

THE EFFECTIVENESS OF COMIC STRIPS IN INCREASING STUDENTS SPEAKING ABILITY IN THE SECOND YEAR OF JUNIOR HIGH SCHOOL

Ni'matul Lailiyah¹, Gusti Nur Hafifah², Armeria Wijaya³

English Departement of Teacher Training and Education Muhammadiyah University of Surabaya,
Nimatullailiyah1@gmail.com

Abstract

As far as the researcher's knowledge, the analysis of "The Effectiveness of Comic Strips in increasing student's speaking ability" is still difficult to find, the researcher formulates the statement of the research that is comic strips give the significant effect in increasing student's speaking ability. The objective of research is to find out whether comic strips method can give the significant effect in increasing students' speaking ability or not. This research uses experimental design, the subject are VIIIth A as experimental group and VIIIth B as controlled group at MTs. Hidayatus Salam, Lowayu. The data collection uses test (pre-test and post-test) as instrument to measure the result of students. After giving the test, the researcher counts the data (percentage of the results which have the significant score) and analyses based on Criteria scoring by oral proficiency scoring categories by Brown. After giving the test of both classes, both of them have an increasing speaking ability. Based on the percentage of both classes, in post-test shows that with comic strips the experimental class has more significant effect than control class, the mean score of experimental class is 74.7 and 58.03 for control class. The experimental class has significant effect especially in the term of fluency, vocabulary, comprehensibility and performance.

Keyword: Speaking, Comic strips, Experimental and Controlled class.

English is the international language in this world. It has become the most important language of communication. It is spoken by millions of people in this world. Many activities have been dominated by English language in many fields such as business, tourism, transportation, sports, international relation, etc.

In Indonesia, English as foreign language. It also involves into educational curriculum that applied in every schools in Indonesia. English becomes a local content in Elementary School, Junior High School and senior High School. This condition happened because of the globalization era, this era is full of competition. In English learning there are four skills that should be mastered by learners. These are speaking, listening, reading and writing. Those skills are very important to be mastered when learners learn English. According to Content Standard (Depdiknas; 2006) the purpose of teaching English is to develop the students' speaking ability and the students' competence .

Speaking is one of four English skills that is very important to be learnt besides listening, reading, and writing. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Brown (2001) stated that, speaking is an ability to achieve the goals of pragmatic through interactive discourse with other speakers of other language. Through speaking people could express and deliver feeling and ideas directly. Speaking is an oral communication which is used more by people in their social community as Brown (2001) says that speaking is the basically of an instrument act for build the communication. The purpose of speakers speak is in order to have some effects for their listeners. But now in many schools there are many students cannot speak English well because most of them are afraid to make a mistake in speaking. So they seldom practice to speak English. Students are too worry to make some errors in some speaking aspects such as in the grammatical, pronunciation, and definitely, they are also afraid of their less vocabulary.

Hence, speaking is one of the most difficult aspects for students to master. This is really difficult when one considers everything that is involved when someone speak: idea, what

to say, language, how to use grammar and vocabulary, pronunciation as well as listening to the person they are communicating with (Pollar, 2008). Because of those difficulties, students are afraid and lazy to practice speaking English, they prefer to be passive rather than to be active in speaking class. In this case, teacher should motivate the students to be more confidence to speak English, teacher should have the solution to make his students to be more active in the class. According to Ur (1991) states that, teacher should create an activity that can solve the speaking problem in learning English, such as: afraid to say something and low participation. It is also very important to teacher to give students as many opportunities as possible to speak English in the supportive environment. Teacher should be able to always encourage and motivate students to be more confidence to speak even more, so they will enjoy to practice speak English happily.

Here, as a foreign language, speaking is very important skill in learning English, because the main purpose of learning English is students can speak English fluency, In order they can speak confidently with their classmates, so that they used to practice English conversation. In this case students will get the greatest interest of learning speak English as foreign language (Ur, 1991). Speaking is the most important skill in oral communication, while oral communication is the spoken of communication that is used to communicate by people. Speaking helps people to share the information among the other orally. Because of that, students should be able to speak English well, but in fact there are many students cannot speak English very well.

