

**USING COMIC STRIPS TO IMPROVE THE SPEAKING SKILLS OF  
GRADE VIII STUDENTS OF SMP N 15 YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2013/ 2014**

**A THESIS**

Presented as a Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



by

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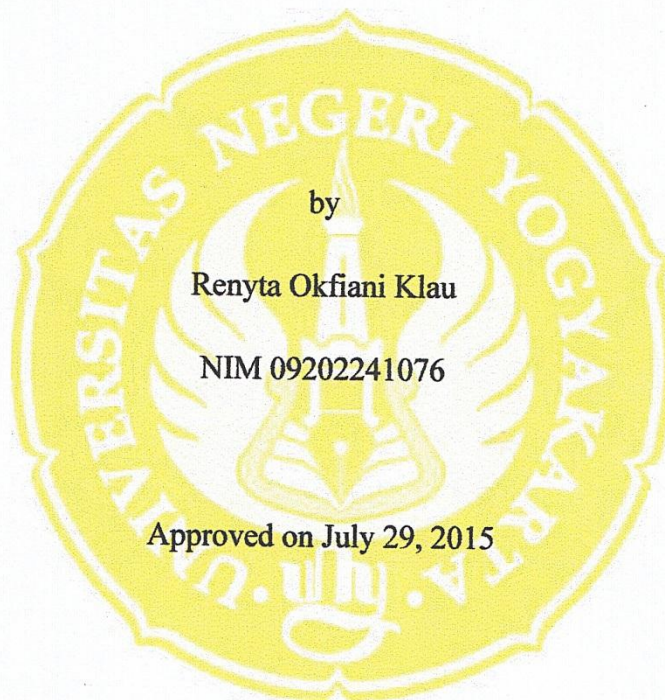
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**APPROVAL PAGE**

**USING COMIC STRIPS TO IMROVE THE SPEAKING SKILLS OF  
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ACADEMIC YEAR OF 2013/2014**

A Thesis



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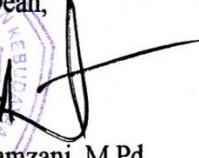
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## PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## DEDICATIONS

*This thesis is fully dedicated to:*

*My dear mother, Erna Sutini*

*My kind hearted uncle and aunt, Hayat Sosiawan and Artini*

## MOTTOS

*“O my Lord, increase me in knowledge.” (Qs. Taha 20:114)”*

*“My heart is at ease knowing that what was meant for me  
will never miss me and what misses me was never meant for  
me.*

*(Umar ibn Khattab radiyallahuanhu)”*

*“Optimism is the faith that leads to achievement. Nothing can  
be done without hope and confidence.*

*(Helen Keller)”*

*“Our greatest weakness lies in giving up. The most certain  
way to succeed is always to try just one more time.*

*(Thomas A. Edison)”*

*“Do not give up whatever happens, if we give up then it's  
over.”*

*(Top Ittipat)*

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Yogyakarta, 29 July 2015

A handwritten signature in black ink, appearing to read 'Rentya', with a stylized flourish at the end.

Renyta Okfiani Klau



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Abstract

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 an action research. The subjects of this research were 34 students of class VIII F of SMP Negeri 15 Yogyakarta. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained from pre-test and post-test. The actions implemented in this research were using comic strips in the teaching and learning process of speaking, establishing rapport, conducting pre-communicative activities, giving handouts as daily materials, giving tangible rewards to active students. They were carried out in two cycles, which was held for three meetings in the first cycle and two meetings in the second cycle. The validity of the research was obtained by adopting five criteria of validity namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. This research also applied three triangulation techniques. They are time triangulation, data triangulation, and investigator triangulation.

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. Students' vocabulary mastery was gradually increased and they made a visible difference in their comprehension. More than that, students became more motivated to speak English as they were learning in more enjoyable and interesting ways. As a result, they were not shy and silent anymore. Most of them became more enthusiastic and active. Furthermore, the result of the research also revealed that the improvement on the teaching and learning process affected the improvement on the students' speaking skills. The students' speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The findings also revealed that the mean score of the students' speaking performance increased from 10.87 in the pre-test to 12.97 in the post-test. The gain score of the students' speaking skills was 2.10.



## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

English is an important means of communication which is used worldwide. It plays an important role as an international language that is used in various fields. Realizing the importance of English, Indonesian government proclaimed that it is one of the compulsory subjects which becomes parts of national exam at junior and senior high schools. The teaching of English in junior high schools should be emphasized at helping them to be able to communicate in English. They have to master English both in spoken and written forms.

As stated in School-based Curriculum (*KTSP*) in junior high school, one of the English learning objectives is understanding and/or producing speech and/or written texts which are realized in four skills namely listening, speaking, reading, and writing. Among the four skills, speaking skill is considered as the most essential skill to be mastered because it is the primary indicator of successful language learning, which means that success in language learning is often measured in terms of the ability to carry out a conversation in the target language (Richards, 2008: 19). Thus, teachers should concern about teaching speaking without ignoring other skills.

Although speaking is considered a main language skill that students should improve, it has been widely noticed that majority of students face difficulties in speaking English. Students' lacks in speaking are also seen in SMP N 15 Yogyakarta. The observation and interview results revealed that the students

encountered difficulties in pronouncing English words. Even many students had no idea how to pronounce words that were commonly used. Likewise, they lacked the necessary vocabulary items. Moreover, they found it difficult to form sentences in English. Their sentences were grammatically incorrect.

The observation and the interview results also showed that the students' participation was low. Many of them were not willing to participate in the speaking activities or just sat silently at the desk without desire to get involved in the speaking activities. They rarely raised their hands to answer the teacher's questions voluntarily. Even, some of them often missed the chance when they were asked to speak in front of the class.

During the learning and teaching process, the students did not get sufficient English exposure too. The teacher explained the materials, gave the meaning of some words, and gave instructions mostly in Indonesian. She only used English expressions to open and end the class. No wonder, students preferred to use their native languages rather than English. They tended to switch English to Javanese or Indonesian while they were talking.

Obviously, it is necessary to support students to develop their speaking skills but, in fact, it was given less teaching emphasis. The focus is mainly on teaching reading because speaking was not included in the national exam. As we know, learners often do not have opportunities to speak English outside the classroom. For many of them, the course book is the only place where they meet English.

Furthermore, students lacked the sources needed for learning English. Most of them had neither LKS (*Lembar Kerja Siswa*) nor course books since they were not obligated to buy them. Therefore, sometimes, they just borrowed course books from library. Handouts were also rarely given to them. So they had to spend all of their time copying the materials. As a result, students' precious speaking time was reduced. Their limited time became even more limited.

If these kinds of situation kept going on, the students might not be able to speak English well. Here, the research team agreed to work collaboratively to improve students' speaking skills by promoting the use of comic strips. Among the various media, comic strips were chosen considering many advantages offered by them. One of them, as Csabay (2006: 25) notes, comic strips help students to deal with spoken and even informal language. Moreover, they prevent students from sounding bookish as many of them are only exposed to written, formal language.

## **B. Identification of the problems**

The researcher worked with the English teacher to identify the problems of teaching and learning process of English in SMP N 15 Yogyakarta. There were several problems appeared. However, the main problems that were faced came from the students, the teacher, the learning process, and the learning material.

### 1. Problem related to the students

Students' speaking skills were low. They often mispronounced some English words. They also lacked the necessary vocabulary items. Most of them just relied on the teacher by asking her directly about the meanings of some English words. Besides, their grammar competencies were also poor.

Students' participation was low. During the lesson, most students just kept silence and acted as teacher's audience. They gave less responses to teacher's explanation or questions. This happened because students were not confident with their language and ideas. Another reason was they were afraid of making mistakes and being laughed by their friends. In addition, some students tended to avoid speaking due to their fear of teacher's scolding, fear of classmates' laughing or being simply shy.

### 2. Problem related to the teacher

The teacher should use English as much as possible in the classroom, but in fact she used Indonesian almost all of the time to explain the material and to give feedback. She only used English expressions to open and end the class.

Meanwhile, it was revealed that there was less opportunity for the students to practice speaking as the teacher did not provide students with adequate opportunities to speak English. She believed in the importance of teaching speaking yet she did not spend enough time for that because priority was given to the subjects tested in the national exam.

### 3. Problems related to process

In relation to the teaching and learning process, the problems laid on the classroom activities and speaking practices. They were monotonous that drove the students to be bored. There were no fun and challenging activities letting the students to have speaking practices. The classroom activities were dominated by translating words, sentences, or phrases and memorizing a dialog.

The teaching and learning process also lacked the use of interesting media. The writing board and board markers were the media used frequently in the classroom. Consequently, students were not attracted to the lesson. They got bored with typical teaching and learning process in the classroom which depended too much on textbooks. As a result, some of the students did not pay full attention to the teacher. Sometimes they talked with their friends about something unrelated to the lesson.

### 4. Problems related to learning material.

Most students had neither LKS (*Lembar Kerja Siswa*) nor course books. They often relied on the books borrowed from library. Moreover, handouts containing brief materials and tasks were rarely given to them. As a consequence, they had to spend a lot of time to take notes. It made the students' limited speaking time became even more limited.

## **C. Limitation of the Problems**

From the discussion above, in the background and identification of the problems, the researcher needs to limit the broad areas in order to focus on the

discussion of the problems. Basically, there are many factors that influence the result of teaching and learning process. One of the factors is media used. It is the duty of the teacher to make the students interested and get involved in the teaching and learning process. One of the ways is by choosing interesting media. It is believed that the use of comic strips can help the students to speak well as they can help them to comprehend texts, memorize and recall words, improve grammatical competence, and increase engagement and motivation. In this study, the researcher will focus the problem only on how to improve students' speaking skills in grade VIII of SMP N 15 Yogyakarta.

#### **D. Formulation of the Problem**

How can comic strips be used to improve the speaking skills of grade VIII students of SMP N 15 Yogyakarta?

#### **E. Objective of the Research**

The objective of the research is to improve the speaking skills of grade VIII students of SMP N15 Yogyakarta through the use of comic strips.

#### **F. Significances of the Research**

##### **1. Practical Significances**

- a. For grade VIII students of SMP N 15 Yogyakarta, it will be an effort to improve their speaking skills.

- b. For the English teachers of SMP N 15 Yogyakarta, it will be an ample opportunity to improve the quality of teaching and learning process in their classrooms.
- c. For the school principal of SMP N 15 Yogyakarta, it will be a stepping stone to improve students' speaking skills.

## 2. Theoretical Significance

Theoretically, the research findings will contribute to enrich the teaching theories of how to improve students' speaking skills in the classroom.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter covers some relevant theories which support the understanding of the problem formulated in Chapter I and conceptual framework focusing on the solutions of improving students' speaking skills by using comic strips.

#### **A. Literature Review**

##### **1. Speaking**

##### **a. Definitions of Speaking**

Many definitions about speaking have been proposed by experts in language learning. Brown (2001: 267) says when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Chaney in Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. In line with Chaney, Shumin as cited in Richards and Renandya (2002: 204), says that speaking a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

Nunan (2003:48) promotes that speaking is a productive oral skill and it consists of producing systematic verbal utterances to express meaning. In other

words, it is the way in which we express or exchange thoughts and feelings using language. Usually, people have communicative purposes by producing the verbal utterances. They may want to give opinions, to express feelings, to retell stories, etc.

In another point of view, Hornby (1995: 826) defines speaking as making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, and making speech. Based on the definitions mentioned before, the researcher highlights that speaking is using verbal and nonverbal symbols to express ideas, feelings, thoughts or needs in a variety of contexts through interaction with other language speakers.

### **b. Elements of Speaking**

Many students in Indonesia find difficulties in acquiring verbal English mostly due to the different elements found between English and Indonesian. Thus, knowing some of the elements of speaking that are necessary for oral production will help students in carrying out the verbal presentation. In reference to Harmer (2001:269-271), such elements are distinguished into two aspects. They are knowledge of language features and the ability to process information on the spot or mental/social processing. He adds that both knowledge of language features and the ability to process information and language on the spot are needed to be able to speak fluently.

#### **1) Language Features**

Language features, involves four features: connected speech, expressive devices, lexis and grammar, and negotiation language.

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). English speakers are expected to use connected speech in order to make the sounds flow naturally and smoothly since people do not speak in separate words but in a logical connected group of words. Here, English teachers should involve the students in activities which are designed to improve their connected speech.

Native speakers of English use varied expressive devices to express what they truly feel, for example, they change the pitch and stress of particular parts of utterances, vary volume and speed, and use nonverbal cues. It shows that expressive devices contribute to the ability to convey meanings thus deploying those devices will make the students become fully effective communicators.

The use of common lexical phrases especially certain language functions become the mark of spontaneous speech. It is for this reason that teachers should supply a variety of phrases for different functions such as expressing likes and dislikes, asking and giving for opinions.

Negotiation language has two functions. First, asking for clarification when we are listening to someone else talk. Second, showing the structure of our thoughts or reformulating what we are saying especially if we know that we are not being understood by the listeners. In this case, we try to make our speech clearer and more comprehensible. By offerings some phrases to ask for clarification and structuring discourse, the teachers will help students a lot in maintaining effective speaking.

## 2) Mental/Social Processing

It is necessary to realize the use of the language features mentioned above through mental/social processing because success of speaker's productivity is also dependent upon the rapid processing skills. Mental/social processing includes three features: language processing, interacting with others, and on the spot information processing. Regarding language processing, effective speakers of English need to be able to process the language in the head and put it into coherent order, which requires the need for comprehensibility and convey of meaning. Next, while interacting with others, English speakers need to be able to speak effectively and master a good deal of listening, an understanding of how the other participants are feeling, and knowledge of turn-taking. Related to on the spot information processing, it is also important for the effective speakers of English to be able to process information that they get at the moment people tell them. Commonly, those who can give instant response are assumed as effective communicators though this instant response is often considered not good in many cultures.

### c. Micro and Macro Skills of Speaking

Speakers need to master some skills in speaking to succeed an oral communication. The skills are macro and micro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Whereas the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004:142). In this

regard, the students should be able to see language as a whole and the small parts of the language that make up the whole. Thus, micro skills are something that should not be taken lightly since they are as important as macro skills in oral production. The micro and macro skills of speaking, according to Brown (2004: 142), are presented below.

#### Micro skills

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.
- Produce English stress patterns, words in stressed and unstressed positions rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rate of delivery.
- Monitor one's own production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

#### Macro skills

- Appropriately accomplish communicative functions according to situations, participants and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

#### **d. Functions of Speaking**

A good understanding about functions of speaking and the different purposes of speaking in daily communication will help teachers in designing speaking activities or instructional materials for second or foreign language learners (Richards, 2008: 20). There are various attempts to classify the functions of speaking in human interaction. Brown and Yule in Richards (2008: 21) categorize them into three: talk as interaction, talk as transaction, and talk as performance.

##### **1) Talk as interaction**

This kind of talk is also known as conversation. Instead of focusing on messages, it focuses on speakers. Here, they wish to be friendly and establish a comfortable zone while interacting with others so that the social function which is the primary intention of this talk can be reached.

##### **2) Talk as transaction**

Unlike talk as interaction, the main focus of this talk is on the messages and not the participants. In this case, accuracy is not always important as long as the message being conveyed is successfully communicated. Thus participants need to employ communication strategies in order to make themselves understood clearly and accurately.

##### **3) Talk as performance**

This third type of talk refers to public talk such as classroom presentations, public announcements, and speeches. It focuses both on message and audience.

Besides, this kind of talk is mostly in the form of monolog and closer to written language than conversational language.

## **2. Teaching Speaking**

### **a. Principles in Teaching Speaking**

Speaking especially in a language other than our own is quite complex. Hence, we need to try several strategies for teaching speaking that can be used to help language learners to speak in target language (Nunan, 2003:64). Further, Nunan (2003:54-56) provides some principles for teaching speaking. They are as follows:

- 1) Be aware of the differences between second language and foreign language learning contexts.

There are two broad contexts in learning speaking: foreign language and second language situations. In the first context, the target language is not the language of communication in the society so learners have very few opportunities to use the target language outside the classroom. On the contrary, in the second context, the target language is used as the language of communication in the society so learners have more opportunities to use English as a means of communication.

- 2) Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Meanwhile, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. It is better for teachers not to



correct students' oral errors very often while they are speaking since they will not be able to develop their fluency. Here, correction should not distract them from speaking.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Teachers need to reduce their speaking time in class while increasing students' speaking time. In this way, students will get maximum opportunity to speak the target language. Using pair work and group work activities can be good choices to increase students' speaking time.

- 4) Plan speaking tasks that involve negotiation for meaning.

As mentioned before, negotiation language has two functions. They are asking for clarification when we are listening to someone else talking and confirming that someone has understood what we are saying. In short, in negotiation for meaning we try to understand and make ourselves understood.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

As already stated, transactional and interactional speaking have different purposes. The first one is communicating for social purposes while the second one is communicating to get something done, including the exchange of goods and/or services. Speaking activities that are designed by teachers need to embody both interactional and transactional purposes because learners will have to speak the target language in both of the settings.

## **b. Activities to Promote Speaking**

Teachers can use varied activities to promote speaking in learning process. Some of them are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role plays (Harmer, 2001: 271-275). Those activities make students more active in the learning process and at the same time make their learning more meaningful and fun. It also provides a rich environment where meaningful communication takes place in order to develop basic interactive skills necessary for life.

### **1) Acting from a Script**

Teachers can ask the students to act out scenes from plays or from their course books. Besides, the students can act out dialogues they have written themselves in order to make speaking more lively and interesting. They pretend that they are in various social contexts and have variety of social roles. Before performing the dialogues, the teachers need to give enough time for practicing and to help the students to go through the scripts by drawing their attention to appropriate stress, intonation, and speed, as if they were theatre directors. By doing this, the teachers will be able to encourage the students to learn and produce language at the same time.

### **2) Communication Games**

A game is an activity which provides pleasure and fun for the players that is supported by rules for the purposes of communicative language teaching. Games which are designed to provoke communication between students frequently

depend on information gaps because authentic communication involves an information gap: each participant has information that the other does not have.

One of the communication games that can be used in teaching speaking is 'Lie Detector'. Here, the students work in groups of six to seven. One member of each group has to leave classroom while others deciding a set of questions they want to ask. Then the students who went outside return to their groups to answer all questions honestly, except one question. After that, the rest of the group has to guess which answer is not true by giving reasons to justify their opinion (Klippel, 1984: 35).

### 3) Discussion

A whole class discussion often fails because students are not confidence with their ideas or language. Teachers can overcome that problem by holding 'buzz group' (quick discussions in small groups) before students being asked to speak in front of the whole class. It can be a good start since it reduces the students' anxiety and gives them a chance to share their ideas. The students can also do more challenging activity like debating in which they prepare arguments in favor or against various propositions. Here, not only the students who have a great role in a discussion but also the teachers because the success of discussion depends on their ability in prompting and encouraging students.

### 4) Prepared Talks

As the name suggests, in prepared talks, the students have to prepare what they are going to say beforehand. As a result, their talks become more 'writing-like'. One of prepared talks that is often used in the teaching of speaking is telling

stories. The students briefly summarize a tale or story they have heard before or create their own stories.

#### 5) Questionnaires

A questionnaire is a list of questions to be answered to get information. Students can design questionnaires by choosing any appropriate topics they wish with teachers' help. Later, the results obtained from questionnaires can be used as the basis for discussions or prepared talks.

#### 6) Simulation and Role Play

In the simulation activities, students replicate real world situations that they encounter in the real world. Jones as cited in Harmer (2001: 274) proposes some characteristics for a simulation to work. First, students must think themselves as real participants in the situation. Second, students should be told about the context they are in, such as the classroom is an airport check-in area, a meeting room, a shop, etc. Third, teachers should give students examples about how the activity is constructed and how to carry out the simulation effectively.

A bit different from simulation, in a role play, students get information about who they are, and what they think and feel. A role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. The students are allowed to be as creative as possible by acting out roles for a particular scenario.

Simulation and role plays offer some advantages. Both are motivating, allowing hesitant students to be more expressive in their opinions and behavior,

and allowing students to use a much wider range of language since they broaden the world of the classroom to include the world outside.

### **c. Feedback in Speaking**

Providing feedback for students is absolutely essential. Students need to know how well they do as they learn. This is because the knowledge that they do well gives them a sense of achievement which motivates them to learn more. Similarly, it is also important to let students know when they have made errors or mistakes so that they will learn from them. Brown (2001:217) says that errors refer to the students' competence in the target language that is wrong or incomplete and cannot be self-corrected while mistakes refer to a self-performance error which is either a random guess or a slip and students can correct themselves. Further, Brown (2001:291) quotes some basic options and possible feedback that can be considered by teachers during the language learning from Kathleen Bailey (1985). They are as follows.

#### 1) Basic options

- To treat or to ignore
- To treat immediately or to delay
- To transfer treatment or not
- To transfer to another individual, a subgroup, or the whole class
- To return, or not, to the original error maker after treatment
- To permit other learners to initiate treatment
- To test for the efficacy of the treatment

#### 2) Possible feedback

- Fact or error indicated
- Location indicated
- Opportunity for new attempt given
- Model provided
- Error type indicated
- Remedy indicated
- Improvement indicated
- Praise indicated

Other strategies about giving feedback during oral work were offered by Hammer (2001: 104-109). Hence, whether the activities focused on accuracy (non-communicative) or fluency (communicative) should be taken into consideration. In giving feedback during accuracy work, there are two distinct stages that need be done by the teacher. They are showing the students that a mistake or an error has been made and help them to do something about it. To show incorrectness, the teacher may use a number of ways such as repeating, echoing, making statement or question, using facial expression or gesture, hinting, and reformulating the students' utterances. In getting it right stage, if students are unable to correct themselves, focusing on the correct version in detail or fostering peer correction can be done. While during the fluency work, the teacher needs to respond to the content, not only to the language. Here, tolerance of error during fluency work should be much greater than accuracy work. Further, Hammer suggests some ways to offer feedback. First, the teacher can give gentle correction if communication breaks down or if students need prompting because they do not know what to do. Second, the teacher can record mistakes or errors done by the students so that she can give the feedback afterwards.

#### **d. Assessing Speaking**

Assessing speaking is challenging. It is because there are so many factors that influence our impression of how well someone can speak a language (Luoma, 2004:9). It implies that assessment of speaking skills is an extremely subjective process with many factors influencing the assessors' judgments. These factors, for examples, are students' gender and their familiarity to them.

The problem mentioned before can be minimized by developing and following clear scales such as Brown's (2001: 406–407) oral proficiency scoring categories which include some aspects: grammar, vocabulary, comprehension, fluency, and pronunciation. This way of assessing speaking is called analytic scoring. As Thornbury (2005: 127-129) points out, there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, whereas analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. On the other hand, analytic scoring takes longer time since it requires the teacher to take a variety of factors into consideration, thus, this kind of assessment is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. However, the disadvantage of analytic scoring is that the assessor may be distracted by all the categories and lose sight of the overall picture of students' performance. Therefore, four or five categories seem to be the maximum that can be handled by the assessor at one time.

Many of the activities used in class to practice speaking can be the same as those used to assess speaking. Thornbury (2005:125) suggests the most commonly used spoken test types, they are as follows:

#### 1) Interviews

These are easy to set up especially if there is a special room for doing the interviews. The students, one by one, are called out for the interviews. Other

students, while waiting for their turns, can be given reading or writing tasks to keep them busy. Having third party in judging the student's competence will be really helpful. In this way, one person can focus on maintaining the focus of the talk while another one can make objective judgment.

## 2) Live monologues

The students deliver a short talk that has been prepared beforehand based on a pre-selected topic. To test students' spontaneity in speaking English, a questions and answers session can be added after the talk is ended. Other students who take the role of the audience may ask some questions related to the presentation.

## 3) Recorded monologues

Compared to a public performance, these are probably less stressful. They are also more practicable in a way that live monologues are not. Students should remember to make the recording in a place with minimal disruption or else the result will not turn out good.

## 4) Role-Plays

A role play based on everyday reality is the best. So, it should not require sophisticated performance skills or a lot of imagination. Students can make the role-play more realistic by using data that has been provided in advance, for example, using information in a travel brochure to make a booking at a travel agency.

## 5) Collaborative talks and discussions

There is not much difference between role plays and collaborative talks and discussions. In role plays learners may pretend to be either realistic or imaginary



characters, as with collaborative tasks and discussions, they simply to be themselves. For example, two candidates might be set the task of choosing between selections of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme.

#### **e. Teaching Speaking in Junior High School**

Hartoyo (2011:75-76) states that there are three goals of English language teaching in junior high school. First, the students are expected to develop their communicative competencies in spoken and written language to reach the functional literacy. Second, they are expected to generate awareness about the importance of English in improving the competitiveness of nations in the global community. Third, they are expected to develop students' understanding about the relation between language and culture.

The teaching of English in Junior High Schools in Indonesia is based on the School-Based Curriculum (*KTSP*). This latest curriculum focuses on the mastery of the four language skills such as listening, speaking, reading, and writing. According to *KTSP*, teaching speaking in junior high schools covers some standards of competencies and basic competencies. They are displayed in the following table.

**Table 1: The Standard Competency and the Basic Competency of Second Semester of Eight Grade Students of Junior High School**

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<b>Berbicara</b>	
9. Mengungkapkan makna dalam Percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>
10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>

### **3. Comic Strips**

#### **a. Definition of Comic**

McCloud (1993:9) defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon.

In the words of Gene Yang (2006), comic is a multimedia medium. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility.

Within the descriptions mentioned above, the intent is essentially the same. Gavigan & Tomasevich (2011:6) concludes that comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.

#### **b. Differences between Comic Books and Comic Strips**

There are two common forms of comic. They are comic strips and comic books. According to Gavigan and Tomasevich (2011:9), comic strips are short-form comics which generally consist of three to eight panels. They usually appear in newspapers. Whereas, comic books are defined as multi-page paperback

comics that generally are issued monthly. They are also known as manga when referring to Japanese comic books. Manga are very popular with large numbers of readers all over the world. In Indonesia, we can find dozens of manga lining the shelves in most book stores. These can be found online these days as well.



Figure 1: Peanuts Comic Strip by Charlez Schultz

The followings are four differences between comic strips and comic books explored by Duncan & J.Smith (2009: 6) in terms of art form perspective.

Table 2: Differences between Comic Strips and Comic Books

No.	Comic Strip	Comic Book
1.	Very few panels	Many Panels
2.	The panel is the only unit of encapsulation.	Units of encapsulation include the page, the two-page spread and inset panels.
3.	Layout is normally rigid.	Layout can be creative.
4.	Composition is usually simple.	Composition can be complex.

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally the only unit of encapsulation is the panel. Conversely, comic books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

### **c. Components of A Comic Strip**

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters (Yomtov, 2014: 5).

Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.

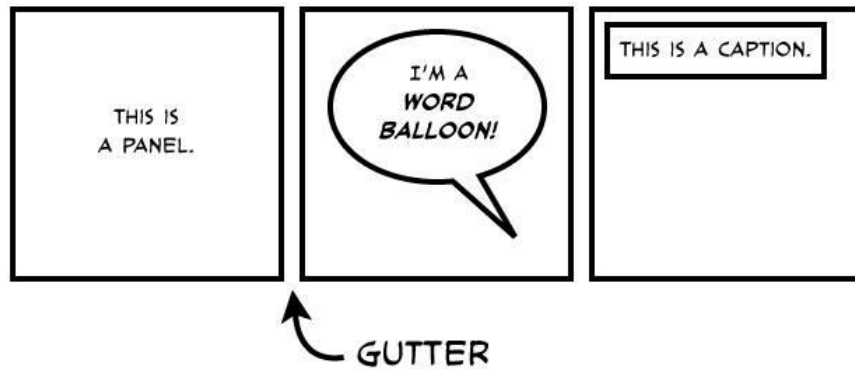


Figure 2: **Comic Strip Components**

The third one is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a character's unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.

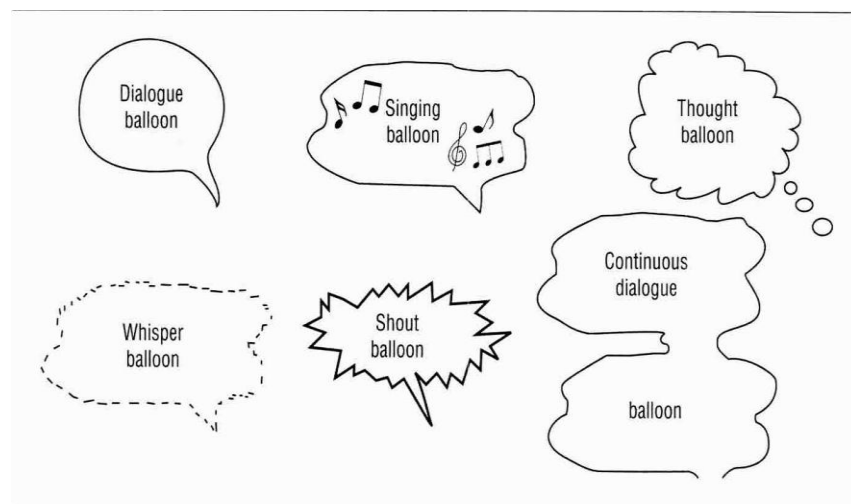


Figure 3: **Sample Balloon Designs**

The fourth element is caption. It is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters.

The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.

