

Improving Speaking Ability Using Comic Strips Media for Class XI Students MAN 3 Langkat Plus Keterampilan

¹Nazly Yusuf, ²Puan Suri Mira Annisa

¹MAN 3 Langkat Plus Keterampilan

²Universitas Negeri Medan

¹nazly5585@gmail.com

Abstract. This research was motivated by the low ability of students at MAN 3 Langkat Plus Keterampilan in speaking English. The purpose of this study is to improve speaking skills by using Comics Strips media in learning English. This research method uses Class Action Research (CAR) which is carried out in several stages, namely: (1) planning (planning), (2) action (acting), (3) observation (observing), (4) reflection (reflecting). The subjects of this study were students of Class XI MAN 3 Langkat Plus Keterampilan with a total of 35 people. The instruments used were observation sheets to observe student activities, questionnaires and speaking assessment sheets to measure learning achievement. Based on the results obtained during the implementation of classroom action research, it shows that comic strip media is very relevant and very well used in learning English to improve speaking skills. In the first cycle, the average speaking ability score was 75.55, then in the second cycle, it was 85.00. In cycle III the average value of students' speaking ability reached 90.00 to 92.00. Thus, it can be concluded that the use of comic strips learning media in learning English can improve students' speaking skills.

Keywords: Media, Comic Strips, Speaking Skills.

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1. Introduction

Global competition in various fields demands adequate and accountable mastery of skills, academic competencies. In the world of education, various forms of efforts have been made in preparation for facing global competition, especially to produce graduates who are able to compete, both for continuing to higher education and in the world of work.

In an effort to improve the quality of human resources in the world of education, mastery of foreign languages, especially English is very important because the role of English as an international language used by all countries requires that we must master English.

Language in general can be defined as a symbol and meaning according to the term language is a communication tool in the form of signs such as movements or words, abilities possessed by humans. Language is a tool to achieve goals and solve problems in real life (Vgostsky, 1978, 1986). Language is an effective tool for creating resilient and competitive learners. Language is developed through 4 aspects, namely Listening, Speaking, Reading and Writing.

Speaking skill is not a skill that is directly possessed by every individual but requires intensive practice and direction.

Based on the results of observations in learning English, students' abilities, especially speaking very low, this can be seen based on the results of the mid semester and end of semester scores which refer to the Minimum Completeness Criteria (KKM). Thus, resulting in minimal student achievement in English subjects. In order to learn speaking get good results, Dra. Charlotte A. Harun, MPd. & Siti Nadiroh, S Pd

said that teachers need to create a more fun and practical teaching-learning process.

Then the researcher conducted interviews with students, based on the results of the interviews it was found that students who were passive in the learning process complained because learning media, namely English learning media, did not provide opportunities and space to be able to explore speaking abilities. When learning activities take place many students are not active and learning tends to be centered on the teacher. Learning is more often done by solving problems in the module after listening to audio.

Learning media does not support developing speaking skills. So that in the end they experience a lot of difficulties in speaking, because of the emergence of a feeling of stiffness, lack of confidence, apart from their lack of mastery of words, pronunciation, and mastery of grammar.

To achieve learning objectives, media and learning methods are needed to encourage skills and students experience developments in aspects such as pronunciation, fluency, intonation and expression. The media has a role to support the effectiveness of the teaching and learning process (Suyanto, 2005). In a learning process, learning media and learning methods are two things that are very related to one another.

Therefore, in learning English, it is necessary to develop interesting media, namely Comic Strips. Comic strips are a type of media in the form of a series of images containing stories that are used to express thoughts, imagination and creativity.

Comics are very popular reading. Nowadays comics are one of the most popular readings among children, teenagers and adults because there are interesting pictures as a support to captivate the reader's heart. Comics are stories that emphasize motion and action which are displayed through a sequence of images that are made in a unique way with a blend of words (Franz & Meier, 1994:55).

By using comic strips media, motivating students to be active in the learning process and improve speaking skills because students can directly enter into communication activities using English according to the role given.

Based on this background, the researcher was motivated to conduct classroom action research to improve speaking skills using comic strips for MAN 3 Plus Keterampilan Students in Langkat Regency.

2. Literature Review

2.1 Listening and Speaking Skills

Sri Hastuti (1993: 69) explains the meaning of speaking or communicating verbally as a form of conveying ideas, ideas, thoughts, or feelings verbally so that others can understand them. Sabarti Ak gift, et al. (1993:153) states that speaking skill is a skill to convey messages through spoken or verbal language.