The latest survey shows that the classroom situation of the speaking class is not conducive (Lee, 1995 in Novita, 2014). The common situation in speaking class is not conducive because teacher dominates the speaking activity. In this case, the English teacher seldom teach the students how to speak English. In the class, teacher usually just teaches about reading and writing. The reason why the teacher does not teach speaking because he/she focuses on students' last examination. In fact, Mostly Junior High schools in Indonesia just examine the students' reading and writing ability. So that, teacher mostly focuses on how to teach reading and writing, he/she often ignores to teach speaking in the English learning process. Moreover, teacher does not look students' enthusiastic when sometimes he/she teaches them to practice speaking English. Students are seen being too afraid and lazy to practice their speaking. So that, teacher dominates the speaking activity in the class and unconsciously he/she just makes students listen to the teacher and feel bored in the class. In this case, teacher cannot manage well the learning process, especially speaking learning process. With the result of that, students are too nervous to speak up because they are too seldom practicing speaking English. Therefore, students do not have any capability to speak English for they never practiced it.

To solve this problem, teacher needs change his/her teaching method, teacher needs find the effective way to teach speaking. Teacher should create a media to make students speak up. He/she has to be more creative and efficient to use media to encourage and build students' speaking ability. In this case, the researcher tries to focus on teaching speaking by using comic strips to the eighth grade students. the researcher makes the comic strips as the alternative media to build speaking class and also help students to speak confidently. Comic strips are very useful media for teaching because it contains a lot of knowledge of it, such as: language, content of the story, and sociocultural of the story. Moreover, in comic strips there are the sequences of events or story that is shown episodically that help students to understand the story. The use of comic strips can serve a great potential to teach speaking if it applies for Junior High School students. Because the eight grade students are used to spend their time to enjoy with their hobby like reading comics. If the students are given the activity which is well known for them, it will be exciting because it sustains experience centered, related to learners' real need, and directed by learners themselves (Auerbach, 1992).

Comic strips can also be used to facilitate the vocabulary as an important element of language which can be inferred directly from the text or dialogue in the comic strips. So, it will

make the students easily to find vocabulary that they need when they speak English. Goldstein (1986) stated that a project using cartoon and comics in vocabulary instruction give the good result which are indicated by the teacher and parents observation on the improvement of students' standardized scores.

From the case above the researcher tries to figure out the media that can solve the speaking problem is Comic strips when it is applied in the classroom. The researcher expects that, using comic strips can improve students' speaking ability, especially Junior High School students.

Review of Related Literature

In the review of related literature the researcher presents some of important theories as which explains speaking, the characteristic of successful speaking, teaching media, comic strips, the concept of using comic strips.

Speaking. As Brown (2001) states that, speaking is the creative product which is constructed from linguistic strings, the speakers choose the lexicon, structure, and discourse. He also gives the other argument that speaking is an ability to achieve the goals of pragmatic through interactive discourse with other speakers of other language. Through speaking people could express and deliver their feeling and ideas directly. Speaking is an oral communication which is used more by people in their social community. .

The Characteristic of Successful Speaking Activity. Based on Ur (1996:120) the characteristics of successful speaking activity is language is of an acceptable level. In this part, Learners express themselves in utterances that are pertinent, easily understood to each other, and of an acceptable level of language accuracy. The utterances must be acceptable grammar based on standard of English. And also the fluency, pronunciation and comprehensibility. So that, students can be described that they get successful speaking if they have applied that criteria.

Teaching Using Media. Based on Brown (2001) Media is a form of physical or non physical device that is used by a teacher to facilitate the instruction. In order to facilitate learners, the presence of media in the classroom can solve the limitation of time and place. In this case, teacher should be smart to choose and select the media that is appropriate with his or her students' needed in learning process. In this study, the researcher uses the comic strips as the media to teach speaking in eight grade of Junior high School.

