

**USING NARUTO COMIC AS A MEDIUM IN IMPROVING STUDENTS'
SPEAKING SKILL AT THE FIRST CLASS IN
SMA NEGERI 13 MAKASSAR**

SKRIPSI

**DOMINGGUS APRIANUS DM
4513101058**

UNIVERSITAS

BOSOWA



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2020**

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**Submitted to Fulfill One of the Conditions to Get
Bachelor of Education Degree (S.Pd.)**

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SMA NEGERI 14 MAKASSAR

Submitted by

DOMINGGUS APRIANUS DM
NIM 4513101058

Had been defended in front of Skripsi Examination Committee
September 10th, 2020

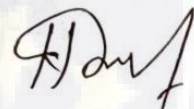
Approved by:

Supervisor I,



Hj. Restu Januaryty Hamid, S.Pd.I., M.Pd.
NIDN. 0905018503

Supervisor II,



Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.
NIDN. 0919128201

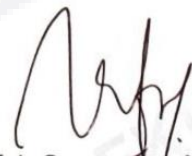
Under the cognizance of,

Dean
Faculty of Teacher Training and Education,



D. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head
English Education Department,



Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Dominggus Aprianus DM

NIM : 4513101058

Judul Skripsi : Using Naruto Comic as A Medium in Improving Students'
Speaking Skill at the First Class in SMA Negeri 13 Makassar

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri dan bukan merupakan plagiasi, baik sebagian maupun seluruhnya.

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Makassar, 6th September 2020

Yang membuat pernyataan,


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TEMPEL**
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6000
ENAMRIBURUPIAH

Dominggus Apranus DM

ABSTRACT

Dominggus Aprianus DM. 2020. *Using Naruto Comic as A Medium in Improving Students' Speaking Skill at the First Class in SMA Negeri 13 Makassar.* (Supervised by Hj. Restu Januarty Batau dan Hj. Nurfaizah Sahib).

This study aimed to know the improvement of Naruto Comic in students' speaking ability at X-IPS.2 class of SMA Negeri 13 Makassar. The result in this research is expected to be useful for students to improve their ability especially in speaking fluency and can help the teachers to be more creative.

This research used Class Action Research (CAR). The population of the research focused on the students of SMA Negeri 13 Makassar in academic years 2019/2020. And the subjects of the research all the students at X-IPS.2 class that consist of 38 students in academic years 2019/2020. The data were taken from students' speaking test, field note and observation sheet. Whole the data analyzed and the result compared with standard criterion to control the achievement.

The result of this research shows that the using of Naruto Comic to students at X-IPS.2 class of SMA Negeri 13 Makassar got the target in the second cycle. At the first cycle, students got the standard score only 51.1%. The writer was continued the research to the second cycle and the result was 71.6%. And in Diagnostic-Test, the students got the score 32.2% that indicated poor classification. This result indicated that the using of Naruto Comic could improve students' speaking ability on fluency aspect of class X-IPS.2 SMA Negeri 13 Makassar as we could see at the first cycle 61.7% improved to be 76.8%.

Keyword: Comic Strip Conversation, Vocabulary, Speaking

ABSTRAK

Dominggus Aprianus DM. 2020. *Using Naruto Comic as A Medium in Improving Students' Speaking Skill at the First Class in SMA Negeri 13 Makassar.* (Dibimbing oleh Hj. Restu Januarty Batau dan Hj. Nurfaizah Sahib).

Penelitian ini bertujuan untuk peningkatan kemampuan berbicara dalam bahasa Inggris siswa kelas X-IPS.2 SMA Negeri 13 Makassar menggunakan komik Naruto sebagai media pada tahun pengajaran 2019/2020. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan berbicara bahasa Inggris dan dapat membantu guru untuk lebih kreatif.

Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dengan dua siklus. Populasi penelitian adalah siswa SMA Negeri 13 Makassar tahun pengajaran 2019/2020 dan subjek penelitian adalah seluruh siswa kelas X-IPS.2 yang terdiri dari 38 siswa di tahun akademik 2019/2020. Data yang diperoleh dari tes berbicara, catatan lapangan dan lembar observasi. Semua data dianalisis dan hasilnya dibandingkan dengan kriteria kelulusan.

Hasil penelitian ini menunjukkan bahwa penggunaan komik Naruto pada siswa X-IPS.2 SMA Negeri 13 Makassar mencapai target pada siklus kedua. Di siklus pertama, siswa yang memperoleh nilai standar hanya 51.1%. Peneliti melanjutkan penelitian ke siklus kedua dan memperoleh hasil 71.6%. Dan nilai rata-rata siswa pada tes diagnostic yaitu 32.2% yang mengindikasikan nilai rendah. Hal itu berarti bahwa ada peningkatan kemampuan berbicara siswa dalam hal akurasi dan penguasaan kosakata. Hasil penelitian ini membuktikan bahwa komik Naruto dapat meningkatkan kemampuan berbicara pada aspek kelancaran berbicara siswa kelas X-IPS.2 SMA Negeri 13 Makassar dapat dilihat pada siklus pertama 61.7% menjadi 76.8%

Kata Kunci: Komik Naruto, Kosakata, Kemampuan Berbicara

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Makassar, 27th November 2020

Dominggus Aprianus DM

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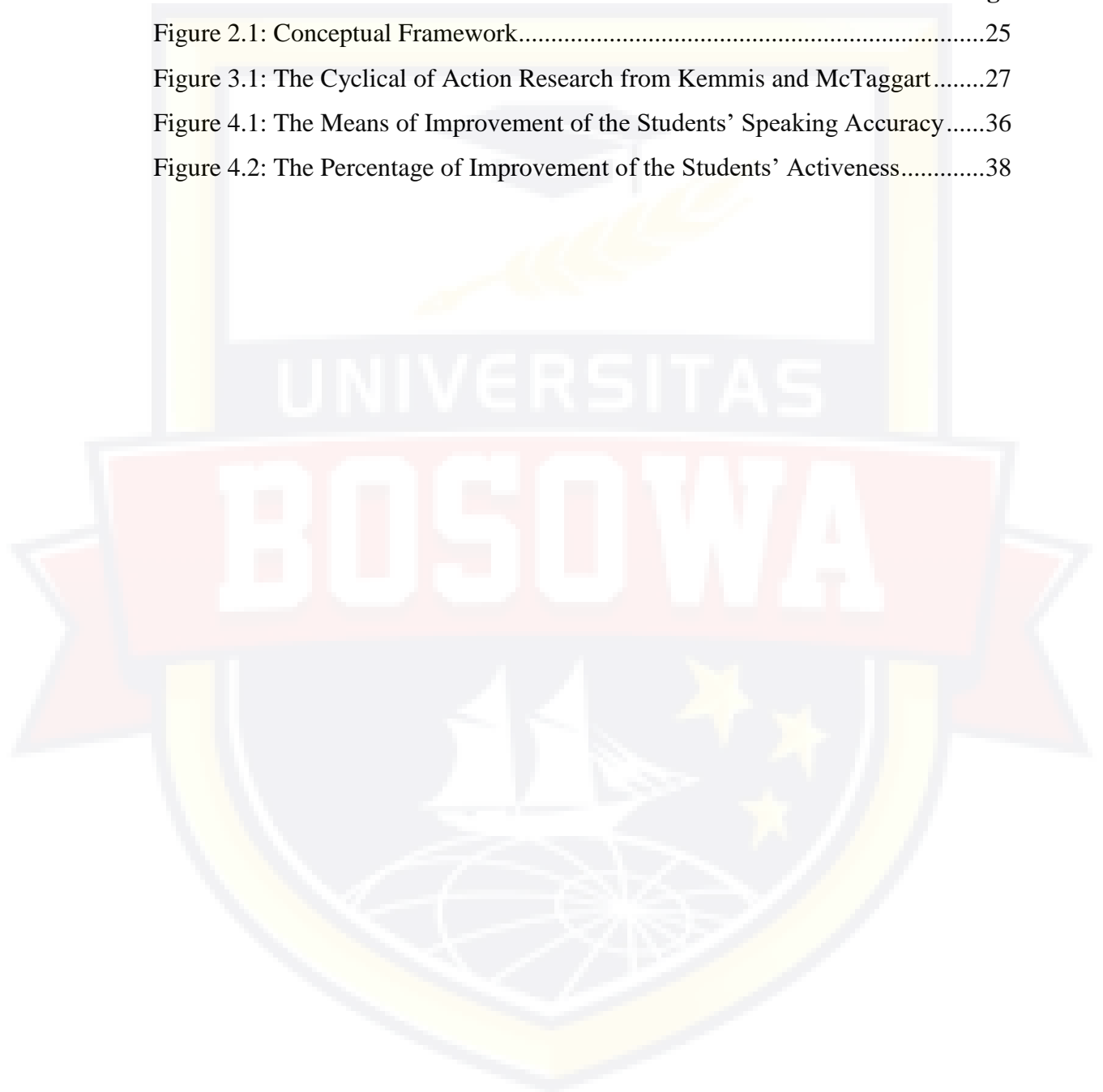


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CHAPTER I

INTRODUCTION

This chapter is a general outline of what this research deals with. It describes the background, the problem statement, the objective of the research, the significant of the research and the scope of the research.

A. Background

English is one of the human languages in the world that has important role in interaction. It has become international language and almost practiced in all part of life. It is important for us to learn the language.

There are four skills that should be master in learning English, they are listening, speaking, reading and writing. Speaking skill on of the main points to master English because it is required to communicate ideas, opinions and comments with other people in conversational situation. Speaking skill is one of the difficulties in learning English. There are many realities indicate that the students sometimes face many problems in learning English specially in speaking. For instances the students are shy to speak, less motivation, self-confidence, afraid to make mistake and so on. So that is way I will focus on speaking skill in my research.