Based on some of the opinions above, it can be concluded that speaking skill is a form of oral communication or conveying messages, ideas, thoughts, and feelings to other people by using articulated sounds produced by the human speech organ. The submission is intended so that one person's ideas, ideas, thoughts, or feelings can be understood by others.

2.2 Instructional Media

Teaching is an interactive process of conveying information or knowledge to students. The factor that influences good teaching methods is where optimal learning conditions can be realized in the classroom, namely with the skills of the teacher in managing the class so that teaching activities are achieved properly. Classroom management skills are teaching skills to create conducive conditions by using teaching media.

According to Arsyad (2011) learning media are tools in the learning process both inside and outside the classroom that contain instructional material that can stimulate students to learn.

Media has a function, namely:

1. Can transcend classroom boundaries
2. Allows for direct interaction between students and their environment
3. media give raise to new desire and interest
4. Generate motivation and stimulate children to learn

5. Can instill basic concepts that are true, concrete, realistic.

The use of media in the process of teaching and learning is very important to achieve effective results. In this study, researchers developed Comic Strips and Board Game media in learning Oral Language Skills which were expected to motivate students to develop English speaking skills.

2.3 Comic Strips

Comics are very popular reading, now comics are one of the most popular readings by various groups, not only children, adults also enjoy reading them.

Comics are dominated by images that seem to speak and these images form a narrative in the story. In comics, comics are included in the category of literature. Apart from that, in addition to presenting stories, comics are also able to express various ideas, thoughts or certain intentions through pictures and conversations.

The characteristics of the comic strip are as follows:

a. Proportional

Comics are able to make readers emotionally involved in reading comics. Readers like to play a role and get involved in comics become the main actors.

b. Conversational Language

The language used in comics is usually everyday conversational language, so readers can easily understand and understand comic readings. Comic language does not use language that is difficult for readers to understand.

c. Heroic

Generally, the contents of the story in the comic will tend to make the reader have a feeling or attitude of heroism.

d. Character Depiction

The depiction of characters in comics is described simply. A simple depiction is done so that the reader can easily understand the characteristics of the characters involved in the comic.

e. Provide Humor

The crude humor presented in comics will be easily understood by someone because this humor often exists in society.

In general, a comic has basic components as a comic. These components include panels, writing, word balloons, thought balloons, captions on pictures, sound effects, image borders/shadows and gutters (Yomtov, 2014: 5).

2.4 Improving Speaking Skills by Using Comic Strips Media

In English learning activities, it provides opportunities for students to improve their listening and speaking English skills. The more practice students do, the easier it will be for students to get fluency in English. Fluency is something that is coveted by all students who study English.

By using this media students do a lot of speaking practice. Students can not only learn to speak, but also learn to interact in dialogue using English.

3. Method

This research was carried out as self-reflection and practical actions towards the learning process as an effort to improve the ability to play Role Play using Comic Strips for students of class XI MAN 3 Langkat Plus Keterampilan. A qualitative descriptive research approach was used in this study with the Classroom Action Research method.

From several research designs according to experts, the design developed in this class action research is the spiral model from Kemmis and Mc. Taggart. This model has several stages, namely planning (plan), action (act), observation (observe) and reflection (reflect).

The research steps are carried out in each cycle according to the Kemmis and Mc. Taggart as follows:

1. Planning

The first stage in implementing the classroom action is to make an action plan. Action plans are

developed critically to improve what has happened (Kunandar, 2012, p. 71). The action plan is carried out by determining the steps to be carried out during the research. Planning in this case uses the Learning Implementation Plan (RPP) in accordance with the curriculum by adjusting the content of the components of lesson identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials (subject matter), learning methods, learning steps, learning materials/resources, and assessment (Mendiknas, 2011, p. 20). In addition to preparing media, tools and materials, instruments of observation, evaluation, and reflection.

2. Implementation (Acting)

The plans that have been prepared are then tested consciously and under control in the implementation stage in accordance with the steps that have been made before, namely the learning steps by implementing Role Play as a learning model for students in the classroom.

3. Observation

The next stage is observation of the actions that are being and have been implemented. This observation was carried out to find out how far the implementation of the actual actions occurred in the field, especially in the process of learning and capacity building. with the planning that has been prepared so that the influence of the implemented model can be seen.

4. Reflection

The last stage in classroom action research is reflection with activities that include analysis and interpretation of data, as well as evaluation obtained through observation. The data that has been collected at the time of observation is analyzed, studied and interpreted so as to find a more effective solution for improvement. The results of reflection are then made a plan for action in the next cycle.

