Improving Speaking Skill of the Tenth Grade Students of SMA Negeri 1 Palu Through Comic Strip

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ABSTRACT

The objective of this research is to find out if whether Comic strip is effective improve the students' speaking skills or not. This research explores whether using comic strips can effectively improve students' speaking skills by making learning more engaging and reducing their anxiety about speaking in English. The researcher applied a pre-experimental research design which involved only one class. The population of this research was the tenth-grade students at SMA Negeri 1 Palu. The researcher selected the sample by using a purposive sampling technique. The sample of this research was the students of X E7 consisting of 36 students. The technique of data collection used instrument tests (pre-test and post-test). The experimental class was treated by applying the Comic Strip. The result of the data analysis shows that there was a significant difference between the pre-test and post-test. The researcher found that the t-counted (3.33) was higher than the t-table (2.021). It means that the hypothesis was accepted. In conclusion, Comic Strip effective to improve the speaking skills of the tenth-grade students of SMA Negeri 1 Palu.
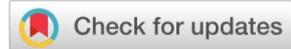
1. Introduction

Reading Speaking English is one skill that learned in level of Senior High School. It is ability to express opinions, comment and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions. Furthermore, it is the ability to express yourself orally and also need comprehension (Rahman et al., 2019; Tammasse et al., 2025; Junaid & Andini, 2025). Based on Merdeka Curriculum, in learning speaking there are four aspects that the students should be mastered to produce a good speaking namely, fluency, accuracy, comprehension and grammar. Furthermore, the expected teaching of speaking is to make students more interesting in learning topics, give students freedom to express their opinions, the learning process is also expected to be deeper, more meaningful, less rushed and definitely more fun. Therefore, to solve the problem above, the teacher should choose attractive media to tenth grade students of SMA Negeri 1 Palu. Thus, the researcher is interested in implementing one media, it is comic strip. Comic strip is an image or series of images that contains a story. (Daryanto, 2010, p.27) state "comics are a form of story presentation with a series of funny pictures. Comics provide stories that are simple and easy to understand the contents". Thus, the researcher believes that the use of comic strip can help the students to speak well as they can help them to comprehend text, memorize and recall words, increase engagement.

Comic Strip is a type of comic that only consists of several image panels. However, when viewed in terms of content, this comic has expressed the idea of complete content. (Dukut, 2001, p.64) state that "comic strip as a drawing on the students' pencils, eraser, lunch box, advertisement, and is shown on television or newspapers so people can see their comical aspect". To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon. In the words of (Yang, 2006), comic is a multimedia medium. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility. Within the descriptions mentioned above, the intent is essentially the same. (Gavigan & Tomasevich, 2011, p.6) argue that "comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc". This definition adds the idea of comic being literature and highlights its cumulative nature.

Many researchers had conducted a study about comic strip to improve students speaking skill in English. They found that using comic is a great teaching strategy. The first study was conducted by Yusuf and Sembiring (2023) entitled "*Improving Speaking Ability Using Comic Strips Media for Class XI Students MAN 3 Langkat Plus Keterampilan*". *The second study was conducted by Yosefa (2023) entitled "Using comic strips to improve students' speaking skill". The third was conducted by Annisa and Nst (2020) entitled "Comic Strips and Board Game as A Mediai in Learning Oral Language Skills for Students". The differences between this study and the previous study is the researcher will divide groups, pairs, and individuals for the students in teaching and learning process, while previous researcher only did it individually*

Students at SMA Negeri 1 Palu have problems in fluency and comprehension. Therefore, the researcher tries comic strips as a way to overcome these problems because apart from having pictures and illustrations that keep students from getting bored, comic strip is also able to convey information effectively and efficiently, the researcher also chose narative text as the type of text use in the research. Comic Strip was invented by Rodolphe Töpffer in the 1820s, he is a Genovese school teacher and essayist. The researcher conclude that comic strips or comics are an art which have sequence of stories about the characteristics and events in the form of picture. The researcher was adopted procedure of Comic Strip by Csabay (2006). The differences procedure of Csabay and the researcher are the researcher divided groups, pairs, and individuals for the students in teaching and learning process.

