asked them to memorize vocabulary. Moreover, sometimes I give dialogue to them and they have to memorize the dialogue. For his lectures I love dialogue only, because from dialogue they can find new vocabulary.

**Researcher** : What test do you give students to evaluate their speech skills?

**Teacher** :For the test, I just gave them the text and they had to read it one by one. It's about knowing how they're pronounced.



**Appendix 10****GUIDELINES FOR INTERVIEWS WITH ENGLISH  
TEACHERS  
AFTER IMPLEMENTATION**

Date : August 5, 2021

Teacher's name: Shahrial, S.pd.

Researcher : Bella Chintia Harahap

**Researcher** :What do you think about the application of the strip comic method in the classroom?

**Teacher** :In my opinion, students are more active in speaking English in the classroom using that method. The method used is that students become cooperative with their friends. All students participate in each other to complete their assignments, and prepare to present the results of the discussion orally in front of the class. It was a very good condition as I observed in class.

**Researcher** : Do you think the process of speaking is good?

**Teacher** : As long as I observe the speaking activities have succeeded in making students work in teams, and practicing their ability to speak using the Comic strip method.

**Researcher** : What is the student's speech ability after being taught using the comic strip method?

**Teacher** :In my opinion, students' speech skills improved after researchers applied the comic strip method. They are more

confident, practice speaking English more in front of the class, and most students race to always give their ideas and thoughts as the speaking activities take place.

**Researcher** : Are you interested in applying comic strip methods in the teaching process of speaking?

**Teacher** : Yes of course. I learned more about this method from you, and it was very interesting for me to apply this method in class.

**Researcher** : What is your impression of the teaching process by researchers in the classroom?

**Teacher** : I feel, I found something new that is better for the student's solution in their speech ability. I found that this method reduces the problems students often occur in the process of teaching and learning to speak.

**Appendix 11****GUIDELINES FOR INTERVIEWS WITH STUDENTS  
AFTER THE IMPLEMENTATION CYCLE I**

Date : August 5, 2021

Class : XI - MIA 1

**Researcher** : What do you think of today's learning activities?

**Student 1** : In my opinion, the learning is fun longing.. I can tell the comic strip story that suits my friend. He explained about lions and rats with English pronunciation, we can share stories with each other miss..

**Student 2** : Learning earlier in my opinion, I understand what miss I want to explain to my friend.. Confused how to pronounce what.. I forgot what that was too. So, yes, the last time I just listened to what my fellow brother explained was miss.. While I was wondering to him.

**Student 3** : If I miss.. I think it's great miss tell us to explain again what the lion and tiku mean to each other like that.. You also trained me to listen to him explain but in the form of English. And also, being able to train me to speak, even though my English was a bit stretchy and lacking pande, but because of miss nyuruh we explained, so we got a lot of new words because we were looking at the dictionary earlier for words that we did not understand.

**Researcher** : During this activity, were there any difficulties that you experienced? And what's the difficulty?

**Student 1** : There is a miss.. The difficulty is that we have to remember the words that are often heard but cannot be said. continue.. Hmm.. We seem to lack that time. The problem is that we wrote first to remember the lion and rat with our language, then we explained it to our friend. so it was fitting that nulis somewhat someone forgot us what the lion and mouse mean that miss.. continue.. We are a bit confused to determine the verb in the past form, because we many do not remember miss.. hehehe

**Student 2** : There's a miss.. Our difficulty was, because we were my countrymen only carrying one dictionary, so we were waiting for each other for the minjam dictionary.. Remembering the experience was a bit difficult. Because I am an easy person to forget the experience or events that miss.

**Student 3** : Our difficulty was miss.. we were lacking vocabulary, so we were confused as to how we wanted to retell it in English to each other miss.. That's miss..

**Researcher** : Do you think that this activity can improve your ability to speak English?

**Student 1** : Yes miss.. certainly.. Because in the activity we talked a lot, did a lot of speaking in English. Continued, the activity also shared explanations, explaining that. Yes for sure it could be a training for us in English.

**Student 2** : Very miss.. Although there are still difficulties in speaking English, but from the activity we are encouraged to train ourselves in English. In multiplying vocabulary in order to know word for word that we want to say in English.

