THE USE OF COMIC STRIPS TO IMPROVE STUDENTS’ SPEAKING SKILLS FOR THE SEVENTH GRADE STUDENTS OF SMP IT AL-FALAH BANDUNGAN IN THE ACADEMIC YEAR OF 2019/2020

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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2019
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Salatiga, September 5th 2019

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ATTENTIVE CONSELOUR’S NOTE
Uum Kunalsari

To the Dean of Teacher Training and
Education Faculty

Assalamu'alaikum Wr. Wh.

After reading and correcting Uum Kunalsari’s graduating paper entitled THE
USE OF COMIC STRIPS TO IMPROVE STUDENTS’ SPEAKING SKILL
FOR THE SEVENTH GRADE STUDENTS OF SMP IT AL-FALAH
BANDUNGAN IN THE ACADEMIC YEAR OF 2019/2020. I have decided
and would like to purpose that this paper can be accepted by the Teacher Training
and Educational Faculty. I hope this graduating paper will be examined as soon as
possible.

Wassalamu’alaikum Wr. Wh.

Counselor,

Dr. Setia Rini, M.Pd.
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A GRADUATING PAPER

THE USE OF COMIC STRIPS TO IMPROVE STUDENTS' SPEAKING SKILLS FOR THE SEVENTH GRADE STUDENTS OF SMP IT AL-FALAH BANDUNGAN IN THE ACADEMIC YEAR OF 2019/2020

WRITTEN BY:

UEN KUMALASARI

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Has been brought to the board examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September, 13th 2019, and hereby considered to complete the requirements for degree of Sarjana Pendidikan (S.Pd.) in the English and Education.

Board of examiners

Head : Dr. Ruwandi, S.Pd, M.A.

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Salatiga, September 13th 2019
Dean of Teacher Training and Education Faculty

Prof. Dr. Mumin, M.Ag.
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MOTTO

Knowledge is a treasure that will follow the owner everywhere

-Proverb-
DEDICATION

I dedicate this graduating paper to:

❖ Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes.

❖ My beloved parents “Suyamto” and “Harmunik” who every day pray for me and give me anything. Thank you very much always beside me to give encouragement. I love you so much.

❖ My beloved lecturer Mrs. Setia Rini, thank you for your guidance and motivation. You are my inspiration.

❖ My beloved teachers and students at SMP IT Al-Falah Bandungan who help me doing research, thank you very much.

❖ My best partners of graduating paper in Mrs. Setia Rini’s groups that support me to finish the graduating paper.

❖ My best friends Fuji, Maya, Kiki, Istigfarin, and April who always give me motivation.

❖ My big family TBI 2015 that support my education and finish this graduating paper.
ACKNOWLEDGEMENT

+Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb

Alhamdulillahirabbil’alamin, all praises are to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Prof. Dr. Zakiyudin, M.Ag, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. Mansur, M.Ag, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Norwanto S. Pd., M. Hum., Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Dr. Setia Rini, M.Pd, the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from beginning until the end.
5. All lecturers, especially the lecturers of the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
6. All of the staff of Institute for Islamic Studies (IAIN) Salatiga. Who have helped the researcher in processing of graduating paper administration.

7. Mrs. Luluk Hanifah, S.Pd.I, the English teacher of SMP IT Al-Falah Bandungan.

8. My beloved father and mother who always give me support, encouragement, finance, love, trust, advice, and everlasting praying. Allah always blesses you.

9. My friends in TBI 2015 keep on fire, we always together.

10. The big family of SMP IT Al-Falah Bandungan especially the seventh grade students in the academic year 2019/2020, thanks for your participation in the classroom.

Wassalamu’alaikum Wr. Wb

Salatiga, September 5th 2019
The Researcher

[Signature]

Uum Kurniasari
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ABSTRACT

Kumalasari, Uun. 2019. *The Use of Comic Strips to Improve Students’ Speaking Skills for the Seventh grade Students of SMP IT Al-Falah Bandungan in the Academic Year of 2019/2020.* A Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) of Salatiga. Counselor: Dr. Setia Rini, M.Pd.

The objectives of the study are: (1) To find out the implementation of comic strips to improve students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan, (2) To measure the improvement of comic strips in improving students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan. The methodology of this research was Classroom Action Research (CAR). The subject of this research were 37 students of 7A class of SMP IT Al-Falah Bandungan. The data collected were qualitative but also supported by quantitative data.

The result of this research shows that (1) the implementation of comic strips to improve students’ speaking skill is successful. The students who pass the passing grade improve gradually from cycle I and cycle II. (2) There is improvement of comic strips in improving students’ speaking skills. It can be seen from the cycle I up to cycle II. The mean of post-test is higher than the mean of the pre-test. The mean of post-test cycle I is 72.83 and pre-test is 60.54. In cycle II, The mean of post-test is 79.45 and pre-test is 68.78. The result of t-test cycle II also higher than t-test cycle I. T-test cycle II was 10.98 while t-test cycle I was 9.962. From the result, the researcher concluded that by using comic strips can improve students’ speaking skill for the seventh grade students of SMP IT Al-Falah Bandungan.

**Keywords:** Speaking skills; Comic strips.
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CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, objectives of the research, significances of the research, hypothesis and success indicator, research methodology and graduating paper outlines.

A. Background of the Study

English is an international language and a global language. English connects to countries and also to be second language for everyone. The human learns English to make them easy to communicate with other people in a different country. According to Ramelan (1992:3), English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is the reason why the Indonesian government chooses English as the first foreign language to be taught in schools.

English has four skills that have to be taught by the teachers. Those skills are listening, speaking, reading and writing. In this research, the researcher will focus on the speaking aspect. According to Thornbury (2005:1), speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.
Richard and Rodger (1982:72) states that speaking activities involve real communication that promote learning. Speaking is also called as productive skill because speaking skill produce language. Everything which has been read and listened can be expressed through speaking. The primary purpose of speaking is to make a listener understand with feelings, thoughts, and opinions that the speaker said. Doff (1987:45) argued that speaking is communication or conversation between two people in exchanging information or they have communication or conversation needs. Through speaking, communication or conversation can be delivered precisely.

In field of education English is also crucial. According to Richards (2008:20), the mastery of speaking skills in English subject is a priority for many second-language or foreign-language learners. In many countries, children are taught and encouraged to learn English as a second language. In Indonesia, in the elementary school English subject just to be the local content or the additional subject. English subject is not listed in the curriculum of elementary school. Whereas, in the junior and senior high school English subject is a principal subject.

I conducted an interview on Saturday, 15\textsuperscript{th} June 2019 with Mrs. Luluk, the English teacher of SMP IT Al-Falah. I got some facts that most of the students are poor at speaking skills. The researcher asked some questions to the teacher.

The first question is about the most difficult skills in English, and the
teacher said speaking skill is the most difficult skill for students. For example to introduce themselves, they need more time to speak up. They do not have confident and don’t have braver to speak English.

The second question is about the problem to teach speaking skill. The teacher said many of students are shy to speak English. The students less of vocabulary mastery so they just use the general and basic vocabulary. Some of the students have opinions that English is not important because English is not their language. The most difficult problem that teacher faced is, there is students who do not get the English subject in elementary school. This is a hard problem because the teacher has to teach English to start from the basic material.

The third question is about the method and media that teacher use to teach English especially speaking skills. The teacher said she teaches the material based on the syllabus of curriculum 2013. The teacher uses some methods to teach English like group discussion, work in pairs, and outdoor learning. Sometimes the teacher use students center learning. The supporting media that she applies in teaching English are textbook, handbooks, LCD projectors, tape recorders, and print text. Every topic uses a different method and media.

The fourth question is about the responses of students when the teacher uses media in teaching English. The teacher said the responses of students are positive. The students are not bored and do not sleep when
teaching-learning process. She also said that teaching using media is effective to appear the students’ enthusiasm in learning English.

The last question is about the criterion of the passing grade (KKM) of English subject at SMP IT Al-Falah. The teacher said that the criterion of the passing grade (KKM) of English subject is 70. Especially for speaking skill the teacher expects the students can reach the minimum score at least 70% but in a fact just 50% of students that reach the minimum score.

The conclusion of the interview with Mrs. Luluk is the students have some difficulties to learn English especially speaking skills. First the students are not confident to speak English and their pronunciations still incorrect. Second, the students limited to vocabulary mastery so they only use the general vocabulary. The last problem that students faced in learning English is they have opinion or mind-set that English is difficult to learn and to memorize. That opinion makes the students are lazy to study English. To improve students’ speaking skills the researcher uses comic strips as a media to teach English more interesting.

The researcher hopes that using comic strips can improve students’ speaking skills. It is an activity to make the teaching-learning process to be more enjoyable. The good strategy in the teaching-learning process creates a positive response of students.

Based on the background, the researcher is interested in committing research under the title “The Use of Comic Strips to Improve Students’
Speaking Skills for the Seventh Grade Students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020”. The researcher conducts a classroom action research to know that Comic Strips can improve students’ speaking skills.

B. Problem of The Study

Based on the background of the research, the researcher formulates the research questions as follows:

1. How is the implementation of comic strips to improve students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020?

2. How far the improvement of comic strips in improving students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020?

C. Objectives of The Study

Based on the formulation of the problem above, the aims of the study are mentioned below:

1. To give the description of the implementation of comic strips to improve students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020.

2. To measure the improvement of comic strips in improving students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020.
D. Significances of the Study

After the existence of the data and information obtained from researchers about “The Use of Comic Strips to Improve Students' Speaking Skills for the Seventh Grade Students of SMP IT Al-Falah Bandungan” the researcher expected this research can provide benefits in practical as well as theoretical:

1. Practical
   a. For teachers
      
      The result of this research is important for English teachers because this research provides solutions for teachers to improve students’ speaking skills. This research gives a new strategy for the English teacher to teach English more entertaining and enjoyable. This strategy can be a new method to teach English. English teachers can apply this method for every topic in English subject. She also can improve this method appropriate to the topic that will teach.
   b. For other researchers
      
      The result of this research can be hopefully used as a reference for the next researchers. Especially for the researcher who is interested in teaching and learning speaking skill using comic strips.
c. For the students

The result of this research is teachers’ ability for the students in using comic strips. This research is also beneficial to know some common difficulties caused by the use of comic strips.

2. Theoretical

The result of this research provides solutions for English lessons, particularly in improving students’ speaking skills using media comic strips.

E. Hypothesis and Success Indicator

Based on the interview with the English teacher, the researcher concludes the students at SMP IT Al-Falah Bandungan have some problems in speaking skills. That problems are, the students are not confident to speak English, their pronunciations still incorrect, they are less vocabulary mastery. The researcher tries to overcome those problems by implementing comic strips to improve students’ speaking skills. By conducting this research, the researcher proposes a hypothesis: Using comic strips improve students’ speaking skills.

The success indicator of this research is taken from the students’ Basic Competence shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle I and cycle II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English subject in
SMP IT Al-Falah is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

F. Definition of The Key Term

In this research, the title is “The Use of Comic Strips to Improve Students’ Speaking Skills for the Seventh Grade Students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020”. The researcher tries to define several words. There is some definition of several words, such as:

1. Speaking skill

   According to Brown (1994:98), speaking skill is one of the base skills have to develop and improved. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Brumfit and Johnson (1997:76) also stated that speaking is not only the oral production of written language but invades the mastery of a wide range. Regarding the statement above, the writer tries to conclude that speaking is an important component in language because speaking is essentially speech. English speaking ability is an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

2. Comic Strips

   According to Nashir (2002:22), comic generally is a pictorial story in magazines, newspapers, or books that is usually easy to understand and funny. Furthermore, Nana Sudjana
(2002:64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawings and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, complete with an action. Comics also appear in online likes comic online, Ciayo comics, line webtoon, etc. A comic strip is one of the media to provide essential language. The entertaining characteristics provide relaxed the atmosphere and it is familiar to the students. Using comic strips, the students are challenged to practice speaking. The students make a dialogue with their pairs. The content of dialogue has to appropriate with the pictures of comic strips and the material that they are learning.

G. Research Method

1. Research Design

According to Pandey and Pandey (2015:18) research design is simply the framework or plan for a study that is used as a guide in collecting and analysing data. This research has the purpose to improve students’ speaking skill. To achieve that this research using a method classroom action research study (CAR). The researcher wants to improve students’ speaking skill so classroom action research is an appropriate design to this research. Classroom action research provides tools for focusing instruction on issues directly related to the
classroom or school situation. The classroom action research help the teacher to solve problems in the classroom.

This research is conducted in a particular setting, that is, in a classroom situation. To be able to improve speaking skill through comic strips, there are some steps to be followed. There are many different models of action research from many experts but the researcher takes Stephen Kemis experts. Stephen Kemmis (1981) developed a simple model of the cyclical nature of the Action Research process, a cycle that has four steps: plan, act, observe, and reflect. Improvement of the problem in this research takes two cycles.

The figure for those steps is represented as below:

![Figure 1.1: The Spiral Model by Kemmis and McTaggart.](image)

The figure above shows a process or a plan in classroom action research which is based on Kemmis and McTaggart’s in Burn
action research occurs through a dynamic and complementary process, which consists of four steps, those are planning, action, observation and reflection, all those steps explained as follows:

a. Planning

Planning is prospective to action, forward-looking and critically informed in terms of the recognition of real constraints and the potential for more effective action.

In this step, the researcher needs to prepare the instrument as to the learning process as follows:

1) Arranging a lesson plan according to the syllabus that had been used by the teacher during the teaching process.
2) Improving learning activities.
3) Preparing learning sources such as the material or books and instruments such as learning media.
4) Preparing pre-test, post-test and scoring rubric.
5) Preparing a research instrument.

b. Action

Action must deliberate and controlled, but critically informed in that it recognizes the practice. After preparing plans, the researcher should implement action research as follow:

1) Giving pre-test
2) Explaining the material
3) Apply the Comic strips in teaching

4) Giving post-test.

c. Observation

In this step, the researcher has to be responsive, but also forward-looking in that it documents the critically informed action, its effects, and its context of the situation, using ‘open-eyed' and ‘open-minded' observation plans, categories and measurements. The researcher observes the teaching-learning process including the students' speaking. The main things that to be focused on this stage were the improvement of using comic strips in the teaching process, how the students' responses to the material in the classroom, and their speaking skills.

d. Reflection

In the reflection, the researcher will evaluative and descriptive, in that it makes sense of the processes, problems, issues, and constraints of action and develops perspectives and comprehension of the issues and circumstances in which it arises. The focus of this step is on the improvement after implementing comic strips to improve students speaking skill whether it is successful or not. If it had not been successful yet, another cycle should be continued.
2. The subject of the Research

The subject of this research is the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020. It consists of 37 students.