Comic can be used efficiently for this purpose. Comics are usually funny; therefore, applying to the methodological purposes will have the same effect as using games in teaching English that brings a cheerful atmosphere into the class.

One of comic is Naruto. Naruto becomes familiar comic and have a lot of fans in around the world. Those pictures are very amazing and touching same as the content of the story. In Indonesia, Naruto series in television have been success to rise of popularity.

The students at the first grade in SMAN 13 Makassar still cannot use their English in communication because they considered that the English subject is bored and scare. So, their scores in speaking are very low.

Based the statement above, the researcher would like to introduce an approach that could be use by teachers to improve their teaching approach (in teaching English specially) and can help the students to have better understanding in learning English speaking, it is the use of Naruto comic in the classroom.

In this time, the writer sees an interesting chance to apply Naruto comic in teaching and learning process. So, the writer takes a research that “Using Naruto Comic as a Medium in Improving Students’ Speaking Skill”.

B. Problem Statement

Based on background above, the question was appeared as follows: How was the improvement of the students’ speaking accuracy using Naruto comic as a medium at the first grades of SMAN 13 Makassar?

C. Objective of the Research

The objective of the research: To explain the improvement of the students’ speaking accuracy using Naruto comic as medium at the first grades students of SMAN 13 Makassar.

D. Significance of the Research

The research expected to be useful information for the teacher to found out and analyzed the students' speaking skill using Naruto comic as a medium. It was hoped that the learning strategy would be considered as a better strategy to improve the students' speaking skill.

E. Scope of the Research

This research was focused on the teaching of English emphasized on speaking skill in terms of speaking accuracy that focused of pronunciation and vocabulary using Naruto comic as a medium at the first grades students of SMAN 13 Makassar.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous related research findings, pertinent ideas, conceptual of framework and hypothesis of the research.

A. Media

1. Overview of Media

English is both a verbal and written language. As a result, the types of media for English learners can be quite varied. Learner's textbooks often include non-authentic written materials (materials that have been created for the textbook) as well as original materials like articles from newspapers and magazines.

Choosing material for lessons involves knowing your students' level of English, interest and preferences. Look for materials that will keep your students' interest, that are challenging enough to be encouraging but not so difficult that they will become discouraged. Whenever possible, use up to date authentic materials that allow students to see how much of their knowledge can be used in real life setting.

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2001:134), that "As as language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of whole activity".

The teachers' creativity in using medium will increase the probability that student will learn more and knowledge will retain better than mind.

According to Brown et all (2006), there are six principles of media selection:

1. Content

Do the media (i.e. comic book) have significant relation with the lesson? The choice of certain media must be conformed to the lesson message that will be given to the students.

2. Purposes

The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.

3. Price

Before buying certain visual aid, a teacher should consider whether the cost or money spent is accordance with educational result derived from its used.

4. Circumstance of use

In choosing in visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.

5. Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/ she teaches.

6. Validation

A teacher must think whether there are data providing that the students learnt accurately through the used aid.

(Brown et al. 2006:76)

From the explanation above, it should be better if the teacher follows all the principles, so that the teaching and learning process can run normally and the goal the teaching – learning process can be reached.

2. The Use of Media in a Teaching- Learning Process

The use of media in a teaching learning process is very important. Locates and Atkinson in Royanti (2007:77) give a breaif explanation of the roles of media or instructional media as follows:

1. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas and sporting events in television.

2. To inform

The use of media can increase awareness or present facts. It includes newspaper, documentaries on television and advertisements in all media.

3. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing from a state of poor performance to a state competence. It includes motion pictures, slides, film strips recorder and audiotapes.

Based on the explanation above it is very useful information that media have the roles in teaching learning process and that roles are effective for teachers using media in classroom.

B. Comic

1. Definition of Comic

Nana Sudjana (2002:64) defines comics as a kind of cartoon form expressing character and playing a story in sequence of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting completed with action. Comics also appear in newspaper and book.

Scott McCloud in Royanti (2007:13) comics are just a posed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By the definition, single panel illustrations are not comics, but are instead cartoons.

M. Nashir in Royanti (2007:13) says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny.

From the various definitions above, it can be concluded that comic is an artwork which has sequence of stories about characteristics, events in picture from which can be humorous, mysterious, etc.

2. Comics as Media in Teaching

There are at least three reasons why comics and graphic novels are useful teaching tools: (1) there is a great deal of student interest in Comics and this

genre; (2) they are inexpensive to obtain; and (3) the vocabulary is not difficult so they are easy to read (Wright & Sherman, 1999). Most important in the art room, comics create opportunities for teachers to engage students in meaningful discussions about visual Graphic Novels perception, drawing and design, art history and content on multiple choices (Berkowitz & Packer, 2001).

Chilcoat (1993:759) states, it is evident that comic is familiar to and popular with middle and high school students. The comic is a form of literature of these students enjoy. Through comic, students investigate the use of dialogue, succinct, and dramatic vocabulary and non-verbal communication.

3. Strength of Comic in Education

The strengths of comics in education according to Yang Gene in Vassilikopoulou, Boloudakis and Setails (2007:225) are many such as:

- a) **Motivating.** Due to human's natural attraction to pictures, comics can capture and maintain the learner's interest.
- b) **Visual.** Pictures and text mutually tell a story. In this "Interplay of the written and visual" comics "put a human face on a given subject" resulting in emotional connection between students and characters of a comic's story, Versaci in Vassikopoulou, Boloudakis and Setails (2007:225).
- c) **Permanent.** William in Vassikopoulou, Boloudakis and Setails (2007:225) cites comics' "permanent, visual component" in contrast to film and animation, where the medium is permanent but not "pictorial". So "visual permanence" is unique to comics, while time within a comic book progresses at the pace of reader.

- d) Intermediary. Comics can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspiration and confidence for more challenging texts.
- e) Popular. Hutchinson in Vassilikopoulou, Boloudakis and Setails (2007:225) state that “There should be harmony between the child’s on-going life activities and his experiences in the school-new learning always is a continuation or expansion of learning already possessed by the learner”. In addition, comic books promote media literacy, encouraging students to “Become critical consumers of media messages” (Morrison, Bryan & Chilcoat in Vassilikopoulou, Boloudakis and Setails, 2007:225). Through comic books about social aspects of students may examine “Contemporary lifestyles, myths and values” (Brocka in Vassilikopoulou, Boloudakis and Setails, 2007:225).
- f) Development of thinking skills. Analytical and critical thinking skills can be developed through comics according to Versaci in Vassilikopoulou, Boloudakis and Setails (2007:225). Answering of deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

4. The Application of Comic in the Classroom

According to Noemi (2006:27) in Using Comic Strips in Language Classes states that can be applied in the case of comic strips used in language classes.

Comics have a story line, therefore; they have a conclusion or at times a punch line. Comic strips are series of picture that have a sequence story.

Therefore, teachers can use comic strips as visual aids to help students improving their speaking skills. This aid is useful to make students easy to express what they want to talk. There are some procedures that can be describes as follows:

- a) Ask students to fill spider web with some stories they know. This warmer is useful to pay students attention and increase motivation.
- b) Divide students into group of four or five and ask students to observe the comic strips. This step is useful to make students concern to the lesson they will learn.
- c) Ask students to identify things in the pictures. This step is useful to learn vocabulary items they will use in the lesson.
- d) Ask students to answer some questions to get specific information from the story. This step is useful to know detail information from the story.
- e) Ask students to identify the past form of verbs. This step is useful to help students learn grammatical features used.
- f) Ask students to tell the story based on the pictures. Compare with the other groups. This step is useful to practice speaking.

<https://www.byteacher.com/2011/07/teaching-speaking-using-comic-strips.html>

C. Naruto

1. Overview of Naruto

Naruto is Shonen (Teen male oriented) animated series and manga (Japanese Comic) created by Masashi Kishimoto. Both the anime and the manga are ongoing in Japan at the moment. The series has been licensed abroad in

various countries. You can find Naruto manga on American shelves and the animated series airing in the Philippines. The show takes place in a world populated by Ninja villages.

The ninja on the series serves as the armies for the countries that inhabit the world. Most of the countries have their own Hidden Village, which serves to train and manage the ninja of the country. Also, the Ninja in the series is able to utilize Jutsu technique, which are the secrecy, body and illusion arts of the Ninja. These allow the Ninja to perform many amazing skills such as the manipulation of the surrounding elements.

The main character of the series is Uzumaki Naruto, a young boy who dreams of becoming the leader of his Hidden Village. It will be difficult though for Naruto, because when he was a baby an evil demon was placed inside him to stop its rampage. As Naruto grew the town people saw Naruto himself as the demon, even though he was merely its container. When the series begins the reader and viewer will begin their journey with Naruto on his path to become respected by the village.

(<http://www.leafninja.com/intro.php>)

2. The Values in Naruto Comic

According to <http://www.common sense media.org/tv-reviews/naruto-shippuden#review-details-tab-3>. It gives estimating that based on survey of parents and educators below:

a) Parents & Educators Say

- 1) 92% say there are positive messages.

2) 67% say there are positive role models.

b) Positive Messages

Teamwork and loyalty are important, though individual acts of daring and bravery are also rewarded. People who train hard and pay close attention to their instructors will improve their skills and win respect.

c) Positive Role Models

The characters all show reverence and respect for their teachers and elders. The young ninjas in training are all eager to move up in the ranks but adhere to a strict ranking system. Characters are more fully developed than those in many other animated shows.

d) Violence

Plenty of animated martial arts sequences, sometimes involving swords, daggers, and other hand to hand weaponry, but not much blood, gore, or intense imagery.

e) Language

The characters often demonstrate their anger, astonishment, or other emotion with loud outbursts, but never with profanity.

f) Consumerism

Young fans may request Naruto merchandise; there's plenty to choose from.

g) Drinking, Drugs, and Smoking.