**Student 3** : yes miss.. I think so too. Because the miss also gave us a task to explain back in English, so I think this activity can help us in learning to speak English.

**Researcher** : Is the activity done today able to motivate you to learn to speak?

**Student 1** : Yes miss.. We have the motivation to increase vocabulary and speak in English.

**Student 2** : Very motivating miss..

**Student 3** : In my opinion, the activity that missed earlier so for me to want to learn English, can speak English fluently.

**Researcher** : How do you feel about the English learning process?

**Student 1** : The impression is fitting when miss ngajar earlier, very fun. I could easily convey what the lion and mouse meant, talking to my partner in English.

**Student 2** : My impression, it fits in the beginning is somewhat difficult to understand the learning process. But the stake at the end became very exciting miss.. The class was noisy because almost everyone was speaking English. But it's not unusual for classes to be able to speak English all heheh..

**Student 3** : My impression is fitting miss ngajar earlier, miss ngasih good material. And then task that miss kasi bener-bener can help us in english. We've never studied like this miss. Miss ngajar directly practice by the way. It's not just material. So, I think it's okay if this continues to be applied in learning English.

**Researcher** : What advice do you want to give for the next speaking learning process?

**Student 1** : My advice. It should be along with the game too missed.. hehehe Continue miss don't be a bit speedy by the way.. It's miss..

**Student 2** : My advice from the lesson earlier, the material tomorrow if miss entered again, do not recount text again miss. Let us not get bored and confused to remember our experience.

**Student 3** : My advice to miss learning in the class later, not only two miss people who are capable of each other. The division of the group must be somewhat propagated by its members.

**Appendix 12****GUIDELINES FOR INTERVIEWS WITH STUDENTS****AFTER THE IMPLEMENTATION CYCLE II**

**Date** : August 9, 20221

**Class** : XI-MIA 1

**Researcher** : What do you think of today's learning activities?

**Student 1** : Very pleasant miss.. We were like an English debate that was miss.. Because the opinions of each group are different, so because of the differences we complement each other.

**Student 2** : Today's lesson is very exciting.. We are all active and long to teach well.

**Student 3** : Very exciting miss.. We are free to argue with each other, because today's material is also very suitable and easy.

**Researcher** : During this activity, were there any difficulties that you experienced? And what's the difficulty?

**Student 1** : No miss. We have been prepared in advance to display discussions of our opinions that we have made.

**Student 2** : No misses. Only that our friend there was one person who was shy right we told him to convey the results of our discussion miss..

**Student 3** : No miss at all. Our group was all compact.

**Researcher** : Do you think that this activity can improve your ability to speak English?

**Student 1** : Of course miss.. We can express our opinions and be active in expressing their opinions.

**Student 2** : Very capable. I who originally could not because of the shame to speak in English, now become addicted to speaking..

**Student 3** : Sooo much fun miss.. I love learning today.

**Researcher** : Is the activity done today able to motivate you to learn to speak?

**Student 1** : Very motivated us, especially me. I love English lessons and finding their vocabulary. If I have a lot of vocabulary, I can speak English. Oh yes, I also practice my pronunciation loh miss...

**Student 2** : Yesterday before miss ngajar, if told to the front of the class I am often timid. But, now the activities that miss kasi motivate me to continue speaking English. Melathi vocab, pronunciation, structure discuss it and others.

**Student 3** : I love the way I miss teaching. Moreover, the speaking activity was very exciting.. I so want to learn to continue to be responsible can hone my fluency in speaking English.

**Researcher** : How do you feel about the English learning process?

**Student 1** : very exciting and cool miss..



**Student 2** : the activity. Moreover, we studied while being serious but relaxed.

**Student 3** : The impression is, the activity was full of very exciting crew between each group, miss..

**Researcher** : What advice do you want to give for the next speaking learning process?

**Student 1:** My message, hopefully learning activities that miss can teach also our teachers.

**Student 2** : The message for early learning, in the future can help us to continue learning and train us in speaking English.