Table 1.2 List of the Students’ Name of 7A

<table>
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<tr>
<td>25</td>
<td>RRT</td>
<td>Male</td>
</tr>
<tr>
<td>26</td>
<td>RAZ</td>
<td>Female</td>
</tr>
<tr>
<td>27</td>
<td>RNA</td>
<td>Male</td>
</tr>
<tr>
<td>28</td>
<td>RAAA</td>
<td>Male</td>
</tr>
<tr>
<td>29</td>
<td>RARS</td>
<td>Male</td>
</tr>
<tr>
<td>No</td>
<td>Date and Time</td>
<td>Activities</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; April 2019</td>
<td>Ask permission to the headmaster for doing research</td>
</tr>
<tr>
<td>2</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; April 2019</td>
<td>Make a schedule with an English teacher to do an interview</td>
</tr>
<tr>
<td>3</td>
<td>15&lt;sup&gt;th&lt;/sup&gt; April 2019</td>
<td>Doing an interview with an English teacher</td>
</tr>
<tr>
<td>4</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; June 2019</td>
<td>Asking confirmation about the passing grade for seventh grade</td>
</tr>
<tr>
<td>5</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; July 2019</td>
<td>Giving observation</td>
</tr>
</tbody>
</table>

3. Steps of the Research

In conducting the research, the researcher makes a schedule to arrange the plans for the research. The research schedule is shown in table 1.3
<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1st August 2019</td>
<td>Consultation about the lesson plan with an English teacher</td>
<td>Mrs. Luluks' house</td>
</tr>
<tr>
<td>7</td>
<td>7th August 2019</td>
<td>Doing Pre-test cycle 1</td>
<td>In the classroom of VII A</td>
</tr>
<tr>
<td>8</td>
<td>10th August 2019</td>
<td>Doing treatment in the classroom</td>
<td>In the classroom of VII A</td>
</tr>
<tr>
<td>9</td>
<td>13th August 2019</td>
<td>Doing Post-test cycle 1</td>
<td>In the classroom of VII A</td>
</tr>
<tr>
<td>10</td>
<td>15th August 2019</td>
<td>Doing Pre-test cycle 2</td>
<td>In the classroom of VII A</td>
</tr>
<tr>
<td>11</td>
<td>20th August 2019</td>
<td>Doing treatment in the classroom</td>
<td>In the classroom of VII A</td>
</tr>
<tr>
<td>12</td>
<td>21th August 2019</td>
<td>Doing Post-test cycle 2</td>
<td>In the classroom of VII A</td>
</tr>
</tbody>
</table>
4. The Technique of Data Collection and Research Instrument

Data collecting is used to gather information. According to Pandey and Pandey (2015:57), a researcher requires many data gathering tools and techniques in collecting data. The data collection that researchers use in this research is an interview, observation, tests, and documentation.

a. Interview

According to Pandey and Pandey (2015:59) interview is a two-way method which permits an exchange of ideas and information. In the interview section, there is an exchange of ideas between the researcher and the interviewees. Through the interview section, the researcher can establish social interaction with the interviewees. The interview is the first step for this research because the questions addressed to the interviewees give important pieces of information to get an explanation about the problems. In this research, the writer uses the method to get the problems of speaking skill by teacher and student.

b. Observation

Pandey and Pandey (2015:64) mentions that observation is recognized as the most direct means of studying people when one is interested in their overt behavior. Through observation, the researcher will know the concrete data about the behaviors of students. Observation of this research focused on students’ activities in the
classroom during the learning process. The learning process is taught by the teacher, while the researcher just observes the teaching-learning process.

The observation consists of two cycles. There is the cycle I and cycle II. To make systematic research, the researcher uses an observation checklist. The observation sheet consists of students' and teachers' observation checklist. The students’ observation checklist as follows:

**Table 1.4 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Enthusiastic in speaking skill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.5 Teacher’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Asking the previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do brainstorming about the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Explain the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Use Comic strips to teach speaking skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Allowing the student for asking the questions about the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Help students’ difficulties during learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Test

According to Brown (2004:3), a test in simple terms is a method of measuring a person’s ability, knowledge or performance in a
given domain. The test is used to measure the competence of the students. The researcher will give the students the test that consists of pre-test and post-test to know the strength and the weakness of the students.

1) Pre-test

A pre-test is given before the unit in the lesson begins. Pre-test results can identify the strengths and weaknesses of students before the unit in the lesson begin. The purpose of the pre-test is to know how far the students' competence in speaking skills before using "comic strips" (without treatment anymore).

2) Post-Test

After the pre-test, the researcher does the post-test. The post-test will given after a teaching intervention. The data of the Post-test provide helpful insights into student learning and the effectiveness of teaching strategies. The purpose of post-test is to know the students' competence in speaking skills after using "comic trips" (using treatment).

d. Documentation

Documentation might take several forms, including (at the individual student level) curriculum materials, textbooks, instructional manipulative, attendance records, test scores, previous grades, discipline records, cumulative folders, and (at the school or district level) attendance rates, retention rates, graduation rates,
newspaper stories about school events, minutes from faculty or school board meetings, and standardized test scores perhaps disaggregated by grade level, gender, or ethnicity.

5. Data Analysis

According to Pandey and Pandey (2015:70) data analysis embraces a whole range of activities both the qualitative and quantitative type. In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012:16).

a. Qualitative Data

Based on Creswell (2012:16) to analyze qualitative data collected based on words from a small member of the individual, thus the participants' views are obtained and analyzed the data for description. In this research, the data of the observation checklist is analyzed by qualitative.

b. Quantitative Data

Quantitative technique data analysis is used to process the data. Pandey and Pandey (2014:70) mention that qualitative analysis is made and statistical methods and techniques are employed. The quantitative data provide the answers to the problem. The quantitative data also is processed by the teacher and the researcher to get the score of the students. The maximum score is 100. The process measurement based on:

1) Score the students’ test
According to Brown (2004:61), scoring can plan reflects the relative weight that you place on each section and items in each section. There are four components in scoring speaking that are: pronunciation, fluency, accuracy and vocabulary. The researcher uses an analytical scoring rubric to analyze the data related to the students’ speaking test.

2) Calculate the result of the test

After the scoring of students' tests, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses the Statistical Package for Social Science (SPSS) for analyzing the data. In practice, the researcher will use SPSS version 16.0.

II. Outline of the Paper

This graduating paper has five chapters which are every chapter has different elements as follows:

Chapter I is Introduction to the research. The contents of this chapter consist of background of the study, problem statement, the objective of the study, the significance of the study, hypothesis and success indicator, definition of key terms, research method and outline of the paper.

Chapter II describes the review related to this research about speaking, comics strips and improves students' speaking skills using comic strips. The researcher uses some references from the local journal, international journal, researches, articles and books that support this research.
Chapter III discusses the implementation of the research. It covers the procedure of research cycle I, cycle II and the minimum standard of success.

Chapter IV presents the research findings and data analysis. The researcher shows the result of the research and it includes the implementation and improvement of speaking skills through comic strips.

Chapter V, last part of the closure, contains a conclusion and suggestion. The last is there references and appendices.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter consists of supporting theories and the review of previous research. Supporting theories describe some information related to speaking and comic strips.

A. Supporting Theories

1. Speaking
   a. The definition of speaking

   According to Luoma (2004:1), speaking skill is an important object of assessment because it is a part of the curriculum in language teaching. Moreover, Jones (1996:12) states that in speaking and listening speaker have to get something done, exploring ideas, working out some aspect of the world, or simply being together.

   Besides, Irawati (2014:26) defines speaking as an activity to produce sayings in the form of words and sentences orally to communicate with other persons. Speakers can show their opinions or perceptions to the listener.

   Furthermore, Brown (2004:140-142) states that speaking is a productive skill that can be observed directly and empirically, those observations are invariably colored by the accuracy and effectiveness of the test. While speaking is a productive skill but it can be directly observed by listening skill test. There are two kinds of speaking skills are
micro-skills and macro skills. The micro-skills refer to producing the smallest things of language such as phonemes, morphemes, words, collocations, and phrasal units. While, the macro skills simply focused on larger elements such as fluency, function, style, discourse, cohesion, strategic options, and nonverbal communication.

Based on Thornbury (2005:1-2) speaking is part of daily life that we take it for granted. The thing that has to involve in speaking is to emphasize the speech production takes place. Speaking also consists of at least three stages that are conceptualization, formulation, and articulation.

In addition to Nunan (1989:27) states that the basic distinction to considering and developing speaking skills is between monologue and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. This is a skill that generally has to be learned and practiced.

b. The rules of speaking

Based of Richard and Schmidt (1983:61) the rules of speaking are: knowing the appropriate the opening of conversation, the topic that appropriate to particular speech events, forms of address are to be used to whom and in which situations, how such speech as greetings, compliments, apologies, invitation, and complaints are to be given, interpreted and responded to. Speaking is not just spoken but speaking has some rules that have to fill by the speaker.
c. Basic types of Speaking

According to Brown (2004:141-142), there are five basic types of speaking that are:

1) Imitative. This is the ability to simply parrot back (imitate) a word phrase or possibly a sentence.
2) Intensive. The second type of speaking frequently employed is assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like.
4) Interactive. Interaction can take the two forms of transactional language, which have the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.
5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.
2. Comic Strips

a. Definition of comic strips

According to Sudjana and Rivai (2009:69) Comics with colorful illustrations, realistic stories, interesting characters, can motivate students of all age levels. Comic strips have Pictures are identical concrete things. It can interest the reader to read the whole story. The colorful comic can be a very interesting for readers especially children. Comic strips also can be a strategy for teaching as teaching media. The teacher can be the main key to maintain the pronunciation, fluency, accuracy, and vocabulary of the students. Interesting materials and attractive media can be shared in the classroom to encourage the students during the learning process.

Snyder (1997) states that comic strips and cartoons are two effective instructional tools to use in class from students with different grades. Comic strips familiar to the students especially for the young learners. Comics have certain unique advantages over animation. Comic strips also provide a unique and exciting way to teach speaking skills. Many activities can do using comic strips to improve students’ speaking skills.

b. Teaching using Media
Teaching using media has benefits for young learners or adult learners. Teaching using media makes the different atmosphere for the students. The situation will be fresh and students are not bored during the teaching-learning process.

Sudjana and Rivai (2009:2) describe the value and benefits of teaching media into the followings:

1) Teaching will attract more attention to foster students' motivation to learn
2) Teaching materials will be clearer meaning that can be understood by the students, and allow students to master better teaching purposes.
3) Teaching methods will be more varied, not merely verbal communication through the narrative of words by the teacher, so students do not get bored especially when teachers teach to every hour lessons
4) Students are doing more activities to learn, because they not only listen to descriptions of teachers but also do other activities such as observe, demonstrate, etc.

According to Sudjana and Rivai (2009:4), there are several things that teachers have to do for teaching using media. First, teachers need to have an understanding of teaching media for instance types and benefits
of teaching media, using the media as a teaching aid and follow-up the use of media in the teaching and learning process. Second, teachers can make simple teaching media so that the students can understand the materials easily. Especially to junior high school students, the teacher has to make the material simple and interesting. The junior high school students still childish so they need a current strategy in the teaching-learning process.

c. Procedure of teaching using comic strips

Comic strip is a media provides meaningful language. The humorous characteristics in comic strips provide relaxed the atmosphere for the students. This media also familiar to the students. Using comic strips the students are challenged to practice speaking based on the picture of comic strips. The procedures teaching using comic strips are:

1) Chooses some comics strips that related with daily life of students to make them easy to memorize the material that explained.

2) Giving comic strips to every group.

3) The teacher gives an example how to make a dialogue based on the events in the comic strips.

4) The students make the dialogue with their partner based on the events in the comic strips that they get.

5) The dialogue has to contain the expression that they learn (greeting, leave taking, thanking and apologizing).
6) The teacher Asking the students to present their dialogue in front of the class with their partner.

d. The Purposes of using Comic strips

There are some purposes of teaching using comic strips that are:

1) To encourage students to be more active in the teaching-learning process.

2) To develop self-confidence by asking the students to practice the dialogue in front of the class based on the comic strips that they get.

3) To improve a new vocabulary of students through the various characteristics of comic strips.

4) To improve students speaking skills and make them brave to speak English. The teaching process to be more interesting, enjoyable, and relaxed.

5) All of the students will take part in the learning process so they are not bored.

6) The procedure of using comic strips in teaching Speaking skill.

e. The benefits of teaching using comic strips

Teaching using comic strips has many benefits that are, first is to make the students interested in the material that explains by the teacher. Second comic strips have many characters that describe the environment
of the students so they will easy to memorize. Third teaching using comic strips not only helps the teacher to make the simple material but also to give a visual example of material. The last teaching using comic strips make students get new vocabularies because the comic strips is a collection of pictures that tell a story or a joke, relating a comic incident, an adventure or mystery story, etc.,

B. Previous of The Research

There are some previous researches that are used in this research. The researcher takes ten previous pieces of research comparison.

The first research was conducted by Sharpe and Izadkhah (2014). The title of the research is "Use of Comic Strips in Teaching Earthquakes to Kindergarten Children". The objective of the research is to show that given the right learning tools to engage the students. The methodology of this research included classroom observations, coupled with interviews with some of the class. The subject of the research is the students of Payaman kindergarten in Region 1, North Tehran. The researchers use Silly Timmy Comic to explain the material about Earthquakes. Findings of the researchers are the research showed that pre-school children engaged with and positively responded to the comic strips. The research is significant because it shows that, even at a young age, the complex cognitive process where engaged for learners to take their new knowledge place it within the context of their own experience and re-tell it to others.
The second research was conducted by Kosdian (2016). The title of this research is “Improving Students' Speaking Skills by Using Picture Strip Story”. This research is aimed at improving students’ speaking skill by using picture strip story in class XI IPA 1 of Senior High School 1 Luragung. The problems in this research are low in students' skill in speaking. This research was applied through collaborative action research which was conducted in two cycles. The subject of this research was English subject in class XI IPA I with the total number of students 34. The result of the research showed that the picture strip story could improve students' speaking skills.

The third research was conducted by Rokhayani and Utari (2014). The title of the research is “The Use of Comic Strips as An English Teaching Media for Junior High School Students”. The objectives of this research are to know whether Printed Material in the form of Comic Strips can improve the English vocabulary of the students of SMP 2 Bae Kudus, to describe the strength and the weaknesses of comic as a means of teaching English. This is action research was conducted at Class VIIA of SMP 2 Bae Kudus consisting of 30 learners. Before conducting the research, the writers administered a pre-test to know the students’ vocabulary. In delivering the materials, the teacher felt it easier to deliver teaching materials using comic strips.

