

**IMPROVING STUDENTS' SPEAKING ABILITY BY DESCRIBING
COMIC STRIP CONVERSATION AT THE SECOND
GRADE OF SMP NEGERI 13 MAKASSAR**

SKRIPSI

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SKRIPSI

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“IMPROVING STUDENTS’ SPEAKING ABILITY BY DESCRIBING COMIC STRIP CONVERSATION AT THE SECOND GRADE OF SMP NEGERI 13 MAKASSAR”** beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, August 2017

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ABSTRACT

Andi Krisna Adiyatma. 2017. *Improving Students' Speaking Ability by Describing Comic Strip Conversation at the Second Grade of SMP Negeri 13 Makassar*. (Supervised by Hj. St. Haliah Batau and Ulfah Syam).

This study aimed to know the improvement of Comic Strip Conversation in students' speaking ability at the second grade of SMP 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 SMP Negeri 13 Makassar in academic years 2017/2018. And the subjects of the research all the students at class VIII-3 that consist of 26 students in academic years 2017/2018. 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 target of this research was minimally 75% students got score 7.5.

The result of this research shows that the using of Comic Strip Conversation to students of SMP Negeri 13 Makassar got the target in the second cycle. It means that, students' speaking ability in fluency improved by using Comic Strip Conversation in the second meeting of the second cycle. At the first cycle, students got the standard score ≥ 7.5 only 30.8% and it was not indicated the achievement. The writer was continued the research to the second cycle and the result was 84.6%. It means that the improvement score was 53.8%. This result indicated that the using of Comic Strip Conversation can improve students' speaking ability on fluency aspect of class VIII-3 SMP Negeri 13 Makassar.

Keyword: Comic Strip Conversation, Speaking.

ABSTRAK

Andi Krisna Adiyatma. 2017. *Improving Students' Speaking Ability by Describing Comic Strip Conversation at the Second Grade of SMP Negeri 13 Makassar*. (Dibimbing oleh Hj. St. Haliah Batu dan Ulfah Syam).

Penelitian ini bertujuan untuk peningkatan kemampuan berbicara dalam bahasa Inggris siswa kelas VIII SMP Negeri 13 Makassar melalui Comic Strip Conversation pada tahun pengajaran 2017/2018. 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). Populasi penelitian adalah siswa SMP Negeri 13 Makassar tahun pengajaran 2017/2018 dan subjek penelitian adalah seluruh siswa kelas VIII-3 yang terdiri dari 26 siswa di tahun akademik 2017/2018. Data yang diperoleh dari tes berbicara, catatan lapangan dan lembar observasi. Semua data dianalisis dan hasilnya dibandingkan dengan kriteria kelulusan. Target penelitian adalah minimal 75% siswa yang memperoleh nilai 7.5.

Hasil penelitian ini menunjukkan bahwa penggunaan Comic Strip Conversation pada siswa VIII SMP Negeri 13 Makassar mencapai target di pertemuan kedua siklus kedua. Hal ini berarti kemampuan berbicara dalam aspek kelancaran meningkat melalui penggunaan Comic Strip Conversation di pertemuan kedua pada siklus kedua. Di siklus pertama, siswa yang memperoleh nilai standar ≥ 7.5 hanya 30.8%, dan tidak mengindikasikan keberhasilan. Peneliti melanjutkan penelitian ke siklus kedua dan memperoleh hasil 84.6%. Hal itu berarti bahwa peningkatan mencapai 53.8% dan memperoleh indikator keberhasilan. Hasil penelitian ini membuktikan bahwa Comic Strip Conversation dapat meningkatkan kemampuan berbicara pada aspek kelancaran siswa kelas VIII-3 SMP Negeri 13 Makassar.

Kata Kunci: Comic Strip Conversation, Berbicara.

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This skripsi is presented to Department of English Education at Faculty of Teaching Training and Education of Universitas Bosowa Makassar as partial fulfillment of the requirements for the Degree of S.Pd in English Education.

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Makassar, August 2017

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CHAPTER I

INTRODUCTION

This chapter deals with background, research questions, the objective of the research, the significances of the research and scope of the research.

A. Background

There are many language skills in English. They are reading, listening, speaking, structure and vocabulary. Speaking is more difficult than understanding the spoken language. The one who wants to speak to the other sometimes has many problems. Some people can understand what the other talk about they are not able to communicate. So many ideas, arguments or opinion in their brain but they cannot produce it.

The knowledge of how to speak well or speaking skill can positively facilitate students to use English effectively in their communication. In this case, teachers are required to make the students speak actively in speaking class. Teachers must be more creative to make their class interest, create environment comfortably, the students do not hesitate and are not bored. However, in fact listening to teacher speech only is not enough for the students. Teachers should make an effort to make their class interesting with various methods, techniques and materials.

English is as one of the international languages which has important role in influencing the development country such as Indonesia. In Indonesia, the teaching of English as foreign language is one of the compulsory subjects from junior high school to university level. As the compulsory subjects, English is taught for hours every week in senior high schools. During four hours, the topics cover four skills; listening, reading, writing and speaking (Hartoyo, 2011:9).

Based on the four skills, speaking skill is important to be mastered. In a fact, the students still find difficulties in verbal communication. Such as, the students are shy to say something and still confused what they have to say and how to say. It is caused they do not know how to pronounce well, do not have many vocabularies and lack of grammar. They also looked confusedly to express the ideas on their mind even not active enough on their speaking class and it could be seen as the last score of the students that almost did not achieve minimal criteria, 65 score.

Facing the problem above, the researcher introduced the method that used by teachers to improve their teaching (in teaching English specially) and it helped the students to have better practicing in English speaking, it was guided Comic Strip Conversation.

Many techniques and strategies required for speaking ability have already been presented to the students. One of them is Comic Strip Conversation. Each student is given part of a story or other text, which

they have to understand. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to find many sentences and delivery in the middle of student and in front of class.

Based on the previous description, the researcher was interesting to carry out a research entitled “Improving the Students’ Speaking Ability by Describing Comic Strip Conversation at the Second Grade Students of SMP Negeri 13 Makassar.”.

B. Research Questions

Based on the previous statements, the problem statements were:

1. How did the implementation of students’ speaking ability by using Comic Strip Conversation at the second grade students of SMP Negeri 13 Makassar?
2. Did this method improve students’ speaking ability by describing Comic Strip Conversation at the second grade of SMP Negeri 13 Makassar?

C. The Objectives of the Research

The objective of this study was “To find out the improvement of students in speaking English by describing Comic Strip Conversation at the second grade students of SMP Negeri 13 Makassar”.

D. The Significances of the Research

The result of the research was expected to be useful information for many people in learning process, such as:

1. For the teachers, the result of the research can help the teachers for improving students' speaking ability by describing Comic Strip Conversation and increasing teacher method to improve English speaking by describing Comic Strip Conversation.
2. For the students, the result of the research can assist them to solve their problem in speaking English and it may motivate them to improve their interest in speaking session since they will find out that speaking by describing Comic Strip Conversation.
3. For the research, this research was expected information or contribution to other research especially in classroom action research.

E. Scope of the Research

This research would focus on how to improve students' speaking ability through Comic Strip Conversation technique at the second grade of SMP Negeri 13 Makassar and the speaking aspect that measure the students' fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Some Previous Related Research Findings

The implementation of Comic Strip Conversation absolutely made improve to speaking ability because the student had a chance to imagine a story by using comic and they were stimulated to give an output like speaking. Based on that opinion, the researcher proved point of view by another researcher, there were some researchers conducted a paper about using Comic Strip Conversation to improve speaking ability, namely; first, Fauzi Fajar Kurnia (2014), he conducted a research proposal with entitled is "Using Comic Strip to Improve The Writing Learning Process of The Eight Grade of SMPN 2 Padangan in Bojonegoro". The study was successful to improve the learning process by using Comic Strip Conversation and the result of his research is writing skill in first cycle: 36 %, second cycle: 65%, and the third cycle: 85.5 %.

The second, Royanti (2007), she conducted entitled proposal "The Use of English Comic to Improve Students Ability in Story Retelling". The researcher's got a result to prove that Comic Strip Conversation

can improve speaking and the value of pre-test is 64.3 and 63.5 score and post-test of the experiment group is 77.2 and 69 score.

And the last, Renita Okfiani (2015) conducted research entitled “The Use Comic Strip to improve The Speaking Skill of Grade Eight Students of SMP Negeri 15 Yogyakarta”. The result finding indicated that there was significance improvement of students’ speaking in terms of fluency and accuracy. It is proved by test for fluency was 7.05 and test for accuracy was 8.31 with test critical or table was 2.031, which means was accepted.

The studies above at least can prove the effectiveness of Comic Strip Conversation activities to improve students speaking ability in educational settings and professional areas, at the based Comic Strip Conversation encourages the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students. Moreover, Comic Strip Conversation is helpful to develop their creative thinking skills and creativity. It is means that Comic Strip Conversation is beneficial for enhancing students’ communicative ability.

B. Some Pertinent Ideas

1. Some Theories of Speaking

a. Definition of Speaking

English is divided into four skills which are as follows: listening, speaking, reading and writing; therefore, speaking is the second skill

and has important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. It is the most crucial basic skill students must have. Speaking ability becomes the primary goal of learning language. Being able to use a language orally means having more occasions to express ideas. Richards (2008:19) 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.

Cameroon (2001:40) said that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. In brief, learners need to know how to use language in context.

According to Celce (2001:4) speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group. Brown (2004:140) stated speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, Thornbury

(2005:21) said that speaking is so much a part of daily life that we take it for granted. Speaking needs to be developed and practiced independently of the grammar curriculum.