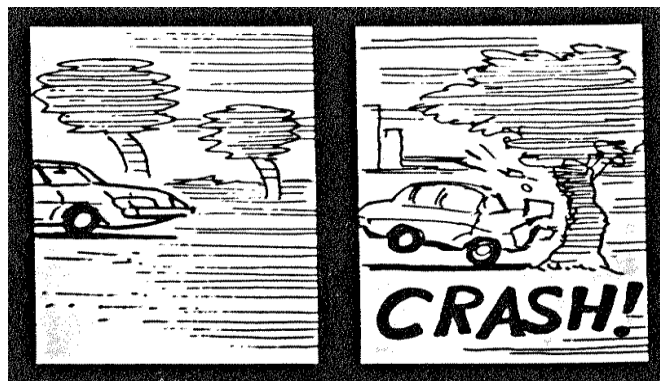


Figure 4: Example of a Sound Effect

The next are borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger.

The last one is gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one

scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

#### **d. Benefits of Comic Strips**

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Carry (2004: 58), in comics, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.

Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words. Csabay (2006) explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily.

Besides comprehension and vocabulary, Csabay (2006) asserts further that grammatical competence can be improved as well. With the help of comic strips, new grammatical points can be introduced and practiced. Moreover, students will be able to better recall them later because these grammar points are embedded in a story with a logical structure.

Gorman, Krashen, and Lyga as cited in Gavigan and Tomasevich (2011: 5) states that comics make the text less threatening and can help to increase engagement and motivation. With the use of comic as a medium in teaching English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting ways.



Csabay (2006) additionally emphasizes that colored illustration, simple theme and plot, and the characterization will attract the person who read it. Furthermore, comics are usually funny thus applying them to methodological purposes will have the same effects as using games in teaching English. It brings a cheerful atmosphere into the class.

#### **e. The Implementation of Comic Strips in Teaching Speaking**

Csabay (2006) offers four speaking activities using comic strips. First, the students are given comic strip panels that have been cut apart and they are asked to work either individually or in groups to put them into the proper sequence to tell the story in spoken form. For a more challenging activity, the teacher can give a different panel to each student in a group. After that, the students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their panels to others until they have arrived at an order.

Second, in a variation from the first activity, the teacher separates the speech or thought bubbles from the comic strip, hands out copies of comic strips and the bubbles to the students. Their task is to figure out the proper order of the speech or thoughts bubbles. Once they have finished, they tell the story to their friends.

Third, the teacher gives a comic strip from which the last panel is cut out to the students. Then the students have to think of an ending and continue the story in spoken mode. Depending on the students' needs, this activity can be organized as either an individual or a group activity. A follow-up for this exercise could be

that the students act out their stories in class. After that, they could continue it as a role-play activity.

Fourth, the students work together to complete some missing information in a written story based on a comic strip given to them. The first thing the groups should do is discussing what might be missing from the text. After getting a comic strip version of the text from the teacher, they must fill in the blanks in the written story by describing what they see in the pictures. Like the previous one, the students can act it out and continue the story as a role-play later.

## **B. Review of Related Studies**

There have been a growing number of studies in recent years about the value of comics as educational media. Yang (2008) states that comic is a powerful educational tool. When he questioned his students why comic lectures were so effective, two strengths of the comics as educational tools emerged. First, they are visual and the students love visual media so they are immersed in them. Second, in contrast to other visual media like films and animations, comics are permanent. As we know, language and actions in film and animation are on screen one minute and gone the next, while in comics, time progresses only as quickly as the reader's eyes move across the page. It can be said that the rate of information-transfer is in the reader's control. Next, Cary's study (2004) study proposes that images found in comics were beneficial to English language learners. They support texts and give them significant contextual clues to word meanings. Comics also include

authentic dialogues that can help English language learners comprehend everyday English.

### **C. Conceptual Framework**

Mastering the art of speaking is a very important aspect of learning a foreign language since people communicate with others mostly in the spoken form. For this reason, teachers should concern in teaching speaking without neglecting other aspects. In learning process, it is important for the teacher to facilitate the students using media which are appropriate with the activity in order to achieve the objectives in language learning process.

One of the media that can be used to teach speaking is a comic strip. Comic strips will help students to aid comprehension, memorize and recall words, improve grammatical competence, and increase engagement and motivation. Based on the advantages offered by comic strips as instructional media in the English teaching and learning process, the researcher believes that the use of comic strips can improve the speaking skills of grade VIII students of SMP N 15 Yogyakarta.

### **CHAPTER III RESEARCH METHOD**

This chapter presents the methods used in this research. They consist of type of the research, setting of the research, subjects of the research, techniques and instruments of data collection, techniques of data analysis, validity and reliability, and the research procedure. Each and all of them will be presented below.

#### **A. Type of the Research**

This study is an action research. According to Carr and Kemmis in Burns (2010:5), action research is a form of self- reflective enquiry undertaken by participants in social situations in order to improve their own practices and the situations in which the practices are carried out. In agreement with Carr and Kemmis, Richards and Farrell (2005: 171) defines action research as a classroom research conducted by a teacher in his or her own classroom in order to resolve practical teaching issues and problems. Bringing about improvements is not the only benefit gained from undertaking this kind of research. Through the process of planning and carrying out action research, the teacher can get a deeper insight of many issues in teaching and learning as well as become more expert in investigating his or her own practice.

#### **B. Setting of the Research**

This research was carried out in SMP N 15 Yogyakarta. It is located at Jl. Tegal Lempuyangan No 61 Yogyakarta. The school consists of 30 classrooms, a

headmaster's room, a teacher' room, a room for guidance and counseling, an administration room, a Physics lab, a Biology lab, a language lab, a computer lab, a library, a school health unit, an art room, a basketball court, a parking lot, two canteens, a mosque, toilets, a library, an OSIS room.

The research was held in class VIII F. The class is big enough for having 34 students in it. Moreover, it is facilitated with an LCD, a whiteboard, a wall-clock, some posters, and the like. Unfortunately, there is no adequate English exposure for the students in this school.

The study was carried out in the second semester of the academic year of 2013/2014. It was done from January to February, 2014. The actions were carried out according to class VIII F' schedule for English subject which was on Tuesday and Friday. Each meeting is for 80 minutes.

### **C. Subjects of The Research**

The study involved students of VIII F class as the subjects of the research. The class consisted of 34 students (16 male students and 18 female students). They were about 13 - 14 years old.

### **D. Techniques and Instruments of Data Collection**

The data gathered in this research were both qualitative and quantitative. The qualitative data were in the form of opinions, obstacles, preferences, and expectations of the participants. They were used as the main data. Meanwhile, the

qualitative data were in the form of scores. They were used only to support the qualitative ones.

To get the data mentioned earlier, the following data collection techniques were employed:

a) Observation

Observation was conducted by the researcher together with the English teacher to get a better insight of what was actually happening in the speaking-teaching learning process. During the implementation of the actions, the collaborators helped the researcher to record what happened in the classroom using narrative style. The observation included the contents of the SK and KD as well as the course books that were used in the teaching-learning process.

b) Interview

The researcher also interviewed the teacher and some students to collect more detailed information about their opinions regarding the teaching and learning of speaking before and after the actions being implemented. The interview was planned but unstructured. It means, the researcher asked some questions but she gave opportunities to the students and teacher to say everything related to teaching and learning process of speaking.

c) Test

There were two types of tests. They are pre-test and post-test. Pre-test was very important to diagnose learner's weaknesses while post-test was used to measure the learner's achievement and mastery. It was also used to find out whether there is an improvement or not.

#### d) Documentation

Recording students' performances on video or audio allowed the researcher to review them more than once if necessary. She could also involve the collaborators in the assessment by showing the video or audio that had been recorded, thereby increasing inter-rater reliability. As through the photos that were taken, the researcher could remember the classroom conditions during the implementation of the actions.

Instruments used in this research are described as follows:

##### a) Observation Checklists

Observation checklists containing many different categories were prepared beforehand to observe the teaching and learning of speaking in the classroom. Here, the researcher used observation form adopted from Brown (2001: 432-434) which captures five aspects: preparation, presentation, execution/methods, personal characteristics, and teacher-student interaction.

##### b) Interview Guidelines

The interview guidelines were used to know the collaborators' opinion toward the plan of the implementation and the students' responses and feeling after the implementation.

##### c) Speaking Rubric

In assessing students' speaking skill, the researcher used oral proficiency scoring categories proposed by Brown (2004: 172-173) consisting of five aspects: grammar, vocabulary, comprehension, fluency, pronunciation.

#### d) Camera & Recorder

Besides the three main instruments above, the researcher also used a camera, an audiorecorder, and a video recorder to get more complete data. The camera was used to capture the classroom conditions during the implementation of the actions while the recorder was used to record students' performances while taking part in the speaking activities and students' responses toward the actions that had been implemented. To record students' performances during pre-test and post-test, the researcher chose audio-recorder instead of video-recorder since it is less noticeable to the students so that they may act or speak as they would normally do.

**Table 3: Types of Data, Data Collection Techniques, and Instruments of the Research.**

<b>Data</b>	<b>Collection Techniques</b>	<b>Instruments</b>
Pre-test score Post-test score	Test (pre-test and post-test)	Speaking Rubric
Field notes Checklists	Observation	Observation sheets and checklists
Interview transcript	Interview	Interview guidelines
Photographs Audios & Videos	Documentation	Camera Recorder

### **E. Techniques of Data Analysis**

#### a. Qualitative Data analysis

Data obtained from observations and interviews were analyzed qualitatively following the analysis model proposed by Anne Burns (2010). It consists of three steps. They are data reduction, data presentation, and inference making. First, data



reduction is process of transforming masses of data into a small number of summarized reports. In this step, the researcher chooses, determines the focus, simplifies, summarizes and changes the form of the data. Second, data presentation means organizing information that permits conclusion drawing by classifying all the data that has been passed the data reduction process. Finally, inference making is deciding what things mean.

#### b. Quantitative Data analysis

The researcher analyzed data from pre-test and post-test quantitatively by using descriptive analysis in the form of mean score. In this way, the students' scores in pre-test and post-test were compared to see the improvements of the students' speaking skills.

### **F. Validity and Reliability**

Invalidity is demonized: it is both insidious and pernicious as it can enter at every stage of a research. (Cohen, Manion, and Morrison, 2000: 115). That is why minimizing invalidity and maximizing validity is very important to reduce contamination of data collection and analysis.

Anderson (1994) in Burns (1999: 161-162) lists five types of validity. They are democratic, outcome, process, catalytic, and dialogic validity. This research used all the types which are presented as follows.

a. Democratic validity

Dialogic validity was done by accommodating the participants' voices. Here, the researcher involved them in decision making. She listened to others and considered their opinions about everything related to the research. It was impossible to satisfy everyone in decision making so the best thing she could do was minimizing the disappointment. She also tried to represent multiple perspectives of all of the individuals in the study accurately.

b. Outcome validity

Outcome validity was achieved by the improvement of students' speaking skills. Here, the action of using comic strips led to the successful resolution of the problem. The achievement of the outcome involved not only problem solving but also appearing new questions related to the research.

c. Process validity

To get the process validity, the researcher observed and noted every single thing happened when the implementation of the research to see how the process was going then reflected on the collected data. In addition, she ensured the suitability of the data collection technique and strategies by looking the data from different perspectives.

d. Catalytic validity

The validity is related to how the research brings changes to every party that is involved. For the English teacher, she got knowledge how to teach speaking with various activities. For the students, they found that learning English was fun.

e. Dialogic validity

Dialogic validity was done by having dialog with the English teacher, peer collaborators, and the students to review what the researcher had done. By looking for the success and weakness in the research, the next action could be improved.

Meanwhile, the trustworthiness was obtained from the triangulation technique. Hence, the researcher looked at the situation being studied from more than one perspective. She employed three forms of triangulation which are described as follows.

a. Time Triangulation

The data were collected over period of time. It was done to get a sense of what factors were involved in the change process. The process was not seen in a discrete activity but as a comprehensive activity which would be different from each other in particular time.

b. Data Triangulation

To fulfill data triangulation, the researcher used several data sources as evidences like interviews, observations, and visual data recorded. In this case, the same data were collected with different techniques. She did that to back up her claims in the discussion and conclusion in this action research.

c. Investigator Triangulation

In this form of triangulation, the researcher involved more than one observer. She invited the English teacher and peer collaborators to the class. It was done to avoid bias or subjective observations.

## G. Research Procedures

The researcher followed the classroom action research design suggested by Kemmis and McTaggart (1988) in Madya (2006:67). The research phases can be described through the following figure:

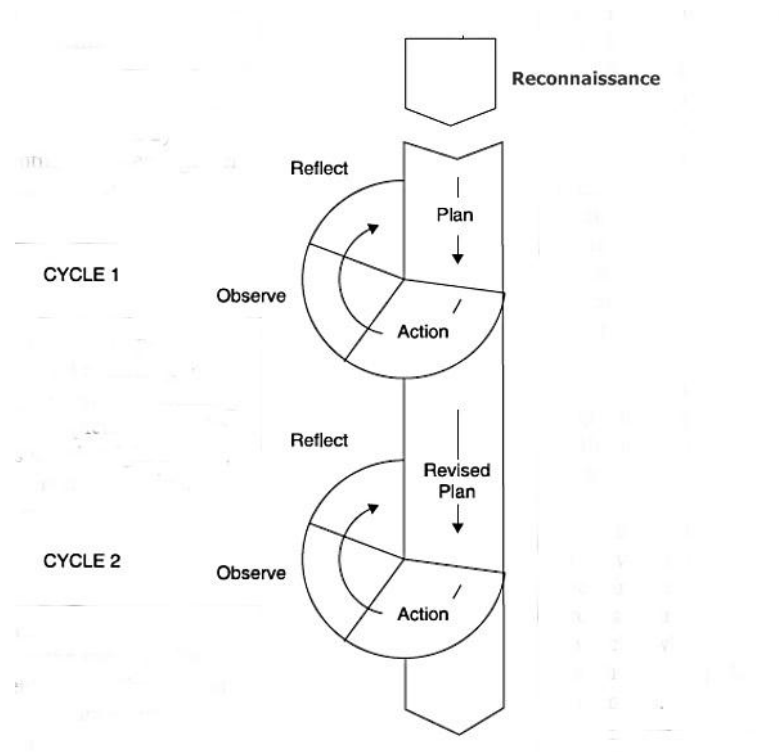


Figure 5: **The Action Research Procedures (adapted from Madya (2006:67))**

From the figure above, it can be seen that the research was done through five phases in a cycle of research: reconnaissance, planning, action, observation, and reflection. The model of action research above shows its iterative or recursive nature. It means that the first cycle may become a continuing spiral of cycles until

the action researcher has achieved a satisfactory outcome. To be more specific, the steps in action research are explained as follows:

### 1) Reconnaissance

In this phase, the researcher conducted preliminary information gathering to gain a better understanding about the nature and context of the research problem. She observed the teaching and learning process in class VIII F and interviewed the English teacher and some students. In addition, she conducted pre-test to see the students' performances.

### 2) Planning

After investigating the realities and constrains of the teaching situation, the researcher developed a plan of action to improve the classroom condition. Moreover, the researcher prepared the resources and materials that would be used to do the action. In this study, the researcher used comic strips to improve students' speaking skills and collaborated with the English teacher to discuss the scale of priorities of the implementation.

### 3) Action

In this stage, the researcher acted to implement the plan. In doing the action, the researcher used English comics as media in teaching speaking and asked the collaborators to observe during the teaching learning process. Based on the field notes, interview transcripts, and records of the students' responses in the actions, the research members discussed the implementation.

#### 4) Observation

Here, the researcher observed the effects of using comic strips as media to teach speaking. The collaborators helped her to observe and write everything that occurred during the implementation of the action.

#### 5) Reflection

In the reflection, the researcher discussed and evaluated whether the action was successful or not. All of the research members were involved in discussing the effectiveness of the action as well as the problems occurred in the classroom during the implementation of the action. The weaknesses which were still found would be fixed in the next cycle.

## **CHAPTER IV RESEARCH FINDINGS**

This chapter presents four sections: reconnaissance, report of Cycle 1, report of Cycle 2, general findings, and discussion.

### **A. Reconnaissance**

In this very first stage, the researcher collected information on current practices of the English teaching and learning process of Grade VIII students at SMP N 15 Yogyakarta to identify problems existed in the field. The data gathering was conducted by interviewing the English teacher on 29 October 2013, conducting classroom observation on 1 November 2013, and interviewing the students right after the observation. A pre-test was also held on 21 January 2014 to support data from the interviews and the classroom observation.

It was found from the interview with the English teacher that speaking was the most difficult skill for students to learn. Despite the fact, the teacher focused the teaching of English on the subjects covered in National Examination especially reading as she felt much burdened by it. To get high scores in the National Examination was nearly the only goal of the teacher. More than that, she put more emphasis on teaching language forms which was indicated by focusing on vocabulary items. The students were required to memorize certain words completed with the meanings without contexts. As a result, the speaking skills of most students were lower compared to other skills. Regarding the use of interesting media in the classroom, it was true that the English teacher used

pictures for teaching but it happened only once in a while. As described earlier, most of the time, nothing else was used to support the teaching and learning process except a white board and board markers. She further explained that students only used books borrowed from the library in the classroom. A few students had their own books either from the same or different publisher as the ones from library but most of the time they did not bring them. As a result, they had to make notes all the time if the teacher did not give handouts for them. Here, *LKS* was not used as the source of learning. English on Sky and English on Focus were the main resources for the teacher.

From the observation, the researcher found a variety of problems. Students were expected to communicate in the target language meaningfully. However, the teacher did not provide the students with adequate speaking practices. Rather, she focused on translating words, phrases, and sentences. The students often relied on the teacher to translate new words for them. Moreover, the researcher noticed that the teacher used first language too much during the lesson. She explained the materials, gave the meanings of some words, and gave instructions of the tasks mostly in Indonesian. As a result, exposures to English are insufficient. Insufficient exposure, without a doubt, caused difficulties in speaking since the classroom is the only place where most of the students met English. In addition, the observation results also showed that the media used for facilitating the teaching of speaking were only a white board and board markers which were not powerful enough to attract students' attention. It was therefore not surprising that students got bored easily. During the lesson, most of them just kept silence and



acted as teacher's audience. The rest seemed to waste their time by doing meaningless things. It made the teacher sometimes lost her temper. The situation of the teaching and learning process is presented in the vignette below.

The English teacher entered the classroom at 10.15 a.m. At that time, the students were busy talking one another. Some students who saw her stopped talking. "Good Morning," she greeted. "Good morning, ma'am," answered a half of them. The teacher introduced the researcher to the whole class. Then the researcher sat at the very back of the class.

**"Hari ini kita belajar asking, giving and rejecting help,"**said the teacher. Next, she distributed sheets of paper containing the dialogue of asking, giving, and rejecting help. Then she asked the whole class to repeat the dialog after her. **Some students in the back did not do what the teacher said, so she reminded them.**From time to time, she asked the students to repeat uttering the sentences. **Next, she asked the students to translate the whole dialogue to Indonesian.**She went around the class. **Some students asked her about the meanings of some words.** The teacher asked if anyone knew the answer but **she rarely got responses from them.** She called on a student but she did not seem to know the answer so the teacher asked to the whole class about it once again. There were some students gave Indonesian equivalents of the words, among them a student answered correctly. **The teacher asked the meaning of another new word to that student again.** Two or three students were busy opening the dictionary, while others whispered to their friends. Once all students finished, **the teacher called on a student to translate a few lines from the dialogue.**She corrected his translation at the moment. After that, she asked another student to translate the rest of the dialogue.

The teacher then wrote some questions related to the dialogue **on the white board.** This time, all students read the dialogue silently. After about 10 minutes, she asked some students in turns to tell the class the answers.**The other students seemed busy with their own businesses: talking with a friend, drawing something, putting his head on the table, playing with a ballpoint, etc.** A student who seemed to be the class representative wrote a list of expressions of asking, giving, and rejecting a help **on the white board. Her friends made notes.** While they were on it, the teacher gave them opportunity to ask questions.

Then the teacher asked the students worked in groups to make a dialog about asking, giving, and rejecting a help. **The teacher explained in Indonesian** about the task. Then she moved around the classroom to check the students' progress in doing the task. When they finished, they practiced the dialogue. They did not do it seriously thus the teacher seemed a bit angry. **She raised her voice "Jangan cengengesan"**.After that, the teacher invited some groups of students in turns to act the dialogue out in front of the class, **"Alright, siapa yang mau maju?"** Since **no one reacted,** she called on a group sitting at the very front. Next, she called another two groups to act the dialogue out. Finally, she ended the class with greeting exactly as the bell rang.

The interviews with the students indicated that speaking was viewed as the most difficult subject. When asked, the students stated that they wanted to speak English well. Although mastering speaking is very important for them, they got less chances to speak English. Besides, during the class observation, it was noticed that the students' participation was very low. During interview, the students explained that they did not grab the chances offered by the teacher to speak English because they were afraid of being laughed by their friends for speaking incorrectly. Another reason was the students were afraid of being scolded by the teacher. They admitted that the scolding was basically intended to correct their mistakes. The data collected through the observation also showed that students struggle to find the appropriate vocabulary items when trying to speak in English. The data gathered from the interview supported this because one of the students reported that he wanted to speak but sometimes he did not know the words.

As mentioned earlier, to support the data from the classroom observation and the interviews, a pre-test was conducted on 21 January 2104. Students' ability was assessed using five aspects of speaking: grammar, vocabulary, comprehension, fluency, and pronunciation. The results revealed that students' speaking skills were still low. Only a few students did well in the pre-test. Almost all students had problems with past tense. A big number of students were unsure how to form the past tense of certain verbs. Many others simply did not know how to use it. They used present tense to tell about past events. Moreover, they

had limited vocabulary and could not pronounce words well, even for words that were commonly used such as ‘bath’ and ‘eleven’.

### 1. Sharpening Problems

The researcher worked with the collaborators to identify the areas which were problematic and in need of change. The first thing they did to address the problems was analyzing the data gained from the observation and the interviews. Based on the collected data, there were a variety of problems identified which were related to the teacher, the students, and the teaching learning process. Table 4 will give clear descriptions about them.

**Table 4: The Field Problems Concerning the Teaching Learning Process of English in VIII F class of SMP N 15 Yogyakarta**

No	Problems	Code
1	The students got less chance to practice speaking.	S
2	The teacher focused the teaching on the subjects covered in National Examination (reading and writing).	T
3	The students lacked vocabulary mastery.	S
4	The students made notes all the time.	S
5	The teacher used first language too much during class.	T
6	The teaching and learning process were monotonous and lacked fun activities.	TLP
7	The students were bored and less motivated during the class.	S
8	Many students did not pay attention to the English teacher.	S
9	The students did not fully participate in the activities.	S
10	The students' participation was low.	S
11	The students had difficulties with grammar.	S
12	The students had difficulties in pronunciation.	S

Note:

S: Students

T: Teacher

TLP: Teaching Learning Process

## 2. Selecting Problems

Because of some circumstances, not all of the problems found in the field could be solved. That is why the researcher tried to narrow the focus of the problems to solve. In this case, the researcher had a discussion with the English teacher to rank the problems in order of importance then determined the feasible problems to fix. The selections of those problems are presented below.

Table 5: **The Selected Problems**

No	Problems Found
1	The students had difficulties with grammar.
2	The students had difficulties in pronunciation.
3	The students lacked vocabulary mastery.
4	The teaching and learning process were monotonous and lacked fun activities.
5	The students were bored and less motivated during the class.
6	The students' participation was very low.
7	The students made notes all the time.

## 3. Determining Causes and Solutions of the Problems

The researcher identified all the causes before considering solutions to the selected problems. The causes and solutions of the problems are presented below.

Table 6: **The Causes and Solutions of the Problems**

No.	Problems Found	Main Causes	Actions
1	The students had difficulties with grammar.	<ul style="list-style-type: none"> <li>Students got less chance to practice grammar.</li> <li>The teacher did not treat students' errors and mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting Pre-Communicative Activities.</li> <li>Giving Feedback on Students' Performances</li> </ul>

2	The students had difficulties in pronunciation.	<ul style="list-style-type: none"> <li>• The teacher did not provide students with adequate pronunciation practices.</li> <li>• Exposures to English are insufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting Pre-Communicative Activities</li> <li>• Giving Feedback on Students' Performances</li> </ul>
3	The students lacked vocabulary mastery.	<ul style="list-style-type: none"> <li>• The students did not get sufficient exposures to English.</li> <li>• The teacher taught vocabulary without contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Comic Strips in the Teaching and Learning Process of Speaking.</li> <li>• Conducting Pre-Communicative Activities</li> </ul>
4	The teaching and learning process were monotonous and lacked fun activities.	<ul style="list-style-type: none"> <li>• The teacher emphasized the teaching on language forms.</li> <li>• The classroom activities were dominated with translating words, sentences, or phrases and memorizing a dialog.</li> <li>• The teacher rarely used interesting media.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Comic Strips in the Teaching and Learning Process of Speaking</li> <li>• Establishing Rapport</li> </ul>
5	The students were bored and less motivated during the class.	<ul style="list-style-type: none"> <li>• The teaching and learning process lacked the use of interesting media.</li> <li>• The teaching and learning process were monotonous and lacked fun activities.</li> <li>• Weak rapport in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Comic Strips in the Teaching and Learning Process of Speaking</li> <li>• Establishing Rapport</li> </ul>

6	The students' participation was very low.	<ul style="list-style-type: none"> <li>• Students were worried about making mistakes.</li> <li>• Students were not confident with their speaking competence.</li> <li>• Students were afraid of losing face.</li> <li>• Students were simply shy.</li> <li>• Students were afraid of being scolded by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Comic Strips in the Teaching and Learning Process of Speaking</li> <li>• Establishing Rapport</li> </ul>
7	Students made notes all the time.	<ul style="list-style-type: none"> <li>• Most students had neither LKS nor textbooks.</li> <li>• Handouts were rarely given to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving Handouts as Daily Materials</li> </ul>

Next, the researcher and the English teacher worked collaboratively to think of the potential solutions to the problems. The teacher was involved since she was considered to know the students and the classroom condition better. The findings are indicated in the following excerpt.

- 
- P : *"Bu ... waktu observasi kemarin saya lihat anak-anak speakingnya masih kurang, jadi kalau saya mau improve speaking skillnya gimana Bu?"* ("Ma'am, during observation **I noticed that students' speaking skills were low**, what do you think if I try to improve them?")
- GBI : *"Ya ... silakan saja. Di sini tu Mbak masih belum begitu bisa kalau ikut lomba speaking."* ("Yes ... please, **this school is not really capable of participating in any speaking contests though.**")
- P : *"Lomba? Kayak speech sama storytelling ya Bu?"* ("speaking contest? Like speech and storytelling?")
- GBI : *"Iya ... jadi kalau mau speaking ya tidak apa-apa walaupun sebenarnya saya lebih ke reading ... buat persiapan UAN. Ya ... nggak apa-apa, masih kelas 8 kan ya?"* ("That's right. **I have no problem if you want to improve the speaking skills** although I prefer reading for national examination preparation. On second thought, it doesn't really matter as they were still in 8<sup>th</sup> grade, right?")
- P : *"Nggih Bu ... terus kalau saya mau pakai media comic strips gimana bu?"* (Yes ma'am, **then how about using comic strips as media?**)

- 
- GBI : “*comic strips?*” (“comic strips?”)  
P : “*Iya ... ini Bu contohnya.*” (Here are the examples)  
GBI : “*Wah ... ini sepertinya anak-anak tertarik.*” (“Wow... **it seems that the students will like them**”)  
P : “*Itu saya gambar sendiri lho Bu hehe.*” (“I drew them by myself ma’am.”)  
GBI : GBI: “*Wah kok pinter, bagus ... bagus. Ya silakan saja pakai ini, besok sebelum ngajar ketemu saya dulu ya.*” (“Wow, you’re quite talented. You may use them if you want to”)  
GBI : “*Ya Bu*” (“Certainly ma’am”)
- 

Interview Transcript 5 – Appendix B

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There were five potential solutions that would be done to solve the problems: using comic strips, establishing rapport, conducting pre-communicative activities, giving feedback on students’ performances, and giving handouts as daily materials. Using comic strips was the main action that would be applied to solve the students’ problems in speaking English while the others were additional actions used to support the main action.

#### **a) Using Comic Strips in the Teaching and Learning Process of Speaking**

Comic strips would be used to overcome problems related to students speaking skills. The simple sentence structures in comic strips enabled the students to understand what the sentences means. Also, pictures in comic strips were not only used for inferring difficult vocabularies but also helped the students to memorize and recall words, expressions or concepts that they wanted to learn. Moreover, the colored illustration, simple theme and plot, and the characterization could also attract students’ interest especially among teenagers and young learners. Not only that, comic strips provided variation in a teaching and learning process. The teacher could do many activities using those media. In short, the

researcher expected the students to improve their speaking skills by using comic strips.

#### **b) Establishing Rapport**

Establishing rapport was the first thing the researcher would do since it could make a big difference when teaching. It created a positive classroom climate which made students felt accepted. It was believed if students felt accepted, they would be happy to learn English. In this way, they learnt more effectively and their speaking improved.

#### **c) Conducting Pre-Communicative Activities**

Pre-communicative activities were planned as the solutions to solve the problems related to students' bad pronunciation and grammar, and lack of vocabulary. After doing those activities, students were expected to be more ready for communicative activities so that they would be able to produce an acceptable language.