The fourth research was conducted by Darmawan (2013). The title of this research is “The Use of Comic Strips in Improving Students’ Reading Comprehension of Narrative Texts”. This research takes place in Junior High School in Bandung. The objective of this research is to investigate the use of
comic strips in improving students’ reading comprehension of narrative text and to investigate students’ responses toward the use of those comic strips. To achieve that aims the researcher use quasi-experimental research design. The findings in this research showed that the effectiveness of comic strips succeed to improve the students’ reading comprehension.

The fifth research conducted by Royanti (2007). The title of this research is "The Use of English Comics to Improve Students' Ability in Story Retelling (The Case of the 8th Year Students of SMP N 1 Bojong Pekalongan in the Academic Year of 2006/2007. This research was conducted under the considerations that eight-year students of SMP need media in the teaching-learning process. The objectives of the research were to find out whether there is any significant difference in the improvement of students' mastery in story retelling using comics and without using comics and to identify the effectiveness of English comics as a medium of teaching story retelling. To achieve the objectives of the study, the researcher conducted experimental quantitative research. The population of the study was the Eight-Year Students of SMP N 1 Bojong, Pekalongan. The total number of samples in this study was 40 students. The data were collected through the speaking test and questionnaire. The result of this research is there was a significant difference in the achievement between the students who were taught using comics and students who were taught without comics.

The sixth research conducted by Hasanah (2019). The title of this research is "The Use of Picture Series to enhance the Students' Speaking
The implementation of picture series was successful to improve students' speaking skills.

The seventh research conducted by Litasari (2010), the title of this research is "An Experimental Study On The Use Of Picture Series in Teaching Writing Narrative Text At The Tenth Grade Students Of Sma Negeri 2 Banjarbaru". The researcher is interested to find out whether the picture series can improve the skill of the tenth-grade students' of SMA Negeri 2 Banjarbaru in writing narrative text. This research uses a quasi-experimental method. The instruments used in collecting data are test and observation. The sample of this research is X6 students as experimental class and X8 students as control class. The result of this research shows that the use of picture series in teaching writing has improved the students' student's ability in writing narrative text.
The eighth research conducted by Klau (2013) the title of this research is “Using Comic Strips To Improve The Speaking Skills Of Grade VIII Students Of SMP N 15 Yogyakarta In The Academic Year Of 2013/2014”. The objective of this research was to improve the speaking skills of Grade VIII students of SMP Negeri 15 Yogyakarta through the use of comic strips. This research was classified as action research. The subjects of this research were 34 students of class VIII F of SMP Negeri 15 Yogyakarta. The results of the research showed that the implementation of comic strips in the teaching and learning process of speaking was believed to be effective to improve the students’ speaking skills. More than that, students became more motivated to speak English as they were learning in more enjoyable and interesting ways.

The ninth research conducted by Apriyani, Vianty, and Bambang (2013). The title of this research is “The Use Of English Comic Book Series In Teaching Reading Comprehension”. The objectives of this research were to find out whether or not the use of the English Comic Book series could improve reading comprehension of the seventh-grade students of SMP Negeri 32 Palembang. In this study, one group pre-test and post-test control group design was applied. The result of this research is using English Comic book series could be used as reading material to help the seven graders of SMP Negeri 32 improve their reading comprehension. Besides, the result of this study showed that using a variety of reading materials in teaching reading comprehension is important.
The tenth research conducted by Fauziah (2016) the title of this research is “The Effectiveness of Using English Comic in Teaching Students' Speaking Ability at Eighth Grade of MTs N Temon in Academic Year 2015/2016”. The main objective of this research is to find out whether there is or not a significant difference in student's speaking ability between students who are taught by using English comics and those who are taught by using A paper of narrative. The hypothesis of this study is there is any significant difference of speaking ability between students taught by using English comics and those taught by using A paper of narrative. The researcher used English comic in teaching speaking ability at the eighth-grade students of MTs N Temon in the academic year 2015/2016. The research method was experimental research (pretest-posttest group design). The result of this research is there is a significant difference in students’ speaking ability between students who are taught by using English comic and those who are taught by using A paper of narrative. Based on the result findings, it can be concluded that the use of English comic in teaching students’ speaking ability is effective.

The research that conducted by the researcher has some similarities with the previous researches, which are as follows:

1) Some of the researches for junior high school
2) Some of the researches is a classroom action research
3) The researchers used Comic strips to improve students’ speaking skill.
4) The purposes of this researcher used media in teaching to encourage students' speaking skills, self-confidence, and fun learning.

Besides this research have similarities with the previous research that written above this research also have some differences that are:

1). The subject of this research is the students of the seventh grade of SMP IT Al-Falah Bandungan in the academic year 2019/2020.

2). The researcher would like to do this research to improve students’ speaking skill through comic strips for the students who have poor speaking skills.

3). The researcher interesting to know the implementation and to measure the improvement by using comic strips to teach English specially speaking skills. Moreover, the researcher used articles, journals, books, and other previous studies to support this research.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. The procedure of the research

The researcher uses the Classroom Action Research in collecting the data. In this research, the researcher conducts the research into two cycles; cycle I, and cycle II. There are four steps in every cycle those are planning, acting, observing and reflecting. The researcher collaborated with their friend. The activities of each cycle as follows:

1. Cycle I

   The researcher uses Comic strips in learning which can improve the students’ speaking skills. The topic is greeting and leave-taking expressions. The procedures as below:

   a. Planning

      In the planning stage, the researcher plans what is the actions will be done in using and applying comic strips in learning English specially to improve students’ speaking skill. The activities were presented as below:

      1) Selecting the materials with teacher based on the syllabus.

      2) Preparing the materials, making the lesson plans and designing the steps in doing the action.

      3) Preparing teaching aids by the topic “greeting and leave-taking expressions” (example: dialogue about greeting and leave-taking in the comic strips, comic strips (blank textbox) for students, a
sheet of paper).

4) Preparing students, teachers and observation checklist of the cycle I (to know the situation of the teaching and learning process when the media is applied).

5) Preparing the pre-test and post-test in cycle I.

6) Preparing the list of students’ name and scoring of cycle I.

Those preparations are designed to obtain the objective of teaching and learning process. Students are supposed to improve their speaking skills through the materials were given using comic strips.

b. Acting

After the preparation has been done, the teacher does teaching-learning process. In this section, the learning process is lead by the teacher. Acting stage is the implementation of the preparation, the researcher presented as written below:

1) Giving pre-test for students.

2) Explaining the materials and the implementation of comic strips to teach greeting and leave-taking expressions.

3) Giving the example of dialogue in the comic strips about greeting and leave-taking expressions.

4) Giving occasion for the students to find out greeting and leave-taking expressions in the dialogue of comic strips.

5) Giving example how to make a dialogue based on the events in the the blank textbox of comic strips.
6) Giving occasion for the students ask any difficulties about the material.

7) Ask the students to make a dialogue about greeting and leave-taking expressions based on the events in the comic strips that they got.

8) Giving post-test for students (practice dialogue in front of the class without book or note).

c. Observing

During teaching-learning process the researcher observes the students and teachers activity by using observation checklist.

d. Reflecting

In this stage, the researcher tries to reflect on, evaluate, and describe the effect of the action. Reflection looks for a sense of the process, problems, and real issues in the action. Reflection is used to evaluation stage and evaluate whether or not the media can be the problem solving and improve students’ speaking skill.

1) The researcher evaluated the activities that have been done.

2) The English teacher and the researcher discuss to make a reflection what will they do to solve the problems.

3) Analyzing the data from the observation checklist and students’ score of the test in the cycle I.
2. Cycle II

The second cycle is done based on the reflections’ result of the cycle I.
If the result of the observation shows the low quality of students’ speaking
skills, it is needed another action which is aimed to create an improvement
of students’ quality in the cycle II. The topic will be different from the
cycle I but still in one competence, the topic is about thanking and
apologizing expressions. The procedures are presented as below:

a. Planning

In the planning stage of the cycle II, the researcher will do some
activities that will be arranged as follows:

1) The researcher identifies the problem and makes the solution for
   the problems.

2) Selecting the materials with teacher based on the syllabus.

3) Preparing the materials, making the lesson plans and designing
   the steps in doing the action.

4) Preparing teaching aids by the topic “thanking and apologizing
   expressions” (example: dialogue about thanking and apologizing
   in the comic strips, comic strips (blank textbox) for students, a
   sheet of paper).

5) Preparing students, teachers and observation checklist of the cycle
   II (to know the situation of the teaching and learning process
when the media is applied).

6) Preparing the pre-test and post-test in cycle II.

7) Preparing the list of students’ name and scoring of cycle II.

b. Acting

In the cycle II acting stage is quite similar to the acting in cycle I. In this stage, the teaching and learning process is lead by the teacher. The activities of acting stage in the cycle II are:

1) Giving pre-test for students.

2) Explaining the materials and the implementation of comic strips to teach thanking and apologizing expressions.

3) Giving the example of dialogue in the comic strips about thanking and apologizing expressions.

4) Giving occasion for the students to find out thanking and apologizing expressions in the dialogue of comic strips.

5) Giving example how to make a dialogue based on the events in the blank textbox of the comic strips.

6) Giving occasion for the students ask any difficulties about the material.

7) Ask the students to make a dialogue about thanking and apologizing expressions based on the events in the comic strips that they got.

8) Giving post-test for students (practice dialogue in front of the class without book or note).
c. Observing
   During teaching-learning process the researcher observes the students and teachers activity by using observation checklist.

d. Reflecting
   Reflecting is a research finding analysis. In this point, the researcher reflects on, evaluates, and describes the effects of the action. This is used to record what happened in the observation stage.

B. The minimum standard of successful
   The students’ success and failure in doing activities in cycle I and cycle II will be assessed by referring to the criterion of the passing grade. The criterion of passing grade (KKM) in SMP IT Al-Falah is 70. The teacher and the researcher expects that there are at least 85% of the students who reach the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzed the collected data. The researcher showed the finding of the study by discussing the improvement of students’ speaking skills by using comic strips. The findings consist of the result of the cycle I and cycle II. After that, the discussions of what have been described in the findings are the closure of this chapter.

A. Research Findings

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle 1
   a. Planning

   Before conducting the research, the researcher prepared some instruments, they are as follows:

   1) English syllabus of Junior High School

      English syllabus was important to guidance and arrange the lesson plan. The researcher used English syllabus of SMP IT Al-Falah Bandungan. It can be seen in the appendix.

   2) Lesson Plan

      The lesson plan was used to manage during teaching and learning process in this research. The researcher used it as
guidance to manage time and activities during teaching and learning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of greeting and leave-taking expressions was consists of meaning, generic structure, social function, language feature, and example.

5) Teaching Aid

The researcher prepared several instruments, such as: students’ worksheet, board-marker, comic strips for the teacher and comic strips for students.

6) Pre-test and post-test

The researcher used pre-test and post-test in carrying out her action. The pre-test was done before implementing comic strips in order to know the student’ understanding in greeting and leave-taking expressions. Then, the researcher used post-test. Post-test was done after implementing comic strips to know the result of the study before and after using comic strips.
b. Acting

The acting of the cycle I began on August 7th, 2019. An English teacher is Mrs. Luluk Hanifah and the researcher rolled as an Observer. The teacher and the researcher entered the class at 07.30 a.m. Before started the lesson, the teacher greeted the students “good morning class? How are you today?”. All the students answered the greeting of the teacher “good morning miss. I’m fine thank you and you?”. The teacher replied “I’m fine too thank you. Who absent today?”. The students answer “nothing miss”. Then the teacher mentioned that there is someone who will do the research in that class; Then, the researcher introduced herself to the students and informed the students that for few days later the class would be observed. The teacher also said that there is pre-test on that day. She also explained the meaning of pre-test and post-test so that the students weren’t confused. The teacher divided the students into a group that consists of 2 or 3 students. The students chose their chairman to be one 1 group. Then the teacher gives every group one comic strip that the box of text was blank. The teacher asked the students to make a dialogue about greeting and leave-taking expressions based on the events in the comic strips “please make a dialogue minimum ten sentences about greeting and leave-taking expressions based on the events in the comic strips that you got. After you finished your dialogue please practice in front of the class without book or note”. One of the students ask the teacher “miss, may open the
dictionary?”. The teacher replied “yes you can but don’t open your handbook!”. Some of students complained. The teacher said “the time to make a dialogue just 15-20 minutes so please don’t waste your time”. While the students did the assignment the teacher goes around in the class to monitor the students. Some of students asked the teacher when they got difficulties translating the word. The teacher sometimes helps them and also sometimes asked them to find out in dictionary. After 15 minutes the teacher said “five minutes leave”. Some students answer “loh, miss I had not finished”. The teacher gave additional time 10 minutes to the students.

After the time was up the teacher said “time is up, please collect your dialogue in my table and I will call your group to practice dialogue in front of the class”. Then the students collect their work. The teacher gave the dialogue of students to the researcher. The teacher calls the students to practice dialogue in front of the class. Students practice dialogue and the researcher gave the score based on the rubric from the teacher. After all students finished practice dialogue the teacher ask students to study greeting and leave-taking expressions to the next meeting “Ok class in the next meeting we will discuss greeting and leave-taking expressions so please study about is in your handbook”. The teacher closes the meeting using leave-taking expression “see you next meeting, wassalamualikum wr wb”. Some
students replied “see you miss”. Other students replied “waalaikumsalam wr,wb”.

On Saturday, 10th August 2019 the teacher and the researcher entered the class at 12.30 pm. The teacher greets the students “good afternoon class”. Some students replied “good afternoon miss”. The teacher repeats her greet because all students had not answered. The teacher asked the students about the related materials. Then the teacher asked students to explain the meaning of greeting and leave-taking expressions. One of the students answered “Greetings is to greet”. The teacher said “yes you’re right”. Then, the teacher asked the students “what is the meaning of leave-taking?”. The students replied “leave-taking is to say goodbye”. The teacher said “very good”. After that the teacher showed a comic strip to the students. The teacher asked the students “do you like reading comics?”, some students replied “yes I like” and some students also said “I don’t like reading miss”. Then the teacher said “do you ever reading English comic?”. All of students replied “Never miss”. Then the teacher said “ok I have a comic strip of Donal Duck series, do you know Donal Duck?”. The students answered “Yes miss, in the cartoon”. And then the teacher adhered one comic strip in the whiteboard and write the dialogue. After that the teacher asks the students to find out the greeting expression. The teacher said “from this dialogue which is the greeting expression”. ZS answered “What’s wrong Mortimer?”. The teacher replied “Yes you
right what's wrong is greeting expression to ask the condition”. Then the teacher explained the greeting expression and the responses. After that the teacher asks the students “and now from this dialogue which is the leave-taking expressions?”. Some students answered “see you later”. The teacher answered “good, and which are the responses?”. All of students answered “see you”. Then the teacher gives explanation about leave-taking expressions and the responses. After the teacher explained the material the teacher give opportunity to students to ask about the material “So far do you understand? Any question?”. The students answered “Understand miss”. The teacher gives the students comic strips that have the blank text box. The teacher asks the students to fill the blank text box and write that dialogue in the pieces of paper. The teacher said “to check your understanding about the material please make a dialogue about greeting and leave-taking expression based on the events in the comic strips, you can fill in the text box or you can write your dialogue in the piece of paper”. The students ask the teacher “is it, homework miss?”. The teacher replied “this is not homework so please finished and collected this day, the diligent students will get a gift”. Ten minutes before the class end the teacher asked the students to collect their work. Before the class end the teacher said “in the next meeting we will practice your dialogue so please memorize your dialogue, practice with your partner and do the best next meeting this is will be your speaking assessment”. The students
answered “yes miss”. The teacher closed the meeting by asking one of the students to lead praying.