From the definitions above, it can be concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sound of articulation in order to inform and to entertain. But, more than just producing sounds, it is an activity which involves three areas of knowledge: they are the area of mechanics, functions, and social and cultural rules and norms. To be able to do this well, learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language.

b. Categories of Speaking

According to Boundless (2008:37), classified speaking in two categories as follows:

1. Speaking Informatively

By informative speaking we mean speaking in appropriate situations in which the audiences are not hostile in speaker's ideas and in which the speaker's vocals not only to present those ideas with maxim classification and vividness. In other word, Boundless explained about speaking informatively as follows:

“An informative speech gives and audience more information about something they already have. It can be up to date and add to their knowledge, refine their understanding or provide background material: there are three basic types informative presentation”.

The speeches explain a process, describe a person, place or things or define a term. In order effective, an information speaker needs to accomplish four tasks:

- a) Take the listener wants to learn about topic.
- b) Communicative the material clearly and understandably and not overload listeners with information.
- c) Stress the key point.
- d) Fine the way to involve the member of audience on the presentation.

2. Speaking Persuasively

Walter stated that persuasively speaking is the appropriate situation in what the speaker wishes to change or lighten to attitude, believe, value, or behavior of an audience. Gramble also described about persuasively speaking as follows:

“The goal of persuasive is to modify the thought, feeling, or action of an audience, to be an effective persuasive speaker, you need speaker, you need first to identify your persuasive goal and learn as much as you can about general opinion of your specific proposal likely to be, you should be tailor your presentation accordingly to get information appeal to their need and goal, and promise them a meaningful reward for accepting your proposal”.

c. The Nature of Speaking

Fulcher (2003:23) stated that speaking is the verbal use of language to communicate with others and oral skill is the language expressed from mouth. He continues that when the students or

language users in conversation activities. While Byrne (1976:8) stated that oral communication is two ways process between the speaker and the listener and in values the productive skill as speaking and receptive skill as listening, so both speaker and listener are active during the oral communication takes places. This means that a speaker may express his/her mind to the listener and the listeners later gives response related to the topic they talk about.

Harmer (2001:46-47) points out that when the people engaged in talking to each other, we can fairly sure that are doing so far the reason probably makes the following generalization:

1. He wants to speak general way to suggest that a speaker makes a definite decision address someone. Speaking may be forced on him in some way but we can still say that he wants or intends to speak, otherwise he will keep silent.
2. He has some communicative purposes that speaker say things because they want something to happen as the result of what they say.
3. He selects his languages store: the speaker has an infinitive capacity to increase new sentence if he is native speaker.

In relation with the statements above speaking is a way of the conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

d. The Components of Speaking

As proverb told “practice makes perfect”. Therefore, students must practice to speaking in English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur. According to Syakur (1987:5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation and fluency.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that students’ ability to manipulate structure and distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to

manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

3. Pronunciation

Pronunciation is the way for the students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” and “err”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997:4).

Based on the component of speaking ability above, all of them are important and have each function itself, but the students have to know for improving their speaking ability, because the component have bounded among the other and it is difficult to separate them, even though all of them have important role on speaking and the main things that to know from speaking.

2. Comic Strip Conversation

a. Definition of Comic Strip Conversation

Comic Strip Conversation is a conversation two or more people which incorporates the use of simple drawings. These drawings serve to illustrate an ongoing communication, providing additional support to individuals who struggle to comprehend the quick exchange of information which occurs in a conversation (Gray, 1994:3).

Which Comic Strip Conversations are as versatile as any other conversation, reporting the past describing the present or planning to the future, other characteristics of this approach are unique. Comic Strip Conversations systematically identify what people say and do, and emphasize what people may be thinking. A set of eight symbols are used to represent basic conversation skill. In addition, color may be in-corporate to represent the emotional content of statements, thoughts and question. Some Comic Strip Conversations provide insights into a student's perspective of situation, and serve

as an excellent prerequisite activity to the development as a social story. Social stories are short stories written for individuals with autism and related disorders to accurately describe social situations. In addition, social stories often identify effective responses to a given situation.

Comic Strip Conversation are based on the belief that visualization (Gray, 1994:18) and visual supports, found useful in structure the learning of students with autism may also improve their understanding and comprehension of conversation. In addition, the use of conversation symbols “ad” colors are intended to visually structure conversation skill which are abstract and more difficult for students with autism to understand.

b. Materials of Comic Strip Conversation

There are several different types of materials which can be used for Comic Strip Conversation, each advantages and disadvantages. Based on knowledge of an individual student, including the expressed preference of the students, determine which materials are likely to be the most effective (Gray 1994:3). In addition, material may be combined to meet a given situation, and a student’s needs and interest.

Now, the researcher focused on one of them namely paper.

1. Paper

Paper offers a lot of versatility, and different types of paper can be selected considering the age of skills of the student. Possibilities for Comic Strip Conversations on paper include: a spiral drawing tablet, manila drawing paper, large note cards (Gray 1994:4).

2. The advantages

The biggest advantage to the use of paper is performance. Drawing can be saved for easy reference within a conversation or to review at the later of date. In addition, markers design for us with paper come in and extensive variety of colors, which allows for many options when working with colors and feelings (Gray 1994:5).

3. The disadvantages

The disadvantage is changes in a drawing on paper cannot be made easily, as lines from colored markers cannot be erased. While the inability to erase is a singular disadvantage, it can create a major disruption in the course of an otherwise smooth Comic Strip Conversation (Gray 1994:5).

Those are the advantages and disadvantages of paper which can be used for Comic Strip Conversation. This type was believed to be able to stimulate and guide the students to speak. It serves for

illustration, develop students' imaginations, accommodate their interest, stimulate them to express ideas and make the learning more interesting and entertaining too.

c. Procedure of Comic Strip Conversation

1. Introducing a student to Comic Strip Conversation

Introducing this approach should first practice having Comic Strip Conversation with someone else. In this way, any clumsiness, self-consciousness or uncertainty in using the approach is minimized and the student is first introduced to Comic Strip Conversations by someone who is confident and supportive.

2. The Comic Strip Conversation symbols dictionary

The Comic Strip Conversation symbols consist of two sets of symbols, these are the conversation symbols dictionary and a students' personal symbols dictionary. The conversation symbols dictionary includes eight symbols for basic conversation concepts for example: listening, interrupting, loud and quiet words, talk and thoughts (Gray 1994:6). And the personal symbols dictionary is an ever-expanding collection of symbols frequently used by student.

Over the course of several conversations, create a student's personal dictionary with symbols that are frequently needed in his/her conversation. Use simple stick figures and representations, as they are faster and easier to remember and draw (Gray 1994:7). In addition, simple symbols which can be drawn quickly keep the

conversation moving. Some symbols will be obvious (for example: the symbol for person), while others may require some creativities.

In this way, gradually building a consistent set of symbols with each student personalizes the approach.

3. Drawing “Small Talk”

Comic Strip Conversation starts from where all conversations begin: with small talk. “Small talk” topics are identical to those in any other conversation: they may be regarded as somewhat irrelevant, but they hold great social importance. Including small talk in a Comic Strip Conversation visually demonstrates how many conversations begin, while limiting drawing only to more important topics are similar to beginning a conversation in the middle. Therefore, introduce drawings as early in the conversation as possible.

4. Drawing about a given situation

Usually a situation which is gives the student difficulty in the focus of Comic Strip Conversation.

5. Gather information as conversation progresses.

6. Sharing perspective

Carefully share your perspective of the situation with a student. To do this, wait for a natural “opportunity” in the conversation, when the student will be most receptive to your insights.

7. Every conversation has a sequence or structure, and Comic Strip Conversations are no exception.

8. Summary

Summarize the conversation before identifying possible solution. Review the key point of the situation together, pointing out the relevant drawings.

9. Identify solution to the situation to conclude the conversation.

10. Drawing about an upcoming situation

Comic Strip Conversation are as versatile as any other conversation, may be used to report the past describe the present or plan for the future.

11. Feelings and color

The use of color in Comic Strip Conversation identifies the emotional content and in many cases the motivation, behind the statement, thoughts or question (Gray 1994:5-12).

C. Conceptual Framework

The conceptual framework in this research is:

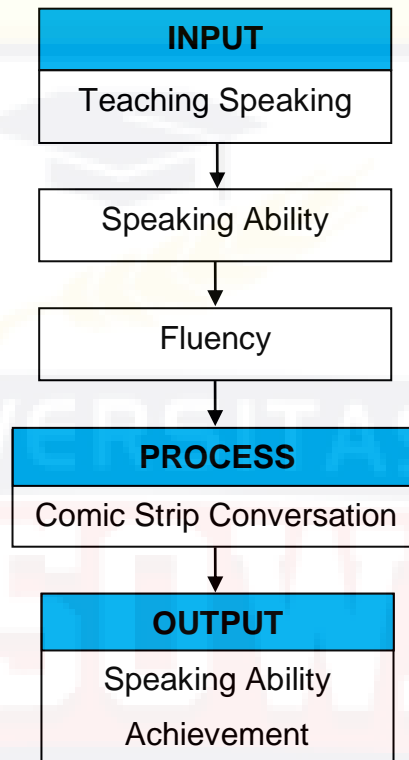


Figure 2.1: Conceptual Framework

1. INPUT refers to teaching speaking.
2. PROCESS refers to the implementation of students' speaking ability by describing Comic Strip Conversation.
3. OUTPUT refers to students' speaking ability achievement.