#### **d) Giving Feedback on Students' Performances**

In giving feedback, the researcher did not want the students to feel that mistakes should be avoided at all cost because it would only make them learn less quickly. Doing this was believed to be effective to develop both their fluency and accuracy, to keep their motivation to speak English, and to make them aware that making mistakes is a natural part of language learning.



### **e) Giving Handouts as Daily Materials**

The students spent most of their time copying the materials since most of them had neither text books nor LKS. They just borrowed the text books from the library if the teacher asked them to.

Giving handouts per meeting was aimed to provide additional resources and save students' time for learning. They would contain brief materials and details of tasks or questions to be done during lesson. The students might find handouts very useful as they did not have to spend all their time copying the materials. Therefore, the students were able to concentrate on understanding the materials.

## **B. Report of Cycle I**

### **1. Planning**

Having the problems selected, the next step was to develop a plan of action. Firstly, the researcher collected as much information as possible on the problems mentioned before by exploring the existing literature to determine some potential solutions of the problems. After that, the solutions proposed were discussed with the English teacher to get constructive comments from her.

Finally, there were some solutions offered to solve the problems: establishing rapport, conducting pre-communicative activities, using comic strips to teach speaking, giving feedback to students' performances, and giving handouts as daily materials. Here, using comic strips was the main action to improve the students' speaking skills, while the rest were the complementary actions.

### **a) Using Comic Strips in the Teaching and Learning Process of Speaking**

Comic strips were the main media used to overcome problems related to students' speaking skills. Here, the researcher planned to teach recount monolog in 3 meetings using them. They could give chances to the students to practice their speaking with a lot of fun. The colored comics would also arouse the students' interest and make them more motivated to learn English. The researcher expected the students to improve their speaking skills by using comic strips.

### **b) Establishing Rapport**

The teacher planned to learn and use students' names as quickly as possible in order to make them feel important. Furthermore, the researcher would favor not only high ability students but also those with lesser ability. If the students with lesser ability got stuck while speaking, she would encourage them without using harsh words. She was also more than willing to help the students at anytime, either inside or outside the classroom.

Involving students in making decision would also be done to build a good relationship among students and the researcher. As for disruptive students, she planned to approach them personally and to give them something to do like cleaning the white board and turning on the LCD.

### **c) Conducting Pre-Communicative Activities**

The researcher would introduce or pre-teach certain vocabularies that might be needed for communicative activities. Before offering meanings to the students, the researcher would always ask them to tell the meanings first. Hopefully, the

vocabularies that had previously been introduced could help them in the communicative activities.

Regarding grammar, the researcher explained the grammatical rules and gave students some exercises to develop their grammatical competencies. The exercises concerned with how to make the students understand or discover grammar rules. Here, the researcher tried to avoid ineffective and boring grammar practice by creating various activities.

As for pronunciation, the researcher would analyze the material beforehand to see in advance what words/phrases/sentences might cause difficulties for students in learning pronunciation. Then the practice would be in the form of drilling and reading aloud those words/phrases/sentences. It emphasized the importance of meaning since everything could be learned more effectively if it was meaningful. Hence, the researcher would be the model and the students were asked to repeat after her.

#### **d) Giving feedback on the students' performances**

In order to develop students' performances, the researcher planned to give feedback either directly or indirectly. Here, giving feedback to the students' performances was not always done by the researcher at the moment the students made mistakes. She kept in mind not to interrupt their communication too much because frequent interruptions and corrections would make the students to avoid communication and lose their chances to develop their fluency. On the other hand, ignoring the errors to some extent might reinforce the speech errors and cause fossilization of such errors. So the researcher would give the feedback in balance.

#### **e) Giving handouts as daily material**

The students might find handouts very useful as they did not have to spend all their time copying the materials. They were able to concentrate on understanding the materials. Moreover, giving handouts would help the students to get a better understanding about what they were expected to do since they were provided with details of tasks or questions to be done during the lesson. The researcher planned to give the handouts in every meeting. They would be designed as attractive as possible to draw the students' interest.

### **3. Action & Observation**

In this stage, some actions mentioned earlier were implemented to solve the problems occurred in the teaching and learning process. They were carried out three times on 28 January, 4 February, and 7 February 2014. The researcher acted as the teacher while her colleagues and the English teacher acted as collaborators who observed the teaching and learning process by taking notes, photos, and videos.

#### **a) Using Comic Strips in the Teaching and Learning Process of Speaking**

Using comic strips in the teaching and learning process of speaking was conducted in 5 meetings. The researcher conducted cycle 1 in 3 meetings. There were 4 comic strips used during those 3 meetings. For the first and second meetings, the students learned how to tell past experience. The first comic strip used was 'Kidnapped'. The students were asked to tell Jane and Dave's unforgettable experience during their holiday. In this case, the researcher chose an

unusual title to avoid students' boredom since they had had enough about something like 'A Holiday to Grandma's House', 'My Holiday at Sekaten, and 'My Holiday at Home' during pre-test.

After doing vocabulary practices, the 'Kidnapped' comic strips were given to the students who were sitting in groups of four or five. Each group got one comic strip. A good understanding about a comic strip would make the teaching of speaking using it much easier so the researcher started with the definition and the components of a comic strip. The students had to examine the comic strips in their hands while listening to the teacher's explanation. Next, they were given time to comprehend those comic strips by discussing some related questions. After that the researcher gave an envelope containing six speech bubbles from 'Kidnapped' comic strips for each group. The next thing to do was figuring out the the proper speech bubble for each panel of the comic strip. Once the students finished, the researcher showed them the complete comic strip and asked them to see if their speech or thought bubbles fit the story there.

Then groups who had completed the task took turns to tell past experiences based on the comic strips given. When a student in a group acted as a speaker, the rest acted as listeners. The students could describe the same comic strips using 1<sup>st</sup> person or 3<sup>rd</sup> person's perspective. What is more, they could replace the characters' names with theirs.

*Seorang siswa bertanya, "Miss, kalau ini nama karakternya diganti namaku gimana?" "It's up to you," R membolehkan.*

*(A student asked, "Miss how about replacing this character's name with mine?" "It's up to you." R allowed him.*

Field Note 3 – Appendix C

The bell rang, the researcher told the students to continue practicing at home and some of them would come in front of the class to tell the past experiences using the comic strips in the next lesson.

In the following meeting, as promised before, some students had to show the results of their speaking practices at home. A student volunteered himself to come in front of the class. The researcher got a bit surprised since that student did not attend the previous meeting yet he wanted to try. She appreciated his bravery and motivation to keep up with his friends. The researcher used panel 1 and 2 from 'Kidnapped' comic strip as examples to him. When explaining to that student, she made her voice louder so that the whole class could also hear it. The vignette below describes the implementation of comic strips.

*Dhiemaz kemudian maju ke depan kelas. "Do you want to try Dhiemaz?" "Tapi ajarin ya Miss, kemarin kan saya nggak masuk". "Alright Dhiemaz, Miss kasih contoh ... kotak yang pertama sama yang kedua ya. I'll start from the first panel." R memberikan contoh dengan suara keras agar seluruh kelas dapat mendengar, "It was a holiday. Dave and Jane went to the post office. In front of the post office, they met three robbers. Then ... lanjutin ya Dhiemaz." Kemudian Dhiemaz melanjutkan menceritakan panel 3-6, "Then the robbers brought them to an empty house ..."*

(Dhiemaz came in front of the class. Do you want to try Dhiemaz? But I'd like you to teach me Miss, I did not attend the class last Friday. "Alright Dhiemaz, I'll give you examples ... the first and second panels. I'll start from the first one." R gave the examples with a loud voice so that the whole class could hear it, "It was a holiday. Dave and Jane went to the post office. In front of the post office, they met three robbers. Then ... you continue it Dhiemaz." After that, Dhiemaz continued telling panels 3 – 6, "Then the robbers brought them to an empty house ...")

Field Note 3 – Appendix C

Then another student came in front of the class. The researcher praised him because he did not only use vocabulary introduced by the researcher but also used varied vocabularies.

Next, in the second meeting, the students still learned on how to tell past experiences but they had to deal with different comic strips entitled ‘Dolphin Rescue’. As usual, firstly, they discussed what it was about then each student in the group was asked to think of the ending of the comic strips. The students’ ideas were surprisingly creative. At last, they were asked to the complete story to the rest of the group and decided who had the most interesting ending.

In the third meeting, comic strips were used in the MOT and ICOT stage to teach asking and giving for opinions. The comic strip used as a model in MOT was displayed using LCD so that the whole class could see it. Then the researcher read the dialog. She explained about falling and raising intonation and asked the whole class to repeat after her with good pronunciation and intonations. Next, she called on two students to act the dialogue out. Then the students were asked to identify expressions of asking and giving for opinions from the comic strip. Some students were confused with the instruction of task 1 so the researcher had to explain for several times. The researcher then gave blank comic strips to the students. They had to think of any appropriate expressions for the blank speech bubbles in pairs, both positive and negative responses. Without writing down the expressions first, some students came in front of the class to act out the dialogue.

#### **b) Establishing Rapport**

There were several ways that the researcher did to establish rapport. In the first meeting, she began with introducing herself to the class. She told what she wanted to be called, something about her background, and her interests. After that, the researcher tried to learn students’ names by calling them one by one and asked

for their nick names in order to know their face and how they would like to be called. The students seemed excited when the researcher tried to know them better as captured in the following vignette.

R melanjutkan, "*Katanya tak kenal maka tak sayang, jadi kita kenalan dulu ya*, I want to know more about you. *Kemarin kan baru sepintas*. "Cieeeee" kata siswa. "Number one ... *Adelia Cahya Damayanti*, what should I call you?" "*Adel*" dia menjawab. "Next ... *Meinata Dewi*, can I call you Mei? *Meinata aja Mbak*, she said. R terus menanyai murid satu persatu. "I hope we'll get along well everybody."

(R continued talking, there is a saying '*Tak kenal maka tak sayang*'. So let's get to know each other first. I want to know more about you. We did not really get the chance. "Number one ... *Adelia Cahya Damayanti*, what should I call you?" "*Adel*", she replied. "Next ... *Meinata Dewi*, can I call you Mei? *Meinata* is fine, she said. R kept calling the students one by one. "I hope we'll get along well.")

Field Note 2 – Appendix C

Calling the students' names one by one was done only in the first meeting remembering the limited time the researcher had. The next thing the researcher did to build up the relationship between the students and teacher was choosing names from the attendance list then used them in the teaching and learning process as many as possible. Like in the following extract, the researcher used a student's name as an example to the whole class.

R menuliskan '*Ellan's Holiday*' di papan tulis, "*Ellan did various activities last holiday and now I want some of you to come in front of the class to mime what he did*."

( R wrote '*Ellan's Holiday* on the white board then she said "*Ellan did various activities last holiday and now I want some of you to come in front of the class to mime what he did*."

Field Note 4 – Appendix C

Not only during the lesson. After praying, the researcher shook the students' hands while trying remembering their names in order to establish rapport.



Siswa *mengulurkan tangan untuk bersalaman dengan R. Dia menerimanya sambil mencoba mengingat nama mereka. "Take care Hafidz, Efwon ... see you around Avri."* Dia tampak sedikit terkejut, *"Mbak'e kok apal to?"* The researcher menjawab, *"Iya dong hehe."*

(The students reached their hands out to shake the R's hand. She accepted and tried to remember their names. "Take care ... Hafidz, Efwon ... see you around Avri." She looked a bit surprised, "How did you know my name?" The researcher replied "Of course I am.")

Field Note 3– Appendix C

The problem was some` students have similar names like Dhiemaz and Dhimas, Hafizh and Hafizhan that made the researcher called them wrongly sometimes. Also, two students in the class have similar face and names, made the researcher even more confused. Calling the student' names wrongly, the researcher could see that the she was a bit disappointed as captured in these situations.

"Ellan did various activities last holiday and now I want some of you to come in front of the class to mime what he did, *jadi kalian ambil salah satu kartu ini dan peragakan sesuai tulisan yang ada di kartu, get it?* Defita, do you want to try? R menawarkan. Dia tampak sedikit ragu kemudian berkata *"Aku ... Defika Miss". "Sorry ... Defika mirip banget sama Devita sih ya ... OK Defika ... Do you want to try? R menawarkan sekali lagi."*

("Ellan did various activities last holiday and now I want some of you to come in front of the class to mime what he did, so you're going to take one of these cards and mime based on what's written on it. "Defita, Do you want to try?" R offered her. She seemed a bit hesitant then she said "... I am Defika Miss". "Sorry ... you resemble Devita a lot ... O.K Defika ... Do you want to try? She offered once again.")

Field Note 4 – Appendix C

In the ICOT stage, third meeting, some students asked the researcher to hear their speaking practices using comic strips. When the bell rang, the researcher had to stop the activity immediately as some students seemed to be in a hurry because they had extracurricular after school. A student agreed to do the speaking practice

in the next meeting but another one insisted on doing it. The researcher would not to let her down so she offered to hear her telling a monologue after school.

Besides, the researcher also gave the students her phone number to help them if they had some questions to ask about the lesson. During those three meetings, only a few students asked the researcher about their homework and the materials for the next lesson. Being ready to help students at anytime could establish a good relationship.

The trouble maker students in the class who liked to make meaningless noises and seemed to have zero interest in English started to take part in group activities. The better thing was some of them were willing to come in front of the class though the researcher had to force them a bit.

### **c) Conducting Pre-Communicative Activities**

As it was planned, pre-communicative activities were conducted before communicative activities. For vocabulary practices in the first meeting, the students were asked to match some words with the pictures under them individually. The pictures here made it easier for them to get the meanings of the words. Later, those words would also be used in the communicative activities. Some of the students asked whether they could look for the meanings of the words using mobile dictionaries. The researcher gave permission to them.

In the second meeting, the teacher also made the students do vocabulary practices. They had to find the things listed in the table in the 'Dolphin Rescue' comic strips that they got. This time, they worked in groups of 4-5. When they worked in groups we could see that students help each other to learn and to share

their knowledge about the new vocabularies. By doing this, both of the students got benefits from each other.

*Seorang murid menanyakan arti sebuah kata ke R, “Miss lifeboat yang ini ya?” (Menunjuk gambar pelampung). Sebelum R sempat menjawab, teman sebangkunya berkata, “Sik iki lho lifeboat. Murid itu bertanya lagi, “Lha iki opo?” “Float”, jawab temannya.*

(A student asked the meaning of a word to me, “Miss ... Isn’t this a lifeboat?” (He pointed the picture of a float). Before R answered the question, his friend had already answered it, “It should be this one”. That student asked again, “So what’s this?” “Float”, his friend answered.)

Field Note 3 – Appendix C

Before offering meanings to the students, the researcher asked them to tell the meanings first by eliciting the meanings from the students first. This was captured in the following extract.

*Zainun menanyakan fungsi dari lifeboat, lifeboat buat apa Miss? R memintanya untuk mencermati gambar lifeboat, “Let’s take a look at the picture ... ada tulisan apa?” “Rescue, kata Zainun” “Nah, Rescue itu apa?” R bertanya. “O ... berarti buat menyelamatkan ya Miss? Zainun berkata. “exactly”, R setuju.*

(Zainun asked the meaning of lifeboat, “What’s lifeboat for, Miss?” R asked him, “Let’s take a look at the picture first, what’s written on it?” “Rescue, Zainun answered”. “Nah, what does rescue mean?” R asked. “O ... so this is for saving people Miss”, he came to an answer. “exactly”, the researcher agreed.)

Field Note 2 – Appendix C

In the third meeting, the researcher prepared some cards with words related to activities that were usually done in a holiday like camping, climbing, diving written on them. The students were asked to mime the activities based on the cards they got. Though the activity was designed to introduce new vocabularies to the students, it also helped to break the ice as a few students seemed bored to do the same thing which was telling monologues in three meetings.

The researcher also deviated from the initial plan for teaching recount in three meetings because two students out of the blue said they wanted to learn dialogues using comic strips. A student even suggested the researcher not to only teach recount since they had a tons of material to learn in semester two. Then she went to ask several students and the English teacher about it before coming to a decision. It was decided that the researcher taught asking and giving for opinions in the third meeting. As the English teacher suggested, the theme for the third meeting was holiday. It was the same as the previous two meetings.

In the third meeting, the students were asked to identify expressions of giving and asking for opinions from a dialogue in the comic strip. Then they were asked to find some other expressions. Finding the expressions on the dialogue was not too difficult for the students but almost all of them were struggling to find the other expressions though they had already been introduced by the English teacher in the last semester. Thus the researcher asked some students who got the new expressions to share them with others by writing them down on the whiteboard.

The next was pronunciation practices. As said earlier, the researcher analyzed the materials beforehand to predict words that might cause difficulties for students in learning pronunciation and might be used in the communicative activity. The researcher then drilled the students those words. The words were taken either from input texts or vocabulary activities. Before pronouncing the words, the students were expected to know the meanings of the words first as the same words might be pronounced differently. So, they were asked to find the meanings of the words beforehand. After that, the researcher explained the words

that the whole class did not know, modeled the pronunciations, and made the students repeat them after her. The amount of drilling per word was varied depended on the difficulty levels of the words. If the words were too difficult for them, the researcher drilled them up to 3 times. Hence, the researcher did not expect the students' pronunciations to be perfect. As long as they were smooth, natural, and understandable then it would be good enough.

Furthermore, in the third meeting, the researcher drilled the expressions of giving and asking for opinions. The students were asked to read aloud a dialogue containing the expressions and the vocabulary they had learned previously.

Regarding grammar, in the first meeting the researcher explained about past tense a bit while learning the input text together with the students. Then an activity to develop their grammatical ability was given in the second meeting. At that time, the students had to find the simple past tense of some verbs in the puzzle. The task seemed just a piece of cake for them as they finished it quickly. It can be seen in the following extract.

R meminta siswa mengerjakan aktivitas selanjutnya, "Let's move on the task 6." Murid – murid diminta untuk mencari verb2 pada puzzle. Sebagian siswa sudah bisa mengerjakan task 6 dengan cepat, sebagian yang lain belum bisa membedakan regular dan irregular verb. R membantu siswa tersebut. Kemudian R meminta seorang siswa yang telah menyelesaikan tugas tersebut untuk memblok verb2 pada puzzle di laptop R. Jawaban kemudian ditampilkan menggunakan LCD agar seluruh siswa dapat melihat jawaban tersebut.

(R asked the students to do the next activity, "Let's move on the task 6." Students were asked to look for the past forms of some words in a puzzle. Some students did the task quickly, some others had no idea how to differentiate regular and irregular verbs. The teacher helped them. Then she asked a student who had finished the task to highlight the answers in the puzzle in teacher's laptop. The answers were displayed using LCD so that all students could see them.)

Field Note 2 – Appendix C

#### **d) Giving feedback on the students' performances**

The next was related to the action of giving feedback to the students' performances. As it was planned, the researcher delivered feedback at the moment students made mistakes. Often, the feedback was not only for a particular student but it floored to the whole class.

While students were doing the activities, the researcher walked around the classroom to monitor the students. She did not interrupt them too much and just let them think instead as they needed time to respond to the question or instruction, organize their thoughts, and plan what they were going to say or do. Furthermore, she wrote down what's the students need to improve their English in order to provide accurate feedback later.

*R berkeliling kelas mendengarkan siswa menceritakan past experience menggunakan comic strips di dalam kelompok. R mencatat sesuatu di selembar kertas. Setelah itu R memberikan feedback ke seluruh siswa, "Students, it seems that most of you have difficulty in spelling the name. Repeat after me again ya.*

*(R move around the classroom to monitor students telling past experience in their groups. She wrote something on her notes from time to time. Then R gave the feedback all the students, "Students, it seems that most of you have difficulty in spelling the name. Repeat after me again ya."*

Field Note 2 – Appendix C

Several students in a group asked some questions, the researcher tried to prompt students to find answers to the questions they asked. Frequently, the students who asked questions had not discussed them with the group members because they were not aware that the members might know the answers or have enough information to figure them out together. So, it is important for the researcher not to answer the questions. Instead, she asked the other group members how to solve them. If no one in the group had any ideas, the students

could consult with a different group or had the researcher to answer it. As a result, the students would only asked questions after they had discussed them with their groups. This was captured in the following extract.

*Siswa bekerja sama dengan baik untuk menemukan bubble yang tepat untuk setiap panel. Tetapi, siswa dalam sebuah kelompok berulang kali memindahkan bubbles ke posisi yang berbeda karena mereka tidak yakin di mana harus meletakkannya. Ketika R mendekati mereka, mereka mulai bertanya kepadanya, "Miss ini gimana? R meminta mereka untuk menyusun ulang speech bubbles nomor 2, 3, dan 6. Seorang siswa kemudian bertanya, "Ini bener nggak Miss?" R menjawab dengan pertanyaan, "Are you sure?" Kemudian mereka menyusunnya sekali lagi.*

(Students got along well to find the right bubble for each panel. But, students in a group keep moving some speech bubbles to different places as they were not sure where to put them. When R approached them, they began to asked her "Miss ini gimana? R asked them to rearranged the speech bubbles number 2,3, and 6. Another said "Ini bener nggak Miss?" I replied with a question "Are you sure?". Then they rearranged them once again.)

Field Note 2 – Appendix C

While giving feedback, the researcher also used gestures to support what she was saying. They helped a lot in improving the students' comprehension as the feedback given became more understandable.

*"Gustav ... how about you? When was your sad experience?" "When I fell from my bicycle, kata Gustav". "Did it hurt?" R bertanya. Gustav terlihat bingung. "Did you injure your knee? Or arm maybe?" R bertanya lagi sambil memegang lutut dan lengannya. "Oo ... yes my knee. "Good thing you didn't hit your face, I experienced that when I was small and it was really really hurt.*

*("Gustav ... how about you? When was your sad experience?" "When I fell from my bicycle," Gustav said. "Did it hurt?" R asked. Gustav seemed a bit confused. "Did you injure your knee? or arm maybe?" R asked again while touching her knee and arm. "Oo ... yes my knee." "Good thing you didn't hit your face, I experienced that when I was small and it was really really hurt.")*

Field Note 2 – Appendix C

Besides, the researcher avoided giving negative comments since they might hurt students' feelings and make them demotivated to learn English. On the other hand, constructive comments made the students more confident.

### e) Giving handouts as daily material

Handouts containing tasks and brief materials were given in every meeting in the beginning of the class. They contained a lot of pictures and challenging tasks to attract students. The handouts helped the students to get a better understanding about what they were expected to do since they were provided with details of tasks or questions to be done during the lesson.

Also, the students who had finished doing a task could move on to the next task while waiting for the others. By doing this, they would not waste their precious time or disturbed the other students.

*Beberapa siswa di bagian belakang tampak asik mengobrol, R mendekati mereka, “sudah selesai?” “Udah Mbak”, jawab salah seorang di antara mereka. “Kalau sudah selesai kalian bisa lanjut aktivitas 3 ya.”*

(Some students at the back were talking among themselves. R approached them, “finish?” “Yes”, one of them answered. “If you’ve finished then you can move on the third activity.”)

Field Note 4 – Appendix C

However, there were three or four students who did not bring their handouts even though the researcher had reminded them before. It inconvenienced the students whose handouts were borrowed.

### 3. Reflection

As the plans had been formulated and the actions had been carried out, the next thing to do was to reflect all the actions. Here, the researcher together with the collaborators evaluated the outcomes to decide whether the actions that had been implemented needed to be continued or stopped. Then revisions were made on the initial plans. Here are the results of the reflections of cycle 1.



### a) Using Comic Strips in the Teaching and Learning Process of Speaking

In this cycle, the researcher found that comic strips helped the students to comprehend the texts given more easily. Using comic strips also aroused students' interest and made them more motivated to learn English thus they were willing to cooperate in the teaching learning process. They were willing to speak up since they felt it was less threatening to speak while bringing comic strips than bringing notes. The teacher and the students' voices are recorded in the following interview transcripts.

- 
- P : *"Ini kan dah 3 meetings, suka nggak belajar speaking pakai comic strips?"* ("It has been three meetings, **do you like learning speaking using comic strips?**")
- S : *"Ya suka Mbak ..."* ("Yes, I do")
- P : *"Terus ... setelah pakai comic strips ada peningkatan nggak kemampuannya?"* ("Then ... **after using comic strips, is there any improvements?**")
- S : *"Ada ... ada ... bisa lebih memahami bacaan bahasa Inggris."* ("Yes, it is **easier for me to comprehend English texts.**")
- P : *"O... jadi lebih mudeng ya?" Kalau komik yang Miss kasih tu gimana? Bagus nggak?"* ("O... your comprehension gets better. **What do you think of the comics I gave? Are they good enough?**")
- S : *"Bagus"* ("They are good.")
- P : *"Beneran?"* ("really?")
- S : *"He'e"* ("yes")
- P : *"Yang paling suka yang apa?"* ("Which comic strip do you like best?")
- S : *"Yang ada dolphin-dolphinnya. Rudi atau siapa tu yang tenggelam terus bikin kalimat selanjutnya."* (About the dolphins, Rudi or who is it? was drowned then we made the next sentences)
- P : *"O... jadi suka yang itu ya? Itu idemu bagus. Kalau nggak salah idemu yang itu kan ... Rudi made S.O.S then the rescue team saved him."* (I see ... so that's what you like, you have a good idea. If I'm not mistaken your idea was ... Rudi made S.O.S then the rescue team saved him.)
- S : *"yes ... yes ... itu."* ("yes ... yes ... that's it")
- 

Interview Transcript 10 – Appendix B

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- P : *"Kalau Miss kan ngajarnya pakai comic strips nih, nah itu suka nggak?"* (**I've been teaching using comic strips, do you like it?**)
- S : *"Iya ... itu lebih menyenangkan dari ibunya."* (Yes, I do ... **its more fun than the English teacher.**)
- P : *"Lha kenapa?"* ("why?")
- S : *"Kalau ibunya kan cuma pakai teks ... kalau Miss kan ada gambarnya, nah itu lebih lucu."* ("The English teacher only uses texts ... but **you use pictures, that's more interesting.**")
- P : *"Gambarnya selain lucu bikin tambah gampang memahami bacaannya nggak?"* (Despite being interesting, **do the pictures help you to comprehend the text?**)
- S : *"Iya ... sama jadi lebih seneng bacanya."* (Yes, they do. Besides, **they make reading the text more enjoyable.**)
- 

Interview Transcript 12 – Appendix B

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- P : *"Saya kan sudah masuk kelas 3 meetings. Nah menurut Ibu penerapan komik strip di kelas ini bagaimana?"* ("I've been teaching for 3 meetings. **What would you say about the implementation of comic strips in the class** ma'am?")
- GBI : *"Kalau menurut saya bagus ya Mbak ... Apalagi pakai komik ini kan baru ya Mbak untuk siswa jadi mereka tertarik sekali. Anak-anak jadi lebih aktif."* (**I suppose it's good ... what is more using comics is a new thing for students so they showed a big interest. They became more active.** ")
- 

Interview Transcript 15 – Appendix B

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Compared to the first ones, the comic strips in the second meeting did not look clear. The pictures were blurry. It is because the researcher had problems with her printing and chose the moderate quality setting while printing the comic strips.

- 
- P : *"Suka nggak pakai media comic strips ini?"* (Do you like using comic strips media?)
- S : *"Suka sih ... tapi ... itu apa namanya ... gambarnya kalau menurutku sih kurang banyak Mbak. Terus tu kurang jelas juga...maksudnya pecah gitu gambarnya."* (**I like it ... but ... how should I put it? I think there are less pictures. Besides they were not clear enough ... I mean the pictures were broken.**)
- P : *"Itu karena printernya Miss tinta warnanya mau abis he he. Maap ya, next time bakal lebih bagus."* ("Sorry my printer ran out of ink, next time they will get better.")
- S : *"Ya itu Miss ..."* ("O.K Miss")
-

- 
- P : “*Jadi buat besok-besok ... lebih ditambah panelnya, kotak-kotaknya gitu ya?*” (“So, next time ... **the panels should be added**, aren’t they?”)
- S : “*He’e ... biar lebih jelas dan lebih menarik.*” (“Yes, so it will be clearer and more interesting.”)
- P : “*Oke oke ... sama warnanya kurang bagus?*” (“O.K ... and the color werenot good enough?”)
- S : “*Iya ... kurang cerah*” (“Yes, they were **not bright** enough.”)

Interview Transcript 8 – Appendix B

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Also, in the cycle 2, the comic strips would have more panels. By having more panels, the storyline would be clearer so it would be easier for the students to comprehend and retell the story. Adding panels also meant adding the number of pictures. The students would be happy as they were more likely to be interested in pictures than texts. It was revealed through the student’s voice as follows.

- 
- P : “*O... gitu ... maksudnya kalau kata-katanya semakin banyak semakin bingung, jadi mendingan dibuat simple. Yang penting ada lebih banyak gambarnya ya?*” (“O ... I see ... You mean the more words the comic has, the more confusing it is so **it’s better to make it simple**. It’s important to have more pictures, right?”)
- S : “*Hehe ... iya. Ya kan itu apa namanya ... siswa itu kan lebih tertarik sama gambar daripada bacaannya.*” (“**That’s right ... students are more interested in pictures than texts.**”)

Interview Transcript 8 – Appendix B

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## b) Establishing Rapport

The researcher had seen that learning and using students’ names right away especially their nicknames were effective ways to establish rapport. It showed that the researcher cared about them so they felt recognized as individuals. By the time, students got closer to the researcher and they were not hesitant to ask a lot of questions to her. The learning process also became more enjoyable when rapport was established. It increased students’ enjoyment on the subject being taught. It can be seen in the discussion below.