Based on the survey, the writer can conclude that Naruto comic has positive values and deliberately can be used to teach students.

D. The Concept of Speaking Skill

1. Definition of Speaking

There are four skills in English: listening, reading, writing, and speaking. Speaking is an expression of human being through conversation. Speaking is a skill which is simply needed more than one person as speaker and listener. This is concluded by the statement by Brown (2004).

Brown (2004) defined speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

Lado (1977) says also that either four or five components are generally recognized in analysis of speech process, they are:

- a.) Pronunciation (Including the segmental features-vowels and consonant and the stress and intonation/ pattern)
- b.) Grammar
- c.) Vocabulary
- d.) Fluency (the ease and the speed of the flow of speech)
- e.) Comprehension

(Lado in Kusmaryati, 2009).

The explanation from Lado, shows that the result of speaking can be marked in many appraisals, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

2. Importance of Speaking

Speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life. The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internetrelated activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made knowing English in dispensable.

Guoqiang (2009) stated that: to be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability.

Although speaking has been included in the educational plan for English teaching in colleges and universities in the past years, the percentage of time devoted to activities in which students can communicate with each other in English remains small in the whole class. Speaking is the skill that the students will be judged upon most in real-life situation .It is an important part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensibly.

3. Types of Spoken Language

Nunan (1993) explained that: in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (Impromptu lectures and long stories in conversations). Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey propositional or factual information (transactional).In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension.

4. Problem in Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking.

Brown (2001) suggested some causes that make speaking difficult as follows:

a.) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b.) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c.) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d.) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to

pause and hesitate. For example, in English our thinking time is not silent; we insert certain fillers such as *uh*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e.) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

f.) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g.) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h.) Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. Classroom Speaking Performance

Speaking is one of skill that students should study in the classroom because speaking is not a simple skill in learning English. It can be used to

express ideas or other purposes in having relation in the world. There are some definitions of speaking according to experts.

Speaking is the active of language to use express the meanings in order to get the response from listener. It can be assumed that speaking as the activity of a person to express his or her ideas, feeling or something in her/his mind to get response from other person by spoken language.

Richards (2008) stated that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

6. Criteria of Good Speaking Performance

Speaking is not just expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Speaking assess the speaker to be able to transfer their idea through speech.

There are the aspects of speaking performance:

a.) Fluency

In a Sulistya's thesis (2013), A speaking skill is the ability to express oneself in life situation (Lado,1961:240), to cooperate in the management of speaking turns (Thornbury,2005:14), use knowledge in the action (Bygate, 1991:4), use a language expressing one-self in words (Hornby, 2000:826), and use

the language to express meaning so that other people can make sense of them (Cameron,2001:12).

Foster and Skehan in Nunan (2004) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying and by subjects as they complete a task.

b.) Pronunciation

Thornbury (2005) Pronunciation refers to the student ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001) provided more issues related to pronunciation. He suggested pitch, intonation, individual sounds, sounds and spelling, and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

c.) Grammar

Brown (2001) stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

From that statement, we know that grammar is used to arrange the words into appropriate sentence by considering all the use of each word and it's tense. Grammar makes well arrange group of words that will be delivered to be known well.

d.) Vocabulary

Thornbury (2005) suggested three usual things used by speakers in what they are being said:

- 1) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- 2) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- 3) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

e.) Interactive Communication

According to Thornbury (2005), Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. The statement above explained that the meaning in conversation as the way of communication should deliver well to get an appropriate interpretation from the speaker to listener.

f.) Appropriateness

Appropriateness should consider the subject matter and its influence through the conversation process. We can see it from the statement below: Harmer (2001) stated the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are: Setting, participants, gender, channel, topic, complexity.

g.) Complexity

Brown, Anderson, Shillock, and Yule in Nunan (2004) provided what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

7. Evaluation of Speaking

During speaking activities, the teachers need to play a number of different roles to gain optimal objective in class. Harmer (2007) pointed out three roles of teachers in teaching speaking.

Harmer (2007) provided the three roles of teachers in teaching speaking:

a.) Prompter

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a prompter has a rule to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

b.) Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students engagement or maintain creative atmosphere.

c.) Feedback Provider

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

Then, there are the way to assess the speaking performance as it is mentioned by Brown (2003). He suggested assessment tasks for interactive speaking (interpersonal and transactional):

a.) Interview

When oral production assessment is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty five minutes, depending on their purpose and context.

b.) Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

c.) Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as

informal techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

8. Skill

Hornby (2004:33) defined skill is the mental or physical capacity, power or skill required to do something. Roach in Samsu Alam (2007:48) stated the skill is the level of success full performance of the objects of measurement on variable.

Based on the definition above, the writer can conclude that skill is proficiency or capacity that required doing something or that can be used to measure the successful of someone, it can be natural or acquired.

9. The Elements of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

a.) Accuracy

Based on Webster Dictionary (2007:15), accuracy is the quality of being accurate, while in Oxford Dictionary (2012:20) accuracy is degree of being correct. Marcel (2008:15) states that accuracy is a manner of people in using appropriate word a pattern of sentences. In this case, accuracy divided into two, they are pronunciation and vocabulary.

According to Harmer (2004:15) aspect of speaking can be divided as follows:

1) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection.

2) Vocabulary

According to Webster's near world print dictionary (Webster 2007:2946), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

Harmer (2004:159) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows: oral vocabulary, writing vocabulary, listening vocabulary, and reading comprehension.

10. The Characteristics of a Successful Speaking Activity

According to Penny Ur (1996:120), Speaking for leaner is not easy at least four criteria should be covered by the learner in speaking activity. They are:

- a.) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- b.) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c.) Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d.) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

E. Conceptual Framework

The conceptual framework this research was given in the following diagram:

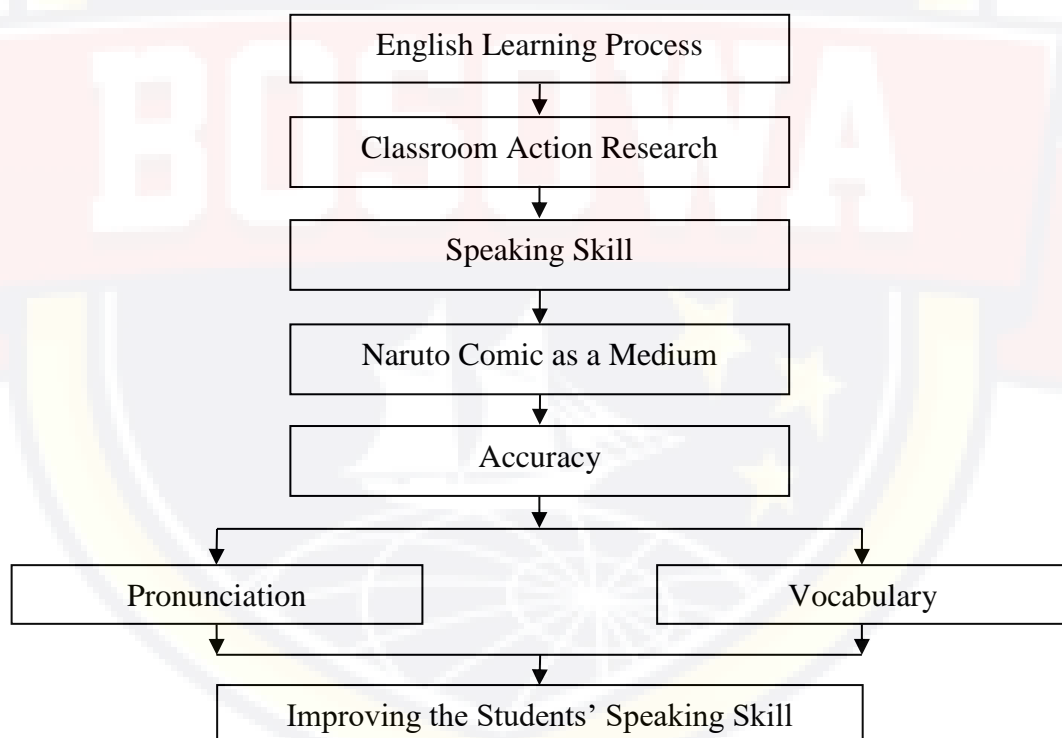


Figure 2.1: Conceptual Framework

In this conceptual framework, in the learning process, speaking was the main skill the main skill that must be mastery by the students. But in fact, the

students in Senior High School had basic problem in speaking. The basic problems students in speaking were pronunciation and vocabulary skill.

The researcher applied Naruto Comic as a medium to overcome the problems. In the process of the research, the researcher found the using Naruto Comic as a medium to improve speaking accuracy in terms pronunciation and vocabulary. This learning process used Classroom Action Research that had four phases. They were; planning, action, observation and reflection.



CHAPTER III

RESEARCH METHOD

This chapter consists of research design, subject of the research, instrument of the research, procedure of action research, technique of collecting data, technique of data analysis, assessment procedure, marking scheme and achievement criteria.