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 consists of planning, action, observation and reflection. The figure could be seen as follow:

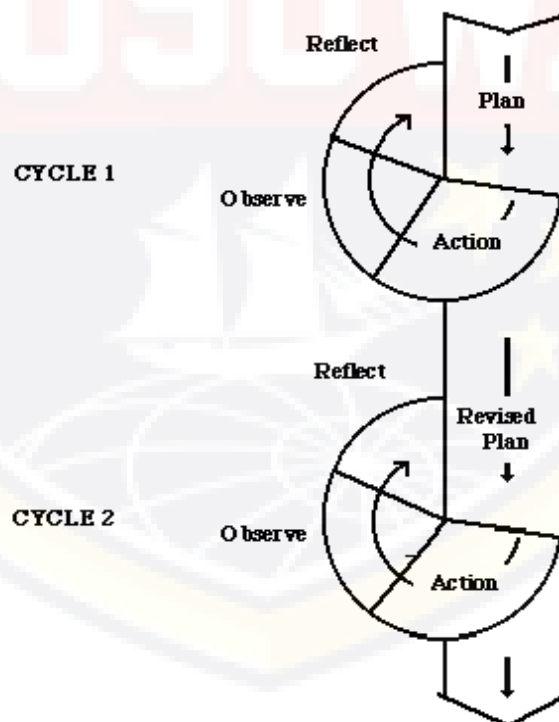


Figure 3.1: The Cyclical of Action Research from Kemmis and McTaggart (1998:18).

B. Subject of the Research

The subject of this research was the second grade in SMP Negeri 13 Makassar in academic year 2017/2018, which consisted of 26 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 for measuring the students' speaking improvement focus on fluency.

2. Observation Sheet

The observation sheet was used to observe the application of teaching speaking through Comic Strip Conversation and the students activity in the teaching during action in every cycle.

3. Field Note

Field note is using to take data about the activity in learning process.

4. Hand Phone

Hand phone was used 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 would be conducting as the following steps:

- a. The writer discussed with the teacher to prepare the lesson plan, materials and the instruments which were used 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 Comic Strip Conversation.

3. Observation

The writer acted and behaved as a classroom teacher as well as an observer. The classroom observation was finished during the teaching and learning process and the information that obtains 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 knew the strength and the teacher cooperated to analyze 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 was following the procedures:

1. Observation

The observation aimed to collect the data about the activities was finished by the writer and the students while teaching and learning process, including the speaking English applied in teaching, whether it was finished based on the expectation in planning or not. The observation activity was checked by the observer and was chosen by the writer.

2. Test

The writer gave speaking test to students to know the first score of students' fluency 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.

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

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

G. Assessment Procedure

In order to get accurate data of students' speaking score, this study used two raters, namely the writer as the first rater and the English teacher who teaching at second grade of SMP Negeri13 Makassar as the second rater and the result of score would be merger.

H. Marking Scheme

In scoring students' speaking ability through Comic Strip Conversation, the writer used a band score of analytical scoring system profile (Ur, 2003:135) in which the students' speaking was evaluated in one component that is fluency. The assessment criteria are as follows:

Table 3.1: Assessment Criteria for Element Speaking

Fluency	Score
Little no communication	6
Hesitant and brief utterances, sometimes difficult to understand	7
Gets idea Across, but hesitantly and briefly	8
Effective communication in short turns	9
Easy and effective communication, uses long turns	10

Table 3.2: Students' Classification in Speaking Ability

Classification	Value	Speaking ability
Very Good	10	90-100%
Good	9	80-89%
Enough	8	70-79%
Poor	7	60-69%
Very Poor	6	0-59%

Sayekti (2007:75)

I. Achievement Criteria

The achievement criteria took from the result of evaluation. It was matter students as a subject of this study. If minimally 75% students got standard score (KKM) 7.5 (based on the rule of school), it means that students' speaking ability was improved.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research findings and discussion, and describes the details of several activities developed as part of implementation of Comic Strip Conversation in improving students' speaking ability in the Classroom Action research.

A. Findings

This research consists of two cycles; they are *Cycle I* and *Cycle II*. For the whole steps of this research would be explained in the description below:

1. Report of *Cycle I*

In this part, the writer carried out the series of action, namely planning, observation, action and reflection which included two meetings on Monday, July 17th2017 and Thursday, July 20th2017. Based on the explanation above, the writer did some actions related to the use of Comic Strip Conversation.

a. Planning

Planning phase of using Comic Strip Conversation in speaking ability done for two meetings, each meeting lasted 2 x 45 minutes in the classroom. The writer prepared the lesson plan based on the syllabus.

Before conducting the research, the writer prepared the instrument of research, such as:

1) Lesson Plan

In order to control the teaching learning process, the writer used the lesson plan as guidance when he taught in the class.

2) Materials

In this section, the writer introduced to the students about procedures of Comic Strip Conversation.

3) Hand Phone

The writer used a hand phone a to take photos of the students' situation and recorded the students' voice in teaching learning process. In this section, he was helped by his partner.

b. Observation

In this section, the observer observed the students' learning activity in classroom. They were carried out twice on 17 July, 19 July 2017. The writer acted as the teacher and collaborated with his colleagues who observed the teaching and learning process by taking documentation.

c. Action

In this pace, the actions mentioned earlier which aim to implemented and solve the problems occurred in the teaching and learning process. The action of the research in this cycle, it could be seen as followed:

1. The action of first meeting

This section started on Monday, July 17th2017. The writer came up and opened the class by saying greeting to the students. And then, the writer asked the students condition and students' ready for learning.

Before ongoing to the explanation about the material, the writer invited the students in front of class to speak in English that is the way to writer knew about students' basic speaking ability.

The next, the writer explained about the procedure of using Comic Strip Conversation. After explaining about the material in front of the class, the writer tried to measure the students' understanding and the writer recommended or offered to the students about the Comic Strip Conversation. And then, the writer asked or invited one of the students to ensure that what they got from the material.

After giving explanation about the material, the writer divided students into group or pair work, after the students followed the instruction the writer gave Comic Strip Conversation to the students. Which the Comic Strip Conversation has the title "William's Holiday in Bali". And then, the students got Comic Strip Conversation by giving from the writer, and the writer asked the students to fill in the blank based on Comic Strip Conversation that have applied by the writer. After that the writer gave chance or

opportunity for the students to prepare the conversation about the comic. After that the writer invited the students to come up in the middle of class to present about their Comic Strip Conversation while the other students prepared their conversation before their turned to present until all of couples present about their Comic Strip Conversation. Beside the writer controlled and watched students' learning process or learning activity in the class even the writer guided the students during students' learning process and the writer collected students' script.

Before the writer closed the class, he asked the students about their difficulties in learning process, if the students were confused or they did not understand the writer would explain a bit for the students. And then, the writer closed the class by saying greetings.

2. The action of second meeting

This section started on Thursday, July 19th2017. The observer came up and opened to the class by saying greeting, and asked about students' condition and they ready to learn also. After opening the class, the writer ongoing to the material while asking the students about the material previously that was the way for writer improved students' speaking ability based on Comic Strip Conversation technique.

The next, the writer applied and explained about the material of Comic Strip Conversation under the title "Planning for Holiday" in front of class, after explained the material while the writer was giving the example of Comic Strip Conversation related to the topic. And also the writer gave the chance for the students to ask about what they do not understand about the material, and the writer gave a bit explanation to the students who did not understand.

After the explanation above, the writer asked for the students to make a pair by following the previous group. The writer also provided the chance or opportunity for the students to learn in group, after the students had been provided, the writer gave the strip story for the students to learn in group. For the next, the students made the conversation as following the topic. And the writer asked and invited the students or whole of groups who comes up to present the Comic Strip Conversation in front of class while writer was taking the record until whole of groups have had a turn.

Before closing the material, the writer asked the students difficult during learning process or learning activity in the classroom. If there were some problems faced by students, the writer explained a bit for all of students and especially for the students who was getting problem in learning the material of

Comic Strip Conversation. The last, writer closed the class by saying greetings.

d. Reflection

Based on the process of action that conducted in two meetings, the writer had found that the teaching and learning process in the first cycle had not given an optimal result. It was provided by the result of students' score in this cycle after they conducted an evaluation in speaking test. Here are the results of *Cycle I*:

Table 4.1: The Percentage of Students' Success in *Cycle I*

Classification	Score	Frequency	Percentage (%)
Very Good	10	-	-
Good	9	1	3.8%
Enough	8	7	27%
Poor	7	9	34.6%
Very Poor	6	9	34.6%
Total		26	100%
Percentage of Success \geq 75%		30.8%	

Source: SMP Negeri 13 Makassar

Based on table 4.1, shows that no student got very good classification, there was 1 student (3.8%) got the good classification, 7 students (27%) got enough classification, 9 students (34.6%) got poor classification and 9 students (34.6%)

who got very poor classification. All those conclude that the students who got score only 8 students (30.8%), where the indicator of successfulness of their speaking ability minimally 75% of students got standard score 7.5. It means that the study has not been successful yet.