- 
- P : “*Btw kalau Miss ngajarnya gimana?*”(“By the way ... what do you think about my teaching?”)  
 S : “*Aku sih suka kan aku udah deket to sama Mbaknya.*”(“**I like it since I’ve gotten closer to you**”)  
 P : “*Sipp...beneran nih?*” (“Sipp ... really?”)  
 S : “Bener” (“yes”)
- 

Interview Transcript 9 – Appendix B

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Learning many names did take time. Sometimes the researcher forgot students’ names and called them wrongly. Here, the researcher apologized and asked for their names immediately. In the following meeting, the researcher planned to use the students’ names more often so that she could remember them better. The researcher also offered help to students not only during the teaching and learning process but also after class. Unfortunately, there were only a few students who were willing to ask the researcher’s help after class though the researcher said that she welcomed them whenever they needed help.

### c) Conducting Pre-Communicative Activities

Pre-communicative activities made the students more ready to do communicative activities. By doing vocabulary practices, students’ vocabulary mastery was gradually increased. Most of the students did not find difficulties recognizing the meanings of the new vocabularies as pictures inserted in the vocabulary task and pictures in the comic strips helped them a lot in inferring the meanings of the vocabularies.

The vocabularies were used again in the next activities so that students could memorize them better and know how to use them. But, in the communicative activity, the researcher still found some students who asked the meanings of words that had been previously introduced in the vocabulary activity.

The researcher found that the students started to develop awareness toward their own pronunciations. It showed in the communicative activities using comic strips, they tried to correct their own pronunciations. The problem existed was some of them were not interested in the pronunciation practice. When the researcher asked them to pronounce a couple of words, they pronounced them half-heartedly even two students in the back would not repeat after the researcher if she did not ask them to do so. Most of them had not made visible progress in their pronunciation. Unlike vocabulary that could be learned by students themselves at home through the handouts given, learning pronunciation independently seemed quite impossible for most of them. The researcher realized that teaching pronunciation could not happen overnight so here she emphasized on developing the students' awareness of the right pronunciation. The researcher thought of giving Cambridge advanced Learners' Dictionary software to be installed on the students' laptops or computers.

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P : "Vocabulary, grammar, sama pronunciation practices *menurut ibu membantu siswa ketika berbicara bahasa Inggris apa nggak Bu?* (**"Do vocabulary activity, grammar activity, and pronunciation help students in speaking English ma'am?"**)

GBI : "*Ya jelas membantu to Mbak, terutama vocabulary activitynya Kalau siswa koleksi katanya semakin banyak, speakingnya juga akan semakin mudah. Kebanyakan anak-anak itu idenya bagus-bagus tapi mengungkapkan dalam bahasa Inggrisnya itu belum bisa. Kosakatanya kurang.*" (**"Absolutely, especially the vocabulary activity.** The more vocabulary collections they have, the easier it will be for students to speak English.")

P : "*Iya Bu ... terus saya ngajarnya gimana Bu? Ada yang perlu diperbaiki mungkin Bu?*" (Then what do you think of my teaching? Is there something that I need to fix?)

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GBI : “*Sudah baik tadi Mbak.mungkin ya itu Mbak ... vocabularynya buat anak-anak perlu ditambah.*”(It’s good, may be **the vocabulary for students need to be added.**)

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Interview Transcript 15 – Appendix B

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Grammar activities helped the students to speak more accurately. Their grammar competencies got better gradually. The majority of students were aware that they should use past tense to tell about past experiences. However, they were still confused to differentiate regular and irregular verbs though the researcher had given list of irregular verbs for students to check. The students also found it more interesting and easier to learn the past forms using puzzle as they did in the second meeting.

- 
- P : “*Kan kemarin-kemarin sama tadi kita belajar past tense, nah itu susah nggak sih?*” (“Gustav, we have learned **past tense** during these 2 meetings. Is it difficult?”)
- S : “*Ya ... biasa aja tapi kadang yang pake –ed sama nggak pake –ed masih ketuker-tuker.*” (“Just so so but sometimes **the regular and irregular verbs were accidentally exchanged.**”)
- P : “*Hmm ... iya makanya buka kamus.*” (“That’s why you should consult a dictionary.”)
- S : “*Nggak punya e Miss.*” (“I don’t have one Miss.”)
- P : “*Makanya bel ... .hehe. Kalau tadi pas Miss suruh cari past tense di puzzle itu gimana, masih?*” (“Then you should buy one. How about when I asked you to **look for the past forms of some words in the puzzle?** Do you like it?”)
- S : “*Asik asik ... jadi lebih gampang bisa dikira-kira past tense nya.*” (“**I like it. It’s easier for me to guess the past forms.**”)
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Interview Transcript 13 – Appendix B

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#### d) Giving feedback on the students’ performances

The next was related to the action of giving feedback to the students’ performances. This action was successful to improve the students’ pronunciations and grammar. However, when the feedback was given to students, their reactions

varied depended on their mood. Some students seemed to be over-sensitive about it thus in Cycle 2, the researcher tried to keep the students felt positive by affirming their good sides first and offering support. Next, when the researcher had a lot of verbal feedback to give, making notes in advance was very useful to prevent her from forgetting about the feedback she wanted to give later.

#### e) Giving handouts as daily material

Distributing handouts in the beginning of the lesson made the teaching and learning process run well. Students needed not to take notes since the handouts were provided with complete materials and speaking exercises. As a result, they could focus their attention completely on the researcher's explanation. Another advantage was the attractive pictures in the handouts made the students happy while doing the tasks. It was proved by the following interview transcript.

- 
- P : *"Kalau fotokopian yang Miss kasih gimana?"* ("How about the **handouts** that I gave you?")
- S1 : *"Jadi ga perlu nulis Miss, hehe. Gambar-gambarnya juga bikin tambah menarik."* (I did not need to write Miss. **The pictures also make them more attractive.**)
- P : *"Jadi senang ngerjainnya ya?"* ("**Did they make you happy** while doing the tasks?")
- S1 : *"He'e"* ("**Yes**, they did.")
- 

Interview Transcript 13 – Appendix B

A good thing about giving handouts for the students was they could bring them home to be studied. When they brought the handouts the next day, most of the students developed greater knowledge about the materials discussed in the previous meeting. There were also many students stayed at the class to study the handouts during the break. The problem was some students forgot to bring the handouts.

With regard to the interviews with the students and the discussion with the research team, all of the actions were effective to improve the teaching and learning process of speaking. The weaknesses which were still found would be fixed in the next cycle.

### C. Report of Cycle 2

In cycle 2, plans were made based on the reflections of the previous cycle. All teaching plans in cycle 1 were revised and one new action was added to get better results in the teaching and learning of speaking. The researcher planned to conduct the second cycle in two meetings on 19<sup>th</sup> and 23<sup>rd</sup> February 2014. The plans of Cycle 2 are presented as follows.

Table 7: **The Action Plans and the Field Problems to Solve in Cycle 2**

No.	The Action Plans	The Field Problems to Solve
1.	Using comic strips in the teaching and learning process of speaking.	<ul style="list-style-type: none"> <li>Students still had difficulties in expressing ideas. They did not know what to say in English as they lacked dictions.</li> <li>Some students did not participate actively in the classroom activities.</li> </ul>
2.	Establishing rapport.	<ul style="list-style-type: none"> <li>Some students did not pay attention in class.</li> <li>A few students did not give active responses to the teacher's instruction.</li> </ul>
3.	Conducting pre-communicative activities.	<ul style="list-style-type: none"> <li>Some students were still struggling to deal with simple past tense especially to differentiate regular and irregular verbs.</li> <li>Majority of the students still mispronounced certain words.</li> <li>Some students were not interested in pronunciation practice.</li> </ul>



4.	Giving feedback on students' performances.	<ul style="list-style-type: none"> <li>• Although many learners made progress in their pronunciation and grammar, more still needed to work on them.</li> <li>• Some students seemed to be over-sensitive about feedback given to them.</li> </ul>
5.	Giving handouts as daily materials.	<ul style="list-style-type: none"> <li>• Some students lost their handouts.</li> </ul>
6.	Giving tangible rewards to active students.	<ul style="list-style-type: none"> <li>• Some students were not interested in joining classroom activities.</li> <li>• A few students did not give their contribution during group activities.</li> </ul>

## 1. Planning

### a) Using Comic Strips in the Teaching and Learning Process of Speaking

The teacher planned to vary the speaking tasks using comic strips to ensure that the students would not get bored with them. This would make them do the tasks with enthusiastically.

As we know, a printer has a number of quality settings, ranging from 'draft' to 'best quality'. Somehow the pictures did not look clear because the researcher chose the moderate quality setting. In this case, the researcher intended to fix them immediately by using the highest quality setting which was possible for her model of printer. In the following meeting the blurry pictures would have been sharper.

In the cycle 2, the comic strips used would have more panels. By having more panels the storyline would be clearer so it would be easier for students to comprehend and retell the story. Adding panels also meant adding the number of

pictures. By doing this, the students would be happy as they were more likely to be interested in pictures than texts.

#### **a) Establishing Rapport**

The researcher kept establishing rapport like what she did in Cycle 1 since it was a key to effectively manage the classroom. But, in Cycle 2 she would use the students' names more often so they would stick in her memory better. The sooner she could learn the names of all students the sooner she could build a good relationship with them.

#### **b) Conducting Pre-Communicative Activities**

The researcher kept conducting pre-communicative activities before communicative activities with some improvements. Like in cycle 1, those included vocabulary, grammar, pronunciation practices.

The vocabulary tasks would be kept attractive with a lot of pictures. Also, the researcher would explain the difficult words first rather than giving direct translation to the students.

In cycle 2, the students kept doing grammar practices as some of them still had difficulties related to the use of simple past tense. They still confused to differentiate regular and irregular verbs so the researcher would create more challenging activities to improve their grammatical competencies.

Regarding pronunciation, the researcher would put more attention to it due to the result of reflection in cycle 1 that the majority of the students still mispronounced certain words. In this case, the researcher tried to encourage students to improve their pronunciation as much as possible. Drilling words and

reading aloud like what had been done in cycle 1 would still be conducted. The researcher intended to speak more slowly in pronouncing words/phrases/sentences while the students would listen and repeat the words again and again till the pronunciations were smooth, natural, and understandable to the listeners. To maximize the pronunciation practices, the researcher planned to expose the students to perfect pronunciation by using Cambridge Advanced Learner's Dictionary installed on her laptop and downloading relevant authentic materials from the internet such as English songs and videos. Hopefully, the students improved their pronunciations after several practices. In this case, bringing something extraordinary to classroom was believed to improve their motivation in learning pronunciation.

**c) Giving feedback on the students' performances**

It is important for teachers to monitor students' performances and give them feedback. Through feedback, students could see how well they were doing. Feedback would be given on the base of individual, group, and class work. In giving feedback, the researcher focused on students' progress rather than mistakes otherwise the students would be discouraged.

**d) Giving handouts daily material**

In the cycle 2, the researcher kept the handouts well-organized and to the point. Also, she made them more appealing to the students' eyes by inserting a lot of pictures. She made them fun and exciting for students. But, it was still not cost-feasible to give colorful handouts for all students in the classroom so the researcher prepared black and white handouts for them.

### **e) Giving tangible rewards to the active students**

In the previous cycle, the researcher rewarded the students by smiling and praising the students whenever they tried their best in doing the task given. In the cycle 2, the researcher would also give smiley face stickers as another way to reward them. Later, some students who got many stickers would get prizes from her. It would motivate the students to learn more since it gave them a sense of achievement. They knew how well they were doing.

## **2. Action & Observation**

In this stage, some actions mentioned earlier to solve the problems occurred in the teaching and learning process were implemented. They were carried out twice on the 19<sup>th</sup> and the 23<sup>rd</sup> February 2014. The researcher acted as the teacher while her colleagues and the English teacher acted as collaborators who observe the teaching and learning process by taking notes, photos, and videos.

### **b) Using Comic Strips in the Teaching and Learning Process of Speaking**

The researcher finished cycle 2 in 2 meetings. During that time, there were 2 comic strips used as media to teach speaking. The students learned telling stories using those comic strips. In the first meeting, the researcher divided the students in groups of 4-5 then she distributed 'Little Red Riding Hood' comic strip with no caption for each group. The researcher previously had separated 10 captions from the comic strip. She blanked out the comic strip by copying them into a different piece of paper. Below is the information that shows them.

R memberikan 1 lembar Little Riding Hood comic strip untuk kelompok yang terdiri dari 4 orang dan 2 lembar comic strips untuk kelompok yang terdiri dari 5 orang. Siswa bekerja dalam kelompok untuk mencocokkan random sentences yang telah diperbaiki sebelumnya dengan panels dari komik Little Red Riding Hood yang captionnya telah dihilangkan tersebut.

(R gave a piece of paper on Little Red Riding Hood comic strip to the groups of 4 and 2 comic strips to the groups of 5. The students worked together to match random sentences that had been fixed previously with panels of Little Red Riding Hood comic strips whose captions had been removed before.)

Field Note 5 – Appendix C

The students then matched the captions with empty boxes in the comic strip by writing numbers in those boxes. Doing this helped them to comprehend what was the story about. The researcher moved around the class to check students' work. After completing the task, they practiced telling stories using the comic strip given to their groups.

In the following meeting, the researcher invited the students to tell the stories in front of the class. No one was willing to do so, thus she called on a student's name. The student was still reluctant so the researcher came up with an idea to invite one student again to accompany her. Those two students took turns telling the story. Once the first student finished telling the first comic strip panel, the second one went on the second panel and soon till they finished all the panels. While at first they seemed reluctant, they soon could tell the story better than expected. Then a student volunteered telling the same story in front of the class. He was quite fluent and made fewer grammar mistakes but he did not make eye contact with the listeners at all. After he came back to his seat, the researcher gave general feedback to the whole class. She encouraged students to consider other factors that were important in telling story such as eye contact and body language.

After that, the students moved on to the next activity and worked in groups of 4-5 as usual. This time the students dealt with a local narrative text entitled 'Timun Mas'. The researcher distributed an envelope containing 'Timun Mas' comic strip that was cut into 5 pieces for each group. Each student of each group was asked to pick one of them without showing it to the other group members until they arrived at an order. Actually, the initial plan was that the students ordered the story by describing the parts of the comic strip they got but it did not go exactly as planned. Most of them arranged the comic strip without describing it first. But it was not a total failure, all students looked very enthusiastic and engaged in the task. The researcher checked their comprehension by asking some students what was the story about. They gave good explanation. Some of them said that they were already familiar with the story. After that, they took turns telling the story using the comic strips that had been arranged as guidance.

### c) Establishing Rapport

In cycle 2, the researcher put more effort to remember students' names. Learning students' names in Cycle 2 was a little easier compared to cycle 1 because the researcher had spent some time with them. In this case, the more the researcher used the students', the quicker she could remember them and the stronger rapport could be built.

R berkeliling kelas untuk membantu siswa. Seorang murid bertanya, "Miss aku siapa jal?" Defika kan?" R menjawab. Defika tersenyum. Dia terlihat senang R mengingat namanya.

(The teacher moved around the classroom to supervise the students. A student asked, "*Miss Aku siapa jal?*" "Defika kan?" said R. Defika smiled. She looked happy to learn that the researcher remembered her name.)

Field Note 6 – Appendix C

Besides, the researcher tried to involve the students more in making decisions in order to build friendly relationship with them. She involved them in many aspects of decision-making in the classroom. Sometimes, she offered choices for them as captured in the extract below.

“Who do you think should be the third to present the task?” *“Diniiiiiiii! Dini ulang tahun Miss” kata beberapa siswa kompak. “Dinisha happy birthday yaa. Alright, let’s welcome Dinisha.”*

(Who do you think should be the third to present the task? Diniiiiiiiiiiiiiiii! Said some students in chorus. “Dinisha happy birthday yaa. Alright, let’s welcome Dinisha.”)

Field Note 6 – Appendix C

In the second cycle, many students started to send messages to the researcher. They asked something related to the lesson yet there was a student who talked about something unrelated. The researcher still responded to her question. That was done as a form of appreciation as she tried to use English to have conversation with her. Not only her, some other students also tried to include few English words when sending her messages.

Two students sat at the very back of the class tended to make a lot of noise. When the researcher asked them, they admitted that they did not like English. They even hoped there would not be any subject named English. Here, the researcher gave more attention to them without neglecting other students. She encouraged them, asked them to do something from time to time like erasing the blackboard or turning on the LCD. Also, she approached and appreciated every little achievement they made so they got the feeling of success and would try harder. By the time, those students started to change a bit. They did not refuse the researcher’s offer anymore to come in front of the class for speaking practices

though they seemed a bit reluctant at first. Moreover, they were more enthusiastic in doing the tasks given.

#### **d) Conducting Pre-Communicative Activities**

The pre-communicative activities in cycle 1 succeed to prepare students for later communicative activities using comic strips. In cycle 2, the students practiced new vocabularies in the first meeting. The vocabulary list that was introduced was those related to stories since they learned about narrative texts in cycle 2. The task was in the form of putting words provided in the box under the right pictures. The students did it individually. Most of the students could do the task well without consulting dictionaries.

There were certain words that confused them a bit. Two students asked the researcher to check their works. They seemed confused to differentiate between a dwarf and an elf. In this case, the researcher tried explaining difficult words rather than translating them directly. Then the researcher asked some students to write the answers of task 1 on the white board. After that she discussed them with the whole class as shown in these situations.

*“Miss ini udah bener belum?” Dhimas dan Huda meminta guru untuk mengoreksi jawaban. “Heem..ini ada yang kebalik dwarves sama an elf. An elf, berarti elf nya ada berapa? , 1 jawab Dhimas. “Iya, berarti pilih yang 1 jangan yang 3”. “Bedanya apa Miss Elf sama Dwarf? tanya Huda. An elf has pointed ears (while pointing her ear) kayak yang di film Lord of The ring, Harry Potter” itu lho. Karena Dhimas dan Huda masih terlihat bingung, guru menggambar ‘pointed ears’ di kertas. (“Is this right?” Dhimas dan Huda asked the researcher to check on the answers. “Heem ... you’ve mistaken dwarves for an elf. An elf, so how many elf is it? , 1 Dhimas replied. “That’s right. you’d better choose ... which one, j or b?” “J”, he replied again. “Actually what’s the difference between dwarf and elf?” Huda wondered. An elf has pointed ears (pointing her ear), like in Lord of The ring, Harry Potter” movies. Since they seemed confused, the researcher drew ‘a pointed ear’ on the paper. They finally understood.)*

Field Note 5 – Appendix C



The researcher made the students practice pronunciation by reading aloud the input text and repeated the words that they had learned previously in the vocabulary activity after her. They repeated the words 2 to 3 times. For difficult words, the researcher spoke more slowly to make it easier for students to copy them. Beside the researcher herself as a model, she used Cambridge Advanced Learner's Dictionary installed on her laptop. The students looked more enthusiastic in practicing pronunciation. Some students asked how to pronounce certain words which came to their minds like 'upon' and 'once'. This was captured in the following extract.

*Setelah selesai R dan siswa mencocokkan kata-kata dan gambar bersama-sama. Lalu mereka berlatih mengucapkan kata-kata dari vocabulary activity dan beberapa kata dari input text 'Beauty and the Beast' menggunakan kamus Cambridge yang ditampilkan menggunakan LCD. Siswa tampak sangat bersemangat. Beberapa siswa bertanya 'Miss Upon itu gimana ngomongnya? Kalau Once?'*

(After that, the researcher and students matched the words with the pictures together. Then they practiced pronouncing of the words from the vocabulary activity and some words from the input text 'Beauty and the Beast' using Cambridge Dictionary displayed using LCD. They were so excited. Some students asked 'Miss how we pronounced upon? How about once?')

Field Note 5 – Appendix C

Grammar practice was done also in the first meeting. The students worked in groups of four to make some necessary changes with the underlined words from Little Red Riding Hood story. The students did the task well as they could easily look up the past forms of the verbs in the list of irregular verbs that the researcher gave previously. Still, there were some students who depended on the researcher a lot in doing the task. Once the students had finished the task, they moved on to the next activity.

### e) Giving feedback on the students' performances

The researcher provided students with feedback when they made mistakes or showed improvement. When she gave direct feedback, sometimes she spoke loudly so that the other students could learn from their friends' mistakes. She kept in her mind to give feedback in a positive manner so it did not hurt students' feelings. In addition, she tried to affirm their talents first to strengthen students' self-esteem and motivation.

*"Dinisha pronunciationnya bagus ya tapi lain kali jangan cuma dibaca komiknya, try to use you own words."*

*("Dinisha, your pronunciation is good but next time do not only read the comic strip aloud, try to use your own words.")*

Field Note 6– Appendix C

Sometimes, rather than telling the students that they were wrong, the researcher gave indirect feedback to them. She provided a model answer as follows.

*R lalu menunjuk Lolyta, "Do you ever told a story to anyone, your friends may be?" "Yes... Rapunzel Miss", jawab Lolyta. "What's the story about?", tanya R. "About ... a very beautiful girl, she has long hair". "O ... so that's about a very beautiful girl and she has a long hair?"*

*(R then called on Lolyta, "Did you ever told a story to anyone, your friends may be? "Yes ... Rapunzel Miss", Lolyta answered. "What's the story about?" Asked R. "About ... a very beautiful girl, she has long hair". "O ... so that's about a very beautiful girl and she has a long hair.")*

Field Note 5 – Appendix C

The feedback given led to better performances. The students made fewer grammatical mistakes and mispronunciations, and started to develop good speaking habit. They also gained more confidence as they improved their performances. They also gave feedback to each other when they worked in groups.

#### **f) Giving handouts as daily materials**

Similar to what happened to cycle 1, the researcher gave a handout for each student in every meeting. Having the handouts, the students did not need to copy everything down. They only needed to take additional notes to cover what was not in the handouts so they could focus their attention to the researcher's explanation. Reflecting on the previous cycle that some students often forgot or lost their handouts, the researcher provided extra copies so that those students did not need to go outside to copy the handouts. As usual, the handout was made attractive with a lot of pictures.

*R menanyakan PR, "Homeworknya sudah dikerjakan?" "Miss, ketelingsut kertasnya, kalau saya fotokopi sekarang boleh Miss?" tanya Dava. "Bentar ... nggak usah foto kopi Miss kasih aja." R menawarkan.*

(R asked, "Have you done the homework?" "Miss, I lost the handout, can I copy it right now?" Dava asked. "Wait a minute ... you don't have to do that, I'll give you mine." she offered

Field Note 6 – Appendix C

#### **g) Giving Tangible Rewards**

The researcher did not only give sincere praises as a way to appreciate students' efforts but she also gave tangible reward as another way to reward them. Whenever the students did a good job, they got a smiling face sticker that could be exchanged with prizes prepared by the researcher at the end of the meetings. This action could encourage students, especially the reluctant ones. They became self-motivated to be actively involved in the speaking practices. Besides, the students who felt that their efforts were valued by others were likely to continue those efforts. However, some students who had not gotten any stickers asked the researcher to give them freely. But the researcher did not do that. Instead, she

created more opportunities for them to be actively involved in the speaking activities as captured in the following vignette.

Beberapa orang murid yang belum mendapatkan smiley face stickers memohon ke R untuk memberikannya secara cuma-cuma, “Miss Minta smile nya ,belum dapat.” “Udah latihan task 4 sama temennya?” R bertanya. Seorang murid menjawab, “Udah.” “Oke coba Miss mau dengerin, nanti Miss kasih smile.” Seorang murid menjawab, “Okee Miss, 2 ya Miss.” “Yaaa kita liat dulu hehe,” kata R.”

(Some students who had not gotten the smile emoticons asked the researcher to give them for free, “Miss give me the smile, I have none.” “Have you practiced task 4” R asked. A student answered, “Yes, I have.” “Alright I want to hear it, I’ll give you the smiles later.” A student replied, “Okee Miss, I want 2 smiles.” “Let’s see then,” said R.)

Field Note 6– Appendix C

### 3. Reflection

#### a) Using Comic Strips in the Teaching and Learning Process of Speaking

Some students said that they like the first comic strip, Little Red Riding Hood, since it was immensely interesting. As for the second comic strip, they felt challenged to arrange jumbled ‘Timun Mas’ comic strip.

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P : “*Kalau Huda suka nggak sih aktivitas yang terakhir tadi? Jumbled comic strips ... yang suruh ngurutin itu lho.*” (“Huda ... Do you like the last activity for today? I asked you to arrange jumbled comic strips, remember?”)

S : “*Suka ... mikir soalnya*” (“I like it because it’s challenging.”)

Interview Transcript 15 – Appendix B

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The students enjoyed participating in the classroom activities. Many of them participated actively in the speaking activities by their own free will. At first, some students were not confident in their speaking skills then after getting plenty of chances to practice speaking English using comic strips, they build their confidence gradually. They felt much more confident in telling stories in English

than before. Whenever they were asked to come in front of the class to do speaking activities, she could feel that the students were more enthusiastic while doing the task. It was shown from their facial expressions and body languages. It can also be concluded from the interview transcript below.

- 
- P : *"Terus kalau pakai comic strips suka nggak?"* ("Do you like using comic strips?")
- S : *"Banget"* ("very much")
- P : *"Sukanya kenapa?"* ("why?")
- S : *"Ya ... lebih menarik aja."* ("ya ... it's more interesting.")
- P : *"Ini kan dah 5 meetings, bosen nggak?"* ("It has been 5 meetings, do you feel bored?")
- S : *"Enggak ... nggak bosen."* ("No ... I don't feel bored.")
- ....
- P : *"Kalau speaking sebelum dan sesudah pakai comic strips tu ada bedanya nggak?"*  
 ("Do you feel any differences speaking before and after using comic strips?")
- S : *"Ada ... Lebih enak sekarang pakai comic strips sama jadi lebih PD"*  
 ("Yes ... speaking became more enjoyable. I also became more confident")
- P : *"Jadi lebih termotivasi nggak?"* ("Did you become more motivated?")
- S : *"Iya ... makin semangat aja"* ("Yes ... I was more enthusiastic.")
- 

Interview Transcript 15 – Appendix B

The students liked the comic strips very much but they thought that it would be more interesting if the researcher tried to make her own stories. Using comic strips, comprehending the storyline was much easier as they consisted of pictures. While telling story using comic strips, the students tried to use their own words so their vocabulary was improved. It is proved through the following interview transcripts.

- 
- P : *"Kita kan pakai comic strips nih 5 meetings ini buat belajar speaking. Nah itu gimana sih menurut Alfi?"* ("We have been using comic strips during these past 5 meetings right? So, what's your opinion about it?")
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- 
- S : *“Suka, cuma mendingan bikin cerita sendiri juga. Daripada kayak ngambil-ngambil darimana gitu, bikin cerita sendiri aja pasti lebih seru.”*  
*(“I like it but it would be better to create your own stories. Instead of taking them from somewhere, making them your own will definitely be more interesting.”)*
- P : *“Terus dibandingkan sama dulu sebelum pakai comic strips, jadi lebih pd nggak speakingnya sekarang?”* (*“Compared to before, do you have more confidence to speak now?”*)
- S : *“Masih takut salah ngomong gitu sih ... tapi ya udah jadi lebih termotivasi buat belajar bahasa Inggris, soalnya dulu juga nggak begitu suka banget.”* (*“I am still afraid of making mistakes while speaking ... but now I am more motivated to learn English since I do not really like it before.”*)
- P : *“Terus ... ada peningkatan nggak kemampuan speaking Alfi setelah pakai comic strips?”*  
*(“Next ... is there any progress on your speaking after using comic strips?”)*
- S : *“Ya ... comic strips ada gambarnya sih jadi kita jadi lebih bisa ngira-ngira ini tu kayak gimana dari gambarnya itu. Kita tuh belajar kayak buat kata-kata sendiri walaupun mungkin itu nggak sama kayak yang asli ... ya lebih berkembang aja sih kata-katanya juga.”* (*“Yes ... comic strips have pictures so we can tell what’s going from them. We learn to make our own words though they might be different with the real ones ... our vocabularies are also well-developed.”*)
- P : *“Jadi lebih membantu memahami text sama ngembangin vocab ya?”* (*So it helps you to comprehend the text and enrich your vocabulary, isn’t it?*)
- S : *“Iya”* (*“yes, it is”*)
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Interview Transcript 16 – Appendix B

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- 
- P : *“Iya Bu, menurut Ibu aktivitas yang terakhir tadi, menyusun jumbled Timun Mas comic strip itu gimana?”* (*“Ma’am, what is your opinion about the last activity, arranging jumbled comic strips?”*)
- GBI : *“Bagus ... menarik aktivitasnya. Karena menyusun itu, siswa jadi lebih paham ceritanya to Mbak.”* (*“That’s good. By doing that, students can comprehend the story better, right?”*)
- P : *“Iya Bu”* (*That’s right ma’am*)  
*“Sebenarnya sebelum menyusun komiknya itu saya maunya siswa mendeskripsikan panel komik yang mereka dapat dulu ke temannya. Jadi harusnya panel yang mereka dapat jangan dikasih lihat dulu ke temannya sebelum urutan nya ditentukan.”* (*“Actually, before arranging the jumbled comic strip, I want the students to describe the panels of the comic strip they got to their friends first. So they shouldn’t show them to their friends before arriving at an order.”*)
- GBI : *“Ya bagus sebenarnya itu ... tapi kalau seperti itu kelihatannya masih susah. buat siswa Mbak. Jadi tidak dideskripsikan dulu ya tidak apa-*

- 
- apa. ("That's actually a good idea ... but it seems to difficult for students. Therefore, **not describing the panels first is fine.**")
- P : "O... gitu ya Bu." ("I see ma'am")

Interview Transcript 19 – Appendix B

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### b) Establishing Rapport

This action had many positive effects. It motivated students to pay more attention in class and follow the researcher's explanation. But, the researcher needed not only be friendly but also firm. If there were too many disruptive behaviors in the classroom, she stopped the teaching for a while to remind them.