**Student 3** : My message is that the learning earlier there can be more and more interesting media.

**Appendix 13****TEACHER OBSERVATION SHEET  
(CYCLE I)**

Date : July 3, 20221

Class : X-MIA 1

School : MAS Almanar

Subject : English

No	Teaching and Learning Activities	Yes	Not	Note
1	The teacher greets the students and leads the students to prayer.		✓	
2	The teacher checks the attendance list		✓	
3	The		✓	

	teacher tells students about the topic of recount text.			
4	Teachers motivate students to learn.		✓	
5	Teacher explains purpose of recount text learning		✓	
6	Teacher explains recount text material to students		✓	

7	Teachers prepare learning media.		✓	
8	Teachers divide students into group pairs/group s.		✓	
9	Teachers assign assignment s to students.		✓	
10.	The teacher gives instruction on speaking activities.		✓	
11.	The		✓	

	teacher provides feedback to the students.			
12.	The teacher informs the student about the next material.		✓	
13.	Uru closed the lesson with greetings.		✓	

**Appendix 14****TEACHER OBSERVATION SHEET****(CYCLE II)**

Date : August 5, 2021

Class: X-MIA 1

School : MAS Almanar

Subject : English

No	Teaching and Learning Activities	Yes	Not	Note
1	The teacher greets the students and leads the students to prayer.		✓	
2	The teacher checks the attendance list		✓	
3	Teachers		✓	

	tell students about asking and giving opinions.			
4	Teachers motivate students to learn.			
5	The teacher explains the purpose of learning asking and giving opinions.	✓		
6	The teacher explains the	✓		

	material about asking and giving opinions.			
7	Teachers prepare learning media.		✓	
8	Teachers divide students into group pairs/group s.	✓		
9	Teachers assign assignment s to students.	✓		
10.	The teacher gives	✓		



	instruction on speaking activities.			
11.	The teacher provides feedback to the students.		✓	
12.	The teacher informs the student about the next material.			✓
13.	The teacher closed the lesson with greetings.		✓	

English teacher

Researcher

(Syahrial, S.pd.)  
Harahap)

(Bella Chintia

**Appendix 15****STUDENT OBSERVATION SHEET****(CYCLE I)**

Date : August 5, 2021

Class: XI-MIA 1

School : MAS Al- Manar Hamparan Perak

No	Activities	Bad	Enough	Good	Very Good	Excellent	Total
		1	2	3	4	5	
	Presence of students						
	Students have the motivation to learn English.						
	The students pay attention to the teacher.						
	Students understand the teacher's						

	explanations and instructions						
	The students work in groups.						
	Students are able to control group conditions and situations.						
	Students can complete their assignments.						
	Students can actively and cooperatively participate in speaking activities.						



**Appendix 16****STUDENT OBSERVATION SHEET (CYCLE II)**

Date : August 1, 2021

Class : XI-MIA 1

School : MAS AL-MANAR HAMPARAN PERAK

Subject : English.

No	Activities	Bad	Enough	Good	Very Good	Excellent	Total
		1	2	3	4	5	
1	Presence of students						
2.	Students have the motivation to learn English.						
3.	The students pay attention to the teacher.						
4.	Students understand the teacher's explanations and instructions						
5.	The students work in groups.						
6.	Students are able to control group conditions and situations.						
7.	Students can complete their assignments.						

8.	Students can actively and cooperatively participate in speaking activities.						
9.	The students gather their assignments on time.						
10.	Students make conclusions of learning materials at that time.						

Note : 1 = Bad      2 = Enough    3 = Good  
4 = very good      5 = amazing

Total score : 41

Average Score:  $41:10 = 4.1$

Noted : The average student observation sheet in cycle 2 is 4.1, meaning the teaching and learning process speaks very well.

English teacher

Researcher

(Syahrial, S.pd.)