2. Report of Cycle II

Based on the result of *cycle I*, it is necessary for the writer to continue to the second cycle. The writer planned to conduct the second cycle in two meetings on Monday, July 24th2017 and Thursday, July 27th2017. The process of teaching speaking could be described as follows:

a. Planning

In this section, the writer modified the teaching media of comic strip to increase in the second cycle. In this activity, the writer made the lesson plan for the second cycle that reflected to the first cycle. To overcome these problems, the action research conducted to improve students' vocabulary and to bring an atmosphere of the class. The teaching aid which the writer prepared the lesson plan based on the syllabus.

b. Observation

In this stage, some actions mentioned earlier to solve the problems occurred in the teaching and learning process implemented. They carried out two meetings on Sunday, July

24th2017 and Thursday, July 28th2017. The writer acted as the teacher, while his colleagues who observed the teaching and learning process by taking documentation.

c. Action

1. The third meeting

The third meeting, in the second cycle conducted on Sunday, July 24th2017. The writer still acted as the teacher who carried out the lesson plan of teaching speaking through Comic Strip Conversation. While the teacher acted as the observer. The writer started class activity by greeting and asked students' condition, the writer gave motivation to student for confidence to speak and false was usually. After that, the writer gave general explanation or illustration about the topic for the students. Then, the writer explained the procedure of Comic Strip Conversation, the writer always guided them when they applied this technique. After the students believed that they had understood about the material and the procedure of Comic Strip Conversation. The next activity, the writer gave them a topic about "Little Red Riding Hood" based on Comic Strip Conversation. Then, the writer divided students into pair work to make conversation based on the picture. After that writer gave a chance or opportunity which aim to the students made their conversation based on the picture.

The next activities, the students have had a chance to present their Comic Strip Conversation with their partner in front of class until all those students or groups ongoing to present their result of the comic. While the writer takes the record of the students.

Before the writer closed the meeting, he asked to the students about their difficulties during learning process and learning activity. If there were some problem, the writer tried to explain a bit to the students who do not understand about it. And the writer closed the meeting by saying greetings.

2. The Fourth meeting

For the last meeting of the second cycle was the fourth meeting. It conducted on Thursday, July 27th2017, in this meeting the writer and teacher held an evaluation. Before the teacher started to do the evaluation, the writer gave topic about “Kidnapped” because majority of student to speak based on the topic, then the writer explained procedure of Comic Strip Conversation to make them easy to understand about the material. Then the writer gave motivation to build the students’ self-confidences and the writer gave general explanation about the topic as a stimulus for students in their group or pair work by following the activities at the first until the third meeting previously.

During the teaching and learning process the writer always helped students when they had problem to arrange their idea. In this evaluation, the students seemed more enthusiasm and concentrated in all procedures of Comic Strip Conversation, especially in pair work, they seemed concentrated to elaborate their ideas. After the writer evaluated their speaking ability, the writer closed the meeting by saying greeting.

d. Reflection

The writer concludes that during applying Comic Strip Conversation as a teaching media, it can improve the students' speaking skill, especially in fluency aspect. In previous cycle, the result shown that there were just 8 students who passed the minimum criteria. From this result, the writer felt satisfied because there is an improvement in *cycle II*. In second cycle, the result shows that there were 22 students who passed the target of minimum criteria. It improved 14 students who passed the target than previous cycle. Here are the results of *Cycle II*:

Table 4.2: The Percentage of Students' Success in *Cycle II*

Classification	Score	Frequency	Percentage (%)
Very Good	10	5	19.3%
Good	9	5	19.3%
Enough	8	12	46%
Poor	7	2	7.7%

Continuation

To be continued

Very Poor	6	2	7.7%
Total		26	100%
Percentage of Success \geq 75%	84.6%		

Source: SMP Negeri 13 Makassar

Based on the table 4.2, it was found that there were 5 students (19.3%) got very good classification, 5 students (19.3%) got the good classification, 12 students (46%) enough classification, 2 students (7.7%) got poor classification and 2 students (7.7%) got very poor classification. All those conclude that the students who got standard score were 20 students (84.6%), where the indicator of successfulness of their speaking ability minimally 75% of students got standard score 7.5. It means that the implementation of Comic Strip Conversation in this study is successful.

The comparison between the result in *Cycle I* and *Cycle II* can be seen in the following table:

Table 4.3: The Result of Students' Score in *Cycle I* and *Cycle II*

No	Initial of Students	Score	
		<i>Cycle I</i>	<i>Cycle II</i>
1	AM	7	10
2	AFA	6	8
3	AMR	6	8
4	AMT	7	7
5	ARM	6	8
6	AAA	9	9
7	AFR	7	8

Continuation

To be continued

8	AES	7	9
9	CTS	8	10
10	CIB	6	6
11	DNW	8	9
12	IP	8	10
13	KDP	7	8
14	MAH	6	8
15	MRA	7	8
16	MAG	7	8
17	MR	6	6
18	MSA	7	8
19	NPR	6	8
20	SAL	6	7
21	SAA	8	10
22	SRL	7	9
23	SWD	6	8
24	SAP	8	10
25	WPP	8	8
26	ZUL	8	9
Total Score		182	217
Mean Score		7.2	8.34
Percentage of Success \geq 75%		30.8%	84.6%

Source: SMP Negeri 13 Makassar

Based on the table 4.3, shows that the mean score of second cycle was 8.34 and the percentage of students who got score \geq 75% was 84.6%. It improved about 53.8% than previous cycle. It means that the percentage of students' speaking ability had achieved the target. Therefore, no more cycle because it had proven that students got high score related to their speaking ability in fluency aspect.

B. Discussion

The implementation of comic strips in teaching and learning process of speaking was successful. Students became more motivated to speak English as they were learning in more enjoyable and interesting ways. Most of them became more enthusiastic and active.

Through the using of comic strips, students also visibly made the difference comprehension and at the based Comic Strip Conversation encourages the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students. Moreover, Comic Strip Conversation is helpful to develop their creative thinking skills and creativity. It means that Comic Strip Conversation is beneficial for enhancing students' communicative ability.

Comic strip as a media also preferred by students because comic strips are fragments of drawings arranged into an interesting short story. Learning media used in teaching and learning process should be used effectively and be able to attract the attention of students, so that the material delivered can be understood and motivate the students to improve learning ability. Thus, teaching and learning activities become unsatisfactory and monotonous. Teaching and learning process will run smoothly if the students have the enthusiastic to learn and understand the material delivered, this is what has been done in learning by using Comic Strip Conversation.

Based on the result of the research, the percentage of the students who got score ≥ 7.5 only 30.8% where the indicator of successfulness was 75% and it is necessary for the writer to continue to the second cycle and found that there was more improve than in the previous cycle. It was proved by the result score of study achievement. The mean score was 8.34 and percentage students score ≥ 7.5 reached 84.6%. Here, students achieved the target of the study. It showed that the improvement score was 53.8% compared to first cycle. It means, more than a half of students had improved their speaking ability.

The use of Comic Strip Conversation is one of the important in achieving the learning objectives. In this case, comic strip has been shown to improve the students' speaking ability on fluency aspect. And comic strip could stimulate students' creativity and motivation in English speaking skills. Thus, it can be concluded that the use of Comic Strip Conversation is effective in learning English speaking skills. In fact, the writer gave same implementation to all students but in learning process, several students not concentrated and unfocuss with writer's explanation, it was reason why there was one student who got very poor classification and especially for 5 students who got very good classification because they concentrated and focused in Comic Strip Conversation. So, they can arranged their ideas in speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion. Based on the findings and discussions on the previous chapter, the writer draws some conclusion of the use of Comic Strip Conversation in teaching speaking for improving students' speaking ability. Meanwhile, the last section process some suggestions for practitioner in teaching learning practice. The conclusion and suggestions are presented as follows:

A. Conclusion

The implementation of Comic Strip Conversation was successful to improve students' speaking ability of second grade students at SMP Negeri 13 Makassar in academic year of 2017 / 2018. It could be seen in students' score after applying the technique from the first cycle to the second cycle. Actually, students had problem in speaking ability especially when they described comic strip because they had poor vocabulary and grammatical aspect, less self-confidence, not to be active in teaching and learning process to speak, so the writer solved that problems through Comic Strip Conversation.

After conducted an action in the first cycle, it found that the students still difficult to speak well. It caused of the students have lack of vocabulary and less self-confidence but after modified the teaching media in the second cycle, they were more active and enthusiasm in

teaching and learning process. Therefore, in this cycle the target of achievement was achieved.

Related to students' score, it found that there was an improvement score from the first cycle to the second cycle. In the first cycle, the percentage of students score ≥ 7.5 was 30.8% and at the second cycle reached 84.6% it means that the improvement score was 53.8 % compared to first cycle. It was indicated that Comic Strip Conversation can improve students' speaking ability in fluency aspect.

B. Suggestion

Based on finding in this observation, the writer would like to give suggestions for continuance and improvement of students' speaking ability on the fluency aspect, for the teacher, students and the other researchers, as follows:

1. For English Teacher

The English teacher should treat the four skills, namely: speaking, listening, reading and writing equally. In this case, the teacher should not to neglect the teaching of speaking and give students as much as possible in class to practice speaking. English teacher also integrate the teaching of speaking into other skill. Once the students are given chance to speak, their ability will improve as the best way to speak good English is to speak.

It is also important for the teacher to improve the teaching and learning process of speaking. One of the ways is using various

media. Comic strips can be good choices since they have many benefits. These days, they can be found in newspapers, magazines or online as well. The teacher can find ones that suitable for students or adapt them so they will suit the students' need better.

2. For the Students

Studying English is not difficult if the students have willingness to study and motivation to learn. The students can study English not only from their school but also from everywhere, such as English magazines, English songs, English movies, English comics, etc. As students, they should always be active in learning English.

3. For Other Researchers

It is suggested that the researchers who will conduct similar study can provide many different comic strips in one activity so that students can tell each other different stories. If possible, they are expected to make their own comic strips with interesting plots so that the student will be more interested in them.