Comic Strips. Dealing with involving picture in a set of stories that is inside of comic strips, Alan Paivio in Yulia (1995) mentioned a dual-coding theory. First, he mentions that humans have separate information processing through verbal and visual. Further, he mentions that pictures are more likely to activate both coding system then words. In the other words, basically humans have two kinds of means to process information namely verbal and visual. Then pictures can acknowledge those coding system effectively. Comic strips can be used as a useful material that supports and helps students to comprehend the text successfully in a language teaching and learning Csabay (2006:25) in Novita. Likewise, it can be an appropriate media that offers a lot of benefits in language teaching and learning.

Methodology

This research is trying to identify the effectiveness of comic strips in teaching speaking. It is conduct quantitatively in the form of experimental research. There are two groups in this experimental research, first is experimental group and second is control group. Both of groups are chose randomly by the researcher. Both groups are administered a pretest and a post test. Before administering those tests, the researcher administers a tryout to another class to know if the test can be a good test or not by calculating the validity and reliability. This research is carried for two months started from March up to may 2015. The place is in MTs. Hidayatus Salam, Lowayu,

academic year 2014/2015.

So that, the researcher decides to choose the experimental research because it is appropriate with this research.

According to Ary et al (2010: 265),

“The aim of experimental research is to establish whether a causal relationship exists between two or more variables. Because it involves control and careful observation and measurement, this method provide the most convincing facts of the effect that one variable has on another”.

In conducting the study, the researcher randomizes the subjects. There are two groups in this experimental research, first is experimental group and second is control group. Both groups are administered a pretest and a post test. Before administering those tests, the researcher administers a tryout to another class to know if the test can be a good test or not by calculating the validity and reliability. Then the pretest is administered for both of groups in order to know if they have the same capability in speaking. Meanwhile, the treatment is only applied to the experimental group while the control group is taught as usual.

After all finished, the researcher administers the posttest to determine whether the treatment can improve their speaking ability or not. The quantitative experimental research presents in the table below to illustrate the experimental design.

Time and Location of research

This research is carried for two months started from March up to may 2015. The place is in MTs. Hidayatus Salam, Lowayu, academic year 2014/2015.

It will make easy for the researcher to do the experiment. Through three phases in this research, the researcher will get the data of the students, especially in English lesson.

Population and Sample

According to McMillan (1992:69) argues that population is the group of elements or cases, whether individuals, objects or results that conform to specific criteria to which we intend to generalize the results of the research. While sample defines as a portion of population which is indicated to a small group that has been selected to be observed.

The population in this research is the second year of MTs. Hidayatus Salam. Based on the population the researcher chooses two classes, each of it is determined as the experimental group and a control group. The researcher chooses the sample systematically, because in the second year of MTs. Hidayatus Salam only has two classes in the eight grade students. The two classes are VIII A and VIII B, VIII A is chosen randomly by the researcher as the experimental group and VIII B as the control group.

The researcher applies simple random sampling. The simple random sampling started from the decision to limit the amount of the students. At the first, the amount of the students are 64 students, 30 students are from VIII A and the other 34 students are from VIII B. To make it balance between those two classes, the researcher randomizes the amount to 30 students each class. The remaining 4 students in VIII B are not counted but they still take the test.

Research Variables

Variable is a concept that can be presented to different range of scores (Ary, 2010:37). There are two variables in this study. Those are independent and dependent variables. Independent variable is a variable that is selected, it can be manipulated, and measured for the investigation (Brown, 2007). The independent variable of this study is the use of comic strips in teaching speaking. While the dependent variable is variable that is observed and measured to determine the effect of independent variable (Brown, 2007). Hence, the students' speaking become the

dependent variable.

Data Collection Technique and Research Instruments

The use of instrument is mainly important. Ary (2010) says that instrument is an operational devise to define variables. The instrument which is used in this research for measuring the quantitative data is test. According to Bachman (2004:39) a test is a part of measurement type that is designed to get the certain behavior from which one can make inferences about certain characteristics of an individual. In this research, the researcher needs data in a form of score in order to examine students' speaking ability, so the instrument of this research is a subjective speaking test.

3.4.1 Pre- test

According to Dorn pre-test is a test before training (2004:183). The researcher uses the pre- test to know the students' speaking ability before giving the treatment for the students in the experimental group. It is conducted to know the ability of control and experimental group before giving the treatment. In this study, pre-test is used to measure the students' speaking ability before giving treatment. In in this type, students are asked to work individually to tell a short story that have chosen by the teacher.