(Bella Chintia Harahap)

**Appendix 17****LIST OF INITIAL NAMES**

<b>Not</b>	<b>Initials of Student's Name</b>	<b>Student Name</b>
1	AP	Amelia Apriani
2	A	Anggriyani
3	AP	Annisa Putri
4	BSY	Bella Sukma Yani
5	BF	Bisnami Fadillah
6	DAR	Dea Ayu Rachmadini
7	DA	Della Almada
8	DAFL	Desy Ayuningrim FL
9	DBN	Desy Berliana Nst
10	EW	Erika Wilisna
11	FHA	Farhan Halin Ayub
12	FK	Fithri Khairani
13	HN	Hardianti Ningsih
14	IP	Ichwanda Praddana
15	IRP	Intan Ramadhani P.
16	MD	Malika Devi
17	MAW	Mehram Arya Wijaya
18	MHS	M. Suandi Day
19	MWK	M. Kusnadi Revelation
20	NST	Nabilla Syalita T.
21	NNA	Natasha Nurul Aini
22	NIA	Nurul Ilmi Afridah
23	NS	Nurul Syafitri
24	RNF	Rani Nur Fadillah



25	RP	Ridwan Praditya
26	RF	Rifki Fauzan
27	RS	Rika Syahfitri
28	RA	Rizka Amelia
29	SENP	Sephtia Eka NP
30	SOV	Shafira Okta Viola
31	SA	Shella Anggraini
32	SIK	Sherly Beautiful Kania
33	S	Silvia
34	SS	Syahputra Simanjuntak
35	SH	Shahrul Hashim
36	YS	Yusniar Sieragar

## Appendix 18

## LIST OF STUDENT GRADES

No	Student's First Name	Pre-test	Note
1	AP	60	FAIL
2	P	55	FAIL
3	AP	60	FAIL
4	BSY	77	PASS
5	BF	54	FAIL
6	DAR	65	FAIL
7	DA	79	PASS
8	DANFL	75	PASS
9	DBN	54	FAIL
10	EW	56	FAIL
11	FHA	60	FAIL
12	FK	57	FAIL
13	HN	70	FAIL
14	IP	56	FAIL
15	IRP	60	FAIL
16	MD	58	FAIL
17	MAW	65	FAIL
18	MHS	56	FAIL
19	MWK	58	FAIL
20	NST	72	FAIL
21	NNA	65	FAIL
22	NIA	68	FAIL
23	NS	56	FAIL
24	RNF	60	FAIL
25	RP	76	PASS
26	RF	54	FAIL
27	RS	76	PASS
28	RA	75	PASS
29	SENP	68	FAIL
30	SOV	54	FAIL
31	SA	55	FAIL
32	SIK	64	FAIL
33	S	57	FAIL
34	SS	46	FAIL
35	SH	60	FAIL
36	YS	65	FAIL
	Jumlah = $\sum x$	2246	
	Skor Rata- Rata	62.3888889	

NO	Student's First Name	Post Test 1	Note
1	AP	75	FAIL
2	P	68	FAIL
3	AP	75	PASS
4	BSY	78	PASS
5	BF	68	FAIL
6	DAR	75	PASS
7	DA	80	PASS
8	DANFL	78	PASS
9	DBN	72	FAIL
10	EW	68	FAIL
11	FHA	70	FAIL
12	FK	65	FAIL
13	HN	75	PASS
14	IP	65	FAIL
15	IRP	75	PASS
16	MD	65	FAIL
17	MAW	75	PASS
18	MHS	64	FAIL
19	MWK	65	FAIL
20	NST	76	PASS
21	NNA	75	PASS
22	NIA	76	PASS
23	NS	64	FAIL
24	RNF	68	FAIL
25	RP	78	PASS
26	RF	70	FAIL
27	RS	80	PASS
28	RA	78	PASS
29	SENP	76	PASS
30	SOV	60	FAIL
31	SA	68	FAIL
32	SIK	70	FAIL
33	S	68	FAIL
34	SS	65	FAIL
35	SH	73	FAIL
36	YS	75	PASS
	Jumlah = $\sum x$	2576	
	Skor Rata- Rata	71.55555556	

NO	Student's First Name	Post-test 2	Note
1	AP	76	PASS
2	P	74	FAIL
3	AP	77	PASS
4	BSY	79	PASS
5	BF	75	PASS
6	DAR	78	PASS
7	DA	82	PASS
8	DANFL	79	PASS
9	DBN	76	PASS
10	EW	75	PASS
11	FHA	75	PASS
12	FK	76	PASS
13	HN	77	PASS
14	IP	74	FAIL
15	IRP	78	PASS
16	MD	75	PASS
17	MAW	78	PASS
18	MHS	76	PASS
19	MWK	74	FAIL
20	NST	79	PASS
21	NNA	76	PASS
22	NIA	80	PASS
23	NS	75	PASS
24	RNF	75	PASS
25	RP	79	PASS
26	RF	73	FAIL
27	RS	78	PASS
28	RA	80	PASS
29	SENP	78	PASS
30	SOV	70	FAIL
31	SA	75	PASS
32	SIK	76	PASS
33	S	73	FAIL
34	SS	70	FAIL
35	SH	76	PASS
36	YS	77	PASS
	Amount = $\sum x$	2744	
	Average Score	76.2222222	