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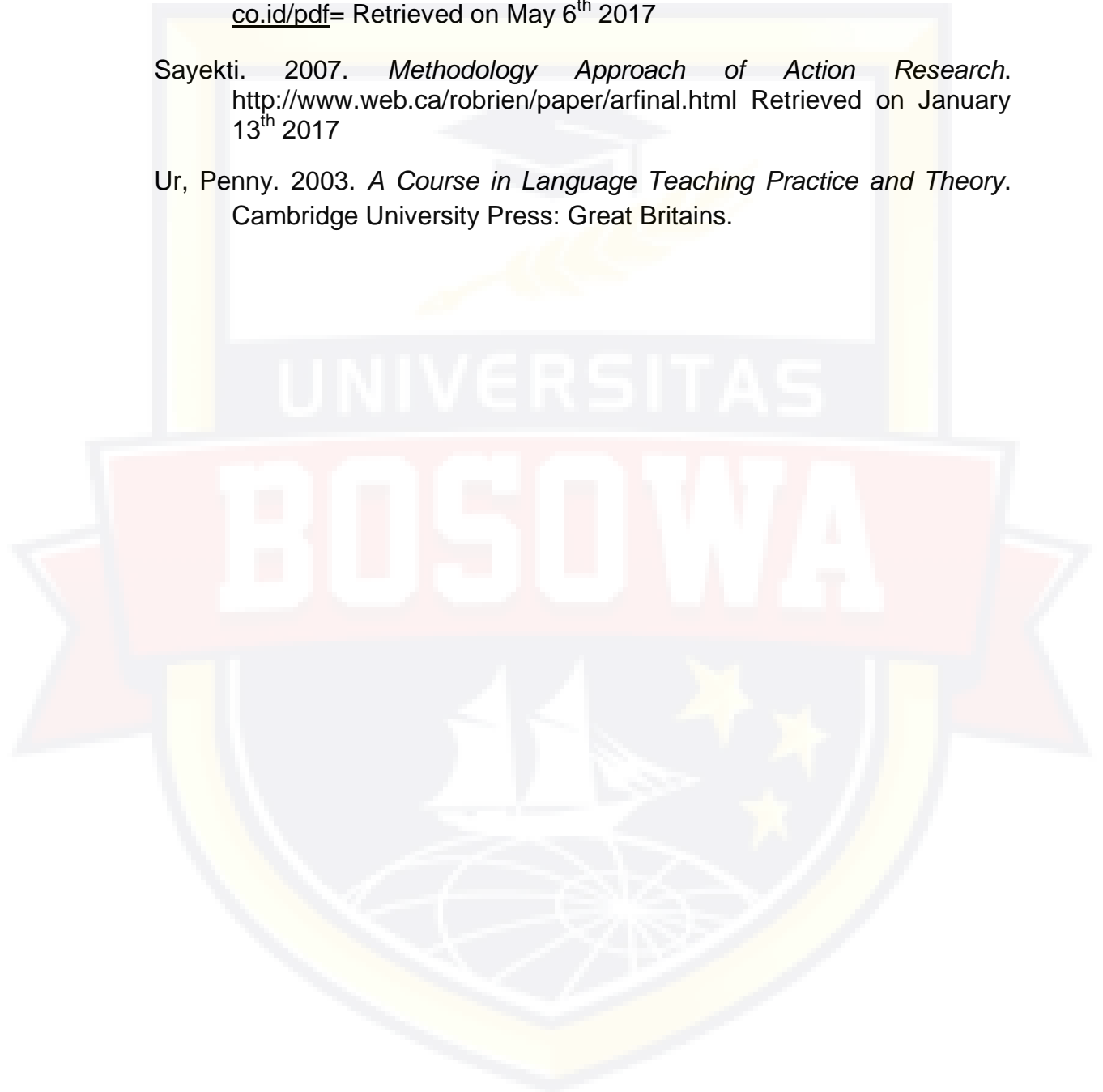
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APPENDICES

APPENDIX 1

LESSON PLAN

(Cycle I)

School : SMP Negeri13 Makassar

Subject : English

Class/ Semester : VIII-3/ I

Time Allocation : 2 x 45 minutes (1 x meeting)

Genre : Telling story

Skill : Speaking

Standard Competence : To express the meaning of transactional and interpersonal conversation and continuously (sustained) in the daily life context.

Basic Competence : To express the meaning in transactional (to get thing done) and interpersonal (socialization) formal and continuously (sustained) accurately, fluently and accepted that use kinds of simple spoken language in the daily living context involving the act of speaking: giving opinions, asking opinions.

Indicators : The students able to express the Comic Strip Conversation in describing and asking opinions.

A. Learning Objectives:

At the end of this class, the students are expected to be able to:

1. Express Comic Strip Conversation based on the picture.
2. Describe the conversation in expressing opinion.

B. Lesson Materials

1. Comic Strip Conversation (William's Holiday in Bali)
2. Media related to material

C. The Source of Study

The source that related to Comic Strip Conversation.

D. The Activities in Learning

Opening/ Introduction (15 minutes)	
Stage	Action
First Action	<ul style="list-style-type: none">• ice breaking or warming up• delivering the goal of subject
Contents of Subject (60 minutes)	
Observation	<ul style="list-style-type: none">• identify social functions, structure of texts and language features of Comic Strip Conversation
Questioning	<ul style="list-style-type: none">• identify social functions of Comic Strip Conversation and have students ask expression and statement based on comic strip story applied by teacher.
Exploration	<ul style="list-style-type: none">• do role-play based on an interpersonal dialogue in group or personal and write a compliment message
Association	<ul style="list-style-type: none">• analyze some expressions and statements of Comic Strip Conversation
Communication	<ul style="list-style-type: none">• giving compliment and reflection about some difficulties to understand Comic Strip Conversations
Closing (15 minutes)	
Closing	<ul style="list-style-type: none">• conclusion and reflection

E. Assessment Rubric

Name :

Student's no. :

No	Criteria of Fluency	Score
1.	Little or no communication	6
2.	Hesitant and brief utterance, sometimes difficult to understand	7
3.	Get idea across, but hesitantly and briefly	8
4.	Effective communication in short turn	9
5.	Easy and effective communication uses long turn	10

Notes: 10 is classified as very good
9 is classified as good
8 is classified as enough
7 is classified as poor
6 is classified as very poor

Maximal score : 10

Value of student : $\frac{\text{get score}}{\text{max score}} \times 100$

Makassar, July 17th 2017

The Researcher

Andi Krisna Adiyatma
NIM: 4513101069

APPENDIX 2

Instrument of Teaching Media

WILLIAM'S HOLIDAY

Situation: William and Kate are talking about William's holiday in Bali.

Instruction: Fill in the blank of chat bubbles each empty panel.



APPENDIX 3

LESSON PLAN

(Cycle I)

School : SMP Negeri 13 Makassar

Subject : English

Class/ Semester : VIII-3/ I

Time Allocation : 2 x 45 minutes (1 x meeting)

Genre : Telling story

Skill : Speaking

Standard Competence : To express the meaning of transactional and interpersonal conversation and continuously (sustained) in the daily life context.

Basic Competence : To express the meaning in transactional (to get thing done) and interpersonal (socialization) formal and continuously (sustained) accurately, fluently and accepted that use kinds of simple spoken language in the daily living context involving the act of speaking: giving opinions, asking opinions.

Indicators : The students able to express the Comic Strip Conversation in describing and asking opinions.

F. Learning Objectives:

At the end of this class, the students are expected to be able to:

3. Express Comic Strip Conversation based on the picture.
4. Describe the conversation in expressing opinion.

G. Lesson Materials

3. Comic Strip Conversation (Planning for Holiday)
4. Media related to material

H. The Source of Study

The source that related to Comic Strip Conversation.

I. The Activities in Learning

Opening/ Introduction (15 minutes)	
Stage	Action
First Action	<ul style="list-style-type: none">• ice breaking or warming up• delivering the goal of subject
Contents of Subject (60 minutes)	
Observation	<ul style="list-style-type: none">• identify social functions, structure of texts and language features of Comic Strip Conversation
Questioning	<ul style="list-style-type: none">• identify social functions of Comic Strip Conversation and have students ask expression and statement based on comic strip story applied by teacher.
Exploration	<ul style="list-style-type: none">• do role-play based on an interpersonal dialogue in group or personal and write a compliment message
Association	<ul style="list-style-type: none">• analyze some expressions and statements of Comic Strip Conversation
Communication	<ul style="list-style-type: none">• giving compliment and reflection about some difficulties to understand Comic Strip Conversations
Closing (15 minutes)	
Closing	<ul style="list-style-type: none">• conclusion and reflection

J. Assessment Rubric

Name :

Student's no. :

No	Criteria of Fluency	Score
1.	Little or no communication	6
2.	Hesitant and brief utterance, sometimes difficult to understand	7
3.	Get idea across, but hesitantly and briefly	8
4.	Effective communication in short turn	9
5.	Easy and effective communication uses long turn	10

Notes: 10 is classified as very good
9 is classified as good
8 is classified as enough
7 is classified as poor
6 is classified as very poor

Maximal score : 10

Value of student : $\frac{\text{get score}}{\text{max score}} \times 100$

Makassar, July 20th 2017

The Researcher

Andi Krisna Adiyatma
NIM: 4513101069

APPENDIX 4

Instrument of Teaching Media

Situation: Kaka and Andi are talking about a plan for a holiday.

Kaka wants to visit some place in Yogyakarta.

Instruction: Fill in the blank of chat bubbles each empty panels.



APPENDIX 5

LESSON PLAN

(Cycle II)

School : SMP Negeri13 Makassar

Subject : English

Class/ Semester : VIII-3/ I

Time Allocation : 2 x 45 minutes (1 x meeting)

Genre : Telling story

Skill : Speaking

Standard Competence : To express the meaning of transactional and interpersonal conversation and continuously (sustained) in the daily life context.

Basic Competence : To express the meaning in transactional (to get thing done) and interpersonal (socialization) formal and continuously (sustained) accurately, fluently and accepted that use kinds of simple spoken language in the daily living context involving the act of speaking: giving opinions, asking opinions.