A. Research Design

This research used Classroom Action Research (CAR) design. It consisted of planning, action, observation and reflection. The figure can see as follow:

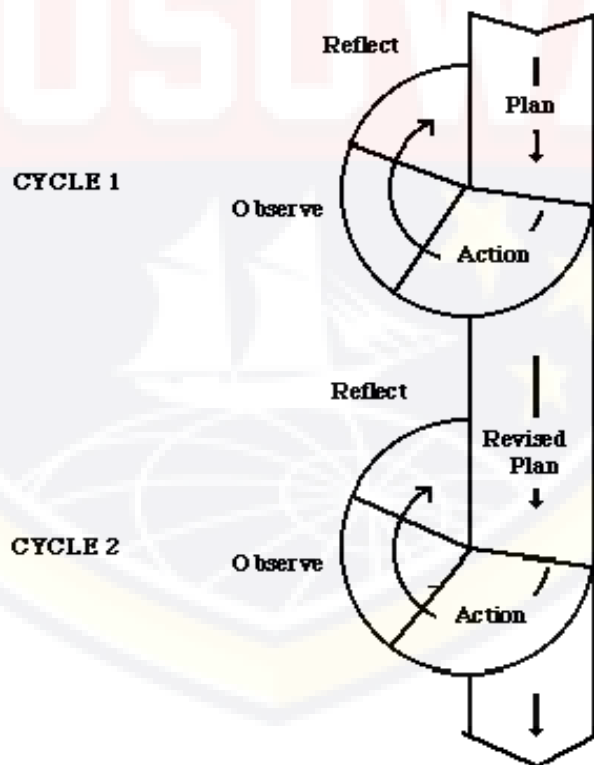


Figure 3.1: The Cyclical of Action Research from Kemmis and McTaggart (1998:18).

B. Subject of the Research

The subject of this research was the first grade in SMA Negeri 13 Makassar in academic year 2019/2020, which consisted of 38 students.

C. Instrument of the Research

Related to instrument of the research, the writer used some instruments based on the research as follows:

1. Speaking Test

The writer gave oral test to find out the students' competence in English speaking ability that focus on pronunciation and vocabulary.

2. Observation Sheet

The observation sheet was used to observe the application of teaching speaking by using Naruto comic and the students' activity in the teaching during action in every cycle.

3. Field Note

Field note was used to take data about the activity of students in learning process.

4. Hand Phone

The researcher used hand phone to take a picture and record of research activities.

D. Procedure of Action Research

This research used two cycles such as cycle 1 and cycle 2, the step of the cycles as followed below:

1. Planning

This research finished in some procedures. The first procedure was to arrange the planning that conducted as the following steps:

- a. The writer discussed with the teacher to prepare the lesson plan, materials and the instruments which were using during the research. Those instruments were observation sheet, note taking, hand phone and speaking test.
- b. Procedure of assessment in this session.

2. Action

The action applied based on the planning that have made by writer. In the action of teaching speaking, the writer followed all the procedure of the applying of Naruto Comic.

3. Observation

The writer acted and behaved as a classroom teacher as well as an observer. The classroom observation finished during the teaching and learning process and the information that obtained from the action during observation in teaching learning process very useful to recognize the effect of the treatment.

4. Reflection

In reflection step, writer tried to evaluate the previous activity in that classroom. It means that in reflection, writer known the strength and the teacher cooperated to analysis the result of the speaking test to make sure about the strength and the weaknesses of the first cycle and what should be revising for the next cycle.

E. Technique of Collecting Data

In collecting the data, the writer followed the procedures:

1. Observation

The observation aimed to collect the data about the activities finish by the writer and the students while teaching and learning process, including the speaking English applied in teaching, whether observation was done based on the expectation in planning or not. The observation activity will check by the observer and choose by the writer.

2. Test

The writer gave speaking test to students to know the first score of students' fluent in speaking before getting the treatment.

F. Technique of Data Analysis

The finding of this research analyzed under quantitative. The writer analyzed the data quantitatively after conducting the action. It means that the writer used percentage technique to know the improving students' score.

- a. The way to calculate the mean score of the students' test speaking ability by used the formula as follows:

$$\bar{X} = \frac{\sum Xi}{N}$$

Where:

\bar{X} = The mean score

$\sum Xi$ = The total raw score

N = The number of students

- b. And to calculate the percentage of the students' score, the formula which used as followed:

$$P = \frac{F}{N} \times 100$$

Where:

- P : Percentage Rate
 F : Frequency of the Correct Answer
 N : Maximum Score

Arikunto (2007: 29)

- c. To know the percentage of students' improvement by applying the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

- P : Percentage
 X_1 : 1st Cycle
 X_2 : 2nd Cycle

(Gay in Jaswan, 2010:28)

- d. From the basic standard above the writer formulated the standard score for the total value of the students by calculating the standard score give, as follows:

Table 3.1: The Classifications of Students' Score

Score	Classifications
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fair
0-59	Poor

(Depdikbud in Rosmiati, 2010:31)

e. Scoring Participation

To interpret the students' activeness, the researcher used the following classification:

Table 3.2: The Intensities of Participation in Mean Score

Mean Score	Intensities of Participation
81-100	Very interest
61-80	High interest
41-60	Average interest
21-40	Low interest
0-20	Very low interest

Rosmiati (2010:31)

G. Assessment Procedure

In order researcher got the accurate data of students' speaking score, this study had two raters, namely the writer as the first rater and the English teacher who teaching at first grade of SMA Negeri 13 Makassar as the second rater and the result of score be merger.

H. Marking Scheme

In scoring students' speaking ability through Naruto Comic, the writer used a band score of analytical scoring system profile (Ur, 2003:135) in which the students' speaking evaluated in two components those are pronunciation and vocabulary. The assessment criteria were as follows:

Table 3.3: Assessment Criteria of Students' Pronunciation Accuracy

Classification	Score	Criteria
Very good	5	Pronunciation is slightly influence by the mother tongue
Good	4	Pronunciation is still influence by the mother tongue but no serious errors
Average	3	Pronunciation is influence by the mother tongue but only a few serious phonological errors.
Poor	2	Pronunciation seriously influenced by mother tongue but only a few serious phonological errors.
Very poor	1	Serious pronunciation errors

Table 3.4: Assessment Criteria of Students' Vocabulary Accuracy

Classification	Score	Criteria
Very good	5	Use vocabulary of idioms is virtually that of native speaker
Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical in adequacies
Average	3	Frequently the wrong words, conversation somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible

(Heaton in Asri, 2000:26)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings of the research and discussion. The findings of the research present of the result of the improvement of the students' speaking ability that covers the students' speaking accuracy in term vocabulary and pronunclation, and the discussion of the research cover the further explanation of the findings.

A. Findings

1. Improvement of the Students' Speaking Accuracy

The application of using Naruto comic as a medium in improving the students' speaking accuracy deals with vocabulary and pronunclation at the first grades students in X-IPS.2 class of SMA Negeri 13 Makassar, can be seen clearly in the following table:

Table 4.1: The Improvement of the Students' Speaking Accuracy

Indicators	Students' Score			Improvement (%)	
	D-Test	Cycle 1	Cycle 2	DT →C1	C1 →C2
Pronunciation	35.4	54.6	76.7	54.2	40.5
Vocabulary	29.1	47.6	66.5	63.6	39.7
Σx	64.5	102.2	143.2	117.8	80.2
\bar{x}	32.2	51.1	71.6	58.7	40.1

The table above indicated that there was improvement of the students' speaking accuracy from Diagnostic-Test to Cycle 1 and Cycle 2 (Diagnostic – Test > Cycle 1 > Cycle 2) which in Diagnostic-Test of the students' mean score achievement in speaking accuracy was 32.2. After evaluation in Cycle 1, the students' speaking accuracy becomes 51.1, so the improvement of the students' speaking accuracy achievement from Diagnostic-Test to Cycle 1 was 58.7%. there was improvement of the students; speaking accuracy from Cycle 1 to Cycle 2 where the students' speaking accuracy in Cycle was 51.1, and in Cycle 2 was 71.6. So, improvement of students' speaking accuracy achievement from Cycle 1 to Cycle 2 was 40.1%.

In the table above also indicated that the indicators of students' speaking accuracy improved in which Diagnostic-Test, the students' vocabulary achievement was 29.1. After evaluation in Cycle 1, the students' achievement in vocabulary became 47.6 and in Cycle 2 became 66.5. The students' pronunciation achievement also improved from Diagnostic-Test to Cycle 1 was 35.4 to 54.6, and in Cycle 2 was 76.7.

The table above proved that the use of Naruto comic as a medium in teaching and learning process was able to improve of students' speaking accuracy after taking action in Cycle 1 and Cycle 2 where the percentage from Diagnostic-Test to Cycle 1 was 58.7% then Cycle 1 to Cycle 2 was 40.1%.