## **Appendix 19**

### **First Meeting, 3 Juli 2020**

At the first meeting researchers conducted a pre-test to students. It aims to know the speaking ability of students in the classroom. In the pre-test, researchers gave students the topic of comic text, which they had to retell about recounting texts about lions and rats. Researchers divided them into group pairs. Moreover, the class situation is less conducive, and most students feel confused to compose the sentence. Therefore, researchers stimulate them to ask fiction stories, and most have the same story. In the end researchers advanced them to tell their fictional stories to each other's partners. While they were presenting to exchange experiences.

### **Second Meeting, July 4, 2021**

At the second meeting the researchers gave speaking materials to students before they practiced orally in class. For this meeting, researchers still gave the same topic as pre-test that is about the recount text. Researchers provide explanations of common structures, functions, types of recounts, language features and the latter are examples. The explanation of the speaking material aims to let students know the details of the material and how to use the recount orally. After the researchers gave the students an explanation, the researcher gave the assignment and divided it into paired groups. The topic of recount for this meeting was about "What did you do last weekend?". They had to recount their activities over the weekend with their friends and exchange stories. For activities, most

students participate more to present their performances in front of the class even some do not. The difficulty that occurs during speaking activities is that researchers have limited time to explain the material to students. The condition of students at the beginning of the activity has not been able to be well controlled because they have just taken a break and researchers waste more time preparing and paying attention to lessons. In this case the researcher should shorten the explanation of the recount text and finally be able to carry out it well. The condition of students at the beginning of the activity has not been able to be well controlled because they have just taken a break and researchers waste more time preparing and paying attention to lessons. In this case the researcher should shorten the explanation of the recount text and finally be able to carry out it well. The condition of students at the beginning of the activity has not been able to be well controlled because they have just taken a break and researchers waste more time preparing and paying attention to lessons. In this case the researcher should shorten the explanation of the recount text and finally be able to carry out it well.

### **Third Meeting, July 5, 2021**

At the third meeting researchers gave post test 1 to students. Students are divided into paired groups and the test is still a recount text. For the third meeting, part of the group must tell their experience of an unforgettable moment. For this meeting, most students participate more in speaking activities. Even some of them look confused recounting their

unforgettable moments and are unable to complete the task well. Somehow, many students want to come forward and tell stories about their experiences. This activity is more enjoyable than pre-cycle because it has a good response to the partner's experience. Difficulty students in the process of speaking activities, there is still a mispronunciation to tell his story in front of the class.

#### **.Fourth Meeting, July 10, 2021**

At the fourth meeting, researchers gave new topics about speaking to students. It's about asking and giving opinions. Before researchers apply the information gap method, researchers provide an explanation of the topic. This is so that students know how to give opinions or ask opinions. Afterwards, the researchers also asked students to read a dialogue about asking and giving opinions. Researchers wanted to know their pronunciation and train them to pronounce words after giving an explanation, researchers applied the information gap method. Students are assigned assignments by researchers and divided into groups. There are 7 groups of five members. Researchers gave a subtopic "What do you think of English as an international language?" Each group should discuss the topic, and give their opinion. Moreover, in the process of speaking activities most students participate to give their opinions and responses to each group. There are statements of disapproval and agreement about it. The process of speaking activities goes well, but time management is less well organized because there is a lot of time for students to discuss the

topic. Then, there are students who still don't carry a dictionary and have trouble translating words. In the case of researchers as translators if there are difficult words or sentences that are not known by students. Actually for the sake of students' progress, they experienced an improvement in their speaking ability even though it was not very significant. At the end of the activity, researchers also give feedback to them to complete their activities at that time.