### c) Conducting Pre-Communicative Activities

After conducting pre-communicative activities, students seemed more ready for communicative activities. They used varied vocabularies while speaking, made fewer grammatical mistakes especially related to the use of past tense, and improved their pronunciation. About students' pronunciation, though most of them could not actually pronounce some words well, they at least knew how those words should be pronounced and tried making self-correction. The students were also more enthusiastic in learning pronunciation using Cambridge Advanced Learner's Dictionary as it was new for them.

- 
- GBI : "*Tadi siswa belajar pronunciationnya pakai kamus apa itu Mbak?*" ("What dictionary did the students use to learn pronunciation?")
- P : "*O ... itu Cambridge Bu. Kelihatannya anak-anak itu lebih senang kalau belajar pronunciationnya pakai kamus itu.*" ("O... that's Cambridge ma'am. It seemed that the **students preferred to learn pronunciation using the dictionary.**")
- GBI : "*Ya itu Mbak, karena tidak biasa dan belum pernah sebelumnya jadi siswa antusias.* (Since **that's extraordinary and new for students**, they were enthusiastic.)"
- P : "*Jadi gitu ya Bu, kalau menurut ibu anak-anak pronunciationnya gimana ada perubahan atau tidak?*" ("So that's how it is, how do you feel about students' pronunciation, is there any improvement?")

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GBI : “*Siswa sudah lebih baik ya saat membaca dan berbicara.*” (“**The students did better when reading and speaking.**”)

Interview Transcript 19 – Appendix B

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#### d) Giving feedback on the students’ performances

Giving feedback improved students’ performances. The students made even fewer grammatical mistakes. They become more knowledgeable about past tense. In addition, they had come to remember which verbs belong to regular or irregular. Moreover, they made fewer mispronunciations as stated by the teacher in the following interview transcript.

---

P : “... *Kalau menurut ibu pengaruh feedback yang saya berikan apa ke siswa?* (“In your opinion, what’s the influence of feedback that I gave for students?”)

GBI : “... *pengaruhnya ke pronunciationnya itu ... ke grammar. Anak anak jadi lebih tau kan masalah past tense?* (“The influence is on **their pronunciation and grammar**. Students become **more knowledgeable about past tense**, right?”)

P : “*Iya Bu ... walaupun banyak yang masih lupa kalau tidak lihat list yang saya kasih kemarin itu.*” (“Yes ma’am, though **they often forget** if they do not read the list I gave them before.”)

GBI : “*Ya kalau irregular verbs kan banyak sekali kan ya Mbak. Mengingat itu kan juga perlu waktu. Sudah cukup bagus itu kalau mereka bisa ingat yang regular verbs yang mana, yang irregular yang mana.*” (“There are so many irregular verbs in English. Remembering something also needs time. **It’s good enough if they can remember which ones belong to regular verbs, which ones belong to irregular verbs.**”)

Interview Transcript 19 – Appendix B

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But, sometimes negative feedback led to a negative class atmosphere so the researcher was very cautious in how she responded to errors and mistakes. Giving a model answer was a good way to correct errors without embarrassing any of the students. Besides, she made sure not to let the students down by mentioning both



their strong and weak points. When their performances were weak, the researcher told them that she believed they could improve.

#### e) Giving handouts as daily material

Giving handout in every meeting helped students a lot. It saved time so that the time left could be used for another activity. With the handout in everyone's hand, the students could focus on the researcher's explanations and doing the tasks. They rarely asked random questions like 'what page?' or 'Which task?' to the researcher or other students. Nevertheless, there were always one or two students who lost their handouts. Preparing extra handouts was helpful as students did not need to go outside to make the copies. It was revealed through the students' voices as follows.

- 
- P : *"Kalau handouts yang saya berikan itu membantu nggak menurut Ibu? (Did the handouts help?)"*
- GBI : *"Membantu sekali. Materi, tugas sudah ada di handout semua . Siswa juga jarang nanya nanya lagi halaman berapa, yang mana dan lain lain (**"It such a great help.** The materials, the tasks were presented in it. Moreover, the students rarely asked about which page, which part and so on."*

Interview Transcript 19 – Appendix B

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- 
- P : *"Nah terus kan ini Miss kasih handouts jadi nggak perlu nyatet lagi, suka nggak?" ("I gave you handouts so you do not have to make notes, do you like them?)"*
- S : *"Suka sih suka tapi cuma mungkin kadang-kadang kita suka kayak teledor naruhnya dimana. Jadi walaupun diselipin dibuku tapi nantikan kayak jatuh atau apa jadi kita nggak punya ganti catetannya. Gak apa-apa, suka sih sebenarnya." (**"I like them but sometimes we put the handouts carelessly.** Though we already put them in the book, they were more likely to fall down so we do not have other notes. It does not really matter, I like them.")*

Interview Transcript 16 – Appendix B

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- P : “Huda ... kan Miss kasih handouts jadi nggak perlu nyatet lagi, nah itu membantu nggak?” (“Huda ... I gave handouts so you do not have to make notes, did they help?”)
- S : “Ya ... cukup membantu, tapi kalau nggak dibaca kan sama aja”. (“Yes, **they were quite helpful** but it would be a waste if we do not read them.”)
- P : “Ya ... makanya dibaca to hehe.” (“That’s why you should read them.”)
- Interview Transcript 15 – Appendix B
- 

#### f) Giving Tangible Rewards

Giving rewards was a great way to encourage students to perform better in speaking practices. Besides praising and smiling to students, the researcher also gave them tangible rewards in the form of smiley face stickers that could be exchanged for prizes from the researcher later. They might be one of the reasons for students to work harder in learning to speak English especially for struggling learners. In addition, the obvious strength of doing this was that it got positive reactions from students. The followings are the interview transcripts that prove them.

- 
- P : “... btw kamu semangat banget hari ini jawab pertanyaannya ... karena Miss kasih smiles ya?” (“Today **you were so excited** in answering the questions ... **Is it because I gave you smiley stickers?**”)
- S : “Iya seneng Missapalagi kalau smilanya dapet banyak. Tapi aku cuma dapet 3, mbok tambahi Miss. (“**I was happy especially when I got many smiles.** But I only got one, please give me more.”)
- P : “Just work harder, okay?”
- Interview Transcript 17 – Appendix B
- 

- 
- P : “Gimana seneng ga dapet kamus.” (“**Are you happy to get the dictionary?**”)
- S : “Bangetttt ... makasih ya Miss.” (“**I am so happy** ... thanks Miss.”)
- P : “Sama-sama” (“you’re welcome.”)
- Interview Transcript 18 – Appendix B
-

Nonetheless, some students who had not gotten the rewards, begged the researcher to give the rewards to them for free. The only thing she could do was creating more opportunities for them to do their best. She asked the students who were hardly active to perform.

Unlike the previous meeting, in the last meeting, the researcher gave the rewards more easily as she wanted the students who were rarely active to try harder. However, it made a student unhappy. In this sense, the researcher got to be careful not to give the rewards so easily because it would only make them seemed meaningless.

- 
- P : *“Lolyta, congratulation ya ... kamu dapet smilenya paling banyak.”*  
 (“Lolyta, congratulation ... you got the most smiley face stickers.”)
- S : *“Iya ... tapi menurut aku smilenya seharusnya tidak dibagi secara rata dan aku mutung atas itu.”* (“That’s right ... but **I think the smiley face stickers shouldn’t be given evenly and I am angry about that.**”)
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Interview Transcript 18 – Appendix B

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As described earlier, this study aimed to improve the speaking skills of grade VIII students of SMP N 15 Yogyakarta through comic strips. Due to the purpose of the research had been achieved through the use of comic strips and the complementary actions, the research team agreed to undertake the actions up to the second cycle. Regarding to the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.

**Table 8: The Change Result of the Improvement of the Action during Cycle 1 and Cycle 2.**

<b>The Actions</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Using comic strips in the teaching and learning process of speaking.	<ul style="list-style-type: none"> <li>• Students could comprehend the texts given more easily.</li> <li>• Students still had</li> </ul>	<ul style="list-style-type: none"> <li>• Students showed more various vocabularies when they spoke.</li> <li>• Students enjoyed</li> </ul>

	<p>difficulties in expressing ideas. They did not know what to say in English as they lacked dictions.</p> <ul style="list-style-type: none"> <li>• Students were more motivated to speak English.</li> <li>• Some students did not participate actively in the classroom activities.</li> <li>• Pictures in the second comic strips were not clear.</li> </ul>	<p>participating in the classroom activities. Many of them participated actively in the speaking activities by their own free will.</p> <ul style="list-style-type: none"> <li>• The blurry pictures were sharper.</li> <li>• The comic strips had more panels.</li> </ul>
Establishing rapport.	<ul style="list-style-type: none"> <li>• Students did not hesitate to ask a lot of questions.</li> <li>• The learning process became more enjoyable.</li> <li>• Some students did not pay attention in class.</li> <li>• Some students did not give active responses to the teacher's instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Students paid more attention in class.</li> <li>• Students gave active responses to the teacher's instruction.</li> </ul>
Conducting pre-communicative activities.	<ul style="list-style-type: none"> <li>• Students were more ready to do communicative activities.</li> <li>• Students' vocabulary mastery was gradually increased.</li> <li>• Majority students started to develop awareness toward their own pronunciations.</li> <li>• Some students were not interested in pronunciation practice.</li> <li>• Students made fewer grammatical mistakes especially related to the use of past tense.</li> <li>• Some students were still struggling to deal with simple past tense especially to differentiate regular and irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students used varied vocabulary while speaking.</li> <li>• Students could differentiate regular and irregular verbs.</li> <li>• Students improved their pronunciation. Though most of them could not actually pronounce some words well, they at least knew how those words should be pronounced and tried making self-correction.</li> <li>• Students were pretty interested in pronunciation practices.</li> </ul>
Giving feedback	<ul style="list-style-type: none"> <li>• This action succeeded improving the students'</li> </ul>	<ul style="list-style-type: none"> <li>• Students' pronunciation and grammar got better.</li> </ul>

on students' performances.	<p>pronunciation and grammar. Although many learners made progress in their pronunciation and grammar, more still needed to work on them.</p> <ul style="list-style-type: none"> <li>• Some students seemed to be over-sensitive about feedback given to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Students started to develop good speaking habit.</li> <li>• Students could accept the feedback better as their good sides were affirmed first.</li> </ul>
Giving handouts as daily materials.	<ul style="list-style-type: none"> <li>• Students could focus their attention completely on the researcher's explanation.</li> <li>• High proficiency students could move on to the next task immediately while waiting for the others who had not completed the task.</li> <li>• Students could bring the handouts home to be studied. When they brought the handouts the next day, most of the students developed greater knowledge about the material in the previous meeting.</li> <li>• Some students forgot to bring the handouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learned the lesson easier and faster.</li> <li>• Those who lost or forgot to bring their handouts got extra copies from the researcher.</li> </ul>
Giving tangible rewards to active students.		<ul style="list-style-type: none"> <li>• Students worked harder in learning to speak English.</li> <li>• Students performed better in speaking practices.</li> <li>• Tangible rewards reinforced students' positive behavior.</li> </ul>

#### **D. Research Findings and Discussion**

The implementation of comic strips in the teaching and learning process of speaking was successful. All students interviewed perceived that the comic strips made learning English fun. Students became more motivated to speak English as they were learning in more enjoyable and interesting ways. They were not shy and

silent anymore. Most of them became more enthusiastic and active. These findings are in line with what have been stated by Gorman, Krashen, and Lyga as cited in Gavigan and Tomasevich (2011: 5). They remark that the visuals in comics make the text less threatening and can help to increase engagement and motivation. Besides, through the use of comic strips, students also visibly made a difference in their comprehension. Before, they felt frustrated to do context guessing and consult a dictionary all the time yet they still missed large portions of the texts given. After using comic strips, when asked, they found it much easier to comprehend them. As stated by Carry (2004: 58), in comics, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible. They offer assistance as the students travel through the text. More than that, students' vocabulary mastery was gradually increased through the use of comic strips as media. They used varied vocabularies while taking part in the speaking activities. Very often, students did not know the meanings of certain words. Previously, most of them would have asked the meanings of those words to the teacher or the researcher but after several chances practicing speaking English using comic strips, they tried to infer the meanings from pictures and context first since comic strips have pictures and contain short conversation in speech bubbles. In relation to this, Csabay (2006: 25) explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily.

In addition, establishing rapport was vital to be done. By the time, students became closer to the researcher and they did not hesitate to ask a lot of questions to her. This action also motivated students to pay more attention in class, give active responses to the teacher's instruction, and involved themselves into classroom activities. More importantly, it increased the students' enjoyment of the subject being taught.

Next findings of this research were related to the implementation of pre-communicative activities. They were successfully made the students more ready for communicative activities. They used varied vocabularies while speaking, made fewer grammatical mistakes especially related to the use of past tense, and improved their pronunciation. About students' pronunciation, though most of them could not actually pronounce some words well, they at least knew how those words should be pronounced and tried making self-correction.

Meanwhile, giving feedback resulted in good things. This action succeeded improving the students' pronunciations and grammar. Not only that, they also started to consider other things which were important while speaking English like eye contact and body language. Negative feedback led into a negative class atmosphere so the researcher made sure not to let the students down by affirming their good sides first.

Next, giving handouts in every meeting helped students to concentrate on the teaching and learning process. In addition, it saved time so students had more opportunity for speaking activities. Another good thing about giving handouts for the students was they could bring them home to be studied. When they brought

the handouts the next day, most of the students developed greater knowledge about the materials in the previous meeting. The problem was some students forgot to bring the handouts.

Last but not least, giving rewards got a positive reaction from students. Besides praising and smiley to students, the researcher also gave them tangible rewards in the form of smiley face stickers. Doing this made struggling learners were willing to work harder in learning to speak English.

The research findings were inferred from the qualitative data gathered during the research. The qualitative data were from the observation of teaching and learning process, interviews with the collaborators and the students. Besides, the improvements of the students' speaking skills were also revealed from the quantitative data which were derived from the students' speaking scores in the pre-test and post-test. The students' speaking skills improved in five aspects of speaking which are fluency, comprehension, pronunciation, grammar, and vocabulary. The general findings of the students' mean score in pre-test and post-test are presented in the table below.

**Table 9: The Students' Mean Scores in the Pre-Test and Post Test**

	Pre-Test	Post-Test	Gain score
Mean Score	10.87	12.97	<b>2.10</b>

Table 9 shows that the mean score of post-test is higher than the mean score of pre-test. The gain score of the students' speaking ability is 2.10 showing that there is an improvement of students' speaking skills.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter discusses the information about the conclusion of the research, implication, and suggestion. The explanation of each point will be presented as follows.

#### **A. Conclusion**

This research was conducted at the grade VIII F of SMP Negeri 15 Yogyakarta. The aim of the research was to improve the students' speaking skills through the use of comic strips. Based on the discussions in the previous chapter, it can be concluded 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. The actions were implemented in two cycles. Cycle 1 was conducted in three meetings and cycle 2 was conducted in two meetings. In formulating the result, the researcher gained two kinds of data in this research: qualitative and quantitative data. The qualitative data were summarized as follows.

In cycle 1 the researcher implemented a main action and 4 accompanying actions: using comic strips in the teaching and learning process of speaking, establishing rapport, conducting pre-communicative activities, giving feedback on students' performances, and giving handouts as daily materials. From the observations and interviews, it was found that the use of comic strips aroused the students' interest and made them more motivated to speak English. Through the use of comic strips, the students also visibly made a difference in their

comprehension. Before, they felt frustrated to do context guessing and consult a dictionary all the time yet they still missed large portions of the texts given. After using comic strips, when asked, they found it much easier to comprehend them.

In Cycle 2, she implemented the same actions as cycle 1 with some improvements and 1 additional action that is giving tangible rewards for active students. It was revealed that students became more and more motivated to Learn English. They enjoyed participating in the classroom activities. More than that, students' vocabulary mastery was gradually increased through the use of comic strips as media. They showed more various vocabulary while taking part in the speaking activities. Very often, students did not know the meanings of certain words. Previously, most of them would have asked the meanings of those words to the teacher or the researcher but after several chances to practice speaking English using comic strips, they tried to infer the meanings from pictures and context first since comic strips have pictures and contain of short conversation in bubbles of speech.

Those qualitative data were supported by the quantitative data. The students' scores indicate the improvement of their speaking skills. The score were gained from the pre-test and post-test. The mean scores increased from 10.87 to 12.97. This shows that the use of comic strips was successful in improving the students' speaking skills.

## **B. Implications**

From the findings of the research some implications can be drawn as follows.

1. The implementation of comic strips was successful to improve the speaking skills of grade VIII students of SMP N 15 Yogyakarta. The students made visible progress on their comprehension and vocabulary. Moreover, through various activities using comic strips, students were able to learn to speak English in an enjoyable way. Thus they became more motivated to speak English. It implies that using comic strips as media to teach speaking are very beneficial.
2. Establishing rapport motivated the students to pay more attention in class and give active response to the researcher's instruction. The students also did not hesitate to ask a lot of questions to the researcher. Moreover, it increased students' enjoyment of the subject being taught. This implies that establishing rapport is successful to make teaching and learning process more effective.
3. Pre-communicative activities made the students more prepared for communicative activities. They used varied vocabulary while speaking, made fewer grammatical mistakes especially related to the use of past tense, and improved their pronunciation. It implies that conducting pre-communicative activities are important if the students are not ready for communicative activities yet.

4. Feedback made the students aware of their mistakes so they were more likely to do self-correction. Giving feedback did not only improve the students' speaking skills on some ways but also their gestures. It implies that giving feedback results in good things.
5. Giving handouts made students focused their attention completely on the researcher's explanation. This implies that handout is needed in teaching and learning process.
6. Giving rewards made students became self-motivated to be actively involved in the speaking practices. It implies that this action is effective to encourage students to perform better in speaking practices.

### **C. Suggestions**

With regards to this research, the researcher proposes some suggestions for the students, the English teacher, and other researchers as follows.

#### **1. To Students**

To learn to speak English, the students of class VIII F of SMP N 15 Yogyakarta should grab every opportunities created by the teacher. In other words, they should practice their speaking a lot in the classroom. Not only kept silent, day dreaming or do something else in the classroom. Practice, practice, and more practice will help to overcome their problems in speaking English. They should also maintain a positive attitude toward English and enjoy every little achievement they have made. This way, learning English will be easier.

## 2. To English teachers

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

It's also important for the teacher to improve the teaching and learning process of speaking. One of the ways is using various media. Comic strips can be good choices since they have many benefits. These days, they can be found in newspapers, magazines, or online as well. The teacher can find ones that suitable for students or adapt them so they will suit the students' needs better. They can also make their own comic strips or ask the students to do it.

## 3. To other researchers

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

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# APPENDICES



# **APPENDIX A**

## **Interview Guidelines and Observation Form**

### **Interview Guidelines**

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

#### **1. In the Reconnaissance Process**

Interviewee: English teacher

Questions:

- 1) Dapatkah Ibu jelaskan bagaimana proses belajar mengajar di kelas yang ibu ampu?
- 2) Bagaimana kemampuan speaking siswa kelas VIII?
- 3) Kendala apa saja yang ibu hadapi dalam mengajar speaking? Kendala apa yang paling sulit untuk diatasi?
- 4) Apa yang ibu lakukan untuk mengatasi kendala atau masalah tersebut?
- 5) Media apa yang biasa Ibu gunakan untuk mengajar speaking?
- 6) Aktivitas apa yang biasa dilakukan ketika siswa belajar speaking?

Interviewee: students

- 1) Menurut Adik apakah belajar bahasa Inggris sulit?
- 2) Kesulitan apa yang adik hadapi dalam belajar speaking?
- 3) Apa yang Adik lakukan untuk mengatasi kesulitan tersebut?
- 4) Apakah Ibu guru yang selalu menjadi contoh ketika mengucapkan kata/ melakukan percakapan?
- 5) Media apa yang biasa digunakan Ibu guru ketika speaking?
- 6) Adakah media yang ingin adik gunakan ketika belajar speaking?
- 7) Aktivitas apa yang biasa dilakukan ketika belajar speaking?

#### **2. During the Implementation of the Actions**

Cycle 1

Interviewee: English teacher

Questions:

- 1) Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle 1?
- 2) Apa saja kekurangan di cycle 1 yang perlu diatasi?
- 3) Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
- 4) Apa saran Ibu untuk cycle berikutnya?

Interviewee: Students

- 1) Bagaimana pendapat Adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah Adik menyukai belajar bahasa Inggris terutama speaking dengan menggunakan comic strips? Mengapa?
- 3) Apakah comic strips membantu kamu dalam belajar speaking? Mengapa?
- 4) Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan bahasa Inggris terutama speaking dengan menggunakan comic strips?

Cycle 2

Interviewee: English teacher

Questions:

- 1) Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle 1?
- 2) Apa saja kekurangan yang ada di cycle ini?
- 3) Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
- 4) Apa saran Ibu untuk kegiatan selama ini?

Interviewee: Students

- 1) Bagaimana pendapat Adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah Adik menyukai belajar bahasa Inggris terutama speaking dengan menggunakan comic strips? Mengapa?
- 3) Apakah comic strips membantu kamu dalam belajar speaking? Mengapa?
- 4) Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan bahasa Inggris terutama speaking dengan menggunakan comic strips?
- 5) Kesan apa yang kamu dapat di kegiatan ini?

**Teacher Observation Form: Observing Other Teachers**  
**(Adopted from Brown, 2001: 432-434)**

*Check (√) each item in the column that most clearly represents your evaluation:  
 4= excellent, 3= above average, 1=unsatisfactory, N/A= not applicable. You may  
 also write comments next to the evaluation column.*

**A. Preparation**

No.	Aspek	4	3	2	1	N/A	Comments
1	The teacher was well-prepared and well-organized in class.						
2	The lesson reviewed material and looked ahead to new material.						
3	The prepared goals/objectives were apparent.						

**B. Presentation**

No.	Aspek	4	3	2	1	N/A	Comments
4	The class material was explained in an understandable way.						
5	The lesson was smooth, sequenced, and logical.						
6	The lesson was well-paced.						
7	Directions were clear and concise and students were able to carry them out.						
8	Material was presented at the students' level of comprehension.						
9	An appropriate percentage of the class was student production of the language.						
10	The teacher answered questions carefully and satisfactorily.						
11	The method(s) was (were) appropriate to the age and ability.						
12	The teacher knew when the students had trouble understanding.						
13	The teacher showed an interest in, and enthusiasm for, the subject taught.						

### C. Execution/Methods

No.	Aspek	4	3	2	1	N/A	Comments
14	There were balance and variety in activities during the lesson.						
15	The teacher was able to adapt to unanticipated situations.						
16	The material was reinforced.						
17	The teacher moved around the class and made eye contact.						
18	The teacher knew students' names.						
19	The teacher positively reinforced the students.						
20	Student responses were effectively elicited (i.e., the order in which the students were called on).						
21	Examples and illustrations were used effectively.						
22	Instructional aids or resource material was used effectively.						
23	Drills were used and presented effectively.						
24	Structures were taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences.						
25	Error perception.						
26	Appropriate error correction.						

### D. Personal Characteristics

No.	Aspek	4	3	2	1	N/A	Comments
27	Patience in eliciting responses.						
28	Clarity, tone, and audibility of voice.						
29	Personal appearance.						
30	Initiative, resourcefulness, and creativity.						
31	Pronunciation, intonation, fluency, and appropriate and acceptable use of language.						

**E. Teacher/Student Interaction**

No.	Aspek	4	3	2	1	N/A	Comments
32	Teacher encouraged and assured full student participation in class.						
33	The class felt free to ask questions, to disagree, or to express their own ideas.						
34	The teacher was able to control and direct the class.						
35	The students were attentive and involved.						
36	The students were comfortable and relaxed, even during intense intellectual activity.						
37	The students were treated fairly, impartially, and with respect.						
38	The students were encouraged to do their best.						
39	The teacher was relaxed and matter-of-fact in voice and manner.						
40	The teacher was aware of individual and group needs.						
41	Digressions were used positively and not overused.						

Yogyakarta, January 2014  
Observer,

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### **Interview Transcript 1**

**Hari, Tanggal:** Selasa, 29 Oktober 2013

**Place** : Ruang TU

**Responden** : WK (Wakasek Kurikulum)  
P (Peneliti)

P: "Selamat siang, Pak."

WK: "Siang ... duduk dulu Mbak."

P: "Nggih matur nuwun Pak."

WK: "Ada yang bisa dibantu?"

P: "Begini Pak, saya mau minta ijin penelitian untuk skripsi saya. Mau penelitian di kelas apa Mbak?"

P: "Saya rencananya mau ambil kelas VIII Pak."

WK: "Kalau gitu coba hubungi Pak Muji yang ngampu kelas VIII."

P: "Lho bukannya Bu Daruning ya Pak?"

WK: "Sebentar saya lihat dulu ya, soalnya saya juga tidak begitu hapal. Iya ternyata kelas VIII itu Ibu Daruning dan Ibu Lut."

P: "Nggih Pak, coba nanti saya matur ke Ibunya."

WK: "Iya, tapi kalau mau ke sini jangan hari Sabtu ya?"

P: "Lha kenapa Pak?"

WK: "Kalau hari Sabtu di sini biasanya sibuk Mbak. Ini besok mau dipakai buat persiapan tes CPNS."

P: "O ... iya Pak. Jadi lebih baik selain hari itu ya Pak? Kalau gitu saya mau ke kantorcari Ibunya dulu ya Pak."

WK: "Iya mejanya yang dekat pintu ya...No 2, di belakang ibu Lut."

P: "Iya Pak, terima kasih."

WK: "Ya sama-sama."

### **Interview Transcript 2**

**Hari, Tanggal:** Selasa, 29 Oktober 2013

**Place** : Ruang Guru

**Responden** : P (Peneliti)

GBI (Guru Bahasa Inggris)

P: "Permisi ... maaf mengganggu Bu, saya Renyta dari jurusan Pendidikan Bahasa Inggris UNY. Bu, tadi kan saya sudah matur pak Heri, minta ijin penelitian untuk skripsi saya, nah ini tadi Bapaknya sudah mengizinkan dan ngendika untuk ketemu Ibu dulu. Saya rencananya mau ambil data di kelas yang Ibu ampu, boleh Bu?"

GBI: "Boleh ... silakan saja."

P: "Kalau di kelas A atau B bisa Bu?"

GBI: "Kalau kelas A atau B yang mengampu itu Ibu Lut. Saya kelas C, D, E, F, G. Mau kelas yang mana ini? Apa mau sama Ibu Lut?"

P: "Ndak Bu, saya sama Ibu saja ya Bu. Kalau gitu kelas apa saja Bu asal waktunya memungkinkan."

GBI: "Gimana kalau kelas F saja hari Jumat saya ngajar, kalau kelas D hari Sabtu. Nah kalau hari Sabtu di sini repot Mbak banyak kegiatan."

P: "Iya Bu, tadi kata pak Heri juga begitu." Bu, sebelumnya saya mau lihat kegiatan belajar mengajar di kelas ... mau observasi dulu."

GBI: "O ...bisa. Mau kapan?"

P: "Secepatnya Bu ...."

GBI: "Hari Jum'at bisa?"

P: "Bisa ... bisa banget Bu"

GBI: "Jam ke 5 -6 ya."

P: "Ya Bu. Bu ... kalau Ibu ada waktu saya boleh tanya-tanya sebentar? Ini lho Bu, tentang siswa."

GBI: "Boleh... duduk sini Mbak."

P: "Kalau dari keempat skills: listening, speaking, reading, writing, anak-anak paling mengalami kesulitan itu skill yang mana Bu?"

GBI: "Lha yang productive itu tho Mbak...."

P: "Jadi speaking sama writing ya Bu? Kalau listening sama reading berarti sudah pada bisa Bu?"

GBI: "Ya... itu juga masih susah. Yang kelas 9 saja masih susah readingnya. Makanya anak-anak saya drill teks ... soal-soal terus Mbak dari sekarang. UAN kan banyak readingnya, speaking ada tapi buat UAS jadi saya fokus ke reading. Kalau listening kadang-kadang saja, kalau writing lumayan sering. Kan soal-soal UAN biasanya disuruh menyusun jumbled sentences. Terus kalau belajar baca pengumuman misalnya nanti setelah itu anak-anak menulis."

P: "O...Jadi karena tuntutan UAN ibu lebih fokus ke reading itu ya Bu? Bu ... Ibu kansemester lalu sudah ngajar recount ya Bu? Kalau Ibu lihat kemampuan anak-anak speaking recount bagaimana Bu?"

GBI: "Speaking recount malah belum saya Mbak. Speaking jarang paling cuma dialog-dialog ... percakapan, bikin dialog terus nanti maju. Kalau di sini itu ya Mbak ... memang speakingnya masih kurang. Seperti yang saya bilang tadi... mau gimana lagi UAN berat lho Mbak. Terutama Narrative dan Report itu ... pada belum paham ... vocabularynya kurang"

P: "Nggih Bu...jadi vocabulary building itu perlu banget ya Bu?"