To see clearly the means of improvement of the students' speaking accuracy, the following chart was presented:

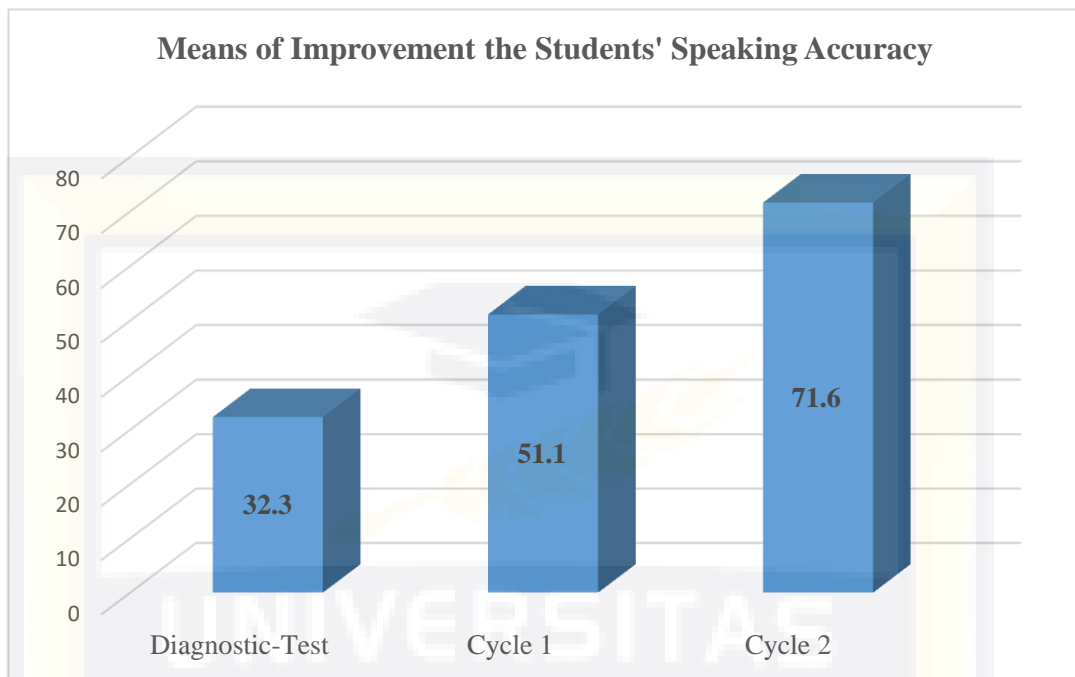


Figure 4.1: The Means of Improvement of the Students' Speaking Accuracy

The chart above showed the means of improvement of the students' speaking accuracy in Cycle 2 71.6 was higher than Cycle 1 51.1 and Diagnostic-Test 32.2. It also showed that the result of Diagnostic-Test was the lowest achievement. After evaluation in Cycle 1 and Cycle 2, there was an improvement of the students' speaking accuracy that shown clearly in the chart after taking an action in Cycle 1n using Naruto comic as a medium in the classroom.

2. The Result of Students' Activeness in Using Naruto Comic as Medium

The implementation of Naruto comic as a medium in teaching and learning process at the first grades students of SMA Negeri 13 Makassar in class X-IPS.2 which was conducted in two cycles during four meetings was taken by the researcher through observation sheet. It can be seen clearly through the following table:

Table 4.2: The Result of Students' Score in Cycle 1 and Cycle 2

Cycle	Meetings				Average Score	Criteria
	1	2	3	4		
I	56.8%	58.1%	65.2%	66.8%	61.7%	High Interest
II	66.9%	74%	81.3%	85%	76.8%	High Interest

The result above was formulated based on the technique of data analysis and the students' scores that were collected through observation sheet. From the table above showed that in Cycle 1 the students' activeness in each meaning improved significantly. It could be seen clearly in table that the students in fourth meetings was higher than first, second and the third meetings, where the first meeting in Cycle 1 the students' activeness was 56.8% improved to 58.1% in the second meeting and then students' activeness in the third meeting was 65.2% improved to 66.8% in the fourth meeting. So, the average of the students' activeness in Cycle 1 was 61.7%.

In Cycle 2 the improvement of the students' activeness was still up. Where in the first meeting in Cycle 2 the students' activeness was 66.9% increased to 74% in the second meeting and it is higher than the first meeting. In the third meeting in Cycle 2 the students' activeness improved significantly to 81.3%, then in fourth meeting the students' activeness improved to 85%. So, the average of the students' activeness in Cycle 2 was 76.8%.

The result was presented in the chart below that showed the average of students' activeness in the first Cycle and the second Cycle.

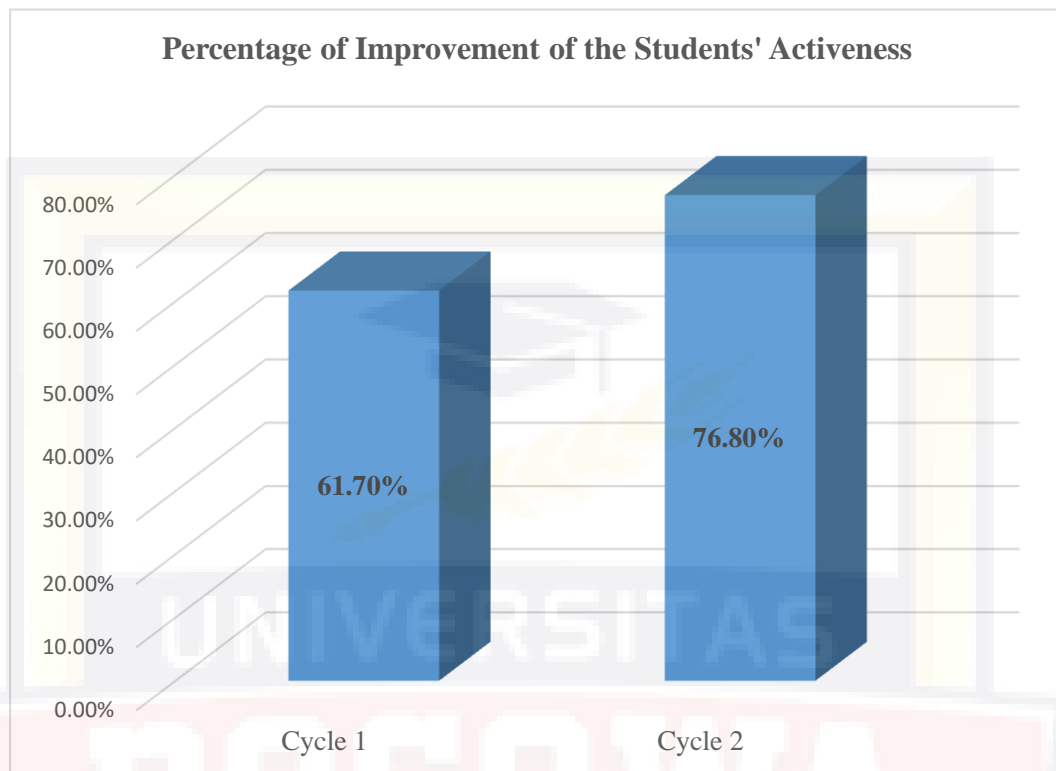


Figure 4.2: The Percentage of Improvement of the Students' Activeness

The chart above showed that there was improvement of students' activeness in teaching and learning process where in Cycle 1 was 61.7% lower than Cycle 2, but after conducting Cycle 2 the students' activeness in learning process became 76.8%.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' speaking accuracy in terms of pronunciation and vocabulary using Naruto comic as a medium.

1. Classification Score in Speaking Accuracy

- a. The Improvement of the Students' Speaking Accuracy Dealing with Pronunciation and Vocabulary

1. Pronunciation

The use of Naruto comic as a medium in improving the students' speaking accuracy in terms of pronunciation could be seen the difference by considering the result of the students' Diagnostic-Test and the students' achievement after taking action in Cycle 1 and Cycle 2 using Naruto comic as a medium.

Table 4.3: Percentage of the Students' Pronunciation in Speaking

No	Classification	Range	Non NCAM		Application of NCAM			
			D-Test		Cycle 1		Cycle 2	
			Freq	%	Freq	%	Freq	%
1	Excellent	90-100	0	0	1	2.7	5	13.5
2	Very Good	80-89	0	0	-	-	-	-
3	Good	70-79	0	0	3	8.1	21	56.8
4	Fair	60-69	2	5.7	18	48.7	11	29.7
5	Poor	0-69	33	94.3	15	40.5	-	-
Total			35	100	37	100	37	100

Table above showed that the percentage of the students' pronunciation in speaking Diagnostic-Test indicated that two students (5.7%) got fair, 33 students (94.3%) got poor, and none of students for the other classification.

After taking an action in Cycle 1 by using Naruto comic as a medium the percentage of the students' pronunciation was one student (2.7%) got excellent, three students (8.1%) got good, 18 students (48.7%) got fair, 15

students (40.5%) got very poor and none of students for the other classification. In Cycle 2, the percentage of the students' pronunciation in speaking was 5 students (13.5%) got excellent, 21 students (56.8%) got good, 11 students (29.7%) get fair and none of students for the other classification. The result above also proved that the use of Naruto comic as a medium was able to improve the students' speaking pronunciation where result of Cycle 2 was higher than Cycle 1 and Diagnostic-Test (Cycle 1 \geq Cycle 1 \geq Diagnostic-Test). It explained that there was significant improvement of the students' speaking accuracy in terms pronunciation.

2. Vocabulary

The use of Naruto comic as a medium in improving the students' speaking accuracy in terms vocabulary could be seen the difference by considering the result of students' Diagnostic-Test and the students' achievement after taking action in Cycle 1 and II using Naruto comic as a medium.

Table 4.4: Percentage of the Students' Vocabulary in Speaking

No	Classification	Range	Non NCAM		Application of NCAM			
			D-Test		Cycle 1		Cycle 2	
			Freq	%	Freq	%	Freq	%
1	Excellent	90-100	0	0	-	-	1	2.7
2	Very Good	80-89	0	0	-	-	-	-
3	Good	70-79	0	0	1	2.7	10	27
4	Fair	60-69	1	2.9	12	32.4	26	70.3
5	Poor	0-69	34	97.1	24	64.9	-	-
Total			35	100	37	100	37	100

The table above showed that the percentage of the students' vocabulary in speaking Diagnostic-Test indicated that one student (2.9%) got fair, 34 students (97.1%) got poor and none of students for the other classification. After taking an action in Cycle 1 by using Naruto comic as a medium the percentage of the students' vocabulary was one student (2.7%) got good, 12 students (32.4%) got fair, 24 students (64.9%) got poor and none of students for the other classification. In Cycle 2, the percentage of the students' vocabulary in speaking was one student (22.7%) got excellent, 10 students (27%) got good, 26 students (70.3%) got fair and none of the students for the other classification. The result above also proved that the used of Naruto comic as a medium was able to improve the students' speaking vocabulary where result of Cycle 2 was higher than Cycle 1 and Diagnostic-Test (Cycle 2 \geq Cycle 1 \geq Diagnostic-Test). It explained that there was significant improvement of the students' speaking accuracy in terms vocabulary.