3.4.2 Post- test

According to Dorn, post-test is a measurement which is done after the training that is represented through the improvement (2004:183). Same with pre-test, the post-test is done for both control and experimental groups. This post-test is done after the experimental group got a treatment. It is conducted to know whether both of experimental and controlled group have the significant different or not. In the post-test the students are also asked to work individually. It is still same with the pre-test. Therefore the students must come forward in front of class to tell a short story which was chosen by the teacher before. It is purposed to know the students' achievement after the treatment was conducted. Thus, before delivering a pretest, the researcher also administers a try out to measure the validity and reliability of the test otherwise to find out an appropriate time allotment.

Validity and Reliability

Before pre-test and pos-test are held, the test's reliability and validity should be checked at the first place. It's called try out. Therefore the researcher should conduct try out of the test before the researcher conducting pre-test. There are the aims why the try out was conducted. The first purpose is decided whether the test has a good validity and reliability or not. Second, it is done to determine whether the test is appropriate and suitable for the students' level or not. The last purpose is about time allocation. Time allocation makes the researcher know when the students do the test. To check the reliable and validation, the researcher uses these following terms.

3.6.1.1 Validity

A test is valid if it is appropriate, meaningful, and useful in term of the purpose of the test (Gronlund, 1998: 226 in Brown, 2004:22). In fact, based on Brown (2007) there are five kinds of validity; content validity, Criterion validity, Construct validity, Consequential validity, and Face validity. In this study, the researcher uses the content validity. To have the content validity, the test or instrument should represent the content universe (Ary, et al. 1985). It means that the test can be said valid if it represent the content universe.

Content validity is the most suitable measurement for measuring the validity of the test in this study, because content validity is important in evaluating achievement test. In this study to get content validity the researcher matches with the curriculum (KTSP).

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar. (Standard competence).

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*. (Basic competence).

Therefore, the test item is considered valid because it matches with the standard competence and basic competence for eight graders of Junior High School.

3.6.1.2 Reliability

A test can be a good instrument not only when it is valid but also reliable. So reliability is also important in measuring the instrument. It is defined as consistency and dependable of measurement (Brown, 2003). In other words, a reliable test means when the score will be consistent although it is tested through different characteristic of testing situation. In this study the researcher must determine the reliability of the ratings by involving different judges or observers to give similar scores or rating to the same situation, so the inter-rater reliability is used (Ary: 2010). It is supported by Heaton (1990: 162) a test that is categorized reliable if the scores are relatively stable among one rater to another.

To measure the reliability of the test sheet, the researcher uses pearson product-moment correlation (Bartz, 1976:195). The formula is as follows:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$\sum XY$ = total of result times score X and Y

$\sum X$ = total score X (total score from teacher as rater 1)

$\sum Y$ = total score Y (total score from researcher as rater 2)

$\sum X^2$ = total quadrate score X

$\sum Y^2$ = total quadrate score Y

N = number of subjects

3.7 From that computation result, the level of reliability is determined based on the criteria which proposed by Bartz (1976:205) **Research procedures**

This study contains of three steps: (1) preparation, (2) implementation, and (3) data analysis. Then, the activities are done with these following steps:

3.7.1 Preparation

- a. Observing the school where the research takes place.
- B. Arranging and deciding the material which is used in this research.
- c. Arranging the lesson plan which has been consulted to the advisers.
- D. Arranging the instrument of research.
- e. Testing the instrument of research.
- f. Analyzing the instrument.
- g. Choosing the experimental and controlled class randomly.

3.7.2 Implementation

- A. Giving pre-test to measure the student's speaking ability.
- B. Implementing the comic strips as media in the experimental class.
- C. Giving post-test to measure the student's speaking ability.

3.7.3 Data analysis

- a. Firstly, the researcher as the teacher found the problem in teaching learning process which is focused in speaking.
- b. Secondly, before teaching the researcher selects some of comic strips but the researcher only chooses one comic strip for material and giving the pre-test to students.
- c. Thirdly, the researcher uses comic strips as a teaching media in experimental class but in controlled class the researcher does not use the media.
- d. The researcher analyzes the data step by step. Starting from pre-test to post-test. After giving the test, the researcher will count the data and compare them in order to measure the comparison between these different classes.