GBI: "Iya ... tapi kalau ngajar vocabulary nggak pakai konteks gitu bisa nggak to Mbak? Anak-anak itu biasanya saya kasih kata-kata sama artinya nanti mereka hafalkan.?"

P: "Setahu saya sih lebih baik pakai konteks Bu...satu kata kan artinya kadang bisa macem-macem. Kalau pakai konteks nanti jadinya kan anak-anak itu bisa menghubungkan kata-kata dengan konteks tertentu sama kalau mau recall nantinya jadi lebih mudah gitu bu hehe. O ... iya kalau media yang biasa ibu pakai apa Bu?"

GBI: "Media...kemarin saya ngajar descriptive pakai gambar samaLCD."

P: "Kalau di sini LCD cuma ada di ruang AVA ya BU?"

GBI: "Oh...sekarang LCD sudah dipasang di setiap kelas."

P: "Alhamdulillah...misal mau kasih model ke anak-anak kalau pakai video kan lebih autentik ya Bu? Ibu sering pakai video Bu buat ngajar?"

GBI: "Tidak tu Mbak."

P: "Kalau Ibu pakainya buku apa di kelas? BSE ya?"

GBI: "Iya"



P: "BSE nya Pak Joko Priyana itu ya Bu?"  
 GBI: "Iya...sama English on...."  
 P: "English on Sky?"  
 GBI: "Satunya lagi apa itu? English... on Focus."  
 P: "O...iya...Pak Artono Wardiman ya Bu?"  
 GBI: "Iya. Tapi kok saya kurang begitu suka to Mbak."  
 P: "Lha kenapa Bu?"  
 GBI: "Kurang kreatif...bosen. Makanya kadang anak-anak saya kasih handout."  
 P: "O ... gitu ya Bu. Anak-anak juga pakai LKS Bu?"  
 GBI: "Enggak... tidak pakai LKS sekarang."  
 P: "Jadi BSE aja ya Bu? Kalau gitu setiap anak wajib beli Bu?"  
 GBI: "Tidak...kan dipinjami perpustakaan."  
 P: "Wuihhh ...malah enak itu Bu."  
 GBI: "Ya iya noh."  
 P: "Bu ... Kalau besok saya observasinya waktu Ibu ngajar speaking kira-kira bisa nggak ya?"  
 GBI: "Bisa sih Mbak ... tapi coba nanti saya kabari lagi. Sms saya ya nanti."  
 P: "Iya Bu ... Kalau gitu saya pamit ya Bu, terima kasih waktunya."  
 GBI: "Ya"

### **Interview Transcript 3**

***Hari, Tanggal: Jum'at, 1 November 2013***

***Place : Ruang Guru***

***Responden : P (Peneliti)***

***S1 (Siswa 1)***

***S2 (Siswa 2)***

***S3 (Siswa 3)***

P: "Your name please."  
 S1: "My name is Huda."  
 S2: "Rico"  
 S3: "Gustav"  
 P: "Suka bahasa Inggris nggak?"  
 S1: "Lumayan"  
 R: "Kalau di antara listening, reading, writing, speaking, paling susah yang mana?"  
 S1: "Paling susah speaking."  
 P: "Kenapa?"  
 S1: "Ya ... susah aja."  
 P: "Terus... kalau dah tau speaking susah, gimana usahanya biar speakingnya improved gitu?"  
 S1: "Ya ... belajar speaking."  
 P: "Yang bener nih? Hehe."  
 S1: "Bener Miss ... kadang sama ibuk ditanya-tanya."  
 P: "O ... ibunya guru bahasa Inggris po?"  
 S1: "Ya enggak ... suka bahasa Inggris aja."  
 P: "Terus... kalau speaking tu penting nggak sih?"

S1: *"Penting ... penting"*  
P: *"Pengen lancar ngomong bahasa Inggris?"*  
S1: *"Pengen"*  
P: *Katanya pengen lancar tapi tadi disuruh maju kok nggak ada yang mau maju?*  
S1: *Ya nggak apa-apa.*  
S3: *Belum siap ... nanti kalau banyak salahnya malah nilainya dikurangi.*  
P: *Yaaa ... belajar tu yang penting bukan cuma nilainya tapi prosesnya dek.*  
S3: *Tapi kan pengen dapet nilai bagus Mbak.*  
P: *Iya sih. Banyak latihan ... nanti lama-lama pinter. Kalau Rico, tadi kenapa nggak mau maju speaking?*  
S2: *Takut salah.*  
P: *Ya nggak apa-apa salah, kan masih belajar.*  
S3: *Diketawain Mbak...*  
P: *Sama?*  
S2: *Ya itu sama temen-temen.*  
P: *O ... tapi kalau ibunya suka marahin nggak kalau salah?*  
S2: *Ya enggak ...*  
P: *Berarti tadi ibunya marah karena memang kalian nih yang rame.*  
S3: *Iya tapi kadang juga dimarahin kalau nggak bisa-bisa.*  
P: *Iya po Huda?*  
S1: *Ya kadang dimarahin biar kita bisa ... biar bener.*  
P: *"Nah kalau menurut kalian ibunya ngajarnya enak nggak sih Dek?"*  
S2: *Asik ... asik ....*  
S3: *Seru ....*  
S1: *O ... asik ....*  
P: *"Biasanya sama ibunya pakai media nggak?"*  
S1: *"Kalau media jarang"*  
P: *"Pernah pakai gambar katanya?"*  
S1: *"Perrrr ... belum ... kemarin di lab bahasa ya?"*  
S3: *"Belum Mbak"*  
P: *"Biasanya sama ibunya disuruh ngapain?"*  
S3: *"Ketoke jarang speaking."*  
P: *"Kalau Miss kemarin tanya ibunya katanya disuruh bikin dialog-dialog. Nah itu suka nggak?"*  
S1: *"Lumayan"*  
P: *"Sering disuruh kerja kelompok atau berpasangan nggak?"*  
S2 & S3: *"He'e sering"*  
P: *"Kalau speaking paling susah apanya sih? Misal vocabulary, grammar, fluency, atau apa?"*  
S3: *"Kurang vocabularynya mungkin. Kadang mau ngomong nggak tau kata-katanya."*  
S2: *"O gitu ... kalau Rico suka speaking nggak?"*  
S2: *"susah ...."*  
P: *"Tapi pengen lancar?"*  
S2: *"Pengen"*  
P: *"Kalau sama ibunya biasanya speaking disuruh ngapain?"*

S2: "Ibunya ... jarang ngajar speaking, tapi speaking mungkin baca cerita."  
 P: "Speaking baca cerita? Narrative?"  
 S3: "Iya ... narrative, descriptive."  
 P: "Habis dibaca diapain?"  
 S2: "Ya ... disuruh buat teks descriptive"  
 P: "Nulis dong bukan speaking?"  
 S1: "Ya ... nanti ada yang disuruh baca terus buat itu ... descriptive text juga"  
 P: "Tapi itu jadinya nulis bukan speaking hehe."  
 S1: "He ... he ... ya gitulah."  
 P: "Kalau speaking recount belum pernah ya?"  
 S2: "belum"

#### **Interview Transcript 4**

**Hari, Tanggal:** Jum'at, 1 November 2013

**Place** : Ruang Guru

**Responden** : P (Peneliti)  
 S (Siswa)

P: "Missmau tanya-tanya dikit boleh?"  
 S: "Tapi aku nggak bisa bahasa Inggris e ... Mbak."  
 P: "Santai aja...pake bahasa Indonesia kok."  
 S: "Oooh...ya."  
 P: Namanya siapa?  
 S: "Nindi"  
 P: "Ndi, dari keempat skills; listening, reading, writing, speaking, paling susah menurut Nindi yang mana?"  
 S: "Speaking mungkin."  
 P: "Kalau yang lainnya berarti gampang?"  
 S: "Ya enggak juga."  
 P: "Tapi lebih susah speaking ya?"  
 S: "iya...iya."  
 P: "Terus kalau ibunya dikelas ngajarnya gimana?"  
 S: "Enak"  
 P: "Tapi lebih fokus ke reading ya ibunya bilang?"  
 S: "Iya"  
 P: "jarang speaking?"  
 S: "Jarang"  
 P: "Kalau belajar speaking biasanya aktivitasnya apa aja? Sama ibunya disuruh apa?"  
 S: "Enggak pernah og."  
 P: "Tapi katanya dulu disuruh bikin dialog-dialog gitu?"  
 S: "Dialog-dialog? Yang kayak tadi itu."  
 P: "Terus maju?"  
 S: "Maju...maju...sekali aja dulu."  
 P: "Jadi kalau speaking monolog kayak recount sama narrative gitu belum pernah ya?"

S: "Belum ... itu dulu dibaca aja. Lebih kayak ke translate juga. Dikasih tugas-tugas kayak belajar apa sih? Tapi katanya semester 2 ini kan suruh ngapalin verb. Ya mungkin itu nanti dicek satu-satu. Tapi kan ya...baru semester 2 ini."

P: "O...gitu ya, kalau disuruh ibunya translate kayak gitu seneng nggak sih?"

S: "Yaaa ... harus bolak-balik buka kamus itu yang bikin males."

P: "He'e tapi jadi mudeng kan waktu baca teksnya?"

S: "Nranslate nya itu kan kadang ditunjuk satu-satu ... Sering nggak jelas, nggak kedengeran juga."

P: "O ... jadi nggak paham ya kalau kayak gitu?"

S: "He'e"

P: "Kalau media udah pernah pake apa aja?"

S: "LCD"

P: "Di AVA?"

S: "Lab bahasa"

P: "Kalau gambar?"

S: "He...e...gambar...sama yang kayak pengumuman, announcement."

P: "He...e...itu pake apa?"

S: "Pake...itu...ya gitu lah."

P: "He he lupa ya?"

S: "he he"

P: "Kalau buku di sini pakai apa? LKS pakai nggak?"

S: "Itu...English in Focus, dipinjem dari perpustakaan."

P: "Kalau kamus dah punya?"

S: "Punya"

P: "Nggak dibawa tapi?"

S: "Enggak...soalnya itu tebal, gede."

P: "Besok-besok dibawa ya."

### **Interview Transcript 5**

***Hari, Tanggal: Rabu, 6 November 2013***

***Place : Ruang Guru***

***Responden : P (Peneliti)***

***GBI (Guru Bahasa Inggris)***

P: "Bu ...waktu observasi kemarin saya lihat anak-anak speakingnya masih kurang, jadi kalau saya mau improve speaking skillsnya gimana Bu?"

GBI: "Ya ...silakan saja. Di sini tu masih belum begitu bisa Mbak kalau ikut lomba speaking."

P: "Lomba? Kayak speech sama storytelling yaBu?"

GBI: "Iya...Jadi kalau mau speaking ya tidak apa-apa walaupun sebenarnya saya lebih ke reading...buat persiapan UAN. Ya...nggak apa-apa, masih kelas 8 kan ya?"

P: "Nggih Bu...terus kalau saya mau pakai media comic strips gimana bu?"

GBI: "Komik?"

P: "Iya...ini Bu contohnya."

GBI: "Wah ... ini sepertinya anak-anak tertarik."

P: "Itu saya gambar sendiri lho Bu hehe."

GBI: “Wahkok pinter, bagus ... bagus. Ya silakan saja pakai ini, besok sebelum ngajar ketemu saya dulu ya.”

P: “Ya Bu”

### **Interview Transcript 6**

***Hari, Tanggal: Rabu, 15 Januari 2014***

***Place : Ruang Guru***

***Responden : P (Peneliti)***

***GBI (Guru Bahasa Inggris)***

*[Pukul 8.30 P datang ke sekolah menemui GBI setelah sebelumnya membuat janji lewat sms.]*

P: “Permisi Bu”

GBI: “Kok basah semua.?Nggak bawa jas hujan ya?”

P: “Bawa Bu, tapi tadi di tengah jalan tiba-tiba hujan deres mau berhenti nanggung sudah mau sampai sekolah hehe. Jadwalnya sudah ada belum ya Bu?”

GBI: “Sudah...sebentar saya ambikan jadwal dulu ya. Duduk di situ dulu Mbak.”

P: “Iya Bu.”

GBI: “Waduh... jadwalnya ketelingsut tu Mbak .Saya taruh mana ya?Tapi itu ada yang ditempel di dinding, sebentar saya lihat dulu.Dulu observasi di kelas F ya?”

P: “Iya.”

GBI: “Kelas F itu hari Selasa jam 5-6 dan hari Jumat jam 4-5. Sudah tau belum jam berapa itu?”

P: “Belum... satu jam 35 menit kan Bu?”

GBI: “Bukan...40 menit , nanti di awal anak-anak tadarusan dulu 15 menit.

P: O... sekarang ada tadarus ya Bu? Berarti jam 5-6 itu jam 10.10-11.30 kalau jam 4-5 jam 09.30 -10.10?”

GBI: “Iya”

P: “Bu ini RPP samacomic strips yang saya bilang kemarin.”

GBI: “Buat lagi ya? Sebenarnya saya eman-eman itu Mbak komik yang kemarin nggak jadi dipakai.”

P: “Iya nggak apa-apa Bu , ini kan sudah ganti semester. Tapi ini yang recount masih bisa dipakai.”

GBI: “Recount ya pertemuan pertama? Besok sebelum ngajar ketemu saya dulu ya.”

P: “Iya. Habis ini Ibu ada kelas?”

GBI: “Ada jam ketiga nanti di kelas D”

P: “Wah sebentar lagi ya Bu? Maaf lho bu mengganggu...saya pamit dulu.”

GBI: “Iya...kalau ada apa-apa sms saja ya.

P: “Nggih Bu ...makasih.”

### **Interview Transcript 7**

***Hari, Tanggal: 28 Januari 2014***

***Place : Ruang Guru***

***Responden : P (Peneliti)***  
***S1 (Siswa 1)***  
***S2 (Siswa 2)***

*P: "Kalau pakai comic strips kayak tadi dah pernah belum?"*

*S1: "Belum pernah."*

*S2: "Baru sekarang ini."*

*P: "Pengen pakai comic strips lagi nggak besok-besok?"*

*S2: "Pengen"*

*S1: "Pengen aja biar lebih menarik."*

*P: "Jadi kalau belajar speaking pakai comic strips suka ya?"*

*S1: "Suka"*

*P: "Suka apanya?"*

*S1: "Suka semuanya"*

### **Interview Transcript 8**

***Hari, Tanggal: 4 Februari 2014***

***Place : Ruang Kelas***

***Responden : P (Peneliti)***  
***S (Siswa)***

*P: "Suka nggak pakai media comic strip ini?"*

*S: "Suka sih...tapi...itu apa namanya...gambaranya kalau menurutku sih kurang mbak"*

*P: "Kurang apanya?"*

*S: "Kurang lengkap"*

*P: "Kurang banyak ya?"*

*S: "He'e terus tu kurang jelas juga...maksudnya pecah gitu gambaranya."*

*P: "Itu karena printernya Misstinta warnanya mau abis he he maaf ya. Next time bakal lebih bagus."*

*S: "Ya itu Miss."*

*P: "Jadi buat besok-besok lebih ditambah panelnya, kotak-kotaknya gitu ya?"*

*S: "He'e biar lebih jelas dan lebih menarik."*

*P: "Oke...sama warnanya kurang bagus?"*

*S: "Iya...kurang cerah."*

*P: "Kalau bubbles di komik gitu bantu nggak sih? Itu lho yang bentuknya bulet/kotak, isinya biasanya sih omongan atau pikiran karakter-karakter yang di komik itu."*

*S: "Sebenarnya juga bantu sih tapi ya itu... kalau buat soal latihan mending itu...apa namanya...kata-katanya tu yang disuruh njawab tu jangan banyak-banyak."*

*P: "maksudnya?"*

*S: "Maksudnya tu ya biar gimana ya? Di kelas ini tu jujur ya yang nggak suka bahasa Inggris lumayan banyak. Kalau mereka nggak itu kan banyak yang nggak paham juga to...nanti kalau mereka bingung kan malah pada nyontek."*

P: "He'e...bingung yang itu ya...."

S: "Bingung kata-katanya...bingung nyari kata-katanya."

P: "O...gitu...maksudnya semakin banyak semakin bingung jadi mendingan dibuat simple ya? Yang penting banyak gambarnya ya?"

S: Hehe...iya. Ya kan itu apa namanya...siswa itu kan lebih tertarik sama gambar daripada bacaannya."

P: "Iya ya...tapi misal dikasih kalimat bantuan kayak isalnya 'Last holiday Dave and Jane went to the post office' itu membantu nggak?"

S: "Ya...itu membantu tapi kalau menurutku sih itu kurang panjang?"

P: "Harusnya lebih panjang po?"

S: "Ya maksudnya sedengan aja jangan panjang-panjang, jangan terlalu pendek juga."

P: "He'em ...kalau kepanjangan nanti kalian nggak bisa mengekspresikan diri, maksudnya tu biar kalian nambahin sendiri."

S: "Iya sih Mbak."

### **Interview Transcript 9**

**Hari, Tanggal:** Selasa, 4 Februari 2014

**Place** : Ruang Kelas

**Responden** : P (Peneliti)

S (Siswa)

P: "Kalau pake comic strips yang kayak tadi dah pernah belum?"

S: "Belum...belum...baru kali ini?"

P: "Terus suka nggak pake comic strips?"

S: "Suka...seru ... seru."

P: "Btw kalau Miss ngajarnya gimana?"

S: "Aku sih suka kan aku udah deket to sama Mbaknya."

P: "Sipp...beneran nih?"

S: "Bener"

P: "Kalau koreksi buat Miss apa? Harus gimana-gimana pas ngajar?"

S: "Yo...nggak gimana-gimana sih."

P: "Eh udah ditunggu temennya tu, mau pulang kan?Ati-ati ... makasih...."

S: "He'e sama-sama."

### **Interview Transcript 10**

**Hari, Tanggal:** Selasa, 4 Februari, 2014

**Place** : Ruang Kelas

**Responden** : P (Peneliti)

GBI (Guru Bahasa Inggris)

P: "Permisi Bu."

GBI: "Sini Mbak, gimana? Maaf ya hari ini saya tidak bisa nemani."

P: "Iya Bu nggak apa-apa... Gini Bu besok kan pertemuan ke-3 rencananya saya mau ngajar recount monolog lagi tapi tadi banyak yang bilang bosan katanya minta dialog. Jadi enaknya gimana ya Bu? Lanjut monolog atau ganti dialog?"

GBI: "Lha ini sudah berapa kali recountnya to Mbak?"

P: "Sama pre-test sudah 3."

GBI: "O ... ya pantes, tapi kalau bikin lagi repot nggak Mbak? Komik nya ndadak nggambar lagi."

P: "Kalau komik sudah ada beberapa Bu ... yang kemarin nggak jadi dipakai mungkin nanti tinggal di modif sedikit."

GBI: "Mau apa Mbak materinya?"

P: "Apa ya Bu?"

GBI: "Ini mau berapa meeting dialognya?"

P: "Satu meeting aja Bu, rencananya saya mau lanjut narrative."

GBI: "Hmm"

P: "Kalau asking and giving for opinions sudah pernah belum Bu?"

GBI: "Sudah ... tapi baru saya singgung sedikit. Kalau mau itu ya nggak apa-apa."

P: "Iya Bu itu aja."

GBI: "Tapi besok sebelum ngajar ketemu saya dulu."

P: "Iya besok saya bawa RPP nya Bu."

### **Interview Transcript 11**

***Hari, Tanggal: jum'at, 7 Februari 2104***

***Place : Ruang Kelas***

***Responden : P (Peneliti)***  
***S (Siswa)***

P: "Namanya?"

S: "My name is Dhimas Sheva Fadhila."

P: "Suka bahasa Inggris nggak?"

S: "He'e"

P: "Ini kan dah 3 meetings, suka nggak belajar speaking pakai comic strips?"

S: "Ya suka Mbak tapi Mbaknya tu sukanya marahin yang belakang sini kalau rame."

P: "Itu tandanya Miss peduli sama kamu... Biar kamu pinter. Terus....setelah pakai comic strips ada peningkatan nggak kemampuannya?"

S: "Ada...ada...bisa lebih membaca dengan bahasa Inggris yang benar?"

P: "O jadi lebih bisa ya pronunciationnya ... Jadi lebih mudeng juga nggak?"

S: "He'e"

P: "Komik yang Miss kasih tu gimana? Bagus nggak?"

S: "Bagus"

P: "Beneran?"

S: "He'e"

P: "Yang paling suka yang apa?"

S: "Yang ada dolphin-dolphinnya. Rudi atau siapa tu yang tenggelam terus bikin kalimat selanjutnya"

P: "O...suka yang what happened next itu ya? Itu idemu bagus lho yang itu kan...Rudi made S.O.S then the rescue team saved him."

S: "yes...yes...itu."

P: "Oke Sheva kayaknya udah cukup, makasih ya."

S: "makasih"



### **Interview Transcript 12**

***Hari, Tanggal: Jum'at, 7 Februari 2104***

***Place : Ruang Kelas***

***Responden : P (Peneliti)***  
***S (Siswa)***

*S: Miss pakai bahasa Indonesia aja ya?"*

*P: "Lha memang iya...kenalin diri dulu yuk."*

*S: "Nama saya Salsabila Lolyta."*

*P: "Lolyta, kita kan udah 3 meetings, Miss kan ngajarnya pakai comic strips nih, nah itu suka nggak?"*

*S: "Iya...itu lebih menyenangkan dari Miss Daruning"*

*P: "Lha kenapa?"*

*S: "Kalau Mrs. Daruning kan cuma pakai teks ... kalau Miss kan ada gambarnya, nah itu lebih lucu."*

*P: "Lebih lucu? Yang gambar juga lucu?"*

*S: "Siapa yang gambar?"*

*P: "Me... Miss gambar buat yang 3<sup>rd</sup> meeting tadi ini."*

*S: "O...lucu aku kayaknya hehe."*

*P: "Hehe...terus paling suka komik yang mana?"*

*S: "Aku paling suka yang apa namanya...diculik-diculik."*

*P: "Kidnapped?"*

*S: "Iya"*

*P: "Terus kira-kira kalau speaking pakai comic strips Lolyta ada peningkatan nggak?"*

*S: "Aku kalau peningkatan malah yang dolphin, yang ke-2."*

*P: "Dolphin?Lha kenapa?"*

*S: "Itu lebih gampang ngomongnya daripada yang pertama. Yang pertama itu kan banyak ... banyak apa namanya?"*

*P: "Banyak kata-kata yang sulit?"*

*S: "Bukan kata-kata yang sulit ... keterangan-keterangan yang agak gimana gitu?"*

*P: "Jadi yang Dolphin lebih gampang dipahami juga?"*

*S: "Iya"*

*P: "Sama kamu suka itu ya...yang terakhir itu nentuin nasibnya si Reza?"*

*S: "O...iya...aku pengennya dia tu mati tapi kan nggak boleh mendoakan orang yang jelek-jelek jadi aku bersahabat sama dia aja."*

*P: "Haha...punyamu tu endingnya kalau nggak salah...Reza was still alive itu ya?"*

*S: "Iya...tepat sekali."*

*P: "Jadi kemajuannya apa aja tadi?"*

*S: "Kemajuannya ... jadi lebih menarik, lebih seru, jadi kalau belajar bahasa Inggris itu lebih mudeng sama seneng bacanya. Ya lebih kreatif aja."*

*P: "Oke....makasih ya...."*

*S: "Sama- sama"*

*P: "Actually you're so smart."*

*S: "Oh...No...."*

P: "Keep up the good work...I'm sure you'll be successful since you have both attitude and brain."

S: "Hehe thank you."

### **Interview Transcript 13**

*Hari, Tanggal: Jum'at, 7 Februari 2104*

*Place : Ruang Kelas*

*Responden : P (Peneliti)*

*S1(Siswa 1)*

P: "Namanya?"

S1: "Randhe Agung"

P: "Kan Missudah 3 meetings nih ngajar pakai comic strips, nah itu suka nggak Randhe?"

S1: "Suka"

P: "Sukanya kenapa?"

S1: "Ya...kalau kelompok itu suka, kalau individu enggak."

S2: "Soale ra mikir Mbak."

P: "Hehe iya po soalnya nggak mikir?"

S1: "Iya ...hehe"

P: "Jadi lebih gampang ya kalau kerja kelompok?"

S1: "Iya"

P: "Di antara comic strips yang udah dapet kemarin paling suka yang mana?"

S1: "Yang...pertama."

P: "Kidnapped? Yang diculik-culik itu?"

S1: "Iya"

P: "Tapi kata Lolyta itu lebih susah daripada yang lain?"

S1: "Iya...lebih mudah yang ke-2 Dolphin Rescue."

P: "He'em...bagus nggak nih comic stripsnya, apa masih kurang colorful atau gimana?"

S1: "Bagus"

P: "Terus selama pakai comic strips kira-kira speakingnya ada peningkatan nggak?"

S1: "Ada...jadi lebih seneng speakingnya."

P: "Kalau fotokopian yang Miss kasih gimana?"

S1: "Jadi ga perlu nulis Miss, hehe. Gambar-gambarnya juga bikin tambah menarik."

P: "Jadi seneng ngerjainnya ya?"

S1: "He'e."

P: "Oke...thank you ya Randhe."

S1: "Iya"

### **Interview Transcript 14**

**Hari, Tanggal:** *Jum'at, 7 Februari 2104*

**Place** : *Ruang Kelas*

**Responden** : *P (Peneliti)*  
*S (Siswa)*

P: "Namanya siapa?"

S: "Gustavigo"

P: "Gustav, nim kan Miss ngajarnya dah 3 meetings, lha itu gimana?"

S: "Asik"

P: "Asik gimana?"

S: "Seru...lebih seru dari guru yang dulu-dulu."

P: "Lebih serunya kenapa?"

S: "Pake komik."

P: "He'em...terus kalau ngajarnya gimana? Kurang apa gitu?"

S: "Udah bagus"

P: "Terus, 3 meetings ini ngerasa bosan nggak pakai komik?"

S: "Enggak...belum bosan."

P: "Paling suka yang apa komiknya?"

S: "Yang pertama...penculikan, soalnya asik gitu."

P: "Terus kalau Gustav liat kemampuan Gustav speaking sebelum dan sesudah pakai comic strips tu gimana? Ada peningkatan nggak?"

S: "Nggak ada."

P: "Nggak ada beneran?"

S: "Nggak ada."

P: "O ... iya. Kan kemarin-kemarin kita belajar past tense, nah itu susah nggak sih?"

S: "Ya...biasa aja tapi kadang yang pake -ed sama nggak pake -ed masih ketuker-tuker."

P: "Hmm ... iya makanya buka kamus"

S: "Nggak punya e Miss."

P: "Makanya beli ... hehe. Kalau tadi pas Miss suruh cari past tense di puzzle itu gimana, masih?"

S: "Asik ... asik ... jadi lebih gampang bisa dikira-kira past tense nya."

P: "Kayaknya segini dulu. Makasih ya."

S: "He'e"

### **Interview Transcript 15**

**Hari, Tanggal:** *Jum'at, 7 Februari 2104*

**Place** : *Ruang Guru*

**Responden** : *P (Peneliti)*  
*GBI (Guru Bahasa Inggris)*

P: "Bu, ini saya mau tanya-tanya sedikit."

GBI: "Iya boleh"

P: "Saya kan sudah masuk kelas 3 meetings. Nah menurut Ibu penerapan komik strip di kelas ini bagaimana?"

GBI: “Kalau menurut saya bagus ya Mbak ... anak-anak jadi lebih tertarik. Apalagi ini kan baru ya mbak belum pernah sebelumnya. Anak-anak juga jadi lebih berani maju ke depan kelas tadi.”

P: “Iya Bu ... vocabulary practice, grammar practice, sama pronunciation practice menurut ibu membantu siswa ketika berbicara apa nggak Bu?”

GBI: “Ya jelas membantu to Mbak, terutama vocabulary activitynya Kalau siswa koleksi katanya semakin banyak, speakingnya juga semakin lancar. Kebanyakan anak-anak itu idenya bagus-bagus tapi mengungkapkan dalam bahasa Inggrisnya itu belum bisa. Kosakatanya kurang.”

P: “Iya Bu ... terus saya ngajarnya gimana Bu? Ada yang perlu diperbaiki mungkin Bu?”

GBI: “Sudah baik tadi Mbak mungkin ya itu Mbak ... vocabularynya buat anak-anak perlu ditambah.”

P: “Jadi vocabulary buildingnya kurang nggih Bu? Coba next meeting nanti saya tambah Bu. Kalau belajar grammar juga kemarin anak-anak selain dari komik juga pakai puzzle bu, tapi masih related sama komiknya.”

GBI: “Juga dikasih list of irregular verb itu to Mbak?”

P: “Iya Bu ... soalnya masih banyak yang bingung mbedain verb 1 sama 2. Saya suruh cek di kamus yang bawa cuma beberapa, yang lain minta pakai kamus HP tapi malah ada yang menyalahgunakan buat foto2 malah itu Bu. Jadi itu listnya buat check verb 2 nya aja sih Bu.”

GBI: “Iya ya Mbak ... grammarnya itu lho. Kalau di kelas D saya suruh ngapalin verb 2 nya Mbak?”

P: “Ngapalin Bu? Kayak saya dulu SMA disuruh maju satu-satu ngapalin verb 2 sama 3. Sampe 50 dulu lho Bu.”

GBI: “Tidak ... kalau ini cuma 5 verb setiap pertemuan ... tapi ini ditulis dikertas terus dikumpulkan.”