To make this discussion clear, the researcher would like to explain that the students' speaking accuracy in terms pronunciation and vocabulary could be improved by using Naruto comic as a medium at the first grade in IX.IPS2 class of SMA Negeri 13 Makassar in 2019/2020 academic year.

Pronunciation skill of students in Diagnostic-Test was lack that 33 students (94.3%) got poor, and two students (5.7%) got fair. In Cycle 1, 15 students (40.5%) got poor, 18 students (48.7%) got fair, three students (8,1%) got good and one student (2.7%) got excellent classification. In Cycle 2, 11 students (29.7%)

got fair. 21 students (56.8%) got good and five students (13.5%) got excellent classification.

The statistic of improvement above that the students who got poor, decreasing significantly from 34 students in Diagnostic-Test to 24 students in Cycle 1, then in Cycle 2 no one got very poor classifications. The students who got fair classification increasing from Diagnostic-Test was one student to 12 students in Cycle 1 then in Cycle 2 amounts of students got poor still increased 26 students. Then the students who get good in Diagnostic-Test until Cycle 2 still increased no one students (DT), one student (C1) and 27 students (C2I). Next in Diagnostic-Test and Cycle 1 none of students got excellent but Cycle 2 only one student achieved it.

Based on the explanation above, target of research that KKM 60 was attained that there were improvement speaking skill in terms accuracy dealing pronunciation and vocabulary which were proved with the increasing students score and activeness. Therefore, the research was not continued to the third cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on discussion proposed in previous chapter. The following conclusions were presented:

1. Using Naruto comic as a medium in teaching-learning process was able to improve the students' speaking accuracy in terms pronunciation and vocabulary at the first grades students in X-IPS.2 class of SMA Negeri 13 Makassar.
2. Students' speaking accuracy improved based on the findings of Diagnostic-Test was 32.2, in Cycle 1 was 5.1 and Cycle 2 was 71.6. The percentage of students' improvement from Cycle 1 to Cycle 2 was 40.1%.
3. Students' pronunciation was improve based on the finding of Diagnostic-Test was 35.4, in Cycle 1 was 54.6 and Cycle 2 was 76.7. The percentage of students' improvement from Cycle 1 to Cycle 2 was 40.5%.
4. Students' vocabulary improved based on the findings of Diagnostic-Test was 29.2, in Cycle 1 was 47.6 and Cycle 2 was 66.5. The percentage of students' improvement from Cycle 1 to Cycle 2 was 39.7%.
5. The students' activeness in learning in using Naruto comic as a medium in classroom was high, 61.7% in Cycle 1 and 76.8% in Cycle 2.

So, the using Naruto comic as a medium was able to improve students' speaking skill in terms accuracy that dealing in pronunciation and vocabularyit could improve students' activeness in the classroom.

B. Suggestion

In line with the above conclusion of this classroom action research, some suggestions could be made as follows:

1. It was suggested to the English teachers for using the interesting media in teaching and learning students.
2. The teachers should be creative in teaching English, especially vocabulary, because to master English it needs more technique or method in increase it.
3. Comic is one of medium that have power to motivate students to learn the contents. Teachers can use it as an alternative medium to teach students in classroom.
4. The students should be highly motivated to know a lot of vocabulary and use them in oral and written communication.
5. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.

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UNIVERSITAS

BOSOWA

APPENDIX



APPENDIX 1

**ATTENDANCE LIST OF CLASS X-IPS.2
ACADEMIC YEAR 2019/2020**

No.	Students' Name	Code	Attendance							
			Cycle I				Cycle II			
			1	2	3	4	1	2	3	4
1	Kasriandi	S-1	✓	✓	✓	-	✓	-	✓	✓
2	Hariawan	S-2	✓	✓	✓	✓	-	✓	✓	✓
3	Nasrun	S-3	-	-	✓	✓	✓	✓	✓	✓
4	Abdul Rais	S-4	✓	✓	✓	✓	✓	✓	✓	✓
5	Nur Annisa	S-5	✓	✓	✓	✓	-	✓	✓	✓
6	Sri Wahyuni	S-6	✓	✓	✓	✓	-	✓	✓	✓
7	Nurinsani	S-7	✓	✓	✓	✓	✓	✓	✓	✓
8	Ahmad Arman	S-8	✓	✓	✓	✓	✓	✓	✓	✓
9	Nurul Istiqamah	S-9	✓	✓	✓	✓	✓	✓	✓	✓
10	Muh. Ali Bachtiar	S-10	✓	✓	✓	✓	✓	✓	✓	✓
11	Zulkifli Kadir	S-11	✓	✓	✓	✓	✓	✓	✓	✓
12	Muh. Asfar	S-12	✓	✓	✓	✓	✓	-	✓	✓
13	Ibrahim B	S-13	✓	✓	✓	✓	✓	✓	✓	✓
14	Golang Prambata	S-14	✓	✓	✓	✓	✓	✓	✓	✓
15	Muh. Irfandi	S-15	✓	✓	✓	✓	✓	✓	✓	✓
16	Nurfiana	S-16	✓	✓	✓	✓	✓	✓	✓	✓
17	Nur Fahira	S-17	✓	✓	✓	✓	✓	✓	✓	✓
18	Ricky Syamsul	S-18	✓	✓	✓	✓	✓	✓	✓	✓
19	Hendra Agustiawan	S-19	✓	-	✓	✓	✓	✓	✓	✓
20	Adila Dwiyani	S-20	✓	✓	✓	✓	✓	✓	✓	✓
21	Siska	S-21	✓	✓	✓	✓	✓	✓	✓	✓
22	Anggi Andriyani	S-22	✓	✓	✓	✓	✓	✓	✓	✓
23	Nusulul Magfirah	S-23	✓	✓	✓	✓	✓	✓	✓	✓
24	Resky Rahayu	S-24	✓	✓	✓	✓	✓	✓	✓	✓
25	Muh. Rifandi	S-25	✓	✓	✓	✓	✓	✓	✓	✓
26	Hasnafati	S-26	-	-	✓	✓	✓	✓	✓	✓

27	Miftahul Latif	S-27	✓	✓	✓	✓	✓	✓	✓	✓
28	Ryan Andika	S-28	✓	✓	✓	✓	✓	✓	✓	✓
29	Andika Purwotho	S-29	✓	✓	✓	✓	✓	✓	✓	✓
30	Feby Febrianti	S-30	✓	✓	✓	✓	✓	✓	✓	✓
31	Dwi Putri Wahyu KA	S-31	✓	✓	✓	✓	✓	✓	✓	✓
32	Muh. Irzan Al-Farabi	S-32	✓	✓	✓	✓	✓	✓	✓	✓
33	Wafrahamira Razah	S-33	✓	✓	✓	✓	✓	✓	✓	✓
34	Nurhalimah	S-34	✓	✓	✓	✓	✓	✓	✓	✓
35	Muh. Yusrin	S-35	✓	✓	✓	✓	✓	✓	✓	✓
36	Nur Amira	S-36	✓	✓	✓	✓	✓	✓	✓	✓
37	Inry Yani	S-37	✓	✓	✓	✓	✓	✓	✓	✓
38	Resky Ramadan	S-38	-	✓	✓	✓	✓	✓	✓	✓

BOSOWA



APPENDIX 2

STUDENTS' DIAGNOSTIC-TEST

CODE	ACC		ΣX	\bar{X}	CRITERIA	KET
	PRO	VOC				
S-1	40	40	80	40	Poor	
S-2	40	40	80	40	Poor	
S-3	-	-	-	-	-	Sakit
S-4	20	20	40	20	Poor	
S-5	40	40	80	40	Poor	
S-6	40	20	60	30	Poor	
S-7	40	60	100	50	Poor	
S-8	20	20	40	20	Poor	
S-9	60	40	100	50	Poor	
S-10	20	20	40	20	Poor	
S-11	40	40	80	40	Poor	
S-12	20	20	40	20	Poor	
S-13	20	20	40	20	Poor	
S-14	40	20	60	30	Poor	
S-15	20	20	40	20	Poor	
S-16	40	40	80	40	Poor	
S-17	40	40	80	40	Poor	
S-18	20	20	40	20	Poor	
S-19	40	40	80	40	Poor	
S-20	20	20	40	20	Poor	
S-21	20	20	40	20	Poor	
S-22	40	20	60	30	Poor	
S-23	40	40	80	40	Poor	
S-24	40	40	80	40	Poor	
S-25	40	40	80	40	Poor	
S-26	-	-	-	-	-	Izin
S-27	40	40	80	40	Poor	
S-28	40	20	60	30	Poor	
S-29	40	20	60	30	Poor	

S-30	40	40	80	40	Poor	
S-31	60	40	100	50	Poor	
S-32	40	20	60	30	Poor	
S-33	40	20	60	30	Poor	
S-34	40	20	60	30	Poor	
S-35	20	20	40	20	Poor	
S-36	40	20	60	30	Poor	
S-37	40	20	60	30	Poor	
S-38	-	-	-	-	-	Absen
$\sum X$	1240	1020	2260	1130		
\bar{X}	35.4	29.1	64.5	32.2		