On Tuesday, August, 13\textsuperscript{rd} 2019 the teacher and the researcher entered the class at 07.15 am. The teacher greets the students and the students replied the teachers’ greeting. The teacher checks the attendance by asked the students who were absent that day. Then the teacher asked the previous material “do you still remember what is greeting and leave-taking expression”. The students answered “greeting to greet someone, leave-taking to say goodbye”. The teacher replied “yes you right, so now we will do post-test. This test similar to the pre-test. In a previous meeting, Mrs asked you to memorize your dialogue, right?”. Some students answered “yes miss”. The teacher mentioned the best performance in the pre-test “Oke, I will mention the best performance or the best score in the pre-test is ZS, give applause for her!”. All of students give ZS applause some of students give her praise. Then the teacher mentioned the students to practice dialogue for post-test. The researcher gives a score based on the rubric that had prepared. After all of students practice the teacher gave evaluate about how to pronounce some vocabulary. All of students paying attention to the teacher. After that the teacher gave a different comic strip to the students. The teacher asks the students to make a dialogue about thanking and apologizing for the next meeting. Because time was up the students could finish their work in their room. The teacher said “next
meeting we will practice dialogue about thanking and apologizing, you can finish your dialogue after school end”. The teacher closes the meeting.

c. Observing

In cycle I, The researcher observed the students and the teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know the situation and enthusiasm of the students and the teacher’s activities. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.1 Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of the students paying attention to the learning process</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td>✓</td>
<td>Nothing students whoo asked the material</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td>✓</td>
<td>Some students answer the question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td></td>
<td>✓</td>
<td>All of the students accomplish task</td>
</tr>
<tr>
<td>No.</td>
<td>The teachers’ activities</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
<td>-----</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared lesson plan and material</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher always greet the students</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
<td>The teacher checks the attendance</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td>√</td>
<td>The teacher does not give the motivation</td>
</tr>
<tr>
<td>5.</td>
<td>Asking the previous material</td>
<td></td>
<td>√</td>
<td>The teacher does not ask the previous material because this is the first material</td>
</tr>
<tr>
<td>6.</td>
<td>Do brainstorming about the material</td>
<td></td>
<td>√</td>
<td>The teacher checks the students’ knowledge before</td>
</tr>
</tbody>
</table>

Table 4.2 Teachers’ Observation Checklist
Furthermore, to measure the improvement of speaking skills, the researcher analyzed the data of pre-test and post-test in the cycle I based on rubric speaking assessment. There are five aspects in scoring such as Pronunciation, vocabulary, fluency, and accuracy.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>beginning the learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Explain the material</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Use Comic strips to teach speaking skill</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Allowing the student for asking the questions about the material</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Help students’ difficulties during learning</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Giving feedback after the lesson</td>
<td>√</td>
</tr>
</tbody>
</table>
Each aspect of speaking skills gave the point that divided into five; Excellent, Good, Medium, Enough, poor. Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1). The Score of Pre-test and Post-test Cycle I

**Table 4.3 The Students’ Score of Pre-Test and Post-Test Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Score Pre-test (X)</th>
<th>Score Post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADS</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>ASNS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>ASU</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>ACS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>APA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>7</td>
<td>CFA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>DLS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>DPA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>EAVN</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>FW</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>FNH</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>GEF</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>IM</td>
<td>30</td>
<td>55</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>MEAF</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>MFKA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MFDF</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>MNF</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>MUI</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>MZA</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>22</td>
<td>MTRA</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>23</td>
<td>MSW</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>NAZ</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>25</td>
<td>RRT</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>26</td>
<td>RAZ</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>RNA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>RAAA</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>29</td>
<td>RARS</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>30</td>
<td>SA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>31</td>
<td>SH</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>32</td>
<td>TDC</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>33</td>
<td>TR</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>34</td>
<td>UNAA</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>35</td>
<td>WSM</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of the cycle I above, the researcher can calculate the number of students who passed the passing grade.

**Table 4.4 Count of Passing Grade of the Pre-test and Post-test in the cycle 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>70&lt;</td>
<td>25</td>
<td>68%</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>70</td>
<td>9</td>
<td>24%</td>
<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>3</td>
<td>8%</td>
<td>20</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100%</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>
Then, the writer calculates the deviation standard by using SPSS 16.00. It can be shown as follows:

2) Descriptive statistic cycle I

**Table 4.5 Descriptive Statistics Cycle 1**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest score</td>
<td>37</td>
<td>30.00</td>
<td>80.00</td>
<td>60.5405</td>
<td>10.65779</td>
</tr>
<tr>
<td>posttest score</td>
<td>37</td>
<td>55.00</td>
<td>90.00</td>
<td>72.8378</td>
<td>8.29496</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle I is 60.54 with standard deviation 10.657. While mean of post-test in cycle I is 72.83 with standard deviation 8.294. The quantity (N) of the students is 37 students.

a) The Passing Grade of the Cycle I

Cycle I has shown that the students can improve their English score especially in speaking skill with the mean of post-test 72.83, it is better than the mean of pre-test 60.54. The researcher also calculates the passing grade is 70.

b) Improvement
To measure the improvement of students’ speaking skill, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.

3) Paired Samples Test Cycle I

The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test.  would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 9.962 while t-table showed 2.028 for df 36 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 9.962 so that, the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that Ha was accepted. For the quarrel of mean is 1.22. From the explanation above, it can be concluded that there is improvement of students’ speaking skills after using comic strips.

d. Reflecting
Based on the result of the cycle I, there was some reflecting that should be paid attention in maximizing the skill of students in speaking skill. The researcher found some weakness that happened during the teaching and learning process. First, the students confused to pronounce vocabularies, some of their pronounciation incorrect.

The other reflection was the students did not achieve the passing grade in the pre-test and post-test. The passing grade (KKM) was 70, and the target of the passing grade was 85%, but only 32% who could reach the target of passing grade in the pre-test. Meanwhile, there was 81% who could reach the target of passing grade in the post-test. Therefore, the researcher would conduct the cycle II because the target passing grade is 85%.

2. Cycle II

Based on the result of the cycle I, It is necessary for the researcher to continue to the next cycle:

a. Planning

Before conducting the research, the researcher prepared some instruments, they are as follows:

1) English syllabus of Junior High School

English syllabus was important to guidance and arrange the lesson plan. The researcher used English syllabus of SMP IT Al-Falah Bandungan. It can be seen in the appendix.

2) Lesson Plan
The lesson plan was used to manage during teaching and learning process in this research. The researcher used it as guidance to manage time and activities during teaching and learning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of thanking and apologizing expressions consists of meaning, generic structure, social function, language feature, and example.

5) Teaching Aid

The researcher prepared several instruments, such as: students’ worksheet, board-marker, comic strips for the teacher and comic strips for students.

6) Pre-test and post-test

The researcher used pre-test and post-test in carrying other actions. The pre-test was done before implementing comic strips in
order to know the student’ understanding of thanking and apologizing expressions. Then, the researcher used post-test. Post-test was done after implementing comic strips to know the result of the study before and after using comic strips.

b. Acting

The acting of the cycle II began on August, 15th 2019. The bell rang at 07.00 a.m. all of students hurry up enter thir class. An English teacher is Mrs. Luluk Hanifah and the researcher rolled as an Observer. The teacher and the researcher entered the class at 07.15 a.m. Before started the lesson, the teacher greeted the students “good morning class? How are you today?”. All the students answered the greeting of the teacher “good morning, I’m fine thank you and you?”. The teacher replied “I’m fine too thank you. Who absent today?”. The students answer “nothing miss”. The teacher asked the students “did you have homework?”. Some students said yes and there are students said no. The teacher asked the students to collect their dialogue but some of students had not finished. teacher said “collect your dialogue and let’s practice in front of the class”. The students just silent and the teacher ask the students “had you finished your dialogue?”. Many students replied “not yet miss”. And then the teacher gave a time
10 minutes to finish their dialogue. While the students finished their dialogue the teacher go around to help students that had difficulties. After that the students collected their dialogue. Then the teacher calls students to practice dialogue in front of the class and the researcher gives an assessment to the students’ speaking skills.

After all of the students practice the dialogue the teacher gives an evaluation and give praise. Before the class ended the teacher ask the students to study thanking and apologizing material in their handbook. The teacher closed the meeting “see you next meeting don’t forget to study about thanking and apologizing”. The students replied “ok miss”

On Tuesday, 20th August 2019 the teacher and the researcher entered the class at 07.15 pm. The teacher greets the students “good morning class”. Some students replied “good morning miss”. The teacher checked attendance by asking the students “who absent today ?” the students replied “nothing miss”. The teacher asked the students about previous topic “what is different about greeting and leave-taking expressions?”. The students answered “greeting to greet someone and leave-taking to say goodbye”. The teacher said “good, now we will learn about thanking and apologizing. Do you know what is thanking?”. SZ answered “to say thanks, miss”. The teacher replied “yes you right, and what is
apologizing?”. All of students silent then the teacher gave a clue “when you do a mistake to your friends you will say...?”. All of students answered “sorry”. The teacher said “yes apologizing is an expression to say sorry and thanking is an expression to say thanks”. The teacher adhered to the comic strips in the whiteboard and made a dialogue. The teacher said “now pay attention with this comic strips what’s wrong with Mortimer?”. Some students answered “his leg broken”, “accident”. Then the teacher asks the students to underline the thanking and apologizing expressions. The teacher said “from this dialogue which is the thanking and apologizing expressions, anyone knows please come forward”. SA come forward to underlined the thanking expression in the dialogue and MSNA underlined the apologizing expression. Then the teacher explained the material using some comic strips. After the material delivered the teacher asked the students “so far do you understand about thanking and apologizing expressions”? The students replied “yes miss”. Then the teacher gave the students comic strips that different from the comic strips in the pre-test. The teacher asked the students to make a dialogue with them pairs about thanking and apologizing expressions based on the events in the comic strips. While the students make dialogue the teacher sometimes goes around and helps the students. When the time leaves 5 minutes the teacher asked the students to collect their work
but there are some students that had not finished. the teacher said “if you hadn't finished you can continue after this class and we will practice yesterday because on Thursday there is carnival so please be ready tomorrow”. The students replied “yes miss”. The teacher closes the meeting.

On Wednesday, August 21\textsuperscript{st} 2019 the teacher and the researcher entered the class at 07.15 am. The teacher greets the students and the students replied the teachers’ greeting. The teacher checks the attendance by asked the students who were absent that day. Then the teacher asked the previous material “do you still remember what is thanking and apologizing expressions”. The students answered “thanking is to say thanks, apologizing is to say sorry”. The teacher replied “yes you right, so now we will do post test. Please collect your dialogue and I will call your group”. then the students collected their work. Then the teacher mentioned the students to practice dialogue for post-test. The researcher gives a score based on the rubric that had prepared. After all of students practice the teacher gave evaluate about how to pronounce some vocabulary. The teacher gives occasion to the researcher to say thanks to the students. After that the teacher closes the meeting.

c. Observing

In cycle II, The researcher observed the students and the teacher activity by using the observation checklist in the learning
process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teacher’s activities during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.7 Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of the students paying attention in learning process</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td>✓</td>
<td>Nothing students ask the material</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>Some students answer the question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>✓</td>
<td></td>
<td>All of the students accomplish task</td>
</tr>
<tr>
<td>5.</td>
<td>Enthusiastic in speaking skill</td>
<td>✓</td>
<td></td>
<td>Students try to practice dialogue</td>
</tr>
</tbody>
</table>

Table 4.8 Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepared the material well</td>
<td></td>
<td>The teacher prepared lesson plan and material</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>---</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td>The teacher always greet the students</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td>The teacher check the attendance</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
<td>The teacher does not give the motivation</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Asking the previous material</td>
<td>✓</td>
<td>The teacher ask the previous material</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do brainstorming about the material</td>
<td>✓</td>
<td>The teacher check the students’ knowledge before begin the learning</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Explain the material</td>
<td>✓</td>
<td>The teacher explained the material</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Use Comic strips to teach speaking skill</td>
<td>✓</td>
<td>The teacher use comic strips to make a dialogue</td>
<td></td>
</tr>
</tbody>
</table>
9. Allowing the student for asking the questions about the material √ The teacher always ask the understanding of students

10. Help students’ difficulties during learning √ The teacher monitor students when the students do the assignment

11. Giving feedback after the lesson √ The teacher did not give feedback to the students

Furthermore, to measure the improvement in speaking skills, the researcher analyzed the data of pre-test and post-test in the cycle I based on rubric speaking assessment. There are five aspects in scoring such as: Pronunciation, vocabulary, fluency, and accuracy. Each aspect of speaking skill gave the point that divided into five; Excellent, Good, Medium, Enough, poor. Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1). The Score of Pre-test and Post-test Cycle II

Table 4.9: The Students’ Score of Pre-Test and Post-Test
<table>
<thead>
<tr>
<th>No</th>
<th>Students' Name</th>
<th>Score Pre-test (X)</th>
<th>Score Post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADS</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>ASNS</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ASU</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>ACS</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>APA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>CFA</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>DLS</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>DPA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>10</td>
<td>EAVN</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>FW</td>
<td>60</td>
<td>85</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>12</td>
<td>FNH</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>GEF</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>IM</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>LR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>MEAF</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>MFKA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>18</td>
<td>MFDF</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>MNF</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>MUI</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>MZA</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>22</td>
<td>MTRA</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>Criteria</td>
<td>Grade of Presentation</td>
<td>Grade of</td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAZ</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRT</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAZ</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RNA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAAA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RARS</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SH</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TDC</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNAA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZS</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>395</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5475</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the students’ score in the pre-test and post-test of the cycle II above, the researcher can calculate the number of students who passed the passing grade.