P: “O ... gitu ya Bu. Oh iya, kata anak-anak besok Selasa libur ya Bu?”

GBI: “Iya tu Mbak. Sepertinya kelas VIII belajar di rumah, tapi coba liat nanti.”

P: “Nggih Bu...saya pamit dulu ya Bu. Terima kasih.”

GBI: “ya....”

### **Interview Transcript 16**

***Hari, Tanggal: Selasa, 25 Februari 2014***

***Place : Ruang Kelas***

***Responden : P (Peneliti)***

***S (Siswa)***

P: “Perkenalkan diri dulu dong.”

S: “Nama saya Huda Hanura.”

P: “Huda, Miss kan dah selesai nih ngajarnya. Ada saran nggak? Harus gimana ngajarnya?”

S: “Apa ya? Ya...lebih sabar lagi.”

P: “He’em... cuma itu?”

S: “Udah kayaknya cukup itu aja.”

P: “Miss ngajarnya udah bagus dong berarti?”

S: “Udah...”

- P: "Yang bener? Jujur aja nggak bakal dimarahin kok, hehe."
- S: "Ciyus"
- P: "Terus kalau pakai comic strips suka nggak?"
- S: "Banget"
- P: "Sukanya kenapa?"
- S: "Ya...lebih menarik aja."
- P: "Ini kan dah 5 meetings, bosan nggak?"
- S: "Enggak...nggak bosan."
- P: "Yang bener?"
- S: "Ciyus"
- P: "Ciyus? Miapa?"
- S: "Mi ayam hehe"
- P: "Hehe. Terus paling suka komik yang mana?"
- S: "Yang... yang apa ya? Itu yang Little Red Riding Hood."
- P: "O...kenapa?"
- S: "Lucu"
- P: "Warnanya juga bagus?"
- S: "He'e"
- P: "Kalau Huda suka nggak sih aktivitas yang terakhir tadi? Jumbled comic strips, yang suruh ngurutin itu lho."
- S: "Suka...mikir soalnya."
- P: "Biasanya nggak mikir po?"
- S: "Biasanya tinggal baca doang."
- P: "Terus kalau kerja kelompok, in pairs /pasangan gitu suka nggak?"
- S: "Suka"
- P: "Kenapa? Kata Randhe kemarin dia suka kerja kelompok soalnya nggak mikir ya?"
- S: "Ya...semua mikir, semua tanggung jawab nggak cuma satu."
- P: "Weiss...good job. Huda... kan Miss kasih handout, lembar kerja itu lho jadi nggak perlu nyatet lagi, nah itu membantu nggak?"
- S: "Ya...cukup membantu, tapi kalau nggak dibaca kan sama aja."
- P: "Ya ... makanya dibaca to hehe. Kalau speaking sebelum dan sesudah pakai comic strips tu ada bedanya nggak?"
- S: "Ada... lebih enak sekarang pakai comic strips."
- P: "Jadi lebih apa?"
- S: "Lebih PD"
- P: "Jadi lebih termotivasi nggak?"
- S: "Iya...makin semangat aja."
- P: "Apa lagi kemajuannya?"
- S: "Ya...tambah...apa ya?"
- P: "Tambah pinter nggak speakingnya?"
- S: "InsyaAllah...Aamiin."
- P: "Hehe...yaudah makasih banget ya Huda."
- S: "Iya...sama-sama."

### **Interview Transcript 17**

***Hari, Tanggal: Selasa, 25 Februari 2014***

***Place : Ruang Kelas***

***Responden : P (Peneliti)  
S (Siswa)***

*P: "Namanya siapa?"*

*S: "Alfiani Eka Putri."*

*P: "Kita kan pakai comic strips nih 5 meetings ini. Nah itu gimana sih menurut Alfi kalau pakai comic strips buat belajar speaking?"*

*S: "Suka... cuma kan lebih ini aja sih...jadi bikin cerita sendiri juga. Kalau itu kan masih banyak kayak ngambil-ngambil. Jadi bikin cerita sendiri aja biar lebih seru."*

*P: "Mmmm....jadi seru gitu ya?"*

*S: "He'em seru."*

*P: "Paling suka komik yang apa?"*

*S: "Little Red Riding Hood"*

*P: "Kenapa?"*

*S: "Ya...lucu aja gitu"*

*P: "Cerritanya atau gambarnya?"*

*S: "Ya... ceritanya juga. Ya lebih menarik aja sih."*

*P: "Terus sekarang kalau speaking dibandingin sama dulu sebelum pakai komik, jadi lebih berani nggak?"*

*S: "Kalau lebih nggak beraninya tu lebih takut salah ngomong gitu sih, tapi ya udah jadi lebih termotivasi buat belajar bahasa Inggris, soalnya dulu juga nggak begitu ini banget."*

*P: "Takut salah ngomong? Pronunciationnya po?"*

*S: "He'e...Iya sih."*

*P: "Dulu Misswaktu SMP pronunciationnya nggak banget, baru nyadar itu setelah kuliah. Soalnya waktu SMP dulu nggak ada yang kasih tau, speaking juga jarang. Nah itu makanya Miss pengen kalian belajar sedikit-sedikit jadi nggak rugi waktu kayak Miss gini lho."*

*S: "He'em Miss"*

*P: "Terus...kemampuan speaking Alfi dari sebelum pakai comic strips sampai setelah pakai comic strips gimana?"*

*S: "Ya...kita kan jadi lebih kayak ada gambarnya sih. Jadi kita jadi lebih bisa ngira-ngira ini tu kayak gimana. Kita tuh belajar kayak buat kata-kata sendiri walaupun mungkin itu nggak sama kayak yang asli tapi kan...ya lebih berkembang aja sih kata-katanya juga."*

*P: "Jadi lebih membantu memahami text sama ngembangin vocab ya?"*

*S: "Iya"*

*P: "O...gitu. Nah terus kan ini Miss kasih handouts jadi nggak perlu nyatet lagi, suka nggak?"*

*S: "Suka sih suka tapi cuma mungkin kadang-kadang kita suka kayak teledor naruhnya dimana. Jadi walaupun diselipin dibuku tapi nantikan kayak jatuh atau apa jadi kita nggak punya ganti catetannya. Gak apa-apa, suka sih sebenarnya."*

P: "O gitu ... btw kamu semangat banget hari ini jawab pertanyaannya karena Miss kasih smiles ya?"  
 S: "Iya seneng Miss apalagi kalau smilanya dapet banyak. Tapi aku cuma dapet 3, mbok tambahi Miss."  
 P: "Just work harder, okay?"  
 P: "Oke ... kayaknya udah cukup, makasih."  
 S: "sama-sama"

### **Interview Transcript 18**

***Hari, Tanggal: Selasa, 25 Februari 2014***

***Place : Ruang Kelas***

***Responden : P (Peneliti)***  
***S 12(Siswa)***

P: "Lolyta, congratulationya ... kamu dapet smilanya paling banyak."  
 S: "Iya ... tapi menurut aku smilanya seharusnya tidak dibagi secara rata dan aku mutung atas itu"  
 P: "Rata gimana? Kamu kan tadi dapet 5, yang lain cuma 1, 2, or 3."  
 S: "Ya tapi kan Miss ...."  
 P: "Btw gimana seneng ga dapet kamus?"  
 S: "Bangetttt ... makasih ya Miss."  
 P: "Sama-sama"  
 S: "Miss besok masih ke sini?"  
 P: "Masih sekali lagi, kan kita mau post-test to?"  
 S: Yahh padahal aku suka kalau Miss yang ngajar.

### **Interview Transcript 19**

***Hari, Tanggal: Selasa, 25 Februari 2014***

***Place : Ruang Guru***

***Responden : P (Peneliti)***  
***GBI (Guru Bahasa Inggris)***

GBI: "Telling story paling baik siapa Mbak? Dulu saya pernah bilang kan ya di sini tu kalau ada lomba belum begitu ini banget ..."  
 P: "Kalau pronunciation yang bagus itu Dinisha Bu."  
 GBI: Dinisha? O ... Dini iya ..iya  
 P: "Nah kalau secara keseluruhan Lolyta menurut saya bagus ... Bisa ikut lomba itu bu. Ekspresinya waktu telling story tadi juga bagus bu, eye contactnya, gesturanya."  
 GBI: "Ya iya ... kan Budhanya guru bahasa Inggris Mbak."  
 P: "O ... iya ya Bu? Guru SMP juga?"  
 GBI: "Iya. Tadi belajar pronunciationnya pakai kamus apa itu Mbak?"  
 P: "O ... itu Cambridge Bu. Kelihatannya anak-anak itu lebih senang kalau belajar pronunciationnya pakai kamus itu."  
 GBI: "Ya itu Mbak karena belum pernah sebelumnya jadi siswa antusias."  
 P: Sepertinya memang seperti itu Bu, kalau menurut ibu anak-anak pronunciationnya gimana ada perubahan atau tidak?"

GBI: *“Bagus ya, karena latihan mengucapkan itu ya anak anak terlihat lebih baik pronounciationnya saat membaca dan berbicara .”*

P: *“Iya bu, selain itu menurut saya juga karena feedback yang saya berikan. Kalau menurut ibu pengaruh feedback yang saya berikan apa kesiswa?”*

GBI: *“Yaa betul Mbak pengaruhnya ke pronounciationnya itu ... ke grammar. Anak anak jadi lebih tau kan masalah past tense.”*

P: *“Iya Bu ... walaupun banyak yang masih lupa kalau tidak lihat list yang saya kasih kemarin itu.”*

GBI: *“Ya kalau irregular verbs kan banyak sekali kan ya Mbak, mengingat itu kan juga perlu waktu. Sudah cukup bagus itu kalau mereka bisa ingat yang regular verbs yang mana, yang irregular yang mana.”*

P: *“Iya Bu, kalau aktivitas menggunakan comic strips tadi bagaimana menurut ibu? Yang menyusun jumbled comic strips itu.”*

GBI: *“Bagus ... menarik aktivitasnya. Siswa jadi lebih paham ceritanya.”*

P: *“Sebenarnya itu saya maunya siswa mendeskripsikan panel komik yang mereka dapat dulu ke temannya baru nanti disusun. Jadi harusnya panel yang mereka dapat jangan dikasih lihat dulu ke temannya.”*

GBI: *“Ya bagus sebenarnya itu ... tapi kalau seperti itu kelihatannya masih sulit buat siswa Mbak. Jadi seperti tadi itu ya nggak apa-apa.”*

P: *“O... gitu ya Bu. Kalau handouts yang saya berikan itu membantu nggak menurut Ibu?”*

GBI: *“membantusekali .Materi, tugas sudah ada di handout semua.Siswa juga jarang naya nanya lagi halaman berapa, yang mana dan lain lain .”*



# **APPENDIX C**

## **Field Notes**

**Field Note 1****Classroom Observation****Tuesday, 1 November, 2013**

The English teacher entered the classroom at 10.15 a.m. At that time, the students were busy talking one another. Some students who saw her stopped talking. "Good Morning," she greeted. "Good morning, ma'am," answered a half of them. The teacher introduced the researcher to the whole class. Then the researcher sat at the very back of the class.

"*Hari ini kita belajar* asking, giving and rejecting help," said the teacher. Next, she distributed sheets of paper containing the dialogue of asking, giving, and rejecting help. Then she asked the whole class to repeat the dialog after her. Some students in the back did not do what the teacher said, so she reminded them. From time to time, she asked the students to repeat uttering the sentences.

Then she asked the students to translate the whole dialogue to Indonesian. She went around the class. Some students asked her about the meanings of some words. The teacher asked if anyone knew the answer but she rarely got responses from them. She called on a student but she did not seem to know the answer so the teacher asked to the whole class about it once again. There were some students gave Indonesian equivalents of the words, among them a student answered correctly. The teacher asked the meaning of another new word to that student again. Two or three students were busy opening the dictionary, while others whispered to their friends. Once all students finished, the teacher called on a student to translate a few lines from the dialogue. She corrected his translation at the moment. Next, she asked another student to translate the rest of the dialogue.

The teacher then wrote some questions related to the dialogue on the white board. This time, all students read the dialogue silently. After about 10 minutes, she asked some students in turns to tell the class the answers. The other students seemed busy with their own businesses: talking with a friend, drawing something, putting his head on the table, playing with a ballpoint, etc. A student who seemed to be the class representative wrote a list of expressions of asking, giving, and rejecting a help on the white board. Her friends made notes. While they were on it, the teacher gave them opportunity to ask questions.

Then the teacher asked the students worked in groups to make a dialog about asking, giving, and rejecting a help. The teacher explained in Indonesian about the task. Then she moved around the classroom to check the students' progress in doing the task. When they finished, they practiced the dialogue. They did not do it seriously thus the teacher seemed a bit angry. She raised her voice "*Jangan cengengasan*". After that, the teacher invited some groups of students in turns to act the dialogue out in front of the class, "Alright, siapa yang mau maju?" Since no one reacted, she called on a group sitting at the very front. Next, she called another two groups to act the dialogue out. Finally, she ended the class with greeting exactly as the bell rang.

**Field Note 2****First Meeting of Cycle 1****Tuesday, 28 January, 2014****R : Researcher**

*Pukul 10.10 bel tanda istirahat telah usai berbunyi. Murid-murid masih asik menikmati makanan dan minuman mereka. Sebagian dari mereka masih mengobrol dan berjalan-jalan keliling kelas. Pukul 10.15 R masuk kelas dan bertanya, "Good morning ... Are you ready?" "Bentar Miss makan duluuu", jawab mereka kompak. R keluar kelas memanggil murid yang belum masuk. 3 orang masuk ke kelas. Sambil menunggu siswa siap, ia menyiapkan notebook dan meminta salah seorang siswa untuk menyalakan LCD. Setelah siswa siap R memimpin doa, "Let's say our prayer, shall we?" Beberapa siswa di bagian belakang tidak berdoa malah asik mengobrol. R menyapa siswa, "How are you?" "Fineee, jawab siswa serempak". R melanjutkan, "Katanya tak kenal maka tak sayang, jadi kita kenalan dulu ya, I want to know more about you." Kemarin kan baru sepintas. "Cieeeee", kata siswa. "Number one ... Adelia Cahya Damayanti, what should I call you?" "Adel", dia menjawab. "Next ... Meinata Dewi, can I call you Mei? Meinata aja Mbak, she said. R terus menanyai murid satu persatu. "I hope we'll get along well everybody.*

*Siswa terlihat sudah siap untuk belajar, yang pertama kali dilakukan R adalah mengaktifkan background knowledge mereka. R menunjukkan beberapa gambar yang didisplay menggunakan LCD kepada murid. "Look at the first picture...gambar pertama itu tentang apa? Ari?" "Orang berenang Miss...swimming", jawab Ari. "Good...she is swimming in the sea. Do not try this one ya...t's very dangerous. Then how about the second picture? Defika...what's the picture about?" "flying fox", jawab Defika. "That's right...judging from his expression...dari ekspresinya...orang yang di gambar itu kelihatan happy or sad?" "Happy", siswa serempak menjawab. "For me it is a bit scary though. Last Friday you already told me about your unforgettable holiday and all of you were happy...nggak ada yang cerita tentang pengalaman yang buruk ya...padahal unforgettable di sini bisa berarti 'happy, sad, scary, embarrassing, etc. Dhimas...have you ever had a sad experience? Dhimas?...Are you with me?" Karena Dhimas diam saja maka guru menunjuk siswa lain. "Gustav...how about you? When was your sad experience?" "When I fell from my bicycle," kata Gustav. "Did it hurt?" R bertanya. Gustav terlihat bingung. "Did you injure your knee? Or arm maybe?" R bertanya lagi sambil memegang lutut dan lengannya. "Oo... yes my knee. "Good thing you didn't hit your face, I experienced that when I was small and it was really really hurt. So everyone, today we are going to learn how to tell past experience or recount."*

*Setelah itu R membagikan handouts kepada setiap siswa, "Has everybody gotten the handout?" Beberapa siswa menjawab Miss, Miss ini belum. Beberapa siswa malah asik mengobrol, guru mengingatkan, "Attention please!" "OK here we have a text entitled 'My Holiday'. R menjelaskan tentang definisi recount kemudian membaca dengan keras teks tersebut, diikuti dengan siswa. R meminta siswa mengulangi pengucapan pada kata-kata yang dianggap sulit. Setelah*

selesai, R meminta siswa fokus pada paragraf pertama. "Take a look at the first paragraph. What information can you get from it?" "tempat", jawab salah seorang siswa. "right", selain tempat apa lagi?", begitu seterusnya R dan siswa bersama-sama membahas organisasi dari teks recount.

R membagikan meminta siswa untuk mengerjakan task 1. Ada siswa yang bertanya, "Boleh pakai kamus nggak Miss?" R menjawab "OK". "Kamus HP boleh Miss?" tanya siswa yang lain. Beberapa siswa di bagian belakang tampak asik mengobrol, R mendekati mereka, "sudah selesai?" "Udah Mbak", jawab salah seorang di antara mereka. "Kalau sudah kalian bisa kerjakan aktivitas 2 ya." Setelah semua siswa selesai, R menunjuk beberapa siswa untuk menyebutkan jawaban.

Untuk selanjutnya, siswa membentuk kelompok yang terdiri dari 4-5 orang. R membagikan comic strips kepada masing-masing kelompok. R memberikan waktu kepada siswa untuk mengamati comic strips tersebut terlebih dahulu setelah itu R menjelaskan pengertian dan bagian-bagian dari comic strips. Lalu siswa mendiskusikan pertanyaan-pertanyaan yang telah disiapkan R. Sementara itu, R berkeliling kelas memberikan feedback kepada siswa.

Kemudian R memberikan amplop yang berisi bubbles of speech dari 'Kidnapped' comic strips kepada masing-masing kelompok. Siswa diminta menempelkan bubbles tersebut pada panels yang sesuai. Mereka bekerja sama dengan baik untuk menemukan bubble yang tepat untuk setiap panel. Tetapi, siswa dalam sebuah kelompok berulang kali memindahkan bubbles ke posisi yang berbeda karena mereka tidak yakin di mana harus meletakkannya. Ketika R mendekati mereka, mereka mulai bertanya kepadanya, "Miss ini gimana? R meminta mereka untuk menyusun ulang speech bubbles nomor 2, 3, dan 6. Seorang siswa kemudian bertanya, "Ini bener nggak Miss?" R menjawab dengan pertanyaan, "Are you sure?" Kemudian mereka menyusunnya sekali lagi. Beberapa kelompok telah selesai sementara yang lain belum sehingga R meminta kepada kelompok yang sudah selesai untuk berlatih menceritakan past experience berdasarkan komik tersebut. R berkeliling kelas mendengarkan beberapa siswa menceritakan past experience menggunakan comic strips di dalam kelompok. Setelah itu ia memberikan feedback.

Bel berbunyi, R meminta siswa untuk berlatih sendiri dirumah, "latihannya dilanjutkan di rumah ya." Setelah itu R menutup pelajaran dan berdoa. "Next meeting jangan lupa 'kidnapped' comic strips nya dibawa ya, I'll see you on Friday."

**Field Note 3****Second Meeting of Cycle 1****Tuesday, 4 February, 2014****R : Researcher**

*Kelas dimulai pukul 10.15. Sambil menunggu siswa bersiap-siap, R menyiapkan LCD. Setelah itu R menyapa siswa, "Good morning class". "Good morning" jawab siswa kompak. Lalu ia menanyakan kabar siswa, "How's life today?" Siswa tidak menjawab kemudian R bertanya lagi, "How are you?" Kali ini siswa menjawab, "Fine...And you?" "Pretty good", jawab R. R kemudian memimpin doa, "Before we start our lesson let's have a minute of silence and pray to God for his blessings. Pray begins." R mengecek kehadiran siswa, "Is anybody missing?" "Nooo", jawab beberapa siswa. Beberapa murid masih belum siap, masih terdapat makanan dan minuman di atas meja. R mengingatkan, "Put your things away please. Makannya nanti lagi ya. It's time to start."*

*Seperti yang telah dijanjikan, R memberikan kesempatan kepada siswa untuk maju ke depan kelas menceritakan past experience menggunakan comic strips pada pertemuan sebelumnya. Dhiemaz kemudian maju ke depan kelas. "Do you want to try Dhiemaz?" R bertanya. "Tapi ajarin ya Miss, kemarin kan saya nggak masuk", pintanya. R menyanggupi, "Allright Dhiemaz, Miss kasih contoh panel ... kotak yang pertama sama yang kedua ya. I'll start from the first panel." R lalu memberikan contoh dengan suara keras agar seluruh kelas dapat mendengar, "It was a holiday. Dave and Jane went to the post office. In front of the post office, they met three robbers. Then... lanjutin ya Dhiemaz." Kemudian Dhiemaz melanjutkan menceritakan panel 3-6. "Then the robbers brought them to an empty house ..." "Good job Dhiemaz, nanti tanya temennya ya yang sudah dipelajari pertemuan yang lalu apa aja, R menyarankan." Setelah Dhiemaz, tidak ada yang mau maju lagi kemudian R menawarkan Gustav untuk maju. R memuji Gustav karena bisa menceritakan past experience dengan lancar dan menggunakan vocabulary yang bervariasi. Kemudian Huda maju ke depan kelas tanpa ditunjuk.*

*R meminta siswa untuk bekerja dalam kelompok yang terdiri dari 4-5. Setiap kelompok mendapat comic strips yang berjudul 'Dolphin Rescue'. Selain itu, setiap anggota kelompok mendapatkan handout. Kemudian ia meminta siswa mengerjakan task berikutnya, "OK class now I want you to do task 5". Di sini siswa diminta untuk mencari apakah list of things di dalam table terdapat pada comic strips atau tidak. R berkeliling kelas membantu siswa. Seorang murid menanyakan arti sebuah kata ke R, "Miss lifeboat yang ini ya?" (Menunjuk gambar pelampung). Sebelum ia sempat menjawab, teman sebangkunya berkata, "Sik iki lho lifeboat." Murid itu bertanya lagi, "Lha iki opo?" "Float", jawab temannya. Setelah selesai R dan siswa mendiskusikan jawaban secara bersama-sama. R menjumpai seorang siswa yang mengalami kesulitan yang serupa. Zainun menanyakan fungsi dari lifeboat, lifeboat buat apa Miss? R memintanya untuk mencermati gambar lifeboat, "Let's take a look at the picture ... ada tulisan apa?" "Rescue, kata Zainun" "Nah, Rescue itu artinya apa?" R bertanya. Zainun*

menjawab, “O ... berarti buat menyelamatkan ya Miss? R membenarkan, “exactly”.

R meminta siswa mengerjakan aktivitas selanjutnya, “Let’s move on the task 6.” Murid – murid diminta untuk mencari verb2 pada puzzle. Sebagian siswa sudah bisa mengerjakan task 6 dengan cepat, sebagian yang lain belum bisa membedakan regular dan irregular verb. R membantu siswa tersebut. Kemudian R meminta seorang siswa yang telah menyelesaikan tugas tersebut untuk memblok verb2 pada puzzle di laptop R. Jawaban kemudian ditampilkan menggunakan LCD agar seluruh siswa dapat melihat jawaban tersebut.

Untuk task yang terakhir, setiap siswa dalam kelompok memikirkan ending dari ‘Dolphin Rescue’ comic strips. Setelah itu, mereka bergantian menceritakan past experience menggunakan comic strips yang terdiri dari 6 panels tersebut dan endings yang mereka tentukan sendiri. Ketika seorang siswa menceritakan past experience, anggota yang lain berperan sebagai pendengar. Akhirnya, mereka menentukan siapa yang memiliki ending yang paling menarik, kebanyakan siswa menentukannya melalui voting. Sementara itu, R berkeliling kelas memonitor siswa. Di luar dugaan, endings yang bermunculan cukup kreatif walaupun R menjumpai 2 kelompok yang memakai ending yang sama untuk setiap anggotanya ketika menceritakan past experience. Seorang siswa bertanya, “Miss kalau ini nama karakternya diganti namaku gimana?” “It’s up to you”, R memperbolehkan.

Beberapa menit sebelum bel berbunyi, R mereview pelajaran, “What have we learned today? Recount, jawab siswa. Masih ingat bagian-bagian dari recount text? Ada 3, apa aja? Beberapa siswa tampak sibuk membuka catatan/handouts mereka, “orientations, events, reorientation.” “Well done everybody, I’m very happy with what you’ve done today. See you around.” Setelah berdoa, siswa mengulurkan tangan untuk bersalaman. Dia menerimanya sambil mencoba mengingat nama mereka. “Take care...Hafidz, Efwan ... see you around Avri.” Dia tampak sedikit terkejut, “Mbak’e kok apal to?” R menjawab, “Iya dong hehe.”

#### **Field Note 4**

##### **Third Meeting of Cycle 1**

**Friday, 7 February, 2014**

**R : Researcher**

Pukul 09.20 R masuk ke kelas, langsung mempersiapkan LCD dan handouts yang akan dibagikan. 10 menit kemudian bel tanda pelajaran dimulai berbunyi. Karena masih banyak siswa yang berada di luar, R meminta mereka untuk masuk. Setelah itu ia menanyakan kabar mereka dan meminta ketua kelas untuk memimpin doa, “Huda, lead the prayer please.” Selesai berdoa R mengecek kehadiran siswa, “Who is not here today?” “Nooo”, jawab siswa kompak. “No? That’s good to hear? Let’s take off.”

R menuliskan ‘Ellan’s Holiday’ di papan tulis. “Ellan did various activities last holiday and now I want some of you to come in front of the class to mime what he did, jadi kalian ambil salah satu kartu ini dan peragakan sesuai tulisan yang ada di kartu, get it? Defita, do you want to try? R menawarkan. Dia agak

*sedikit ragu kemudian berkata “Aku ...Defika Miss.”“Sorry...Defika mirip banget sama Devita sih ya...O.K Defika ... Do you want to try? R menawarkan sekali lagi.*

*Devita dan Defika memperagakan orang yang sedang berbelanja sementara siswa yang lain serempak menjawab “shopping” Kemudian giliran Dhimas memperagakan orang yang sedang berenang , siswa tampak heboh dengan performa Dhimas yang total karena ia memperagakan orang yang sedang berenang sambil tiduran di lantai. “Dhimas mau ngepel lantai po? Hehe, anyway you did a good job, give applause to Dhimas”, puji R. Kemudian yang terakhir, Ica, memperagakan orang yang sedang memanjat tebing. Seorang murid berkata “Spiderman”, murid yang lain berkata “manjat”. “What’s manjat in English?”, tanya R. “Climbing”, jawab Ellan. “That’s right Ellan, climbing, what do you think of climbing a mountain?”Tanya R. Ellan diam saja kemudian R bertanya lagi, “Is it dangerous?”Dava menjawab “Yes”.R bertanya ke murid yang lain. “Hernita, Where did you spend your last holiday? “. “Dufan”, jawab Hernita.“What’s your opinion about the place?” “It is a good place”, Hernita menjawab.*

*R memberitahu siswa apa yang akan mereka pelajari hari ini, “Today we’re going to learn about asking and giving for opinions’. Ia kemudian membagikan lembar kerja dan materi ke siswa. R memberi penjelasan tentang ‘falling’ dan ‘raising’ intonation ke siswa kemudian meminta seluruh siswa untuk menirukan dialog asking and giving for opinions dengan pronunciation dan intonasi yang baik dan benar. Setelah itu, R menunjuk 2 orang siswa lagi to act the dialogue out.*

*R meminta siswa untuk mengerjakan aktivitas 1 tapi masih banyak siswa yang bingung dengan intruksinya sehingga R harus menjelaskan berulang kali. Setelah siswa selesai mengerjakan task 1, siswa secara berpasangan berlatih memberikan menanyakan dan memberikan pendapat berdasarkan situasi yang diberikan. Beberapa siswa di bagian belakang tampak asik mengobrol, R mendekati mereka, “sudah selesai?” “Udah Mbak”, jawab salah seorang di antara mereka. “Kalau sudah selesai kalian bisa lanjut aktivitas 3 ya.” Banyak siswa yang sudah selesai melanjutkan ke task 3. Mereka berlatih memberikan pendapat tentang situasi yang ada pada beberapa gambar. R berkeliling kelas membantu siswa. Pada aktivitas terakhir, siswa melengkapi blank comic strips yang diberikan R dengan ekspresi yang telah mereka pelajari kemudian mereka bergantian menanyakan dan memberi pendapat sesuai dengan topik pada komik yang diberikan. R meminta beberapa siswa untuk maju menanyakan dan memberi pendapat menggunakan comic strips tersebut.*

*Beberapa menit sebelum bel berbunyi, R mereview pelajaran, “What have we learned today?”“Giving and asking for opinions”, siswa menjawab. “Ekspresi apa aja yang digunakan untuk asking for opinions? Efwan? , R bertanya. “What is your opinion about?” “Good, what else? Nindi?”R bertanya ke siswa yang lain. “Right ... kalau giving opinions ekspresi yang digunakan apa aja?” ia bertanya lagi. Beberapa siswa menjawab pertanyaan R. Bel berbunyi, R menutup pelajaran. Keep up the good work everybody, see you on Tuesday.”*

**Field Note 5****First Meeting of Cycle 2****Friday, 21 February, 2014****R : Researcher**

*Pukul 10.45 R masuk kelas langsung menyiapkan media berupa laptop, LCD, speaker, dan handouts. Kemudian ia membuka pelajaran, "Good morning students". Lalu R menyuruh ketua kelas untuk memimpin doa dalam bahasa Inggris. Selesai berdoa R mengecek kehadiran siswa, "Anybody absent today?" "Arum, Sheva Miss", jawab beberapa siswa. "What's wrong with them? Sakit?" "Sheva ijin kalau Arum sakit Miss ... itu suratnya di meja", jawab siswa. "I hope Arum will get better soon", kata R.*

*R mengatakan kepada siswa, "You'll listen to a very famous song by Celine Dion here I want you to guess what's the song about or if possible the title of the song... so kalian tebak nih lagunya tentang apa ya atau judulnya apa, raise your hands first ya". R juga menuliskan beberapa clues di papan tulis 'fairy tale, Walt Disney. Murid-murid mulai mendengarkan. Sampai di reff, mereka berebutan menjawab. R mengingatkan lagi, 'Raise your hand first ya'. "Aku Miss", Ayu mengacungkan tangan kemudian menjawab "Beauty & The Beast". "Yeah you're right, cool Ayu", kata guru. "Do you have any story that you like Hafidz?", Hafidz tidak menjawab kemudian R berkata, Like "Roro Jonggrang, Tangkuban Perahu ...". "O ... cerita to Miss, itu..." "Kutukan Anak Tiri", kata Hafidz. Do you mean "Malin Kundang?" Bukan Miss kalau ini anaknya yang mengutuk ibunya, kata Hafidz. "Haha, seriously? Emang ada ya cerita kayak gitu?", R lalu menunjuk Lolyta, Do you ever told a story to anyone, your friends may be?" "Yes...Rapunzel Miss", jawab Lolyta. "What's the story about?", tanya R. "About...a very beautiful girl, she has long hair". "O...so that's about a very beautiful girl and she has a long hair?" Good, O.K class today we're going to learn how to tell stories. Lalu R membagikan teks bacaan narrative, "Beauty & The Beast". Selain memberikan contoh berupa text R juga memutar video Beauty & The Beast. Seluruh siswa memperhatikan video dengan seksama. Beberapa siswa meminta video untuk diputar kembali, "Miss sekali lagi". "OK" jawab guru. Kemudian R dan siswa membahas tujuan dan fungsi dari narrative text. Setelah itu, ia menunjuk beberapa siswa untuk membaca teks tersebut dengan keras. Siswa di bagian pojok belakang asik mengobrol sendiri kemudian R menunjuknya untuk membaca paragraph 1 dengan keras, "Raihan read paragraph 1 please". Kemudian Meinata membaca paragraph ke-2 dan Dinisha paragraf terakhir. "Good pronunciation Dinisha", puji R. Selanjutnya dan siswa membahas organization dari narrative text.*

*R membagikan handouts dan meminta siswa untuk mengerjakan vocabulary activity. Siswa menjodohkan kata-kata dalam kotak dengan gambar yang sesuai. Banyak siswa yang tidak membawa kamus, R berkeliling untuk membantu. Tasya bertanya, "Miss boleh pakai kamus HP?" "I'm afraid you cannot do that, coba dicocokin dulu satu-satu kata-katanya ke gambarnya nanti Miss bantu kalau masih bingung ya". "Miss ini udah bener belum?" Dhimas dan*



Huda meminta guru untuk mengoreksi jawaban. “Heem ... ini ada yang kebalik dwarves sama an elf. An elf, berarti elf nya ada berapa? , 1 jawab Dhimas. “Iya, berarti pilih yang 1 jangan yang 3.” “Bedanya apa Miss Elf sama Dwarf? tanya Huda. An elf has pointed ears (pointing her ear) kayak yang di film Lord of The ring, Harry Potter” itu lho. Karena Dhimas dan Huda masih terlihat bingung, guru menggambar ‘pointed ears’ di kertas.