Keterangan:

ACC = Accuracy

PRO = Pronunciation

VOC = Vocabulary

APPENDIX 3

STUDENTS' ACCURACY SCORE IN CYCLE 1

CODE	ACC		ΣX	\bar{X}	CRITERIA	KET
	PRO	VOC				
S-1	-	-	-	-	-	Sakit
S-2	60	40	120	60	Poor	
S-3	60	60	100	50	Fairly	
S-4	40	40	100	50	Poor	
S-5	60	60	120	60	Fairly	
S-6	60	40	100	50	Poor	
S-7	60	60	120	60	Fairly	
S-8	60	40	100	50	Poor	
S-9	60	60	120	60	Fairly	
S-10	60	40	100	50	Poor	
S-11	60	40	100	50	Poor	
S-12	60	40	100	50	Poor	
S-13	60	40	100	50	Poor	
S-14	40	60	100	50	Poor	
S-15	40	40	80	40	Poor	
S-16	80	60	140	70	Good	
S-17	40	40	80	40	Poor	
S-18	60	40	100	50	Poor	
S-19	60	40	100	50	Poor	
S-20	40	40	80	40	Poor	
S-21	40	40	80	40	Poor	
S-22	40	60	100	50	Poor	

S-23	40	40	80	40	Poor	
S-24	40	80	120	60	Fairly	
S-25	40	60	100	50	Poor	
S-26	40	40	80	40	-	
S-27	60	40	100	50	Poor	
S-28	60	40	100	50	Poor	
S-29	40	40	80	40	Poor	
S-30	40	40	80	40	Poor	
S-31	100	60	160	80	Very Good	
S-32	80	60	140	70	Good	
S-33	60	40	100	50	Poor	
S-34	60	40	100	50	Poor	
S-35	40	40	80	40	Poor	
S-36	80	60	140	70	Good	
S-37	60	40	100	50	Poor	
S-38	40	60	100	50	Poor	
ΣX	2020	1760	3780	1890		
\bar{X}	54.5	47.5	102	51		

Keterangan:

ACC = Accuracy

PRO = Pronunciation

VOC = Vocabulary

APPENDIX 4

STUDENTS' ACCURACY SCORE IN CYCLE 2

CODE	ACC		ΣX	\bar{X}	CRITERIA	KET
	PRO	VOC				
S-1	80	60	140	70	Good	
S-2	80	60	140	70	Good	
S-3	80	80	160	80	Good	
S-4	80	60	140	70	Good	
S-5	80	60	140	70	Good	
S-6	60	80	140	70	Good	
S-7	80	60	140	70	Good	
S-8	80	60	140	70	Good	
S-9	60	60	120	60	Fairly	
S-10	80	60	140	70	Good	
S-11	80	80	160	80	Very Good	
S-12	-	-	-	-	-	Sakit
S-13	60	60	120	60	Fairly	
S-14	80	60	140	70	Good	
S-15	80	60	140	70	Good	
S-16	100	80	180	90	Excellent	
S-17	60	60	120	60	Fairly	
S-18	60	60	120	60	Fairly	
S-19	60	60	120	60	Fairly	
S-20	80	60	140	70	Good	
S-21	60	60	120	60	Fairly	
S-22	60	80	140	70	Good	

S-23	80	60	140	70	Good	
S-24	80	80	160	80	Very Good	
S-25	80	80	160	80	Very Good	
S-26	60	60	120	60	Fairly	
S-27	80	60	140	70	Good	
S-28	80	60	140	70	Good	
S-29	80	60	140	70	Good	
S-30	60	60	120	60	Fairly	
S-31	100	100	200	100	Excellent	
S-32	100	80	180	90	Excellent	
S-33	80	60	140	70	Good	
S-34	80	60	140	70	Good	
S-35	80	60	140	70	Good	
S-36	100	80	180	90	Excellent	
S-37	100	80	180	90	Excellent	
S-38	60	60	120	60	Fairly	
ΣX	2860	2440	5300	2650		
\bar{X}	76.7	66.5	143.2	71.6		

Keterangan:

ACC = Accuracy

PRO = Pronunciation

VOC = Vocabulary

APPENDIX 5**INSTRUMENT****Pre - test****Speaking Text**

The Title of the Story: NARUTO STORY

The kind of the Story: Folk Tale

Time:

- 30 minutes for analyzing and preparing the story based on the comic.
- Every student has 3 until 5 minutes in telling the story of the comic.

Instruction:

1. Analyzing the story that may happen on the comic.
2. Create the story that you have analyzed. Just express more your imagination and ideas.

(You may use the following questions in build or create your story)

- What is picture talk about?
 - What happen? Where? And When?
 - Who is the figure in the story?
3. Telling the story based on the result of your analyzing of the story.
 4. Don't forget using expressions in your voice when telling the story

Treatment

Speaking Text

The Title of the Story: INTRODUCTION OF TEAM (NARUTO)

The kind of the Story: Folk Tale

Time:

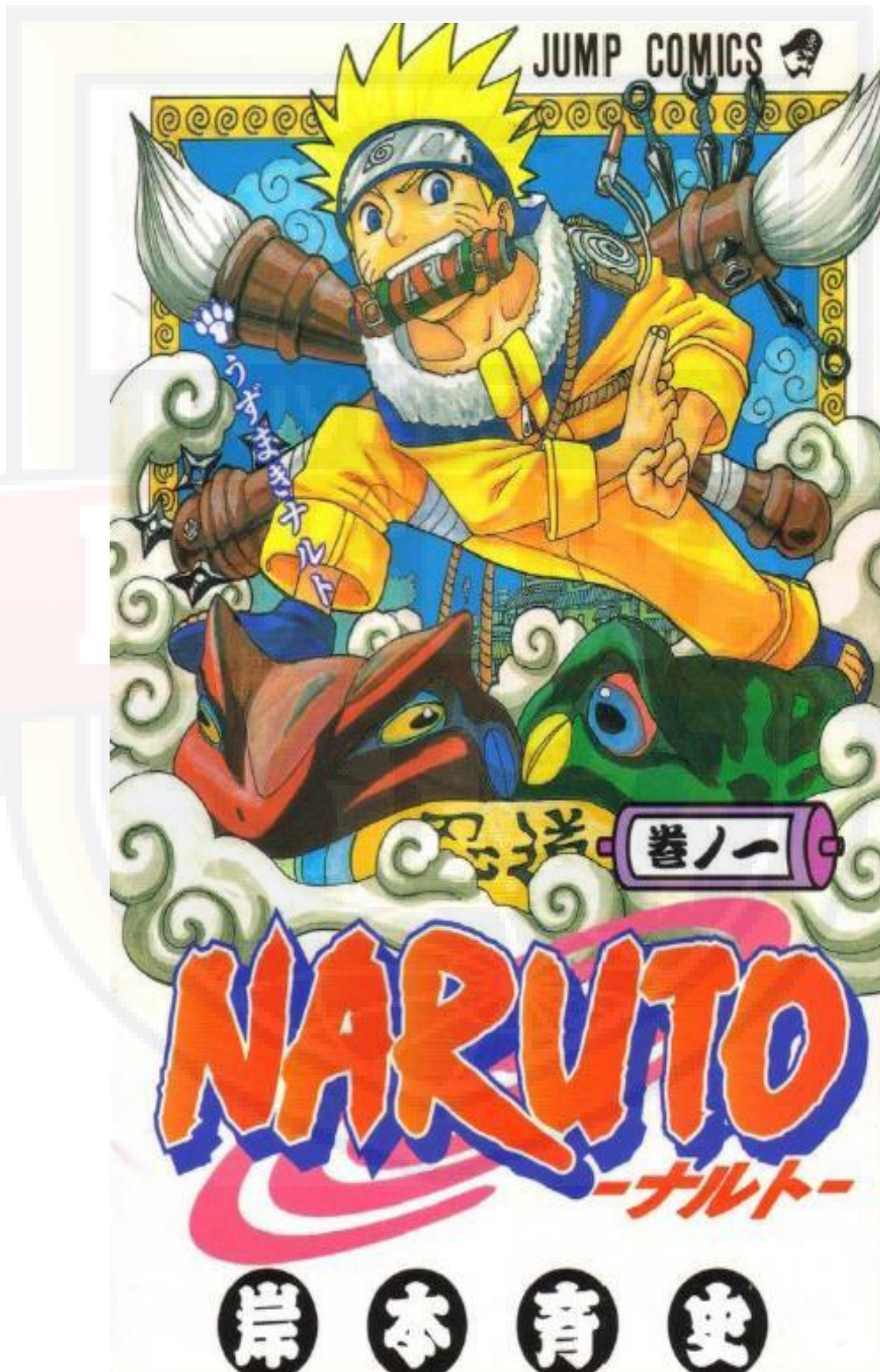
- 15 minutes for analyzing and preparing the story based on the comic.
- 10 – 15 minutes for discussing about the story based on the comic.

Instruction:

1. Analyzing the story that may happen on the comic. (You may discuss with your friends).
2. Create the story that you have analyzed. Just express more your imagination and ideas.
(You may use the following questions in build or create your story)
 - What is picture talk about?
 - What happen? Where? And When?
 - Who is the figure in the story?
3. Telling the story based on the result of your analyzing of the story.
4. Don't forget using generic structure and language features of narrative text such as; Grammar and time transition.