**Table 4.10 Count of Passing Grade of the Pre-test and Post-test in the cycle II**
Then, the writer calculates the deviation standard by using SPSS 16.00. It can be shown as follows:

1) Descriptive statistic cycle II

**Table 4.11 Descriptive Statistics Cycle II**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest2</td>
<td>37</td>
<td>60.00</td>
<td>85.00</td>
<td>68.7838</td>
<td>5.57841</td>
</tr>
<tr>
<td>Posttest2</td>
<td>37</td>
<td>65.00</td>
<td>90.00</td>
<td>79.4595</td>
<td>6.32277</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in cycle II is 68.78 with standard deviation 5.578. While mean of
post-test in cycle II is 79.45 with standard deviation 6.322. The quantity (N) of the students is 37 students.

a) The Passing Grade of the Cycle II

Cycle I has shown that the students can improve their English score especially in speaking skill with the mean of post-test 79.45, it is better than the mean of pre-test 68.78. The researcher also calculates the passing grade is 70.

b) Improvement

To know there is an improvement of students’ speaking skills, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.

3) Paired Samples Test Cycle II

Table 4.12 Paired Samples Test Cycle II

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Pretest2 - Posttest2</td>
<td>1.06757E1</td>
<td>5.91164</td>
</tr>
</tbody>
</table>
The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test. The result would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 10.985 while t-table showed 2.028 for df 36 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 10.985 so that, the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that Ha was accepted. For the quarrel of mean is 1.06. From the explanation above, it can be concluded that there is an improvement of students’ speaking skills after using comic strips.

d. Reflecting

In the cycle II, the researcher emphasized on the practicing dialogue in order to the students would speak in English fluently. It is also had benefit the use comic strips in observing, exploring, and communicating activity. From the cycle 1 until 2, some of students could not practice dialogue fluently even thought they had practice dialogue in the comic strips. However, the other students could practice dialogue well.

The passing grade (KKM) was 70, and the target was 85%. In the cycle II, 92% of the students could pass the passing grade. The
result of post-test in the cycle II was more than the target of passing grade. It means that the reflection from the cycle I which is applied in the action of cycle 2, there was improvement of students’ speaking skills by using comic strips for the seventh grade students of SMP IT Al-Falah Bandungan. Thus, the researcher stopped the study until cycle 2 because 92% of the students have passed the passing grade.

B. Discussions

a. Implementation of comic strips to improve students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020.

From this study, the researcher could conclude that the implementation comic strips was successful to improve students’ speaking skills for the seventh grade students of SMP IT Al-Falah Bandungan. The researcher got the information from the cycle I and cycle II.

The researcher analyzed the speaking skill of the students and the students’ speaking skill has improved. The students’ fluency, vocabulary and pronunciation increased from their practice in the class. In the cycle I, some of students confused to pronounce some vocabularies because they was rare practice speak English. In cycle II, the students practice dialogue about thanking and apologizing the students’ pronunciation in cycle II was better than in the cycle I.
The implementation of each cycle was divided into three parts. In the first meeting, the teacher conducted pre-test in 60 minutes, the second meeting is treatment was conducted in 80 minutes by implementing comic strips. The third meeting was used to conduct post-test in 60 minutes. In the cycle I, there was some reflecting that should be paid attention in maximizing the skill of students in speaking. The researcher found some weakness that happened during the teaching and learning process. First, the students feel confused to pronounce vocabulary. They do not confident to practice dialogue in front of the class so their voice low. In cycle II, there were three parts. In the first meeting the teacher gave pre-test in 60 minutes. In the second meeting, the teacher gave treatment in 80 minutes. In the third meeting, the teacher gave a post-test was done in 60 minutes. The implementation of comic strips in the second treatment was successful. They interest and they are not bored during teaching learning process. The students also have known well many new vocabulary from the character of comic strips.

b. Improvement of students’ speaking skills by using comic strips for the seventh grade students of SMP IT Al-Falah Bandungan in the academic year of 2019/2020.

In this study, there were 37 students, begin pretest cycle I until post-test cycle II there was no students absent. The researcher analyzed the speaking skill of the students and the students’ speaking skill has improved. The students’ fluency, accuracy, vocabulary and pronunciation increased from
their practice in the class. In the cycle I, some of students confused to pronounce some vocabularies because they was rare practice speak English. In cycle II, the students practice dialogue about thanking and apologizing the students’ pronunciation in cycle II was better than in the cycle I.

Then, the researcher collected the students’ scores, then the researcher analyzed the students’ speaking skills, and students’ speaking skills have improved from the cycle 1 until cycle 2. The improvement is described as follows:

Table 4.13 Count Passing Grade of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>70&lt;</td>
<td>25</td>
<td>68%</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>70</td>
<td>9</td>
<td>24%</td>
<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>3</td>
<td>8%</td>
<td>20</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100%</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 4.13, the researcher knew that only twelve students who could pass the passing grade (KKM) in the pre-test cycle I. The presentation of students who could pass the passing grade in pre-test cycle I was 8%, and 24% of the students who got 70. The total
presentation of the students who could pass the passing grade was 32%. Therefore, there was 68% of the students who got the score under the passing grade. The passing grade of English subject in SMP IT Al-Falah Bandungan was 70. The target presentation of passing grade was 85%. Therefore, the target presentation of passing grade in the pre-test cycle I was not achieved.

Meanwhile, based on the data, there were thirty students who could pass the passing grade (KKM) in the post-test cycle I. The presentation of students who could pass the passing grade in the post-test cycle I was 81%, and there were ten students who got 70, the presentation was 27%. In the other hand, the presentation of students who could not reach the passing grade in the post-test cycle I was 19%, it was lower than the presentation of students who could not pass the passing grade in pre-test cycle I. There was an improvement 49% of the presentation from 19% until 68%.

Table 4.14 Analysis Table of Mean, Standard Deviation, T-Table and T-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>60.5405</td>
<td>68.78</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>72.8378</td>
<td>79.45</td>
</tr>
</tbody>
</table>
From the data in the table 4.14 cycle I, the score of t-test was 9.962. The significant level was 5 % to t-table. The score of t-table with (N-1) = 36 was 2.028. The result of t test cycle II also higher than t-test cycle I. The researcher could conclude that the score of t-test was higher than t-table. It was also shown in the mean of students’ score of pre-test cycle I is 60.54 and the mean of post-test in cycle I is 72.83. It could be concluded that the presentation of pre-test and post-test in cycle still could not achieve the target presentation of passing grade. Thus, the researcher would conduct the cycle II.

**Table 4.15 Count Passing Grade of Pre-Test and Post-Test Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>70&lt;</td>
<td>15</td>
<td>41%</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Grade</td>
<td>Students</td>
<td>Percentage</td>
<td>Students</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>70</td>
<td>13</td>
<td>35%</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>9</td>
<td>24%</td>
<td>31</td>
<td>84%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100%</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data pre-test in the table 4.15 cycle II, there were 22 students who could pass the passing grade, and the presentation was 59%. thirty students who got 70, and the presentation was 35%. Therefore, the total presentation of the students who could pass the passing grade in pre-test cycle II was 59%. It closed the target presentation of the passing grade. While, there was fifteen students by the presentation 41% of the students who could not reach the passing grade.

Meanwhile, based on the data in post-test cycle II, there were 31 students who got score above the passing grade, three students who got 70, and three students who could not pass the passing grade. The presentation of the students who could pass the passing grade was 92% and 8 % of the students who got 70. Thus, the total presentation of the students who could pass the passing grade in cycle II was 92%. It increased from the pre-test cycle II. Therefore, it has exceeded the target presentation of the passing grade.
Table 4.16 Analysis Table of Mean, Standard Deviation, T-table, and T-test

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>60.5405</td>
<td>68.78</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>72.8378</td>
<td>79.45</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre test</td>
<td>10.657</td>
<td>5.578</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>8.294</td>
<td>6.322</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td>2.028</td>
<td>2.028</td>
</tr>
<tr>
<td></td>
<td>N=</td>
<td>N=37</td>
<td>N=37</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>9.962</td>
<td>10.985</td>
</tr>
</tbody>
</table>

From the data in the table 4.16 cycle I, the score of t-test was 9.962. The significant level was 5% to t-table. The score of t-table with (N-1) = 36 was 2.028. The result was 9.962 > 2.028. The researcher could conclude that the score of t-test was higher than t-table. It was also shown in the mean of students’ score of pre-test cycle I is 60.54 and the mean of post-test in cycle I is 72.83. The result of t-test in cycle II higher than t-table 10.985 > 2.028. T-test cycle II also higher than t-test cycle I. The researcher could conclude that the score of t-test was higher than t-table. The target presentation of the passing grade has been achieved. Therefore, the researcher stopped the study until cycle II.
After the researcher conducted the cycles until twice, the researcher could conclude that the use of Comic Strips Improve students’ speaking skill for the seventh grade of SMP IT Al-Falah Bandungan. Therefore, there was an improvement difference between pre-test and post-test mean in cycle II.
CHAPTER V
CLOSURE

This chapter consists of the conclusion and suggestion. The researcher provides some conclusions and suggestions of the research. The researcher makes conclusions based on the findings which are discussed in the previous chapter.

A. Conclusion

After conducting the research and analyzing the data, the researcher brings several conclusions to answer the research problems below:

1. The implementation of each cycle was divided into three parts. In the first meeting, the teacher conducted pre-test in 60 minutes, second meeting the teacher was conducted treatment in 80 minutes by implementing comic strips in teaching-learning process. Third meeting was used to conduct post-test in 60 minutes. In the cycle I, the implementation of comic strips was effective and can improve students’ speaking skills. It can be proven by the data instrument. The result of observation and test indicate that in cycle I, many students who cannot pass the passing grade. In cycle II also, there were three parts. In the first meeting, the teacher gave pre-test in 60 minutes, In the second meeting, the teacher gave second treatment in 80 minutes. In the third meeting, the teacher gave a post-test was done in 60 minutes. The implementation of comic strips in the second treatment was successful since the students used comic strips
in learning English. While doing the comic strips, the students were interested. Then, the researcher analyzed the students’ speaking skills have improved from the cycle 1 until cycle 2.

2. There was an improvement of speaking skill by using comic strips for seventh grade students of SMP IT Al-Falah Bandungan. It could be seen from students’ scores of pre-test and post-test. Therefore, before the media was implemented, there was 68% of the students who did not pass the passing grade, and only 32% of the students who could reach the passing grade. Meanwhile, in the post-test result, there was 19% of the students who could not reach the passing grade on the post-test, and there was 81% of the students who could reach the passing grade. On the other hand, the result of the cycle II showed that there was 41% of the students who could not reach the passing grade, and only 51% of the students who could reach the passing grade on the pre-test of cycle II. Meanwhile, there was 92% of the students who could reach the passing grade on the post-test of cycle II. Therefore, it was shown in the mean of students’ score of pre-test cycle I is 60.54 and the mean of post-test in cycle I is 72.83. Meanwhile, the mean of pre-test in cycle II was 68.78 and the mean of post-test in cycle II was 79.45. It means that the implementation of comic strips was successful to improve students’ speaking skills for seventh grade students of SMP IT Al-Falah Bandungan.
B. Suggestion

Based on the research findings and discussion, the following suggestions are addressed to the teacher, the students, and the future researcher.

1. For the teacher

The teacher can use media comic strips to improve the students’ speaking skill. By using comic strips, the teacher can create an interesting media for the students. It also makes an enjoyable and challenging activity for students which do not rivet on the text books. Therefore, comic strips as media to teach English especially for expressions topic is effective to improve students’ speaking skills. Beside that, the teacher can apply comic strips in other topic of English lesson.

2. For the students

The students can understand the greeting, leave-taking, thanking, and apologizing expressions more easily when they use comic strips. It can help the students to solve their problems in speaking skills and to improve their speaking skills. The use of comic strips can create a different atmosphere in learning English. The students will not be bored in the classroom. All of the students will take a part in the learning process.
3. For the future researcher

The researcher suggests for the future researcher to conduct Classroom Action Research in using comic strips to improve students’ speaking skills. The future researcher can apply and examine the effectiveness of using comic strips in teaching learning process. The future researcher also may improve the implementation of comic strips in teaching English.
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Litatasari, Linda (2010). *An Experimental Study On The Use Of Picture Series in Teaching Writing Narrative Text At The Tenth Grade Students Of Sma Negeri 2 Banjarbaru*, FKIP Universitas Lambung Mangkurat.


Royanti (2007). *The Use of English Comics to Improve Students' Ability in Story Retelling The Case of the 8th Year Students of SMP N 1 Bojong Pekalongan in the Academic Year of 2006/2007*, English Department The Faculty Of Languages And Arts State University Of Semarang.


APPENDIX
### Syllabus of SMP IT Al-Falah Bandungan

**SILABUS PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Mata Pelajaran</th>
<th>Bahasa Inggris.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satuan Pendidikan</td>
<td>MTS/SMP</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VII /1</td>
</tr>
<tr>
<td>Nama Guru</td>
<td>Luluk Hanifah, S.Pd.I</td>
</tr>
<tr>
<td>NIP /NIK</td>
<td>-</td>
</tr>
<tr>
<td>Sekolah</td>
<td>SMP IT AL-FALAH Bandungan</td>
</tr>
</tbody>
</table>
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How Are You?</td>
<td>Presenting a dialogue with greetings, goodbyes, thanks, and apologies, as well as responding to them, according to their usage.</td>
<td>Pengetahuan:</td>
<td>16 JP</td>
<td>Buku siswa dan buku guru Bahasa Inggris Kelas VII SMP/MTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pengetahuan:</td>
<td></td>
<td>Belajar Praktis Bahasa Inggris SMP/MTs Klas VII Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pengetahuan:</td>
<td></td>
<td>Buku pelajaran Bahasa Inggris yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pengetahuan:</td>
<td></td>
<td>Buku-buku lain yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pengetahuan:</td>
<td></td>
<td>Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)</td>
</tr>
</tbody>
</table>
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga pronoun (subjective, objective, dan possessive)!)  

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.  

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This Is Me</th>
<th>Introducing Yourself</th>
<th>My Family</th>
<th>Pengetahuan:</th>
<th>16 JP</th>
<th>Buku siswa dan buku guru Bahasa Inggris Kelas VII SMP/MTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tes Tertulis</td>
<td></td>
<td>Belajar Praktis Bahasa Inggris SMP/MTs Kelas VII Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daily Assessment 2</td>
<td></td>
<td>terbitan CV VIVA PAKARINDO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Penugasan Activity</td>
<td></td>
<td>Buku pelajaran Bahasa Inggris yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Keterampilan: Praktik</td>
<td></td>
<td>Buku-buku lain yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proyek</td>
<td></td>
<td>Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)</td>
</tr>
</tbody>
</table>
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga pronoun (subjective, objective, dan possessive)!)  