Media development research was carried out at MAN 3 Langkat Plus Keterampilan. The subjects of this study were 35 students in class XI for the 2022/2023 academic year.

Arikunto (2002) states that data are all facts and figures that can be used as material for compiling information. The type of data used in this research is Classroom Action Research (PTK) data. Sources of data in this study were obtained from questionnaires and field trial subjects of class XI students.

4. Results and Discussion

Research Procedures There are three cycles in this classroom action research procedure. The results of the first cycle will be reflected to improve implementation in the second cycle and likewise in the next cycle. In each cycle there are 4 stages, namely, planning (planning), action (acting), observation (observation), and reflection (reflection). The procedure of this research will be detailed as follows.

4.1 Cycle I

1. Planning. In the planning stage the researcher will carry out the following steps.

- a) Determine the topic by adjusting competency standards and basic competencies regarding learning to play Role Play in class XI.
- b) Develop lesson plans in the form of lesson plans.
- c) Develop research instruments as data collectors in the form of observation sheets of teacher and student activities, questionnaire sheets regarding learning to play Role Play, field notes, process assessment sheets, evaluation sheets and performance test assessment formats.
- d) Designing assessment instruments with colleagues, in this case the MGMP, so that the instruments are of good quality.
- e) Distributing questionnaires regarding students' interests and difficulties in learning to play Role Play.
- f) Preparing learning media that will be used in learning such as Comic Strips and videos about playing Role Play.

2. Implementation (Action). In the implementation stage.

- a) The teacher explains the meaning of Role Play.

- b) The teacher provides a stimulus according to the topic, namely Health.
- c) The teacher gives pieces of pictures (Comic Strips)
- d) Students imitate the movements according to the characters in the comic, namely Doctors, Nurses and Patients
- e) The teacher shows a video about Role Play to students so students can listen to the correct intonation and pronunciation of the character being played and can see the exact expressions and body gestures of the character being played.
- f) Students and teachers conduct questions and answers about the drama videos that have been watched (Intellectual).
- g) The teacher demonstrates how to show expressions and body gestures according to the characters in Comics and demonstrates how to express dialogue with pronunciation and intonation according to the characters.
- h) Students play the characters in the Comic Strips by using the Role Play method.
- i) Students discuss the intrinsic elements of drama and the distribution of roles for drama characters (intellectuals).
- j) Student representatives retell the contents of the story in the comic that has been acted out.
- k) Students are given an evaluation sheet.

3. Observation. Observations are carried out using observation sheets that have been prepared so that students can find out responses during the learning process. In addition, the researcher made field notes.

4. Reflection. Reflection is carried out by evaluating the strengths and weaknesses during the learning process so that it can be corrected in the next cycle, namely cycle II.

Based on the results of the speaking assessment, the average score for students' speaking ability in cycle I was 75.5. This is because some students cannot play the characters according to the sequence of topics, due to a lack of courage. Then there are also some students who are very low in pressure/intonation in English.

4.2 Cycle II

1. Planning. After reviewing the reflection results from Cycle I, the planning for cycle II is as follows.
 - a) Discuss with the teacher and colleagues about the steps, methods and learning media that will be used to correct mistakes in cycle I and improve the quality of subsequent learning.
 - b) Develop Basic Competencies and Indicators to be achieved.
 - c) Prepare learning media, Comic Strips, and Role Play equipment.
 - d) Prepare learning tools that need to be prepared and developed, namely: evaluation sheets, assessment criteria and answer keys.
 - e) Revise the instrument if needed.
 - f) Prepare equipment that supports learning by providing LCD, speakers.

2. Implementation (Action). In the implementation stage, the learning steps that will be carried out in learning in Cycle II are as follows.

- a) The teacher provides a stimulus in the form of a Celebration story by showing a video about celebrating major and historic days, so that students can see the exact expressions and body gestures of the characters being played.
- b) Students and teachers carry out questions and answers about the videos that have been watched (Intellectual).
- c) The teacher explains about pronunciation, intonation, facial expressions and body gestures.
- d) Students read the drama text silently.
- e) The teacher demonstrates how to show expressions and body gestures according to the characters in Comic Strips.
- f) Students imitate the expressions and body gestures according to the characters in the comic.
- g) The teacher demonstrates how to express dialogue with pronunciation and intonation according to the characters in the drama text.
- h) Students read the drama text aloud with appropriate body expressions and gestures (Visual).
- i) Students are grouped into 6 groups and discuss the intrinsic elements of drama and the distribution of roles for drama characters (intellectuals).