Indicators : The students able to express the Comic Strip Conversation in describing and asking opinions.

K. Learning Objectives:

At the end of this class, the students are expected to be able to:

5. Express Comic Strip Conversation based on the picture.
6. Describe the conversation in expressing opinion.

L. Lesson Materials

5. Comic Strip Conversation (Little Red Riding Hood)
6. Media related to material

M. The Sources of Study

The sources that related to Comic Strip Conversation.

N. The Activities in Learning

Opening/ Introduction (15 minutes)	
Stage	Action
First Action	<ul style="list-style-type: none">• ice breaking or warming up• delivering the goal of subject
Contents of Subject (60 minutes)	
Observation	<ul style="list-style-type: none">• identify social functions, structure of texts and language features of Comic Strip Conversation
Questioning	<ul style="list-style-type: none">• identify social functions of Comic Strip Conversation and have students ask expression and statement based on comic strip story applied by teacher.
Exploration	<ul style="list-style-type: none">• do role-play based on an interpersonal dialogue in group or personal and write a compliment message
Association	<ul style="list-style-type: none">• analyze some expressions and statements of Comic Strip Conversation
Communication	<ul style="list-style-type: none">• giving compliment and reflection about some difficulties to understand Comic Strip Conversations
Closing (15 minutes)	
Closing	<ul style="list-style-type: none">• conclusion and reflection

O. Assessment Rubric

Name :

Student's no. :

No	Criteria of Fluency	Score
1.	Little or no communication	6
2.	Hesitant and brief utterance, sometimes difficult to understand	7
3.	Get idea across, but hesitantly and briefly	8
4.	Effective communication in short turn	9
5.	Easy and effective communication uses long turn	10

Notes: 10 is classified as very good
9 is classified as good
8 is classified as enough
7 is classified as poor
6 is classified as very poor

Maximal score : 10

Value of student : $\frac{\text{get score}}{\text{max score}} \times 100$

Makassar, July 24th 2017

The Researcher

Andi Krisna Adiyatma
NIM: 4513101069

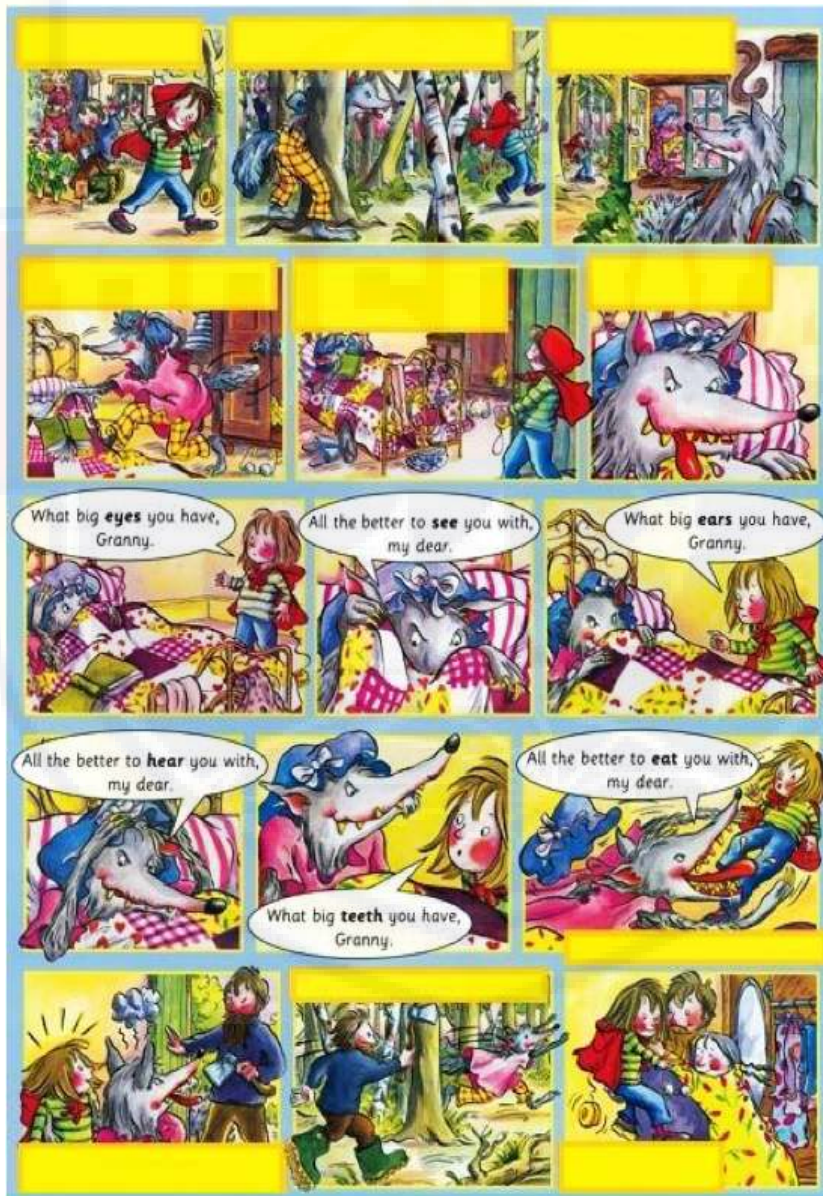
APPENDIX 6

Instrument of Teaching Media

LITTLE RED RIDING HOOD

Illustration: The hungry wolf locked up Little Red Riding Hood's Grandmother in the cupboard went she went to see her grandmother

Instruction: Fill in the blank of chat bubbles each empty panel.



APPENDIX 7

LESSON PLAN

(Cycle II)

School : SMP Negeri13 Makassar
Subject : English
Class/ Semester : VIII-3/ I
Time Allocation : 2 x 45 minutes (1 x meeting)
Genre : Telling story
Skill : Speaking

Standard Competence : To express the meaning of transactional and interpersonal conversation and continuously (sustained) in the daily life context.

Basic Competence : To express the meaning in transactional (to get thing done) and interpersonal (socialization) formal and continuously (sustained) accurately, fluently and accepted that use kinds of simple spoken language in the daily living context involving the act of speaking: giving opinions, asking opinions.

Indicators : The students able to express the Comic Strip Conversation in describing and asking opinions.

P. Learning Objectives:

At the end of this class, the students are expected to be able to:

7. Express Comic Strip Conversation based on the picture.
8. Describe the conversation in expressing opinion.

Q. Lesson Materials

7. Comic Strip Conversation (Kidnapped)
8. Media related to material

R. The Source of Study

The source that related to Comic Strip Conversation.

S. The Activities in Learning

Opening/ Introduction (15 minutes)	
Stage	Action
First Action	<ul style="list-style-type: none">• ice breaking or warming up• delivering the goal of subject
Contents of Subject (60 minutes)	
Observation	<ul style="list-style-type: none">• identify social functions, structure of texts and language features of Comic Strip Conversation
Questioning	<ul style="list-style-type: none">• identify social functions of Comic Strip Conversation and have students ask expression and statement based on comic strip story applied by teacher.
Exploration	<ul style="list-style-type: none">• do role-play based on an interpersonal dialogue in group or personal and write a compliment message
Association	<ul style="list-style-type: none">• analyze some expressions and statements of Comic Strip Conversation
Communication	<ul style="list-style-type: none">• giving compliment and reflection about some difficulties to understand Comic Strip Conversations
Closing (15 minutes)	
Closing	<ul style="list-style-type: none">• conclusion and reflection

T. Assessment Rubric

Name :

Student's no. :

No	Criteria of Fluency	Score
1.	Little or no communication	6
2.	Hesitant and brief utterance, sometimes difficult to understand	7
3.	Get idea across, but hesitantly and briefly	8
4.	Effective communication in short turn	9
5.	Easy and effective communication uses long turn	10

Notes: 10 is classified as very good
9 is classified as good
8 is classified as enough
7 is classified as poor
6 is classified as very poor

Maximal score : 10

Value of student : $\frac{\text{get score}}{\text{max score}} \times 100$

Makassar, July 27th 2017

The Researcher

Andi Krisna Adiyatma
NIM: 4513101069

APPENDIX 8

Instrument of Teaching Media

KIDNAPPED

Illustration: The children who tried to escape after they were kidnapped by three robbers.

Instruction: The followings are speech bubbles from 'Kidnapped' Comic Strip. Figure out the proper speech bubble for each panel of the Comic Strip.

➤ Chat Bubbles

"Look! They put the carpet over a door. There is a staircase under the door."

"Did you see the name of this road?"

"How lucky we are to find this torch."

"What you are going to do? Let me go!"

"Look! Three robbers are coming out of the post office."

"Wait! Help us please!"

➤ Comic Strip



BUSUWA



APPENDIX 9

Extract of transcript student's speaking activity in *Cycle I* and *Cycle II*

A. Extract in *Cycle I*

1. Recording 1

CTS : Wat is yur plen.. for de holidei neks wikk?

ZUL : Uumm, ai hev no aidea. Wat ebaut yu?

CTS : Ai wana gou tu zu wit mai femli

ZUL : Did yu hev aidea for mi?

CTS : Yu ken go tu muzium

ZUL : Det is gud aidea

CTS : Or yuu.. ken go tu bic

ZUL : Ai ting museum is beter it aidea

CTS : Dett.. or ai cen go t' krefting sop. Ai ken get sam.. ai get sst...
get souvenir det

ZUL : Det is gret aidea, ai wen tu.. tuuld mai pree' mai perens to
chengs de plen

2. Recording 2

KDP : Wot is yur plen for de holidey neks wik?