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| Kegiatan Pembelajaran | Pengetahuan:  
- Tes Tertulis  
- Daily Assessment 2  
- Penugasan  
- Activity  
- Keterampilan:  
- Praktik  
- Proyek  
- 16 JP  
- Buku siswa dan buku guru Bahasa Inggris Kelas VII SMP/MTs  
- Belajar Praktis Bahasa Inggris SMP/MTs Kelas VII Semester 1 terbitan CV VIVA PAKARINDO  
- Buku pelajaran Bahasa Inggris yang relevan  
- Buku-buku lain yang relevan  
- Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar) |
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberikan dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Days</td>
<td>Tes Tertulis</td>
<td></td>
<td></td>
<td>Belajar Praktis Bahasa Inggris SMP/MTs Klas V/ Semester 1 terbitan CV VIVA PAKARINDO</td>
</tr>
<tr>
<td></td>
<td>Months</td>
<td>Daily Assessment 3</td>
<td></td>
<td></td>
<td>Buku pelajaran Bahasa Inggris yang relevan</td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td>Penugasan:</td>
<td></td>
<td></td>
<td>Buku-buku lain yang relevan</td>
</tr>
<tr>
<td></td>
<td>Date and Year</td>
<td>Activity</td>
<td></td>
<td></td>
<td>Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar)</td>
</tr>
<tr>
<td>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait article a dan the, plural dan singular!)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |

| This Is My Environment |
| □ Animals Around Us |
| □ Things in My Classroom |
| □ Things in My House |
| □ Public Buildings |

| Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan di rumah, serta nama dan jumlah binatang dan tempat umum, kemudian membaca dengan ucapan dan tekanan kata yang benar. |

| Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dengan tata bahasa, ucapan, serta tekanan kata yang benar. |

| Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah. |

| Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang. |

| Bertanya jawab tentang beberapa bangunan umum, benda, dan binatang di lingkungan sekitarnya. |

| Melakukan refleksi tentang proses dan hasil belajar. |

<table>
<thead>
<tr>
<th>Pengetahuan:</th>
</tr>
</thead>
</table>

| Penugasan: |
| □ Tes Tertulis |
| □ Daily Assessment 4 |

| Keterampilan: |
| □ Praktik |
| □ Proyek |

| 24 JP |

| □ Buku siswa dan buku guru Bahasa Inggris Kelas VII SMP/MTs |
| □ Belajar Praktis Bahasa Inggris SMP/MTs |
| □ Buku pelajaran Bahasa Inggris yang relevan |

| □ Buku buku lain yang relevan |
| □ Sumber belajar lain yang relevan (media cetak dan elektronik, serta alam sekitar) |
Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan : SMP IT Al-Falah Bandungan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh)/I (Satu)

MateriPokok : Teks interaksi interpersonal lisan dan tulis yang menyatakan tindakan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya.

Alokasi Waktu : 6 x pertemuan (12 JP)

A. Kompetensi Inti

KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.

KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.

KI 4 Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.
**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.</td>
<td>3.1.1 Melafalkan ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
</tr>
<tr>
<td>3.1.1 Melafalkan ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
<td>3.1.2 Mengidentifikasi struktur teks sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
</tr>
<tr>
<td>3.1.2 Mengidentifikasi struktur teks sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
<td>3.1.3 Mengidentifikasi fungsi sosial dari ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
</tr>
<tr>
<td>3.1.3 Mengidentifikasi fungsi sosial dari ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
<td>3.1.4 Mengidentifikasi unsur kebahasaan dari ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
</tr>
<tr>
<td>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.1.1 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
</tr>
<tr>
<td>4.1.1 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya.</td>
<td>4.1.2 Membuat percakapan singkat yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya sesuai dengan comic stips yang dibagikan.</td>
</tr>
<tr>
<td>4.1.2 Membuat percakapan singkat yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya sesuai dengan comic stips yang dibagikan.</td>
<td>4.1.3 Melakukan percakapan yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya sesuai dengan comic stips yang dibagikan.</td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran:

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu mengidentifikasi struktur teks ungkapan untuk sapaan, pamitan, terimakasih dan meminta maaf serta responnya sesuai dengan konteks penggunaannya.

2. Peserta didik mampu membuat percakapan yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya secara tertulis.

3. Peserta didik mampu membuat percakapan singkat yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya sesuai dengan kejadian yang digambarkan dalam comic strips yang diberikan guru.

4. Peserta didik mampu mempraktikkan percakapan yang mengandung ungkapan sapaan, pamitan, terimakasih dan meminta maaf serta responnya didepan kelas.

D. Materi Pembelajaran

a. Materi Reguler

Tema :

Chapter I – Good morning. How are you?, and Say goodbye.

Topik :

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.
Pengertian Greeting :

*According to Merriam-webster, a greeting is a salutation upon meeting someone. In simple way, to greet someone is to say “Hello” or to extend a polite word to welcome.*

Pengertian Leave taking :

*According to Merriam-webster, leave taking is an act of going away and saying goodbye.*

Pengertian Thanking :

*According to Merriam-webster, thank is an expression to express gratitude to someone.*

Pengertian apologizing :

*According to Merriam-webster, apologizing is an expression to express regret for something done or an expression to make an apology.*

**Fungsi Sosial**

Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan sapaan dan pamitan serta responnya.

**Struktur Teks** :

<table>
<thead>
<tr>
<th>Greeting Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello! / Hi!</td>
<td>Hello! / Hi</td>
</tr>
<tr>
<td>Good morning!</td>
<td>morning!</td>
</tr>
<tr>
<td>Good afternoon!</td>
<td>afternoon!</td>
</tr>
<tr>
<td>Good evening!</td>
<td>evening!</td>
</tr>
<tr>
<td>How are you?</td>
<td>Fine, thank you. And you?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>💖</td>
</tr>
<tr>
<td></td>
<td>(I’m fine/ pretty good/ not bad)</td>
</tr>
<tr>
<td></td>
<td>(I’m bad/ not good)</td>
</tr>
<tr>
<td>How’s it going?</td>
<td>Very well, thank you and how are you?</td>
</tr>
<tr>
<td>How’s life?</td>
<td>Very well, thank you.</td>
</tr>
<tr>
<td>What’s up?</td>
<td>Well.. I am a bit tired / sleepy/ ill</td>
</tr>
<tr>
<td>What’s the matter?</td>
<td>I’ve been better</td>
</tr>
<tr>
<td>(if your friends looks bad or something bad happened)</td>
<td>I’ve seen better days</td>
</tr>
<tr>
<td>I’m so happy to see you again.</td>
<td>Me to.......</td>
</tr>
<tr>
<td>Long time no see</td>
<td>Yes, I miss u.....</td>
</tr>
<tr>
<td>What’s the new?</td>
<td>Nothing......</td>
</tr>
<tr>
<td>(greeting a person you haven’t seen for a long time)</td>
<td>I pass my test or I have ......</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leave Taking Expressions</strong></th>
<th><strong>Responses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal situation</strong></td>
<td></td>
</tr>
<tr>
<td>- Good bye</td>
<td>- Good bye</td>
</tr>
<tr>
<td>- I look forward to seeing you again soon, good bye</td>
<td>- Good bye</td>
</tr>
<tr>
<td><strong>Informal situation</strong></td>
<td></td>
</tr>
<tr>
<td>- See you later</td>
<td>- See you</td>
</tr>
<tr>
<td>- Take care</td>
<td>- You too</td>
</tr>
<tr>
<td>- Good night</td>
<td>- Good night</td>
</tr>
<tr>
<td>- Have a nice day</td>
<td>- Oh thank you</td>
</tr>
<tr>
<td>- Good luck</td>
<td>- Thank you very much</td>
</tr>
<tr>
<td>- All the best</td>
<td>- You too</td>
</tr>
</tbody>
</table>
- Have a nice dream  

- Thank you

<table>
<thead>
<tr>
<th>Thanking Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Thank you very much</td>
<td>- You’re welcome</td>
</tr>
<tr>
<td>- Thank you for your help</td>
<td>- Don’t mention it</td>
</tr>
<tr>
<td>- Thank you</td>
<td>- No problem</td>
</tr>
<tr>
<td>- Thanks</td>
<td>- Not at all</td>
</tr>
<tr>
<td>- Thanks a lot</td>
<td>- It’s my pleasure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apologizing Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Forgive me. I’m terrible sorry about......</td>
<td>- That’s a quite alright.</td>
</tr>
<tr>
<td>- Please accept my apologies for............</td>
<td>- I understand completely.</td>
</tr>
<tr>
<td>- I would like to apologize for...</td>
<td>- It’s not your fault.</td>
</tr>
<tr>
<td>- I apologize for............</td>
<td>- Don’t worry about it.</td>
</tr>
<tr>
<td>- I’m sorry. I didn’t mean to....</td>
<td>- That’s alright.</td>
</tr>
<tr>
<td>- I’m sorry.</td>
<td>- It is ok/alright.</td>
</tr>
<tr>
<td>- Sorry.</td>
<td>- That’s okay.</td>
</tr>
<tr>
<td>- Sorry about that.</td>
<td>- No problem.</td>
</tr>
<tr>
<td>- Excuse me/pardon (for interrupting someone)</td>
<td>- Never mind.</td>
</tr>
<tr>
<td></td>
<td>- Forget it.</td>
</tr>
</tbody>
</table>
The example of dialogue that use greeting and leave taking expressions.

Mickey : “What’s the matter Mortimer?”
Mortimer : “Well, I busted my leg!”
Mickey : “Oh, no.. I’m sorry. How it happened?”
Mortimer : “I got a quick kick from a hardy horse. Look Pal, can you do me a solid?”
Mickey : “Sure, buddy, you name it!”
Mortimer : “Well.....since I’ve got this terrible, awful, ever so-paintful broken leg. By the way I can’t go down to the train station to meet my sister. Would you mind heading there?”
Mickey : “No, problem Mortimer. What’s her name?”

Contoh percakapan sesuai dengan kejadian pada comic strips
(Walt Disney’s Comic and Stories Donal Duck series by william Van Horn)
Mortimer : “Mildred. You’ll know her, you ever met before”
Mickey : “Ok. I will go now”
Mortimer : “Thanks mickey, take care”
Mickey : “sure!”

The example of dialogue that use thanking and apologizing expressions based on the event of comic strips.

Mortimer : “Hi, Minnie?”
Minnie : “Oh hay, mortimer”
Mortimer : “What are you doing here?”
Minnie : “well....I am waiting someone”
Mortimer : “Will you lunch with me?”
Minnie : “I’m sorry mortimer, I already have an appointment with mickey”
Mortimer : “Alright, how about go to dinner on satnight?”
Minnie : “It’s sound great, I will call you tomorrow”
Mortimer : “Thanks minnie”
Minnie : “No problem”
**Unsur Kebahasaan** :

a. Kosa kata dan tata bahasa baku  
b. Ucapan, tekanan kata, intonasi  
c. Ejaan dan tanda baca  
d. Tulisan tangan  

b. Materi Remidi  

1. *Good morning. How are you?, Fine, thank you. And you? . see you good bye.*  
dan semacamnya  

e. Materi Pengayaan  
Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.  

**E. Metode Pembelajaran**  

a. Pendekatan : Scientific  
b. Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)  
c. Metode : Tanya Jawab, Discussion.  

**F. Media, Alat, dan Sumber Pembelajaran**  

1. Media  
   a. Printed Comic strips (Walt Disney’s Comic and Stories Donal Duck series by william Van Horn, Classic Peanuts by Schulz, Gamercat by Samantha Whiten)  
   b. White board  

2. Alat  
   a. Spidol.  
   b. Solasi  

**G. Sumber Pembelajaran**  

1. Buku pelajaran siswa: When English Rings a Bell  
2. LKS siswa: English Framework Based on Curriculum 2013 For SMP VII
3. Sumber dari internet:

- [https://www.merriam-webster.com/dictionary/greeting](https://www.merriam-webster.com/dictionary/greeting)
- [https://www.merriam-webster.com/dictionary/apologize](https://www.merriam-webster.com/dictionary/apologize)
- [https://www.merriam-webster.com/dictionary/thanking](https://www.merriam-webster.com/dictionary/thanking)

H. Langkah-langkah Kegiatan Pembelajaran

**Pertemuan ke 1: Pre-Test cycle 1**

**Pre-Test 60’**

**Pertemuan ke 2: Treatment cycle 1**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | a. Guru memberi salam (*greeting*);  
b. Guru memeriksa kehadiran siswa;  
c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;  
d. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.  
e. Guru mengkaitkan antara materi sebelumnya dengan materi yang akan dipelajari;  
f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  
g. Guru menyebutkan cakupan materi dan uraian kegiatan sesuai silabus. | 10 menit |
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inti</td>
<td>Mengamati</td>
<td>60 menit</td>
</tr>
</tbody>
</table>

a. Siswa melihat contoh comic strips yang ditampilkan guru tentang ungkapan menyapa dan berpamitan dengan orang lain dan responnya.

b. Siswa mendengarkan ciri-ciri ungkapan menyapa dan berpamitan serta responnya (fungsi sosial, struktur teks dan unsur kebahasaan) yang disampaikan oleh guru.

c. Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk menyapa dan berpamitan dengan orang lain, seperti: Good morning, good afternoon, good evening, good night, How are you?, see you, good bye.

d. Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon sapaan dan pamitan, seperti: Good morning, good afternoon, good evening, good night, I’m fine, thank you, see you later, bye.
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| **Menanya** | a. Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.  
   b. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan sapaan dan pamitan beserta responnya dalam berbagai konteks. | |
| **Mengeksplorasi** | a. Dengan bimbingan guru, siswa dibagi dalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku)  
   b. Guru membagikan comic strips pada setiap kelompok.  
   c. Siswa dengan teman sebangkunya mendiskusikan ungkapan sapaan dan pamitan yang tepat untuk kejadian yang digambarkan dalam comic strips.  
   d. Siswa bersama teman sebangkunya menentukan ungkapan sapaan dan | |
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pamitan beserta responnya yang sesuai dengan kejadian yang digambarkan dalam comic strips. e. Siswa membuat dialog yang berisikan ungkapan sapaan dan pamitan beserta responnya sesuai dengan kejadian dalam comic strips yang mereka dapatkan. <strong>Mengasosiasi</strong> a. Siswa dapat membandingkan hasil kerja mereka yaitu membuat dialog berdasarkan comic strips dengan yang terdapat dalam contoh lain atau sumber lain. b. Siswa dengan teman sebangkunya mencocokkan penggunaan ungkapan sapaan dan pamitan yang terdapat dalam dialog mereka dengan ungkapan sapaan dan pamitan yang dicontohkan oleh guru. c. Guru membantu, mengarahkan dan mendampingi siswa. <strong>Mengkomunikasikan</strong> a. Setiap kelompok maju ke depan kelas untuk mempresentasikan hasil diskusi dan temuan mereka tentang.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Deskripsi Kegiatan</td>
<td>Alokasi waktu</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>a. Ungkapan sapaan dan pamitan.                                                                -------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Setiap kelompok mempraktikkan dialog yang mereka buat di depan kelas.</td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Peserta didik dan guru mengucapkan salam perpisahan.</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan ke 3: Post-Test cycle 1

**Post-Test 60’**

Pertemuan ke 4: Pre-Test cycle 2

**Post-Test 60’**

Pertemuan ke 5: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Guru memberi salam;</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Guru memeriksa kehadiran siswa;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses</td>
<td></td>
</tr>
</tbody>
</table>
### Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>pembelajaran;</td>
<td>d. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</td>
<td>60 menit</td>
</tr>
<tr>
<td>e. Guru mengkaitkan antara materi sebelumnya dengan materi yang akan dipelajari;</td>
<td>f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</td>
<td></td>
</tr>
<tr>
<td>g. Guru menyebutkan cakupan materi dan uraian kegiatan sesuai silabus.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Inti

**Mengamati**

- a. Siswa melihat contoh comic strips yang ditampilkan guru tentang ungkapan berterimakasih dan meminta maaf kepada orang lain dan responnya.