- j) Students carry out role play training with their respective groups. Students combine dialogue with expressions and body gestures according to the characters in the comic.
- k) Student representatives retell the contents of the drama they watched. s. Students work on evaluation sheets.

3. Observation. Observations are carried out using observation sheets that have been prepared so that they can find out the activities of teachers and students during the learning process.

4. Reflection. Reflection is carried out by evaluating the strengths and weaknesses during the learning process in cycle II so that it can be corrected in cycle III. All data obtained from observation sheets and field notes were analyzed so that they could correct errors and become more familiar with student characteristics and readjusted them in cycle III.

Based on the results of the assessment in cycle II, students' speaking abilities had increased, namely 85.5. however, some students still cannot play the role according to the character and there are also some students who are low in pressure/ intonation in English.

4.3 Cycle III

1. Planning. After reviewing the reflection results from cycle II, the planning for cycle III is as follows.

- a) Discuss with the teacher and colleagues about the steps, methods and learning media that will be used to correct mistakes in cycle II and improve the quality of subsequent learning.
- b) Designing Basic Competencies and Indicators
- c) Preparing learning media in the form of videos playing dramas about different Natural Disaster stories.
- d) Prepare learning tools that need to be prepared and developed, namely: evaluation sheets, assessment criteria and answer keys. e. Prepare documentation equipment such as camcorders, tripods and digital cameras as well as supporting tools for drama performances such as active speakers, black cloth and white cloth.

2. Implementation (Action)

- a) Teacher Provides stimulus in the form of questions about Natural Disasters.
- b) The teacher shows a video about natural events.
- c) showed a video about the play on The Conversations of Nature. so that students can see the exact expressions and body gestures of the characters being played.
- d) Students and teachers carry out questions and answers about the drama they have watched (Intellectual).
- e) The teacher demonstrates how to show expressions and body gestures according to the characters in the drama text.
- f) Students imitate expressions and body gestures according to the characters in the drama text.
- g) The teacher demonstrates how to express dialogue with pronunciation and intonation according to the characters in the drama text.
- h) Students read the drama text aloud with pronunciation and intonation according to the characters in the drama text.
- i) Students discuss the intrinsic elements of drama and the distribution of the roles of drama characters in groups (intellectuals).
- j) Students carry out role play training with their respective groups, combining dialogue with expressions and body gestures according to the characters in Comic Strips, namely the topic of Extreme Weather.

3. Observation. Observations are carried out by observers using observation sheets that have been prepared so that they can find out the activities of teachers and students during the learning process.

4. Reflection. Reflection is carried out by evaluating the strengths and weaknesses during the learning process in cycle III. "If changes aimed at improving the quality of learning have been achieved, or whatever has been studied has shown success, the cycle can be ended" (Wiriaatmadja, 2012, p. 103).

In Cycle III, based on the results of the speaking assessment the average score of students' speaking skills experienced a very significant increase, namely 90.00 to 92.00. Students are already motivated to dare to appear according to the role characters in the comic. Likewise with the pronunciation and stress/

intonation in English which is very good.

5. Conclusion

Based on the analysis of the results of this study, the following conclusions can be drawn: 1) Based on the results of the analysis, the use of Comic Strips media can motivate students to improve their English speaking skills at MAN 3 Langkat Plus Keterampilan Class XI School. Media Comic Strips are very effective in the learning process. Based on the assessment of the results of the study, it showed that the results of students' speaking ability in cycle I scored 75.55 students' ability, in cycle II, namely 85.0, then experienced a significant increase in cycle III, an average of 90.00 to 92.00 which is a satisfactory result from the KKM 85 demands. 2) Media Comic Strips is a series of picture series that are played using the Role Playing method so that they can make students more active in learning English activities. Some of the obstacles in using comic strips media in learning are that students are less able to display the appropriate character roles in comics, based on the results of interviews some students still feel awkward and embarrassed to play according to these role figures. The teacher's role in the implementation of this media is as a guide and facilitator in learning, so that students are directed and motivated in implementing learning.

Teachers are expected to be creative in determining learning media so that students are active and can improve students' abilities in learning so that the teaching and learning process becomes successful and enjoyable. Students must get media and teaching materials that suit their needs. Thus, increasing the interest and motivation of students in learning. Researchers must find sources that support the development of media in teaching. The questions in the questionnaire must provide opportunities for students to find what they want in learning.

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