Data Analysis Technique

In this study, the scores of the test are analyzed statistically by using t-test. If the $t > t_{.05}$ means there is a significant different. The steps are as follow:

1. Computing the mean of pretest and post test scores in each group.

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

2. Determining the Standard Deviation that used for the scores pretest and post test for both groups.

$$s = \sqrt{\frac{\sum x^2}{N} - \bar{x}^2}$$

3. Determining Standard Error of the differences.

$$SD\bar{x} = \sqrt{\frac{N_1S_1^2 + N_2S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

4. Determining Degree of Freedom.

$$df = N_1 + N_2 - 2$$

5. Computing t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2 - O}{S_{D\bar{x}}}$$

6. Explaining the result whether it is significant or not.

Result and Discussion

This research uses experimental research, this method aims to compare between a treatment groups and non –treatment group (Fraenkel and Wallen, 1932:267). The objective of this research is to find out whether there is significant effect on the speaking ability between students who taught using comic strips and those who are taught without comic strips or not additionally, it is to find out how far comic strips improve students' speaking ability. In this chapter, the researcher gets the data from the result of the test that will be analyzed in this chapter. Based on the result of the test, the researcher tries to assure that this research is experimental research because it gives achievement change in the result of the test. The instrument is in the form of speaking test in a subjective types that has been given in the pretest and posttest. The researcher conducted a test to measure the validity of the test and to find time allotted.

Before pre-test and pos-test is administered, the test's reliability and validity should be checked at the first place. It's called try out. Therefore the researcher should conduct try out of the test before the researcher conducting pre-test.

To analyze the validity of the test, the researcher uses content validity. In this case, Test must correlate with the content of standard competence. Based on the table above, it showed that the test item suites with the standard competence. Therefore, the test item is considered as valid.

Then, the researcher measures the reliability of the test in which inter-rater reliability is applied. The formula which is used is Pearson Product Moment

The result of Analyzing Reliability

The result of calculation is .9 which means the try out is reliable with the criteria 'very high reliability'. As seen in the table above, the standard deviation for rater 1 is 4.36 and for rater 2 is 2, so the reliability is high because there is just a little difference standard deviation between rater 1 and rater 2. In addition, if the standard deviation between rater 1 and rater 2 have a little difference or 0 difference, it means that the reliability is high, but if the standard deviation between rater 1 and rater 2 have a big difference, it means the reliability is low.

Considering that the test is valid and reliable, the researcher administered a pretest for the experimental and control group to ensure that they have the same ability. The researcher administers the pretest for both groups; experimental and control group. It is aimed to know whether they have the equal ability to speak or not. Then the researcher calculates the score of the pretest of two groups using *oral proficiency scoring categories*. After calculating the total score of students' speaking test, the researcher finds the means. Then, she computes the standard deviation and the standard error of differences, as in addition, t-test is used to know the significant difference by comparing the *t-value* with the *t* from the table. If the *t value* is higher than *t table* ($t .05$), it means that the result is significant, but if the *t value* is lower than *t- table* ($t .05$), the result is not significant. Furthermore, the calculation can be seen in Appendix 6.

4.2 The test variance of homogeneity

To test the variance of homogeneity, the researcher uses spss 16.0. This test is conducting before the researcher doing the posttest. This test is done to know whether the experimental and control group is homogeiny or not, homogeiny means that they have the same ability or not. Based on the result above, the test of the variance homogeneity is considering homogeny, because the p value ($0.311 > \alpha (0.05)$). It means that the data is considering homogeny, because as the researcher elaborated before in the chapter III, if the p value is higher than α , it means that the result is homogein, but if the p value is lower than α , it means that the result is not homogein.

The Result of pretest of the experimental and control groups

The table below presented the brief data of the pre-test of the experimental and control groups.