#### **Fifth Meeting, July 11, 2020**

In the last meeting, researchers gave students post-test 2. In pot test 2, Post-test aims to find out the progress of students' speech skills. Researchers gave them tasks and divided them into groups. The lecture material is still the same as the previous meeting; It's about asking and giving opinions. For this meeting, they had to give an opinion on the comic strip they read and had to explain in detail using their own language. Most groups have different opinions, including positive and negative opinions. Student improvement is very important in the last meeting. Conditions are well controlled and they can complete the speaking activity well.



**Appendix 20**

**DOCUMENTATION**












## Appendix 21

https://www.uin-sma.ac.id/pengajuan/cetakakut/MZKUN/TA



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**Jl. Williem Iskandar Pasar V Medan Estate 20371**  
**Telp. (061) 6615683-6622925 Fax. 6615683**

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Nomor : B-16088/ITK/ITK.V.3/PP.00.9/08/2021 12 Agustus 2021  
 Lampiran : -  
 Hal : **Izin Riset**

**Yth. Bapak/Ibu Kepala MAS AL-MANAR HAMPARAN PERAK**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


<b>Nama</b>	<b>: Bella Chintia Harahap</b>
<b>NIM</b>	<b>: 34154141</b>
<b>Tempat/Tanggal Lahir</b>	<b>: Bandar Lampung, 19 Mei 1997</b>
<b>Program Studi</b>	<b>: Tadris Bahasa Inggris</b>
<b>Semester</b>	<b>: X (Sepuluh)</b>
<b>Alamat</b>	<b>: JLN.SWADAYA KOMP.BJ NO.3 BERAS BASAH Kelurahan BERAS BASAH Kecamatan PANGKALAN SUSU</b>

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Perintis kemerdekaan, desa klambir Kecamatan Hamparan Perak kabupaten deli serdang prov. Sumut, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***UTILIZING COMIC STRIP TO IMPROVE THE STUDENTS SPEAKING SKILL OF GRADE XI MAS AL-MANAR HAMPARAN PERAK***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 12 Agustus 2021  
 a.n. DEKAN  
 Ketua Program Studi Pendidikan Bahasa  
 Inggris



*Digitally Signed*  
**Yani Lubis, M.Hum**  
 NIP. 197006062000031006

**Tembusan:**  
 - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

*Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat*

20/08/2021 11:12



**YAYASAN PERGURUAN AL MANAR  
MADRASAH ALIYAH**

**DESA KLAMBIR KECAMATAN HAMPARAN PERAK**

Jl. Perintis Kemerdekaan Desa Klambir Kec. Hamparan Perak 20374

Telp. 08126535813 E-mail: [almanarbersinar@yahoo.com](mailto:almanarbersinar@yahoo.com)

Nomor	: MAS. 68/AM/DK_HP/VIII/2021	Kepada Yth,
Lamp	: -	Ketua Prodi Pendidikan Bahasa Inggris
Hal	: Pemberian izin melakukan Riset	UIN SUMATERA UTARA
		Di-
		Tempat

Dengan hormat,

Sehubungan dengan Surat Nomor : B-16088/ITK.V.3/PP.00.9/08/2021 tanggal 12 Agustus 2021, tentang permohonan izin melakukan riset di Madrasah Aliyah Al Manar, maka kepada mahasiswa tersebut di bawah ini :


Nama : Bella Chintia Harahap  
 NIM : 34154141  
 Program Studi : Tadris Bahasa Inggris  
 Fakultas : Ilmu Tarbiyah dan Keguruan  
 Semester : X (Sepuluh)

Maka dengan ini kami memberi izin kepada mahasiswa tersebut di atas untuk melakukan riset dengan judul proposal **"UTILIZING COMIC STRIP TO IMPROVE THE STUDENTS' SPEAKING SKILL OF GRADE XI MAS AL MANAR HAMPARAN PERAK"**, yang mana riset ini dilakukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan di Universitas Islam Negeri Sumatera Utara.

Demikian surat izin riset ini dibuat untuk dapat digunakan seperlunya.

Desa Klambir, 19 Agustus 2021

Kepala Madrasah

  
Drs. Abdul Hapiz Hasibuan