DNW : Ai hev no idee, wot ebaut yu?

KDP : Ai plenned wantu Yogyakarta. Bat ai don hev a fren tu getdher

DNW : Waw it it it is very intristing

KDP : Du yu won tu gou wit mi dee holidei neks wikk inYogyakarta?

DNW : Ofkort ain em intristing tu kom wit yu tu Yogyakarta

KDP : Wat is interesting tu visit yoogyakarta?

DNW : Of kours derar meny de steers in Yogyakarta is very biutiful en
hes interesting histori

KDP : wauwh.. ded is very intristing so we ken ett...

DNW : Waw naiss..

3. Recording 3

AMT : Wets yur your plait for tdeh holidei next wikk?

MAG : Aim holidei neks wik in Jakarta, en yu?

AMT : Em holidei neks wikk in bali Indonesia

MAG : Wats long taim yur holidei in bali?

AMT : M holidei in bali er tu wek, en you?

MAG : Aim holiday in Jakarta or wan mont

AMT :

MAG :

AMT :

MAG :

4. Recording 4

WPP : Wat is yur plen for de holidei neks wik?

AMR : Emm mai hev no aidea wot abouti?

WPP : Ai wen gutu de museum wit de famali

AMR : It's a grit aidea if ai ken go?

WPP : Oh ken wi also ken lynr wel holidei togeder

AMR : Tengkyu if der ar meni objekts of historikal objekts

WPP : Yes ofkor, der er meni objekts ou historical heroes of world
waittu

AMR :

WPP :

AMR :

5. Recording 5

MRA : Wat is yur plen for de holidei neks wik?

AFR : Mm, ai hev no ide wet ebut yu?

MRA : How about aif wi go ound town onli?

AFR : Yes, detsti eyy gud ide

MRA : Wi wail go tu museum Yogyakarta

AFR : Yes yu ar raik der eelef istori staf

MRA : Si der is ee skultur kref

AFR : Yes de steg very beituful en nais

MRA : ... apa ini? historik items hen various shepes

AFR : Yuree.. yureill staf is very beautiful wen wil weigo der ter egein
yes

6. Recording 6

MR : Wat it.. wat it.. wat is yur plen for de holidei neks wik?

AFA : Mmm... ai hev no aide. Wat about yu?

MR : Eee.. haw.. haw about di vacation to Yogyakarta?

AFA : Tats agod idea

MR :

AFA :

MR :

AFA :

MR :

AFA :

7. Recording 7

SAL : Wat is yur plen for the holidei neks wik?

MAH : Emm.. is mm.. is hav nut ide wat ebat yu?

SAL : Mai holidei plens wan to bandung

MAH : Amm..

SAL :

MAH :

SAL :

MAH :

SAL :

MAH :

8. Recording 8

SAA : Wat is yur plan fo de holidei neks ti.. neks wik?

AMR : Umm... ai he.. ai hev not idea. Wat about yu?

SAA : Haw about if wi go tu jogja?

AMR : Deds a gud idea

SAA : Bat enyting turs wich in jogja

AMR : Veri mach, on of dim is a tredisional kreft pleic

SAA : Wi ken also visit ader yuniki pleis

AMR : Its deds rait

SAA :

AMR :

9. Recording 9

AES : Wat is yur plen for de neks holidei neks wol?

MSA : Umm.. ai hev no aidea. Wat about yu?

AES : Wer wi wil holidei in tumorow?

MSA : Bagaimana kalau kita holidei cu de bali ?

AES : Wen we wil tu gou bali?

MSA : Wi will gu tu de neks mondei

AES :

MSA :

AES :

MSA :

10. Recording 10

ARM : Wat is yur plen for de holidei de neks wik?

CIB : Umm... ai hev no idea. Wet about yu?

ARM : Wir kita akan holidei in tumorow?

CIN : Bagaimana kalau kita holidei to yogya.. Jogjakarta?

ARM : Wen we will tu gou Yogyakarta?

CIB : Wi will tu gou dei mon.. mondei

ARM :

CIB :

ARM :

CIB :

11. Recording 11

SRL : Wat is yur plen for de holidei neks wik?

SAP : Umm... ai hev yu wat about yu?

SRL : Ai go on vacuty Yogyakarta

SAP : Wer are yu visiting?

SRL : Ai visited de kraf sit

SAP : Is the kraft der biyutiful?

SRL : Ar difren ship

SAP : De kref der ar biyutiful difrent sheps en unik

SRL : Du yu kep de picter?

SAP : Yes ai kip de piccer de' neks... neks taim wil bring it tu yu

12. Recording 12

SWD : Wat is yur plen for de holidei neks wik?

NPR : Umm.. ai hev no... idea wat yu.. wat about yu?

SWD :

NPR :

SWD :

NPR :

SWD :

NPR :

SWD :

NPR :

13. Recording 13

AAA : Wat is yur plen for de holidei neks wik?

IP : ai... ai hev no aidia. Wat about yu?

AAA : Haw about if wi holidei tu Yogyakarta?

IP : It's a gud aidia

AAA : Okey wi wil go holidei tu Yogyakarta

IP : Wir wil we bi traveling wen we a'... arriv in Yogyakarta?

AAA : Wi will visit de kraft kramik pleis

IP : Bii... bisaid keramik henkraft wat oder henkraf eksit injogja?

AAA : Bisaid kramiks, der plenti of ader henkraf jogja. Laik
breslet, nekles en bros

IP : Okeyy tengkyu for your informas... mes... masyion. Siyu in
Jogjakarta.

BOSOWA



B. Extract in Cycle II

1. Recording 1

DNW : De robbers ar koming aut of de pois ofissh...

KDP : Wat yu ar going tu du? Let mi gou

DNW : Did yu'.. did yu si de neim of de rud?

KDP : Luk! De put a karpet over æ dor. Der is stairkes ander de dor

DNW : Haw luki wi ar to fain.. dis turr

DNW : Wait! Help us pliss

2. Recording 2

NPR : Luk de rubberts ar koming aut of de pots ofish

SWD : Wat yu ar going tu du? Let mi gou

NPR : Did yu si de neim of dis rod?

SWD : Lukdeypöt dee.. ca.. de karpet over æ dor. Tri'.. tri æs steirkes
nder de dor

NPR : hauw.. luki we art u fin dis torch

NPR : wait help us plis

3. Recording 3

SRL : Luk de robbit ar kaming aut of de post offic

SAP : Wat yu ar going tu du? Let mi gou!

SRL : Did yu si de neim of di rud?

SAP : Luk! Dey put de karpet over æ dor. Der is stairkes ander de dor

SRL : How laki we ar de faindit torch

SRL : Wait.. help... help as plis

4. Recording 4

MRA : Luk! Der robbers ar.. er koming out of de pos ofais

AFR : Wat yu ar going tu du? Let me go

MRA : Did yu si de neim of dis rud?

AFR : Luk dey put dey karpet ov.. over æ dor der is s steirces ander
de dor

MRA : How.. laki we ar tu fain dis turch

MRA : Wait! Hilpus plis

5. Recording 5

CTS : Luk! Thri robbers ar koming aut æfdee.. pos offis

AFA : Wat yu ar going tu du? Let mi gou!

CTS : Did yu si de neim of dis roud?

AFA : Luk! Dey put dee.. karpet over a dor. Derr.. der is aa.. stairces
under de dor

CTS : Haw laki wi ar tu fain dis torch

CTS : Weit! Hellap pliss

6. Recording 6

WPP : Luk! De tri korr.. tri robers ar koming aut of de pos offis

AMR : Wat yu ar going tu du? Let mi gou!

WPP : Did yu si de neim of dis rud?

AMR : Luk! Dey put de karpet a dor. Der is a steirkes ander de dor

WPP : Hauw luk.. hauw laki wi ar tu fin dis torch

WPP : Wait! Help yus pliss

7. Recording 7

MAH : Lutctri rubers.. el kom... koming ou'... out of e' dens pos of..
offis

SAL : Wat yu ar going tu du? Let mi go!

MAH : Did youl seld en.. na.. nem of ee... tells road

SAL : Luk! Dey pot de karpet over a dor. Dher is æ steirkes ander de
dor

MAH : How leick we ar tu.. tu fish tends roch

MAH : Weit! Heelp..s is plis

8. Recording 8

AAA : Luk! Thri robbers ar koming out of de post ofiss

IP : Wat yu ar going tu du? Let mi gou!

AAA : did yu si de neim of dos rud?

IP : Luk! Dey put de karpet over æ dor. Deyr is æ steirkes ander de dor

AAA : Howll.. howlllaaki wi ar tu.. fin.. dis torch

AAA : Wait! Help yus pliss

9. Recording 9

AM : Luk! Dirobbers ar koming aut of pots offic

SAA : Wat yu ar going tu du? Let mi go!

AM : Did yu si de neim of dis rood?

SAA : Luk! Dey put de karpet over æ dor. Der is æ steirkes ander de dor

AM : Hauw luki we ar tu fain dis torch

AM : Wait! Helpus plis

10. Recording 10

MAG : Luk! Thri robbers ar koming aut of de pos offis

AMT : weiyu erpo'.. going tu duy let mi go

MAG : Did yu si de neim of dhis rod?

AMT : Luk! Dey put te.. par over a dor. Ter is en stek.. unte dor

MAG : Hauwll.. Hauw luki wi ar tfin dis torch

MAG : Wait! Helpus plis

11. Recording 11

MSA : Luk! Thri robbers ar koming out of dhe pos ofishh

CIB : Weityu angoit tudu? Let mi go!

MSA : did yu se de nee'... did yu si de neim of.. of dis rod?