2. Methodology

This study adopted a quantitative approach using a quasi-experimental design to improve the students' speaking skills tenth grade students of SMA Negeri 1 Palu. This research design was proposed by (Arikunto, 2000, p.214) as follows:

01   X   02

03   04

Where:

01   02   = Pre-test

03   04   = Post-test

X = Treatment

The study used cluster random sampling technique. The study involved two intact groups, each receiving different instructional treatments. The experimental group engaged in speaking skill using comic strip, whereas the control group received instruction through conventional teaching methods.

The study targeted tenth grade students of SMA Negeri 1 Palu. From six classes, class X E7 and X E8 is chosen as samples of the research. Class X E7 selected as experimental class, while class X E8 selected as control class.

In this study, two versions of the test were administered: a pre-test, aimed at measuring students' speaking skill before the treatment, and a post-test, designed to evaluate any improvement in speaking after the treatment. A multiple-choice test and essay test was used as the assessment instrument.

3. Result and Discussion

3.1 Result

Following the assessment of students' overall comprehension in both the control and experimental groups during the pre-test and post-test phases, the researcher proceeded with a more detailed data analysis by examining the deviation scores and their corresponding squared deviations for both groups. This analysis aimed to determine the extent of variation in student performance by comparing their scores from the pre-test to those obtained in the post-test. The deviation and square deviation are presented in the table below:

Table 1. The Students' Score and Deviation of Experimental Group

No	Initials	Pre-Score	TestPost- Test Score	Deviation	Square Deviation

1.	AP	30	70	40	1600
2.	APY	50	90	40	1600
3.	ADB	30	90	60	3600
4.	AN	50	80	30	900
5.	CM	40	90	50	2500
6.	E	50	80	30	900
7.	FFI	50	80	30	900
8.	FY	40	80	40	1600
9.	FHL	40	80	40	1600
10.	FH	30	70	40	1600
11.	FSD	30	70	40	1600
12.	GMQ	30	80	50	2500
13.	GPU	40	70	30	900
14.	GPPH	40	70	30	900
15.	GGP	40	70	30	900
16.	MASU	40	70	30	900
17.	MFI	30	80	50	2500
18.	MASPN	30	70	40	1600
19.	MM	50	70	20	400
20.	MZA	50	80	30	900
21.	NIN	50	70	20	400
22.	PLP	50	80	30	900
23.	R	30	70	40	1600
24.	DLM	40	70	30	900
25.	RK	50	70	20	400
26.	RRPA	50	90	40	1600
27.	RS	50	80	30	900
28.	SDC	40	70	30	900
29.	SNA	40	70	30	900
30.	SA	40	70	30	900
31.	TAN	40	70	30	900
32.	VFPN	60	80	20	400
33.	WA	50	90	40	1600

No	Initials				
34.	ZAH	40	70	30	900
35.	ZRS	30	70	40	1600
36.	ZA	30	80	50	2500
TOTAL					**1260**

Based on the table above, the result of the pre-test and post-test of the experimental group is 940.

The results show a consistent improvement in students' scores, with all post-test scores being higher than the pre-test scores. The total deviation is 1230, resulting in an average (mean) improvement of approximately 34.17 points per student. The total of the square deviations is 46,400, which, when used to calculate the standard deviation, yields approximately 35.90. This indicates a relatively varied but generally positive effect of the intervention on student performance. Overall, the data suggests that the experimental treatment contributed to a significant increase in test scores.

Table 2. The Students' Score and Deviation of Control Group

No	Initials	Pre-Test Score	Post-Test Score	Deviation	Square Deviation
1.	AR	70	90	20	400
2.	AD	60	70	10	100
3.	AAC	70	80	10	100
4.	AFAP	60	70	10	100
5.	APAL	50	60	10	100
6.	AAAAT	40	50	10	100
7.	AMA	60	70	10	100
8.	AAA	60	70	10	100
9.	AHA	40	50	10	100
10.	AB	80	90	10	100
11.	AAP	50	60	10	100
12.	BTE	80	80	0	0
13.	BAR	70	80	10	100
14.	DN	50	70	20	400
15.	DF	50	60	10	100
16.	DYM	60	60	0	0
17.	ETH	50	60	10	100
18.	FD	40	50	10	100
19.	FF	50	50	0	0
20.	FA	70	70	0	0
21.	MH	40	60	20	400