Pretest score of the experimental group is 1603 while the number of the students is 30. It is found that the mean is 53.4. While the pretest score of control group is 1596 while number of the

students is 30, whereas the mean is 53.2. Moreover the standard deviation of the experimental group is calculated as 2 while the control group is 4.8. So it can be concluded that the score of the experimental group is more heterogeneous than the control group. Furthermore, the significance can be seen after calculating the standard error of difference to find out the *t-value* by using *t-test*. After computing the t-test, the t-value is .02 assuming the t-table is using level of significance .05 in 58 degree of freedom (df) is .245. It shows that the t-value is lower than the $t_{.05}$, which means that the difference is not significant.

The Result of the post test of the Experimental and control Groups

After administering the pretest, the researcher investigates the effectiveness of using comic strips in teaching speaking by comparing the posttest scores between both of groups. Therefore the researcher gives the treatment to the experimental group and the control group is taught as usual.

When the treatment is completely done, the researcher gives the post-test to both of groups; experimental and control groups. It is aimed to know their speaking ability, especially in telling story after the treatment given to experimental group. Same with pretest, the researcher calculates the score of posttest of both two groups by using *oral proficiency scoring categories*. After calculating the total score of the students' speaking test, she finds the mean. After that she computes the standard deviation and the standard error of differences as well in addition, t-test is used to know the significant difference by comparing the *t-value* with the *t* from the table. If the *t value* is higher than *t table* ($t_{.05}$), the result is significant. But, if the *t-value* is lower than $t_{.05}$, the result is not significant. .

The post-test score of experimental group is 2242, whose number of the students are 30, whereas the mean is 74.7. Besides, the control group score is 1741 whose number of the students are 30. So the mean of control group is 53.03. Thus, the difference between the two groups is 21.67 point. It means that the achievement of the experimental group is higher than control group. meanwhile, the standard deviation of the control group which is 7 is higher than the experimental group which is 6. It means that the control group is more heterogeneous than the experimental group.

To check whether the effect of the comic strips is significant or not, the researcher uses t-test. Before that, the standard error of difference was calculated which was 1.7. Based on the t-test calculation of the post-test score, the t-value is 9.8, while the t-table with the level of significant .05 in 58 degree of freedom (df) is .245. It shows that the t-value is higher than $t_{.05}$, which means that the difference is significant.

It can be seen that there is higher improvement on the experimental group than control group. In conclusion, it is proved that the different mean of the experimental and control group is significant.

In order to find the more specific result, the data are investigated into 6 criteria which are fluency, pronunciation, accuracy, vocabulary, comprehensibility, and performance skill that are explained as follows.

The Result of the Experimental and Control Group in Each Term

The mean score of experimental group in term of fluency is higher than the mean score of control group. While the t-value of the experimental and control group which are 5.42 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental group is higher than the control group. Besides, it can be concluded that there is a significance different between experimental group and control group in term of fluency. It means that the use of comic strips is effective in teaching speaking because it can increase students' speaking ability in term of fluency. .

The second term is pronunciation. The table below presents about the result of the post-test in term of pronunciation between experimental and control group.

The data tells about the mean score of experimental group is higher than the mean score of control group. Whereas the t-value of the experimental group and control group which is .08 is lower than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58.

So that, it can be concluded that there is no significant difference between experimental group and control group in term of pronunciation. It means that using comic strips to teach speaking is not effective because students can not increase their speaking ability in term of pronunciation. .

The next term is accuracy. The table below illustrates the result of the post-test between experimental and control groups in term of accuracy.

It shows that the mean score of the experimental group is higher than the mean score of control group. In addition, the t-value of the experimental and control groups which is .23 is lower than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58.

Hence, it is clear that there is no significant difference between the experimental and control groups in term of accuracy. It means that the use of comic strips is not effective to teach speaking because it can increase students' speaking ability in term of accuracy. .

The mean score of experimental group in term of vocabulary is higher than the mean score of the control group. While the t-value of the experimental and control group which is 4.5 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental group is higher than the control group. Besides, it can be concluded that there is a significance different between experimental group and control group in term of vocabulary. It means that the use of comic strips is effective in teaching speaking because it can increase students' speaking ability in term of vocabulary. The detail calculation can be seen in Appendix 15.