CIB : Lukdey putdey... dey karpet over de dor. Trii... de is er...s.. steir...Kes.. andet de dor

MSA : Hauw luki wi ar to faind dis aa torch

MSA : Weit.. help is.. pliss

12. Recording 12

ZUL : Luk! Thri robbers ar koming aut of de pos ofis

ARM : Wat yu ar going tu du? Let me go!

ZUL : Did yu si de neim of dis rod?

ARM : Luk! Dee... dey pot karpert over ador. Der is arstres umnnder
de dor

ZUL : Hauw looki wi ar tu fitdis torch

ZUL : Wait! Helps as pliss

13. Recording 13

AES : Luk! Thri robbers ar koming aut of de pos ofiss

MR : Wat?.. watyuerigoing tu de.. let mi go

AES : Did yu siiis.. denem of dis rod

MR : Lukte put..te kerper of.. over edur der is starces oneredur

AES : Hauw laki wi ar tu faindis torch

AES : Wait! Helpis pliss

APPENDIX 10

Student's Score in *Cycle I* and *Cycle II*

a. *Cycle I*

No	Name of Students	Score	Category
1	A. Magfirah Ramadani	7	Unsuccessfully
2	Achmad Faiz Alif Pratama	6	Unsuccessfully
3	Achmad Munawwar Rusdi	6	Unsuccessfully
4	Ahmad Minna Tilla	7	Unsuccessfully
5	Akbar Ramadhan Makhyun	6	Unsuccessfully
6	Alya Aniela Ardhana	9	Successfully
7	Andi Farhan Ramadhan Sultan	7	Unsuccessfully
8	Angga Eka Saputra Dewa	7	Unsuccessfully
9	Cakra Tri Sastrawiguna	8	Successfully
10	Charles Imanuel Bumbungan	6	Unsuccessfully
11	Devi Nur Wulandari Usman	8	Successfully
12	Imangkau Panennungi	8	Successfully
13	Kania Dwi Pertiwi	7	Unsuccessfully
14	Maharani	6	Unsuccessfully
15	Muh. Rifky Alfarisal Batara	7	Unsuccessfully
16	Muhammad Asyraf Galigo	7	Unsuccessfully
17	Muhammad Rifandy	6	Unsuccessfully
18	Muhammad Syawal Al Fajri	7	Unsuccessfully
19	Nadhia Putri Ramadhani	6	Unsuccessfully
20	Salsabila	6	Unsuccessfully
21	Siti Aliyah Azhar	8	Successfully
22	Siti Rayhana Latifa Akbar	7	Unsuccessfully
23	Sri Wahyuni D.	6	Unsuccessfully
24	Sriwanda Angreni Putri	8	Successfully
25	Wisnu Pradiva Priya Amir	8	Successfully
26	Zulkifli	8	Successfully
Total Score		182	
Mean Score		7.2	
Percentage of Success \geq 75%		30.8%	

b. Cycle II

No	Name of Students	Score	Category
1	A. Magfirah Ramadani	10	Successfully
2	Achmad Faiz Alif Pratama	8	Successfully
3	Achmad Munawwar Rusdi	8	Successfully
4	Ahmad Minna Tilla	7	Unsuccessfully
5	Akbar Ramadhan Makhyun	8	Successfully
6	Alya Aniela Ardhana	9	Successfully
7	Andi Farhan Ramadhan Sultan	8	Successfully
8	Angga Eka Saputra Dewa	9	Successfully
9	Cakra Tri Sastrawiguna	10	Successfully
10	Charles Imanuel Bumbungan	6	Unsuccessfully
11	Devi Nur Wulandari Usman	9	Successfully
12	Imangkau Panennungi	10	Successfully
13	Kania Dwi Pertiwi	8	Successfully
14	Maharani	8	Successfully
15	Muh. Rifky Alfarisal Batara	8	Successfully
16	Muhammad Asyraf Galigo	8	Successfully
17	Muhammad Rifandy	6	Unsuccessfully
18	Muhammad Syawal Al Fajri	8	Successfully
19	Nadhia Putri Ramadhani	8	Successfully
20	Salsabila	7	Unsuccessfully
21	Siti Aliyah Azhar	10	Successfully
22	Siti Rayhana Latifa Akbar	9	Successfully
23	Sri Wahyuni D.	8	Successfully
24	Sriwanda Angreni Putri	10	Successfully
25	Wisnu Pradiva Priya Amir	8	Successfully
26	Zulkifli	9	Successfully
Total Score		217	
Mean Score		8.34	
Percentage of Success \geq 75%		84.6%	

APPENDIX 11

Total Score of Students in *Cycle I* and *Cycle II*

No	Name of Students	Score	
		<i>Cycle I</i>	<i>Cycle II</i>
1	B. Magfirah Ramadani	7	10
2	Achmad Faiz Alif Pratama	6	8
3	Achmad Munawwar Rusdi	6	8
4	Ahmad Minna Tilla	7	7
5	Akbar Ramadhan Makhyun	6	8
6	Alya Aniela Ardhana	9	9
7	Andi Farhan Ramadhan Sultan	7	8
8	Angga Eka Saputra Dewa	7	9
9	Cakra Tri Sastrawiguna	8	10
10	Charles Imanuel Bumbungan	6	6
11	Devi Nur Wulandari Usman	8	9
12	Imangkau Panennungi	8	10
13	Kania Dwi Pertiwi	7	8
14	Maharani	6	8
15	Muh. Rifky Alfarisal Batara	7	8
16	Muhammad Asyraf Galigo	7	8
17	Muhammad Rifandy	6	6
18	Muhammad Syawal Al Fajri	7	8
19	Nadhia Putri Ramadhani	6	8
20	Salsabila	6	7
21	Siti Aliyah Azhar	8	10
22	Siti Rayhana Latifa Akbar	7	9
23	Sri Wahyuni D.	6	8
24	Sriwanda Angreni Putri	8	10
25	Wisnu Pradiva Priya Amir	8	8
26	Zulkifli	8	9
Total Score		182	217
Mean Score		7.2	8.34
Percentage of Success \geq 75%		30,8%	84.6%

APPENDIX 12**ATTENDANCE LIST OF CLASS VIII-3
ACADEMIC YEAR 2017/2018**

No.	Name of Students	Gender	Initial	Attendance			
				Cycle I		Cycle II	
				1	2	3	4
1	C. Magfirah Ramadani	Female	AM	✓	✓	✓	✓
2	Achmad Faiz Alif Pratama	Male	AFA	✓	✓	✓	✓
3	Achmad Munawwar Rusdi	Male	AMR	✓	✓	✓	✓
4	Ahmad Minna Tilla	Male	AMT	✓	✓	✓	✓
5	Akbar Ramadhan Makhyun	Male	ARM	✓	✓	✓	✓
6	Alya Aniela Ardhana	Female	AAA	✓	✓	✓	✓
7	Andi Farhan Ramadhan Sultan	Male	AFR	✓	✓	✓	✓
8	Angga Eka Saputra Dewa	Male	AES	✓	✓	✓	✓
9	Cakra Tri Sastrawiguna	Male	CTS	✓	✓	✓	✓
10	Charles Imanuel Bumbungan	Male	CIB	✓	✓	✓	✓
11	Devi Nur Wulandari Usman	Female	DNW	✓	✓	✓	✓
12	Imangkau Panennungi	Female	IP	✓	✓	✓	✓
13	Kania Dwi Pertiwi	Female	KDP	✓	✓	✓	✓
14	Maharani	Female	MAH	✓	✓	✓	✓
15	Muh. Rifky Alfarisal Batara	Male	MRA	✓	✓	✓	✓
16	Muhammad Asyraf Galigo	Male	MAG	✓	✓	✓	✓
17	Muhammad Rifandy	Male	MR	✓	✓	✓	✓
18	Muhammad Syawal Al Fajri	Male	MSA	✓	✓	✓	✓
19	Nadhia Putri Ramadhani	Female	NPR	✓	✓	✓	✓
20	Salsabila	Female	SAL	✓	✓	✓	✓
21	Siti Aliyah Azhar	Female	SAA	✓	✓	✓	✓
22	Siti Rayhana Latifa Akbar	Female	SRL	✓	✓	✓	✓
23	Sri Wahyuni D.	Female	SWD	✓	✓	✓	✓
24	Sriwanda Angreni Putri	Female	SAP	✓	✓	✓	✓
25	Wisnu Pradiva Priya Amir	Male	WPP	✓	✓	✓	✓
26	Zulkifli	Male	ZUL	✓	✓	✓	✓

APPENDIX 13

The Pictures of Research



Picture 1: The researcher was giving explanations about Comic Strip Conversation. *(Cycle I)*



Picture 2: The researcher was distributing Comic Strips to students. *(Cycle I)*



Picture 3: The students were consulting their works. *(Cycle I)*



Picture 4: The students were matching the proper speech bubbles order of 'Kidnapped' comic strip. *(Cycle II)*



Picture 5: The students were enthusiastically matching the speech bubbles of comic strip. *(Cycle II)*



Picture 6: The students were describing Comic Strip in front of class. *(Cycle II)*

BIOGRAPHY



Andi Krisna Adiyatma was born on December 17th 1993, in Lamasi regency north of Luwu Province of South Sulawesi. He is the eighth of ten siblings of beloved parents Drs. Patta Butung and Andi Hasni. He entered to elementary school at SDN Emmy Saelan Makassar in 1999 and finished in 2005. Then, he continued at SMP Negeri 13 Makassar and graduated in 2008. After graduated, he studied in SMK Saribuana Makassar and concentrated in majority of Accounting and graduated in 2011. Then, he entered Universitas Bosowa Makassar in 2013 and joined in English Education Department. He finished his study in 2017.