22.	MI	40	50	10	100
23.	MRA	60	70	10	100
24.	MJ	50	70	20	400
25.	MR	50	60	10	100
26.	MR	50	70	20	400
27.	MAJ	50	70	20	400
28.	NTR	50	60	10	100
29.	NAP	50	70	20	400
30.	RSP	40	70	30	900
TOTAL					**6500**

Based on the table above, the result of the pre-test and post-test of the experimental group is 410. Based on the calculation above, the researcher got the sum-squared deviation of the experimental group (47165.97) and the sum-squared deviation of the control group (6495.72). By looking at the computation above, the researcher got the value of t-$_{counted}$ is 3.33 hypothesis of this research is accepted because the value of t-$_{counted}$ was higher than the value of t-$_{table}$, which means that the use of the round table strategy Improving Speaking Skill through Comic Strip of the Tenth Grade Students of SMA Negeri 1 Palu.

3.2 Discussion

Based on the findings, the researcher will discuss some aspects. Before conducting the research, the researcher seen students' weakness even in experimental and control group. The purpose of this research is to develop students' speaking skills by looking at the two components. They are fluency and comprehension. In this research, the researcher finds both of the groups had difficulty in speaking English when the researcher gave the pre-test, especially in those two elements. After giving the treatment, their ability in speaking English improved especially in those two elements. After distributing the pre-test, implementing treatment to the group, distributing the post-test, calculating and finding data of the group and the purpose of this research are indicated achieved.

It was difficult for students to speak and express their ideas in English with a natural flow and use appropriate accuracy in speaking performance. They tend to make an effort to search for the proper words and hesitate to express their feelings because they are afraid of making mistakes. Furthermore, the researcher encouraged them not to hesitate to speak English so they could express their ideas confidently. The result of the pre-test shows that most of the students hesitated to speak and frequently took long, unnatural pauses while searching for the proper words and a few students still use Bahasa.

After the pre-test, the researcher gave treatment to the students through Comic Strip. Students paid attention to the pictures on the comic strip and were tasked to understand the meaning of the comic strip. Next, students practiced imitating the correct pronunciation, stress, pauses, and intonation, as said by native speakers. Then, students and researchers discussed topics related to their own experiences. Finally, in the activity, the researcher and students reflected together on what they had done during the lesson, the researcher provided reinforcement for students to practice at home, and the researcher closed the teaching and learning process.

After the pre-test and post-test, students' fluency and understanding improved. Students became more aware of the correct pronunciation of words and sentences that previously had errors in pronunciation, and students were also more courageous in speaking in front of the class and more enthusiastic about learning English. After understanding the comic strip, students also learned new vocabulary. Expressing thoughts verbally, such as arguing or conveying opinions to

someone, a group, or an organization. A student must often practice speaking English more fluently to be able to speak in public. It is proven that teaching and learning using this technique has a positive effect on students' learning progress.

The result of this research is in line with previous studies by Yusuf and Sembiring (2023), "Improving Speaking Ability Using Comic Strips Media for Class XI Students MAN 3 Langkat Plus Keterampilan", Yosefa (2023) entitled "Using comic strips to improve students' speaking skill", and last, and Annisa and Nst (2020) entitled "Comic Strips and Board Game as A Media in Learning Oral Language Skills for Students". By comparing the results, the researcher found that students' speaking skills can be developed through the comic strip in the treatment. This can be seen from their post-test results which improved in speaking components such as fluency and comprehension.

4. Conclusion

The objective of this research is to find out if whether comic strip is effective improve the students' speaking skills or not. After analysing the data, the researcher concluded that the comic strip can improve the speaking skills of the tenth-grade students in SMA Negeri 1 Palu. It can be seen from the mean score of pre-tests (41.11) to post-test mean score (76.11). Comic strip as the strategy has significantly improved students speaking skills of the tenth-grade students in SMA Negeri 1 Palu. Furthermore, students seem to become more active and enjoy the lessons. They have a deficiency in Basic English; they improve during learning and get better in evaluation. In conclusion, the use of comic strips is an effective strategy for improving the speaking skills of tenth-grade students at SMA Negeri 1 Palu. The significant increase in test scores, along with greater student engagement and participation, demonstrates that comic strips can enhance both language proficiency and classroom dynamics.

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