The fifth term is comprehensibility. The following table presents the result of post-test between experimental group and control group in term of comprehensibility.

It shows that the mean score of the experimental group is higher than the mean score of control group. Additionally, the t-value of the experimental and control groups which is 4.7 is higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58.

Hence, it is clear that there is a significant difference between the experimental and control groups in term of comprehensibility. It means that the use of comic strips is effective to teach speaking because it can increase students' speaking ability in term of comprehensibility. .

The last term is performance. The data tells about the mean score of experimental group is higher than the mean score of control group. Whereas the t-value of the experimental group and control group which is 4.6 is higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58. It shows that the achievement of experimental group is higher than the control group.

So that, it can be concluded that there is a significant difference between experimental group and control group especially in term of performance. It means that using comic strips to teach speaking is effective because students can increase their speaking ability in term of performance.

Discussion

Some research finding mention that teaching using comic strips give many benefits when it is applied in teaching and learning process. Especially in teaching English, the use of media such as comic strips contribute positively toward the students' achievement in speaking. In a speaking, the use of comic strips can be an alternative media to help the students speaking especially tell a story. Oller (1983:44), the use of less episodically organized material is not easy to recall and to store than the text which is more episodically organized. In the other words, the students will be easy to speak while they present their materials by using comic strips because it has the more episodically organized than the other.

Therefore, in order to prove the theory, the researcher conducts a study about the effectiveness of comic strips in teaching speaking when it is applied to the eighth graders. The

researcher uses speaking test in a subjective test type as an instrument. At the beginning of the study, the researcher conducted a pretest to measure the validity and reliability of the test. Based on the analysis, the test was considered valid and reliable. Then the researcher administered a pre-test for both groups; experimental and control groups. Based on the calculation of the pre-test score, it shows that the t-value is lower than t .05. It means there is no significant difference in the students' speaking ability between the experimental group and the control group.

The treatment was given in the experimental group only. The experimental group is taught using comic strips to help students to speak in which the procedure was applied. While the control group was taught as usual without using comic strips.

At the end of this study, the researcher administers the post-test to both of groups; the experimental and control groups. In order to know whether there is a significant different on the students' speaking ability or not. Based on the t-test calculation of the post-test score, it shows that the t-value is higher than t .05. It means that there is a significant difference in the speaking ability between the experimental group and the control group. Although, the use of comic strips can not be able to improve all components of speaking. It is only able to increase the students' speaking ability in terms of fluency, accuracy, vocabulary, comprehensibility and performance. The t-value in those terms is higher than t .05). It means that there is a significant difference in the speaking ability between the experimental group and the control group in term of fluency, vocabulary, comprehensibility and performance. Nevertheless, the t value in term of pronunciation is lower than the t .05. It means that there is no significant difference in the speaking ability between the experimental group and the control group in term of pronunciation and accuracy. In this case, both groups have the same knowledge of how to phone words and the grammatical, so they still find some problems to phone words in good pronunciation and arrange sentence in good sentences.

It shows that there are some terms which are significantly improve. However the use of comic strips are considered as an effective media to increase the students' speaking ability.

CONCLUSION AND SUGGESTION

This chapter presents about the conclusion and suggestion. Based on the result and discussion in the previous chapter, the researcher draws some conclusions about the effect of using comic strips on the ability to speak English. Meanwhile, the last section proposes some suggestion for practitioners that are English teachers who teach in the same level of students and the next researchers.

Conclusion

Based on the result of the study in chapter IV, the researcher gets a conclusion that there is a significant difference on the students' speaking ability between the students belong to experimental and control groups. That is proved by the significant difference in the students' speaking scores between both groups after calculating the post-test scores by using t-test. The scores of the students in the experimental group are higher than those in the control group. It can be concluded briefly as follows:

1. Based on the result of post test score, there is a significant difference in the students' speaking ability between students who are taught using comic strips and those who are not. It means that the experimental group have the higher score than the control group. Whereas, the mean score of experimental group is 74.7 and the mean score of control group is 58.03.
2. There is a significant difference in the students' speaking ability in term of fluency, vocabulary, comprehensibility and performance. Additionally, there is a little significance difference in the term accuracy and pronunciation between students who are taught using comic strips and those who are not.