- b. Siswa mendengarkan ciri-ciri ungkapan berterimakasih dan meminta maaf serta responnya (fungsi sosial, struktur teks dan unsur kebahasaan) yang disampaikan oleh guru.

- c. Siswa berlatih mengucapkan...
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>(menirukan) ungkapan-ungkapan yang digunakan untuk berterimakasih dan meminta maaf kepada orang lain orang, seperti: thank, thank a lot, I’m sorry, sorry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon ungkapan berterimakasih dan meminta maaf: you are welcome, don’t mention it, that’s oke, no problem.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Menanya

a. Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.

b. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan berterima kasih dan meminta maaf beserta responnya dalam berbagai konteks.

Mengeksplorasi

a. Dengan bimbingan guru, siswa
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dibagi dalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru membagikan comic strips pada setiap kelompok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Siswa dengan teman sebangkunya mendiskusikan ungkapan berterima kasih dan meminta maaf yang tepat untuk kejadian yang digambarkan dalam comic strips.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Siswa bersama teman sebangkunya menentukan ungkapan berterima kasih dan meminta maaf beserta responnya yang sesuai dengan kejadian yang digambarkan dalam comic strips.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Siswa membuat dialog yang berisikan ungkapan berterima kasih dan meminta maaf beserta responnya sesuai dengan kejadian dalam comic strips yang mereka dapatkan.</td>
<td></td>
</tr>
</tbody>
</table>

**Mengasosiasi**

<p>| a. Siswa dapat membandingkan hasil kerja mereka yaitu |</p>
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>membuat dialog berdasarkan comic strips dengan yang terdapat dalam contoh lain atau sumber lain</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswa dengan teman sebangkunya mencocokkan penggunaan ungkapan berterima kasih dan meminta maaf yang terdapat dalam dialog mereka dengan ungkapan berpamitan yang dicontohkan oleh guru.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Guru membantu, mengarahkan dan mendampingi siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mengomunikasikan</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Setiap kelompok maju ke depan kelas untuk mempresentasikan hasil diskusi dan temuan mereka tentang ungkapan berterima kasih dan meminta maaf.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Setiap kelompok mempraktikkan dialog yang mereka buat berdasarkan kejadian yang digambarkan pada comic strips yang mereka dapatkan.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Deskripsi Kegiatan</td>
<td>Alokasi waktu</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Penutup</td>
<td>a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Peserta didik dan guru mengucapkan salam perpisahan.</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan ke 6: Post-Test

I. Penilaian

1. Teknik Penilaian (terlampir)
   a. Sikap
   b. Pengetahuan
   c. Keterampilan

2. Bentuk Instrument
   a. Penilaian sikap - jurnal

   Nama Siswa : ....................
b. Penilaian pengetahuan (penilaian penugasan)

Penilaian Pengetahuan – Penugasan

<table>
<thead>
<tr>
<th>No.</th>
<th>Hari/Tanggal</th>
<th>Sikap/Perilaku</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Mengidentifikasi ..........................

Tugas : Menyusun laporan hasil percobaan tentang cara kerja ..........................secara tertulis dengan berbagai media.

Indikator : membuat laporan hasil percobaan cara kerja ..........................

Langkah Tugas :

1. Lakukan observasi ke pasar atau tempat lainnya untuk mendapatkan informasi mengenai ....................
2. Datalah yang kamu dapatkan dalam bentuk tabel yang berisi .......................
3. Diskusikan hasil observasi yang kamu lakukan bersama teman-temanmu untuk menjawab pertanyaan berikut:  
   a. Jenis .........................apa yang paling banyak kamu temukan dipasaran?  
   b. Bagaimana yang terjadi?  
   c. Keuntungan apa yang diperoleh dalam kehidupan?  
4. Tuliskan hasil kegiatanmu dalam bentuk laporan dan dikumpulkan serta dipresentasikan pada kegiatan pembelajaran berikutnya
c. Penilaian keterampilan (speaking skill)

<table>
<thead>
<tr>
<th>Aspek yang Dinilai</th>
<th>Kriteria</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Pengucapan (Pronounciation)</td>
<td>Pengucapan sempurna</td>
<td>5</td>
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<tr>
<td></td>
<td>Ada beberapa kesalahan namun tidak mengganggu makna</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
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<td>Banyak kesalahan dan mengganggu makna</td>
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<td>Terlalu banyak kesalahan dan mengganggu makna</td>
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<td>Kosa Kata (vocabulary)</td>
<td>Pilihan kosa kata sangat tepat</td>
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<td>Pilihan kosa kata cukup tepat</td>
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<td></td>
<td>Pilihan kosa kata kurang tepat</td>
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<td></td>
<td>Pilihan kosa kata tidak tepat</td>
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<td>Kelancaran (Fluency)</td>
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<td></td>
<td>Lancar</td>
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<tr>
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<td>Cukup lancar</td>
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<td>Kurang lancar</td>
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<td></td>
<td>Tidak lancar</td>
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<tr>
<td>Ketelitian (Accuracy)</td>
<td>Sangat teliti</td>
<td>5</td>
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<tr>
<td></td>
<td>Teliti</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Cukup teliti</td>
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Kriteria Nilai

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<tr>
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<td>Excellent</td>
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<tr>
<td>80-99</td>
<td>Good</td>
</tr>
<tr>
<td>70-79</td>
<td>Medium</td>
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<tr>
<td>60-69</td>
<td>Enough</td>
</tr>
<tr>
<td>...&lt; 60</td>
<td>Poor</td>
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</table>

Keterangan Skor

5 = Excellent  
4 = Good  
3 = Medium  
2 = Enough  
1 = Poor

Kriteria penilaian dapat dilakukan sebagai berikut:

Skor maksimal : 100

\[ \text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100 \]
d. **Instrument Penilaian Speaking skill**

Pre-Test cycle 1 (60’)

1) Make a dialogue about greeting and leave taking expressions and the responses based on the events in the comic strips with your partner at least 10 sentences! (Duration to make a dialogue 15 – 20 minutes and practice dialogue in front of the class 2 minutes each group).

2) Practice your dialogue in front of the class without book or note!
Post-Test cycle 1 (60')
1) Make a dialogue about greeting and leave taking expressions and the responses based on the events in the comic strips with your partner at least 10 sentences! (Duration to make a dialogue 15 – 20 minutes and practice dialogue in front of the class 2 minutes each group).
2) Practice your dialogue in front of the class without book or note.

Pre-/Test cycle 2 (60')
1) Make a dialogue about thanking and apologizing expressions and the responses based on the events in the comic strips with your partner at least 10 sentences! (Duration to make a dialogue 15 – 20 minutes and practice dialogue in front of the class 2 minutes each group).
2) Practice your dialogue in front of the class without book or note.

Post-/Test cycle 2 (60')
1) Make a dialogue about thanking and apologizing expressions and the responses based on the events in the comic strips with your partner at least 10 sentences! (Duration to make a dialogue 15 – 20 minutes and practice dialogue in front of the class 2 minutes each group).
2) Practice your dialogue in front of the class without book or note.

Bandung, 6 Agustus 2019

Mengetahui,
Guru Bahasa Inggris

( Luluk Hanifah, S.Pd.I.)

Peneliti

(Udi Kurniasari)
NIM.23030-15-0124

20
Results of students' assignment

Zahraa Samia

Mom: Good morning, Mickey.
Mickey: Good morning, Mom.
Mom: What can I help you with?
Mickey: I need help with my homework.
Mom: Sure, I'll help you.
Mickey: Thank you, Mom.
Mom: What do you want to eat?
Mickey: A cake.
Mom: I'll buy it.
Mickey: Thank you, Mom.
Mom: Welcome, Mickey. It's nice to meet you.
Mickey: Nice to meet you, too.

Donald Duck: Hello, Donald Duck.
Donald Duck: Hello, Donald Duck.
Donald Duck: What do you want to eat?
Donald Duck: I'll buy it.
Donald Duck: Welcome, Donald Duck.
Donald Duck: Nice to meet you.

Donald Duck: Hello, Donald Duck.
Donald Duck: Hello, Donald Duck.
Donald Duck: What do you want to eat?
Donald Duck: I'll buy it.
Donald Duck: Welcome, Donald Duck.
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Donald Duck: What do you want to do?
Cristian: Hey Toni! Come here, look this is.
Toni: Wow!! Aaa what is that?? !
Cristian: This is a dragon fire.
Toni: What this is dragon fire?
Cristian: Tomorrow I will to explain to you.
Toni: Nuh... oh my God.
Cristian: I didn't mean to you.
Toni: Do I am fine.
Cristian: See you.
Toni: See you.

Gerry: Hello, Clara. What's you just a reading book?
Clara: Yes, a just reading book.
Gerry: What you fear a cat white?
Clara: Yes, I fear a cat white.
Gerry: What this who which you fright?
Clara: Yes, Go! Go!
Gerry: What you frightened?
Clara: I, very frightened.
Gerry: Ha... Ha... Ha... Clara: Oh... No...
The bell rang at 07.00 a.m. All of students hurry up entered the class.

At 07.00-07.15 a.m students recite Asmaul Husna.

The teacher and the researcher entered the class at 07.30 a.m.

The teacher greeted the students “good morning class? How are you today?”. All of students answered teachers’ greeting.

The teacher checked the attendance of students by asked the students “Who absent today?”. The students answer “nothing miss” because there is no student who absent in the class.

Then the teacher mentioned that there is someone who will do the research in that class.

The researcher introduced herself to the students and informed the students that for few days later the class would be observed, the researcher will helped by her friends. The researcher also said to the students don’t be afraid because the research will not judge the students’ score.

The teacher mentioned that there are some test during the research. The
tests will held four time that are: pre-test cycle 1, post-test cycle 1, pre-
test cycle 2 and post-test cycle 2. The teacher also explained what is pre-
test and post-test.

- After that the teacher and the researcher started first step in the research. The first step is pre-test cycle 1
- The teacher divided the students in a group that consists of 2 or 3 students.
- The students chose their chairmaid to be one group.
- Then the teacher gave every group one comic strips that the textboxes in the comic strips was blank. The teacher asked the students to make a dialogue about greeting and leave-taking expressions based on the events in the comic strips. The teacher said “please make a dialogue minimum ten sentences about greeting and leave-taking expressions based on the events in the comic strips that you got. After you finished your dialogue please practice in front of the class without book or note”.
- One of the students asked the teacher “miss, may open the dictionary?”. The teacher replied “yes you can but don’t open your handbook!”. Some of students complained. The teacher said “the time to make a dialogue just 15-20 minutes so please don’t waste your time”.
- While the students did the assignment the teacher went around in the class to monitor the students. Some of students asked the teacher when they got the difficulties to translate the word.
- After 15 minutes the teacher said “five minutes leave”. Some students
The teacher gave additional time 10 minutes to the students.

- After the time was up the teacher said “time is up, please collect your dialogue in my table and I will call your group to practice dialogue in front of the class”. Then the students collect their work.

- The teacher gave the dialogue of students to the researcher. The teacher call the students to practice dialogue in front of the class. The students practice dialogue and the researcher gave the score based on the rubrik that was prepared.

- After all students finished practice dialogue the teacher asked students to study about greeting and leave-taking expressions to the next meeting “Ok class in the next meeting we will discuss about greeting and leave-taking expressions so please study about it in your handbook”.

- The teacher close the meeting using leave-taking expression “see you next metting, wassalamualikum wr.wb”. The students replied “waalaikumsalam wr,wb”.

- Some students replied “ see you miss”. Other students replied “waalaikumsalam wr,wb”.

<table>
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<th>No</th>
<th>Field Note 02</th>
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<tbody>
<tr>
<td>Day and date</td>
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</tr>
<tr>
<td>Time</td>
<td>12.20- 13.40 p.m</td>
</tr>
<tr>
<td>Place</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
The teacher and the researcher entered the class at 12.30 pm. The teacher greet the students “good afternoon class”. Some students replied “good afternoon miss”. The teacher repeat her greet because all students had not answered.

The teacher asked the students about the related materials. Then the teacher asked students to explain the meaning of greeting and leave-taking expressions.

One of the students answered “Greeting is to greet”. The teacher said “yes you’re right”. Then, the teacher asked the students “what is the meaning of leave-taking?”. The students replied “leave-taking is to say goodbye”. The teacher said “very good”.

After that the teacher showed a comic strips to the students. The teacher asked the students “do you like reading comic?”, some students replied “yes I like” and some students also said “I don’t like reading miss”. Then the teacher said “do you ever reading English comic?”. All of students replaid “Never miss”.

Then the teacher said “ok I have a comic strips of Donal Duck series, do you know Donal Duck ?”. The students answered “Yes miss, in the cartoon”.

And then the teacher adhered one comic strips in the white board and
write the dialogue.

- After that the teacher ask the students to find out the greeting expression. The teacher said “from this dialogue which is the greeting expression”. ZS answered “What’s wrong Mortimer?”. The teacher replied “Yes you right, what’s wrong is greeting expression to ask the condition”.

- Then the teacher explained the greeting expression and the responses. After that the teacher ask to the students “and now from this dialogue which is the leave-taking expressions?”. Some students answered “see you later”. The teacher answered “good, and which is the responses?”. All of students answered “see you”.