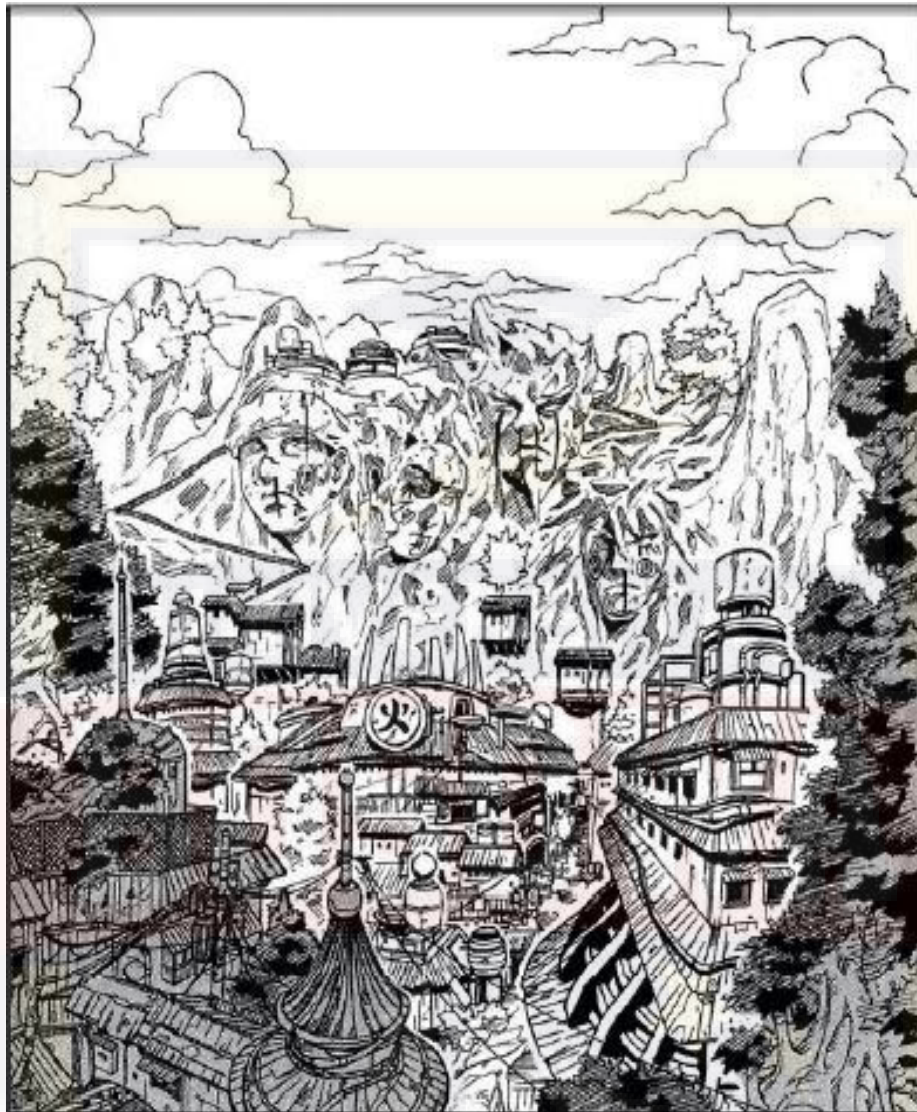
APPENDIX 6

NARUTO COMIC



1 : UZUMAKI NARUTO!!



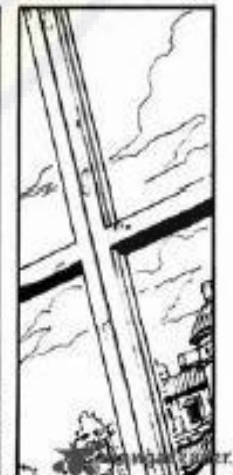
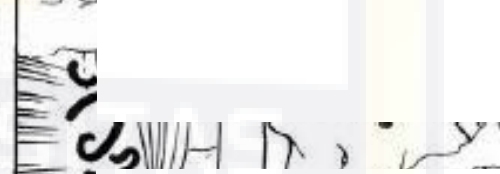


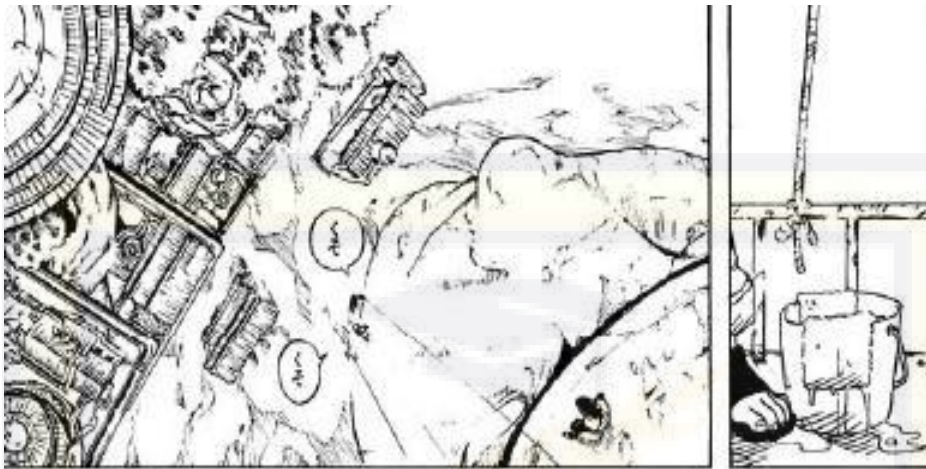














APPENDIX 7**RENCANA PELAKSANAAN PEMBELAJARAN**

NAMA SEKOLAH	: SMAN 13 MAKASSAR
MATA PELAJARAN	: BAHASA INGRIS
KELAS/SEMESTER	: X/GANJIL
PERTEMUN	: PERTAMA
ALOKASI WAKTU	: 1 X 50 MENIT
ASPEK PEMBELAJARAN	: SPEAKING

A. Standar Kompetensi

1. Siswa Mampu Meningkatkan kemampuan Berbicara dalam Bahasa Inggris.

B. Kompetensi Dasar

1. Menjelaskan Pengertian dari Speaking.
2. Menjelaskan Cara Berbicara Yang baik Dan benar dengan menggunakan metode komik kartun.

C. Indikator

1. Menguraikan tentang Teknik berbicara dengan menggunakan metode menceritakan ulang analisa dari komik

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa :

1. Siswa dapat meningkatkan Kemampuan berbicara Dalam bahasa Inggris.

E. Materi Pokok

1. Element of speaking Learning.
2. Language usage of speaking.

F. Metode Pembelajaran

1. Speaking (re-telling story by Naruto Comic).
2. Analyze of Comic story.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit).
 - a. Ketika memasuki kelas Guru mengucapkan salam Kepada Siswa.
 - b. Guru Mengecek Kehadiran Siswa.
 - c. Guru membuka Kelas dan memperkenalkan materi kepada siswa.
2. Kegiatan Inti (40 menit).
 - a. Guru menjelaskan materi kepada siswa.
3. Kegiatan Akhir (5 menit).
 - a. Guru menyimpulkan materi yang telah disampaikan.
 - b. Guru menutup kelas.

H. Sumber/Bahan/Alat

1. Sumber/ bahan :
Buku, kamus, sampel picture (naruto comic), internet dll.
2. Alat:
White board.eraser, and spidol.
Tools of recorder students' voice.

I. Penilaian

1. Setiap hasil re-telling story yang benar akan diberi nilai
2. Nilai Maksimal 100
3. Nilai siswa= $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

APPENDIX 8**PICTURES OF THE RESEARCH**

Picture 1. The researcher was giving the explanation about Comic Naruto.



Pictures 2. The researcher was giving Naruto Comic to the students.



Pictures 3. The researcher was watching the students in the class while researching.



Pictures 4. The student was speaking at the front of class.

APPENDIX 9

LETTER OF RESEARCH EVIDENCE



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMAN 13 MAKASSAR
 Jalan Tamangapa Raya III. No.37 Telp. (0411) 4900467 Makassar

SURAT KETERANGAN SELESAI PENELITIAN
 Nomor: 867/929-UPT SMAN 13/MKS II/ DISDIK

Yang bertanda tangan dibawah ini kepala SMAN 13 Makassar:

Nama : MASHARI, S.Pd., M.Si.
 NIP : 196702222 199203 2 014
 Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa Mahasiswa yang bernama:

Nama : DOMINGGUS APRIANUS DM
 NIM : 4513101058
 Program Studi : Pendidikan Bahasa Inggris
 Pendidikan/Lembaga : Mahasiswa (S1) Universitas Bosowa Makassar
 Alamat : Jl. Suka Damai

Telah selesai melakukan penelitian di SMA Negeri 13 Makassar terhitung mulai tanggal, 24 Juli s/d 12 Agustus 2019 untuk memperoleh data dalam rangka Penyusunan Skripsi yang berjudul:

**“USING NARUTO COMIC AS A MEDIUM IN IMPROVING STUDENTS’
 SPEAKING SKILL AT THE FIRST CLASS IN SMA NEGERI 13 MAKASSAR”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Agustus 2019
 Kepala Sekolah

MASHARI, S.Pd., M.Si.
 Pangkat : Pembina Tk. I
 NIP. 196702222-1992032014

BIOGRAPHY



Dominggus Aprianus DM was born on April 24th 1994, in Mamuju City of West Sulawesi. He is the first of two siblings of beloved parents Cosmas and Theresianty. He entered to elementary school at SD Negeri 1 Mamuju in 2000 and finished in 2006. Then, he continued at SMP Negeri 2 Mamuju and graduated in 2009. After graduated, he studied in SMK Mamuju and concentrated in majority of Accounting and graduated in 2012. Then, he entered Universitas Bosowa Makassar in 2013 and joined in English Education Department. He finished his study in 2020.