From those findings, it is assumed that the null hypothesis which is said that there is no

significant effect on the students' speaking ability between students' who are taught by using comic strips and those who are not is rejected, while the alternative hypothesis which said that there is significant effect on the students' speaking ability between students who are taught using comic strips and those who are not is accepted. Therefore, it can be concluded that the use of comic strips is effective to increase students' speaking ability.

Suggestion

In this study, the researcher proves that comic strips can be a good media which is used to increase students' speaking ability. Based on the previous conclusion, the researcher has some suggestions to the English teacher and the next researcher.

The Teacher

The researcher suggests that the teacher should be creative in selecting an appropriate material and media to engage the students in the speaking activity. Thus a good speaking activity can be created as well in order to make students understand about the topic of the text. So the speaking ability can increase.

The Researcher

It is suggested to the next researchers to develop the other materials which can be applied in the same field that is speaking. They can also apply this media for the other texts and levels of students.

References

- Ary, D et al (2010). *Introduction to Research in Education*. 8th edition. USA: Wadsworth, Cengage Learning.
- Aurbach, E. (1992). " *Making meaning, making change: Participatory curriculum development for adult ESL literacy*." Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Bachman, LF & Palmer, A.S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bartz, Albert E. (1976). *Basic Statistical Concepts in Education and the behavioral Sciences*. US: Burgess publishing Company.
- Best, John. W. (2006). *Research in Education Tenth edition*. New York: Pearson Education Inc.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, NJ: Prentice Hall Regents.
- Brown, H. Douglas. (2003). *Language Assessment: Principles and Classroom Practices*. Longman: Pearson Education.
- Butler, Christopher. (2006). *Statistics in Linguistics*. Oxford: Basil Blackwell.
- Creswell, John. W. (2012). *Educational Research 4th edition*: England: Pearson.
- Csabay, Noemi. (2006). *Using Comic Strips in Language Classes*. Hungary. Retrieved on June 1, 2015 at <http://www.englishlearningforum.com>
- Gerlach and Ely. 1980. *Teaching and Media: Systematic Approach*. New Jersey: Prentice Hall.
- Goldstein, B.S. (1986). *Looking at cartoons and comics in a new way*. " *Journal of Reading* ", 29 (7), 657-661. Retrieved on 16 June 2015 at <http://www.ericdigests.org/2004-1/literacy.html>
- Heaton, J.B. (1975). *Writing English Language Test*. London: Longman.
- Irianti, Sari. (2011). *Using Role Play in Improving Students' Speaking Ability*. Universitas Islam Negeri Jakarta.
- Neuhauser, P.C. *Corporate Legends And Lore: The Power of Storytelling as A Management Tool*. New York: McGraw-Hill, 1993. Retrieved on June 1, 2015, <http://www.ericdigests.org/2003-4/adult-teaching.html>.
- Neuman, S.B. (1995). *Literacy in the television age: The Myth of the TV effect (2nd Ed)*. Norwood,

NJ: Ablex

- Novita, Aisyah. (2014). *The effectiveness of using snakes and ladders games to improve speaking ability*. Universitas Negeri Surabaya
- Nunan, David.(1991). *Practical English Language Teaching 1st edition*. New York: The Mc. Graw-Hill
- Oller, J. W. (1983). *Story writing principles and ESL teaching*. TESOL Quarterly 17 (1): 39-53.
- Polar, Lucy. (2008). *Guide to Teaching English*. New York: Cambridge University Press.
- Rahma, Nikmatul. Y. (2013). *The Effectiveness of Using Comic Strips in Teaching Narrative Writing to The Tenth Grade Students*. Universitas Negeri Surabaya.
- Richard, Jack. C. (1996). *Reflective Teaching in Second Language Classroom*. New York: Cambridge University Press.
- Ur, Penny. (1991). *A course in Language Teaching Practical and Theory*. United Kingdom: Cambridge University Press.
- Wright, Andrew. (1976). *Visual Materials for The Language Teacher Fifth edition*. New York: Cambridge University Press.