- Then the teacher give explanation about leave taking expressions and the responses. After the teacher explained the material the teacher give opportunity to students to ask about the material “So far do you understand? Any question?”. The students answered “Understand miss”.

- The teacher give the students comic strips that have the blank text box. The teacher ask the students to fill the blank text box and write that dialogue in the pieces of paper.

- The teacher said “to check your understanding about the material please make a dialogue about greeting and leave-taking expression based on the events in the comic strips, you can fill in the text box or you can write your dialogue in the piece of paper”. The students ask to the teacher “is it homework miss?”. The teacher replied “this is not homework so please finished and collected this day, the diligent students will got a gift”.
Ten minutes before the class end the teacher asked the students to collect their work.

Before the class end the teacher said “in the next meeting we will practice your dialogue so please memorize your dialogue, practice with your partner and do the best next meeting this is will be your speaking assessment.” The students answered “yes miss.”

The teacher closed the meeting by asked one of the students to lead praying.

---

No : Field Note 03

Day and date : Tuesday, August, 13th 2019

Time : 07.15-08.35 a.m

Place : Classroom

Activity : Doing post-test cycle I

---

The teacher and the researcher entered the class at 07.15 am.

The teacher greet the students and the students replied the teacher’s greeting.

The teacher check the attendance by asked the students who was absent that day.

Then the teacher asked the previous material “do you still remember
what is greeting and leave-taking expression”. The students answered “greeting to greet someone, leave-taking to say goodbye”.

- The teacher replied “yes you right, so now we will do post test. This test similar with the pre-test. On previous meeting mrs asked you to memorize your dialogue, right?”. Some students anwered “yes miss”.
- The teacher mentioned the best performance in the pre-test “Oke, I will mention the best performance or the best score in the pre-test is ZS, give applause for her!”.
- All of students give ZS applause some of students give her praise.
- Then the teacher mentioned the students to practice dialogue for post-test. The researcher give a score based on the rubrik that had prepared.
- After all of students practice the teacher gave evaluate about how to pronounce some vocabulary. All of students paying attention to the teacher.
- After that the teacher gave a different comic strips to the students. The teacher ask the students to make a dialogue about thanking and apologizing for the next meeting. Because time was up the students could finish their work in their room.
- The teacher said “next meeting we will practice dialogue about thanking and apologizing, you can finish your dialogue after school end”.
- The teacher close the meeting by used leave-taking.
Day and date : Thursday, August 15th 2019

Time : 07.15- 08.35 a.m

Place : Classroom

Activity : Doing pre-test cycle II

- The teacher and the researcher entered the class at 07.15 a.m.

- Before started the lesson, the teacher greeted the students “good morning class? How are you today?”. All the students answered the greeting of the teacher “good morning miss. I’m fine thank you and you?”. The teacher replied “I’m fine too thank you. Who absent today?”. The students answer “nothing miss”.

- The teacher asked the students “did you have home work?”. Some students said yes and there are students said no.

- The teacher asked the students to collect their dialogue but some of students had not finished. Teacher said “collect your dialogue and let’s practice in front of the class”. The students just silent and the teacher ask the students “had you finished your dialogue?”. Many students replied “not yet miss”.

- And then the teacher gave a time 10 minutes to finish their dialogue. While the students finished their dialogue the teacher go around to help students that had a difficulties.

- After that the students collected their dialogue. Then the teacher call students to practice dialogue in the front of class and the researcher give a
assessment to the students’ speaking skill.

- After all of students practice the dialogue the teacher give a evaluation and give a praise.
- Before the class ended the teacher ask the students to study about thanking and apologizing material in their handbook.
- The teacher closed the metting “see you next metting don’t forget to study about thanking and apologizing”. The students replied “ok miss”.

No : Field Note 05

Day and date : Tuesday, 20th August, 2019

Time : 07.15- 08.35 a.m

Place : Classroom

Activity : Doing treatment cycle II

- The teacher and the researcher entered the class at 07.15 pm.
- The teacher greet the students “good morning class”. Some students replied “good morning miss”.
- The teacher apologize to the students because the schedule of English lesson for class 7A have to change. Teacher said “I’m sorry class your schedule have to exchanged with my class 9A because on Thursday we will follow carnival in subdistrict”.

The students cheering happily because they will follow carnival in subdistrict.

The teacher checked attendance by asked the students “who absent today?” the students replied “nothing miss”. The teacher asked the students about previous topic “what is different about greeting and leave-taking expressions?”. The students answered “greeting for greet someone and leave taking to say goodbye”. The teacher said “good, now we will learn about thanking and apologizing. Do you know what is thanking?”. SZ answered “to say thanks miss”. The teacher replied “yes you right, and what is apologizing?”.

All of students silent then the teacher gave a clue “when you do a mistake to your friends you will say...?”. All of students answered “sorry”. The teacher said “yes apologizing is a expression to say sorry and thanking is a expression to say thanks”.

The teacher adered the comic strips in the white board and made a dialogue. The teacher said “now pay attention with this comic strips, what’s wrong with mortimer?”. Some students answered “his leg broken”, “accident”.

Then the teacher asked the students to underlined the thanking and apologizing expressions. The teacher said “from this dialogue which is the thanking and apologizing expressions, anyone know please come forward”. SA come forward to underlined the thanking expression in the dialogue and MSNA underlined the apologizing expression. Then the
teacher explained the material using some comic strips.

- After the material delivered, the teacher asked the students “so far do you understand about thanking and apologizing expressions”. The students replied “yes miss”.

- Then the teacher gave the students comic strips that different with the comic strips in the pre test.

- The teacher asked the students to make a dialogue with them pairs about thanking and apologizing expressions based on the events in the comic strips.

- While the students make a dialogue the teacher sometimes go around and help the students.

- When the time leave 5 minutes the teacher asked the students to collect their work but there are some students that had not finished. The teacher said “if you had not finished you can continue after this class and we will practice yesterday because on Thursday there is carnival so please be ready tomorrow”.

- The students replied “yes miss”. The teacher close the meeting.

No                  : Field Note 06
Day and date       : Wednesday, August, 21 th 2019
Time               : 07.30 - 08.35 a.m
Place              : Classroom
<table>
<thead>
<tr>
<th>Activity</th>
<th>Doing post-test cycle II</th>
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<tbody>
<tr>
<td>• Actually that day there is no lesson because students and teachers have to prepared for the carnival but the seventh grade teachers’ Miss. Lia permitted the researcher to did the post-test.</td>
<td></td>
</tr>
<tr>
<td>• The teacher and the researcher entered the class at 07.30 am.</td>
<td></td>
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<tr>
<td>• The teacher greet the students and the students replied the teachers’ greeting.</td>
<td></td>
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<tr>
<td>• The teacher check the attendance by asked the students who was absent that day.</td>
<td></td>
</tr>
<tr>
<td>• Then the teacher asked the previous material &quot;do you still remember what is thanking and apologizing expressions&quot;. The students answered “thanking is to say thanks, apologizing is to say sorry”. The teacher replied “yes you right, so now we will do post test. Please collect your dialogue and I will call your group”.</td>
<td></td>
</tr>
<tr>
<td>• Then the students collected their work.</td>
<td></td>
</tr>
<tr>
<td>• The teacher mentioned the students to practice dialogue to post-test.</td>
<td></td>
</tr>
<tr>
<td>• The researcher give a score based on the rubrik that had prepared.</td>
<td></td>
</tr>
<tr>
<td>• After all of students practice the teacher gave evaluate about how to pronounce some vocabulary.</td>
<td></td>
</tr>
<tr>
<td>• The teacher give occasion to the researcher to say thanks to the students.</td>
<td></td>
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</tbody>
</table>
• The researcher said “thanks for your cooperation, thanks for your contribution, thanks for everything. You helped me finished my research and I will help your carnival. And I had promise I will give a gift for the best performance in the pre-test and post-test. I will give that next week.

• The students replied “what kind the gift miss?”

• The researcher said “ you will now next week”

• After that the teacher close the meeting. The teacher said “thanks for today, now you can make preparation to carnival tommorow”

• The students replied “yes miss”.
The result of Interviewed with English teacher

1. Apakah Masalah yang ibu hadapi dalam mengarjarkan pelajaran bahasa inggris?

Garis besarnya itu masalah bawaan anak. Pengetahuan bahasa inggris anak pun masih kurang banyak, minat anak dalam belajar bahasa inggrispun bisa dihitung. Rata-rata anak yang nilai bahasa inggrisnya bagus memang pada dasarnya nilai-nilai mata pelajaran lain itu bagus. Bisa dikatakan anak-anak yg berprestasi. Apalagi ada anak yang di sd tidak mendapatkan pelajaran bahasa inggris itu benar-benar masalah yang sulit mbak. Karena anak tesebut dikelas tidak bisa mengikuti pelajaran. Di sd itu kan pelajaran bahasa inggris memang tidak diprioritaskan dan ada beberapa sekolahan seperti sd duren 3 itu memang tidak ada pelajaran bahasa inggris.

2. Skills apakah dalam bahasa inggris yang susah disampikan?

Speaking skill, karena pembiasaan dari kecilnya. Speaking itu kan tidak bisa sehari dua hari belajar langsung bisa menyesuaikan atau pengucapannya langsung bagus. Sehingga perlu banyak latihan sedangkan kita ini orang indonesia yang tidak terbiasa berbicara bahasa Inggris. Banyak anak yang tidak mau disuruh membaca seperti teks-teks ringan atau cerita-cerita dalam bahasa Inggris karena takut salah. Padahal kalau
salah pun tidak akan ada yang menertawakan tapi dari dirinya sendiri sudah malu.

Mereka juga kurang percaya diri dalam menggunakan bahasa inggris banyak anak yang takut sehingga tidak mau belajar bahasa inggris. Ketika pelajaran bahasa inggris banyak anak yang tidur dikelas.

3. Metode yang saja yang sering digunakan dalam mengajar speaking skill?
Kalau praktek speakingnya biasanya menggunakan lagu atau untuk teks misalnya recount kita menyuruh anak untuk membaca teks itu juga dapat meningkatkan speakingnya, menyanyikan lagu juga sering saya terapkan untuk meningkatkan speaking skill.

4. Bagaimana tanggapan siswa ketika guru menggunakan metode tersebut?
Ada sebagian yang mengeluh ada sebagian anak yang tertarik. Biasanya anak saya suruh menyanyikan lagu yang sudah sering mereka dengarkan misalnya lagu let it go punya frozen itu. Mereka sudah sering mendengarkan entah di iklan atau di mp3 sehingga pengucapan mereka pun lebih bagus dan tempo dalam lagu tersebut juga lambat sehingga mudah ditirukan. Terkadang saya juga menyuruh anak menyanyikan lagu yang saya sediakan agar lebih bervariatif dan kosa kata mereka agar bertambah.

5. Media apa saja yang digunakan dalam mengajarkan speaking skill?
Media yang digunakan biasanya tape recorder. Karna sarpras diseolahan masih minimin sehingga menggunakan tape atau speaker apel, laptop atau hp. Untuk memutarkan lagu atau dialog untuk menarik minat siswa. Karena banyak siswa yang tidak suka bahasa inggris sehingga media sangat berperan penting untuk menarik minat siswa. Selain menggunakan media pembelajaran untuk meningkatkan minat belajar siswa dalam pelajaran bahasa inggris guru juga memberikan motivasi terkait petingnya bahasa inggris. Dengan cara bercerita mengenai kata-kata bahasa inggris yang sekarang ini muncul misalnya kata sorry, mereka sudah menggunakan kata itu tetapi banyak mereka yang tidak tau bahwa kata sorry itu adalah bahasa inggris.

6. Ditahap manakah penguasaan vocabulary siswa?

7. Apakah dengan menggunakan media dan metode tersebut pembelajaran lebih efektif?
Effektif sekali untuk menghindari kebosanan siswa dalam belajar bahasa inggris. Setiap guru memberi tahu media yang digunakan untuk pertemuan
berikutnya semua siswa sangat exiting. Respon siswa juga bagus ketika guru mengajar menggunakan media pembelajaran dibandingkan hanya menggunakan buku saja.

8. Apakah kurikulum yang digunakan untuk semua kelas sama atau ada perbedaan?
   Semua kelas menggunakan kurikulum 2013.

9. Bagaimana dengan penerapan student center didalam kelas?

10. Sebenarnya kalau di teoritisnya memang ada tetapi dalam prakteknnya belum menerapkan karena kondisi yang tidak mendukung. Sarpras sekolah juga kurang memadai untuk menerapkan student center.

11. Berapakah Kompetensi Ketercapaian Mengajar (KKM) yang diterapkan dikelas VII dan apakah semua siswa sudah mencapai KKM?
   KKM untuk kelas VII yaitu 70. Ketercapaian kkm untuk kelas VII baru 50% dan guru berharap minimal siswa yang mencapai KKM adalah 70% dari total keseluruhan siswa.
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E-mail : yyaaliblah@gmail.com Telp : 081 326 113 330

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Nomor : 120/SMPIT.AFB/VIII/2019

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Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Keterangan

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

Bandungan, 28 Agustus 2019

Kepala Sekolah

Drs. Munawir
NIK. 30.20170717.001
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Website: http://www.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-3016 /Lm.21/D1/PA.03.1/07/2019 Salatiga, 08 Juli 2019

Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP IT Al-Falah Jetis
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Uun Kumalasari
NIM : 23030-15-0124
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelengaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsiya adalah:

THE USE OF COMIC STRIPS TO IMPROVE STUDENTS’ SPEAKING SKILL TO THE SEVENTH GRADE STUDENTS AT SMP IT AL-FALAH JETIS IN THE ACADEMIC YEAR OF 2019/2020.

Dosen Pembimbing : Dr. Setia Rini, M. Pd.
Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMP Muhammadiyah Salatiga, mulai bulan Juli sampai dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

An. Dekan,
Wali Dekan Bidang Akademik

Suwardi, M.Pd
NIP: 19670121 199903 1 002

Tembusan : 1. Mahasiswa yang bersangkutan
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Dosen Pembimbing:

Dr. Setia Rini, M.Pd.
NIP. 19750518 200312 2 002
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Nama : Uun Kumalasari  
Jurusan : S-I Tadris  
Bahasa Inggris

NIM : 23030 15 0124  
Dosen P.A. : Miftachudin,  
S.Pd.I., M.A.

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Muhamadiyah Ungaran |
|    | 8 September – 1 Desember 2018 |
|    | Pendidik |

| Jumlah Nilai | 131 |

Salatiga, 25 Juni 2019

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan  
dan Kerjasama


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3. SMK Bina Nusantara Ungaran graduated in 2014
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