Setelah selesai R meminta beberapa siswa secara sukarela mencocokkan kata-kata dengan gambar. Iamemberikan smiley face stickers kepada mereka. Siswa sangat antusias. Mereka berebutan untuk menjawab. R berjanji untuk memberikan tangible rewards kepada siswa yang aktif. Lalu siswa berlatih mengucapkan kata-kata dari vocabulary activity dan beberapa kata dari input text ‘Beauty and the Beast’ menggunakan kamus Cambridge yang ditampilkan menggunakan LCD. Siswa tampak sangat bersemangat. Beberapa siswa bertanya ‘Miss Upon itu gimana ngomongnya? Kalau Once?’ Lalu R menjelaskan, “Any question so far? tanya guru. “Nooo”, jawab murid.

R melanjutkan, “O.K now we will do more challenging activity, I want you to do activity 2 in groups of 4-5.” Murid bertanya, “Kelompoknya kayak kemarin ya?” “Iyaa”, jawab R. Banyak siswa yang belum paham tentang apa yang harus mereka lakukan. R menjelaskan sampai mereka paham menggunakan contoh. Ketika mengerjakan task 2, siswa mengalami kesulitan pada bagian pertama, kebanyakan dari mereka tidak dapat membedakan regular dan irregular verbs. Sebagian kecil sudah dapat membedakan tetapi masih kesulitan mencari bentuk lampau dari beberapa kata seperti ‘run’ dan ‘lay’. Selanjutnya, R memberikan daftar regular dan irregular verbs kepada masing-masing siswa. Setelah melakukan perubahan pada verbs dari kalimat-kalimat random tersebut, R memberikan 1 lembar ‘Little Riding Hood’ comic strip untuk kelompok yang terdiri dari 4 orang dan 2 lembar comic strips untuk kelompok yang terdiri dari 5 orang. Siswa bekerja dalam kelompok untuk mencocokkan random sentences yang telah diperbaiki sebelumnya dengan panels dari komik yang captionnya telah dihilangkan tersebut. R berkeliling kelas memberikan feedback. Kelompok yang telah selesai kemudian berlatih telling story menggunakan ‘Little Red Riding Hood’ comic strips. Jam 10.50 bel tanda pelajaran telah selesai berbunyi. R mengingatkan murid untuk melanjutkan berlatih telling story di rumah. Setelah itu R menutup pelajaran dan berdoa. “We’ll go on with this comic strip next time jadi jangan lupa dibawa komiknya ya, see you.”

**Field Note 6****Second Meeting of Cycle 2****Tuesday, 25 February, 2014****R : Researcher**

R menyiapkan LCD, speaker, worksheets, dan comic strips. Sembari menunggu bel masuk, guru membantu siswa yang bertanya. "Miss telitiin PR nya", pinta Arum, "Saya juga Miss", kata Ellan dan Huda. 10 menit kemudian bel tanda pelajaran dimulai, R menunggu selama 5 menit sampai semua siswa siap memulai pelajaran. "Ready? Before we start our lesson let's have a minute of silence and pray to God for his blessing, shall we? Aamiin." "How are you doing?" tanya guru. "Fineee and you?" tanya siswa. "Good" jawab R. Kemudian ia menanyakan siswa yang tidak masuk.

R menanyakan PR, "Homeworknya sudah dikerjakan?" "Miss, ketelingsut kertasnya, kalau saya fotokopi sekarang boleh Miss?" tanya Dava. "Bentar ... nggak usah foto kopi Miss kasih aja." R menawarkan. Selanjutnya ia berkeliling kelas untuk melihat pekerjaan siswa dan meminta seorang siswa maju menuliskan jawaban di Laptop R, "Any volunteer buat nulis jawabannya?" "Miss", Arum mengacungkan tangan. "R menampilkan komik 'Little Red Riding Hood' menggunakan LCD dan jawaban Arum sehingga seluruh kelas bisa melihat. "Do you agree with Arum? Sudah benar belum itu urutannya?" Tanya R. "Miss itu kok yang nomor 3 di situ?" tanya Lolyta. R kemudian memberikan penjelasan.

R meminta beberapa siswa maju ke depan kelas bercerita tentang 'Little Red Riding Hood', "Siapa yang mau maju pertama?" Karena tidak ada yang mau maju, maka R menunjuk Ayu dan Ari dan mereka secara bergantian menceritakan setiap panel dari komik tersebut, Ayu panel ganjil, sedangkan Ari panel yang genap. Seperti pertemuan sebelumnya, R memberikan smile emoticons kepada siswa yang aktif. Kemudian Huda menawarkan diri untuk maju, kali ini ia menceritakan semua panel secara lengkap. Lalu R menawarkan siswa lain untuk maju ke depan kelas, "Who do you think should be the third to present the task?" "Diiiiiiiiiii! Dini ulang tahun Miss" kata beberapa siswa kompak. "Dinisha happy birthday yaa. Alright, let's welcome Dinisha." Setelah selesai, R memberikan feedback, "Dinisha pronunciationnya bagus ya tapi lain kali jangan cuma dibaca komiknya, try to use you own words." Beberapa orang murid yang belum mendapatkan smiley face stickers memohon ke R untuk memberikannya secara cuma-cuma, "Miss Minta smilesnya, belum dapet." "Udah latihan task 4 sama temennya?" R bertanya. Seorang murid menjawab, "Udah." "Oke coba Miss mau dengerin, nanti Miss kasih stickernya." Seorang murid menjawab, "Okee Miss, 2 ya Miss." "Yaaa kita liat dulu hehe," kata R.

R meminta siswa untuk bekerja dalam kelompok lalu membagikan amplop berisi 'Timun Mas' comic strip yang telah dipotong menjadi beberapa bagian dan diacak. Siswa mengurutkan komik tersebut kemudian menempelnya di selembar kertas bila sudah yakin. Siswa tampak bersemangat mengurutkan dan menempel jumbled comic strips. Mereka mendiskusikan cerita Timun Mas dengan teman sekelompok.

R berkeliling kelas melihat comic strips yang sudah diurutkan dan ditempel. Seorang murid bertanya, "Missaku siapa jal?" Defika kan?" R menjawab. Defika tersenyum. Dia terlihat senang karena R mengingat namanya. Selanjutnya, ia meminta siswa yang sudah selesai mengurutkan komik tersebut untuk menceritakan cerita Timun Mas secara bergantian dalam kelompok. Sementara itu, R hanya mengamati sambil menulis sesuatu di catatannya.

Ketika kelas hampir usai, R memberikan feedback, "Students, it seems that most of you have difficulty in pronouncing 'cucumber, ran, bamboo, threw, stuff, and salt'. Kemudian R mendrill murid –murid mengucapkan kata-kata tersebut. Setelah itu, guru mereview pelajaran, "Great students, what have we learned today?" "Narrative, story", jawab siswa. "Ada gunanya nggak belajar telling story dalam kehidupan sehari-hari?" tanya R. "Adaaa, itu Missbuat lomba, jawab Lolyta." "Exactly ... terus apa lagi? Adel?" "Yaa ... kalau mau cerita ke temen – temen Mbak." Akhirnya R menutup pelajaran "Latihannya bisa dilanjutkan di rumah ya, nanti kalian bisa cerita 'Little Red Riding Hood' sama 'Golden Cucumber' stories ke adek atau temen mungkin. Best of luck all."

## **APPENDIX D**

### **Course Grids**

## COURSE GRID

Cycle	Standard of Competence	Basic Competence	Topic	Functional Text	Language Features	Key Vocabulary or Phrase	Example of Expression	Activities (Comic Strips as Media)
I (1 <sup>st</sup> and 2 <sup>nd</sup> meetings)	10. Expressing meaning of oral functional text and simple monolog in the form of recount and narrative to interact with others.	10.2. Expressing meaning of simple monolog using spoken language accurately, fluently, and appropriately in the form of recount and narrative to interact with others.	Holliday	Recount	<ul style="list-style-type: none"> <li>Noun and pronoun as substitution of person, animal, involved thing.</li> <li>Specific participants</li> <li>Simple past tense</li> <li>Action verbs/material processes</li> <li>Temporal sequence</li> </ul>	Went, stole, robbed, burgled, kidnapped, brought, locked, ate, drank, took, found, told, believed, stayed, and escaped, etc.	It was a holiday, Dave and Jane went to the post office. The robbers brought Dave and Jane to an empty house. Then the robbers locked them in a room. Dave and Jane looked for a way out.	<ul style="list-style-type: none"> <li>Students work in groups of 4-5. Each group gets 'Kidnapped' comic strip with no speech bubbles and an envelope containing the speech bubbles from the comic strip.</li> <li>Students figure out the proper speech bubble for each panel of 'Kidnapped' comic strip.</li> <li>Students take turns to tell past experience using 'Kidnapped' comic strip to their friends.</li> <li>Students work in pairs to find a list of things in the 'Dolphin Rescue' comic strip.</li> <li>Students work in groups of 4-5 to think of the</li> </ul>

								ending of 'Dolphin Rescue' comic strip. <ul style="list-style-type: none"> <li>• Students take turns to tell past experience using 'Dolphin Rescue' comic strip to the rest of the group</li> <li>• Students decide who has the most interesting ending.</li> </ul>
I (3 <sup>rd</sup> meeting)	9. Expressing meaning of simple transactional and interpersonal conversation to interact with others.	9.1. Expressing meaning of simple transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently and appropriately in various contexts that include some expressions of asking for, giving and refusing goods and services,	Holiday	Asking for and giving opinions	Expressions of asking for opinions <ul style="list-style-type: none"> <li>• What do you think of..?</li> <li>• What is your opinion about...?</li> <li>• How do you feel about...?</li> </ul> Expressions of giving opinions <ul style="list-style-type: none"> <li>• I think....</li> <li>• Well, I must say...</li> <li>• In my point of view...</li> <li>• In my opinion, ...</li> </ul>	terrific, good, great, wonderful, OK, not so bad, pretty bad, terrible, awful, etc.	A: What do you feel about the sunset?  B: The sunset is wonderful.	<ul style="list-style-type: none"> <li>• Students identify the expression of giving and asking for opinions in a comic strip individually.</li> <li>• Students think of appropriate expressions to complete a missing dialogue in a comic strip.</li> <li>• Students act the dialogue out.</li> </ul>

		denying and admitting facts, asking for and giving opinions.			<ul style="list-style-type: none"> <li>• Well, I must say...</li> <li>• In my point of view...</li> <li>• I feel...</li> </ul>			
Cycle II (4 <sup>th</sup> and 5 <sup>th</sup> meetings)	10. Expressing meaning of oral functional text and simple monolog in the form of recount and narrative to interact with others.	10.2. Expressing meaning of simple monolog using spoken language accurately, fluently, and appropriately in the form of recount and narrative to interact with others.	Story	Narrative	<ul style="list-style-type: none"> <li>• Certain nouns</li> <li>• Adjectives that form noun phrases</li> <li>• Time connectives and conjunction to arrange the events</li> <li>• Adverb and adverbial phrase to point the place of event</li> <li>• Action verbs</li> <li>• Saying verbs</li> <li>• Thinking verbs</li> </ul>	a sword, a giant, a fairy good mother, a princess, dwarves, an elf, a mermaid, a castle, a prince, a witch, run, chased, came, jumped, let, saw, locked, laid, went.	<p>Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.</p> <p>One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his</p>	<ul style="list-style-type: none"> <li>• Students sit in groups of 4-5. Each group gets 'Little Red Riding Hood' comic strip with no captions.</li> <li>• Students match some sentences (the captions) with empty boxes in the 'Little Riding Hood' comic strip.</li> <li>• Students take turns to tell 'Little Red Riding Hood' story.</li> <li>• Students work in groups of 4-5. Each group gets 'Timun Mas' comic strip panels that have been cut apart and each student in the group gets a different panel of the comic strip.</li> <li>• The students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their</li> </ul>

							<p>castle. The prince become a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.</p>	<p>panels to others until they have arrived at an order.</p> <ul style="list-style-type: none"><li>• Once they have arrived at an order, they may show their panels and put them side by side.</li><li>• In groups of 4-5, studentstake turns to tell a story using Timun Mas comic strip that has been arranged as guidance.</li></ul>
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# **APPENDIX E**

## **Lesson Plans**

## LESSON PLAN

School	:	SMP N 15 YOGYAKARTA
Subject	:	English
Class	:	VIII
Semester	:	1
Skill	:	Speaking
Time Allotment	:	4 x 40 minutes (2 meetings)
Topic	:	Past experience (recount)

### A. Standard of Competence

10. Expressing meaning of oral functional text and simple monolog in the form of recount and narrative to interact with others.

### B. Basic Competency

10. 2. Expressing meaning of simple monolog using spoken language accurately, fluently, and appropriately in the form of recount and narrative to interact with others.

### C. Learning Objective

At the end of the class, students will be able to express meaning of recount texts accurately, fluently and appropriately.

### D. Indicators

- a. Students can mention the function of recount texts in their daily lives.
- b. Students can mention the structural pattern and language features of recount texts.
- c. Students can use simple past tense to tell past experience.
- d. Students can tell past experience chronologically.
- e. Students can tell past experience accurately, fluently, and appropriately.

## F. Learning Materials



Recount is a text which retells events or experiences in the past.  
A recount text consists of:

### **Part 1: Orientation**

It provides the background information of the story and answers the questions What?Who?When?Where?Why?

### **Part 2: Events**

It tells the what happened chronologically. It usually uses conjunctions like: first, next, then, finally and so on.

### **Part 3: Reorientation (optional)**

It presents the concluding comments and expresses our feelings about the experience.

### **Language Features of Recount Texts**

1. A recount text uses mainly 1st person pronouns (I or We).  
e.g. **my** family and **I** spent one night at the countryside.
2. A recount text uses conjunctions to put the events in order.  
e.g. First, Then, After that, Next, Finally.
3. A recount text uses past tenses.  
Past tenses tell us about past activities. In past tenses, we have to use verb 2.  
e.g. Last summer holiday, my family and I **spent** one night at the countryside.

*Adapted from English on Sky by Mukarto et*

## Irregular verbs

Infinitive	Past	Past participle	Infinitive	Past	Past participle
be	was/were	been/gone	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
break	broke	broken	must	had to	(had to)
bring	brought	brought	oversleep	overslept	overslept
build	built	built	pay	paid	paid
burn	burned	burned	put	put	put
buy	bought	bought	read	read /red/	read /red/
can	could	(been able)	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	set off	set off	set off
dream	dreamed	dreamed	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelled	smelled
forget	forgot	forgotten	speak	spoke	spoken
get	got	gotten	spend	spent	spent
give	gave	given	spread	spread	spread
go	went	gone/been	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung/hanged	hung/hanged	sting	stung	stung
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learned	learned	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
			write	wrote	written

### My Holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

### F. Learning Method

Genre-based / Text-based Approach

1<sup>st</sup> Meeting

No	Phase	Activities
1	Opening 5 minutes	<ul style="list-style-type: none"> <li>- The teacher greets students.</li> <li>- The teacher leads pray.</li> <li>- The teacher checks attendance.</li> <li>- The teacher checks students' preparedness.</li> </ul>
2	BKOF 10 minutes	<ul style="list-style-type: none"> <li>- The teacher shows some pictures.</li> <li>- The teacher asks some question: <i>How did you feel during your last holiday? Did you have any unforgettable experience during your last</i></li> </ul>

		<p><i>holiday? What was it?</i></p> <ul style="list-style-type: none"> <li>- Tell students that they will retell past experience.</li> </ul>
3	MOT 15 minutes	<ul style="list-style-type: none"> <li>- The students read a recount text entitled 'My Holiday'</li> <li>- The students identify the organization of a recount text.</li> <li>- The students answer these question orally:  <i>Where did the writer go last week? Where did he stay? What did the writer do in the morning? How did the writer feel when he rode on horseback? Where did the writer and his friend go before they got home? What did the writer think about his holiday?</i> </li> </ul>
4	JCOT 45 minutes	<ul style="list-style-type: none"> <li>- The students match some words with pictures individually.</li> <li>- The students match the subject, the verb, and the rest of the sentence individually.</li> <li>- Students work in groups of 4-5.</li> <li>- The teacher gives 'kidnapped' comic strip with no thought and speech bubbles to each group.</li> <li>- The students read the comic strip and discuss some questions about the comic strip.</li> <li>- The students figure out the proper order of the speech bubbles.</li> <li>- The students take turns to tell Jane and Dave's past experience to their friends.</li> <li>- The teacher helps them if they find any difficulties.</li> </ul>
5	Closing 5 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that class is over</li> <li>- The teacher gives words of advice to them</li> </ul> <p>The teacher takes leave</p>

2<sup>nd</sup> Meeting

1	Opening  5 minutes	<ul style="list-style-type: none"> <li>- The teacher greets students.</li> <li>- The teacher leads pray.</li> <li>- The teacher checks attendance.</li> <li>- The teacher checks students' preparedness.</li> </ul>
2	ICOT  70 minutes	<ul style="list-style-type: none"> <li>- The students sit in groups of 4-5.</li> <li>- The teacher gives 'Dolphin Rescue' comic strip for each group.</li> <li>- The students find a list of things in the comic strip that they get.</li> <li>- The students find the past simple tense of verbs in the puzzle.</li> <li>- The students think of the ending of the comic strip.</li> <li>- The students take turns to tell the complete past experience to the rest of the group and decide who has the most interesting ending.</li> </ul>
3	Closing  5 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that class is over</li> <li>- The teacher gives words of advice to them</li> <li>- The teacher takes leave</li> </ul>

**G. Teaching Aids**

- pictures
- Comic strips

**H. Resources**

- Stephens, Mary. 1995. Pictures for Writing Book 1. Edinburgh: Longman
- Priyana, Jaka, et al. 2008. Scaffolding: *English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wardiman, Artono, et al. 2008. English in Focus for Grade VIII Junior High School. Jakarta: Depdiknas.

**I. Assessment**

- Technique: Performance Assessment
- Speaking Rubric (Appendix G)



## WORKSHEET



### Task 1

#### 1. Match the words with the pictures.

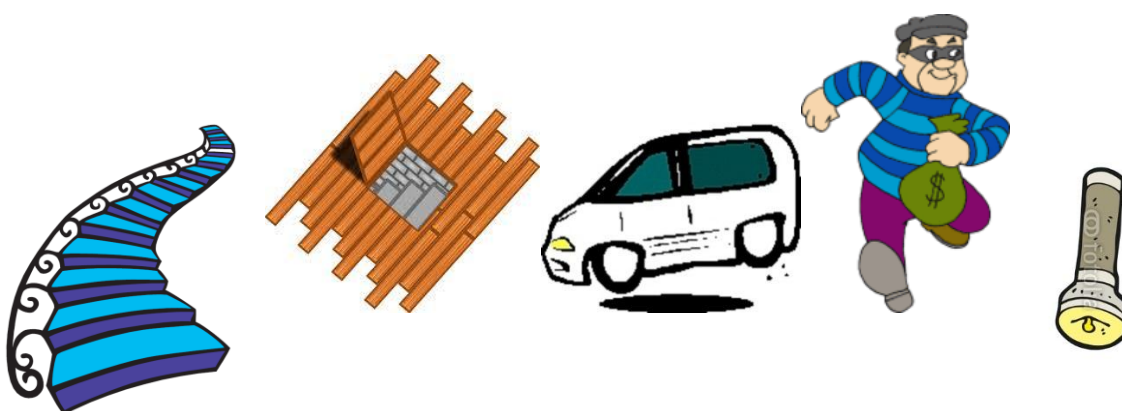
a staircase

a robber

a trap door

a torch

a van



#### 2. Match the criminal, the verb and the rest of the

sentence

- |                  |           |                       |
|------------------|-----------|-----------------------|
| a) The kidnapper | stole     | a bank                |
| b) The burglar   | robbed    | an apartment          |
| c) The thief     | burgled   | the millionaire's son |
| d) The robber    | kidnapped | \$250                 |

### Task 2

Read 'kidnapped' comic strip and discuss the following questions in pairs.

1. Who did Dave and Jane see outside the post office?
2. Where did the robbers take the friends?
3. What did Jane see under the carpet?
4. Where did the steps go?
5. What did Dave and Jane see when they climbed out into the street?

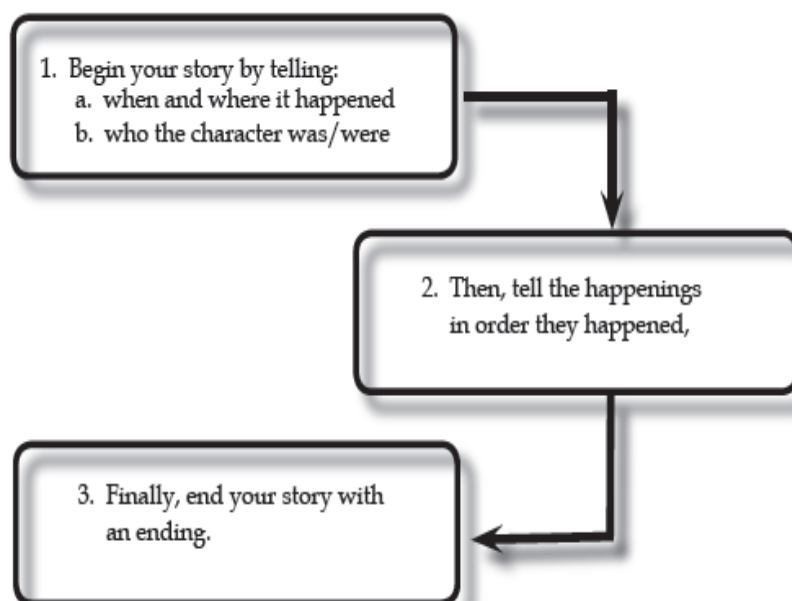
**Task 3****Task 3**

The followings are speech bubbles from 'kidnapped' comic strip. Figure out the proper speech bubble for each panel of the comic strip.



#### Task 4

Get ready to retell Jane and Dave's story to your friend. Remember that you should do the following:



Can You find these things in comic strip that you get? Check (✓) your answer.

No	Things	YES	NO
1	Air bed		
2	Lifeboat		
3	Flag		
4	Dolphin		
5	Island		
6	Fishing boat		
7	Rocks		

## Task

Find the past simple tense of these verbs in the puzzle.

eat	z	d	r	a	n	k	e	d	l	m	P	d
drink	a	e	g	e	t	v	s	t	a	x	p	S
take	b	a	t	t	r	a	c	t	e	d	r	T
find	e	t	o	o	k	l	a	n	t	f	v	Q
tell	l	e	l	v	b	e	p	b	s	o	s	Y
believe	c	o	d	r	i	p	e	l	o	u	n	E
stay	m	u	d	u	t	s	d	w	x	n	c	d
escape	n	i	b	E	l	i	e	v	e	d	S	o



1. Make groups of four.
2. Think of the ending of the story.
3. Retell the complete story to the rest of the group.
4. Fill in the table below and decide who has the most interesting ending.

No	Name	Ending

## LESSON PLAN

School	:	SMP N 15 YOGYAKARTA
Subject	:	English
Class	:	VIII
Semester	:	1
Skill	:	Speaking
Time Allotment	:	1 x 40 minutes
Topic	:	Giving and Asking for Opinions

### A. Standard of Competence

9. Expressing meaning of simple transactional and interpersonal conversation to interact with others.

### B. Basic Competency

9.1. Expressing meaning of simple transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently and appropriately in various contexts that include some expressions of asking for, giving and refusing goods and services, denying and admitting facts, asking for and giving opinions..

### C. Learning Objective

At the end of the class, students can ask and give for opinions accurately, fluently and appropriately.

### D. Indicators

- a. Students can identify the expressions of asking and giving for opinions.
- b. Students can mention the expressions of asking and giving for opinions.
- c. Students can use the expressions of asking and giving for opinions accurately and appropriately.
- d. Students can act out a dialog of asking and giving for opinions fluently.

## E. Learning Materials

Expressions of giving and asking for opinions

Asking for Opinions	Giving Opinions
What do you think of..?	I think....
What is your opinion about...?	In my opinion, ...
How do you feel about....?	Well, I must say...
What would you say about...?	In my point of view...
	I feel...
	I would say...
	To be honest, ...
	I suppose...
	I guess...



Input Text (See Appendix F)

## F. Learning Method

Genre-based / Text-based Approach

No.	Phase	Activities
1	Opening 5 minutes	<ul style="list-style-type: none"> <li>- The teacher greets students.</li> <li>- The teacher leads pray.</li> <li>- The teacher checks attendance.</li> <li>- The teacher checks students' preparedness.</li> </ul>
2	BKOF 10 minutes	<ul style="list-style-type: none"> <li>- The teacher asks some questions:  <i>Where did you spend your last holiday? What do you think of the place? How is the place like? How did you feel during your holiday?</i> </li> </ul>
3	MOT 15 minutes	<ul style="list-style-type: none"> <li>- The students listen carefully to a dialog that is read by the teacher.</li> <li>- The students learn to read the dialog with good pronunciation and intonation.</li> <li>- The students answer the teacher's questions about some information that are related to the dialog.  <i>Have you ever been to Kuta beach? What do you say if you want to give opinion? What do you say if you agree with your friend's opinion? What is Adi's opinion about Kuta beach? What about Adi's opinion about the sunset?</i> </li> <li>- The students identify the expression of giving and asking for opinions and try to find some other expressions.</li> </ul>
4	JCOT 20 minutes	<ul style="list-style-type: none"> <li>- The students give their personal opinions about situations in the pictures orally.</li> <li>- The students take turns to give and ask for opinions about their last holiday, Malioboro, Batik, etc.</li> <li>- The teacher helps them if they find any difficulties.</li> </ul>

5	ICOT (Independent Construction of the Text) 25 minutes	<ul style="list-style-type: none"> <li>- The students think of appropriate expression to complete a comic strip.</li> <li>- The students act the dialogue out.</li> </ul>
7	Closing 5 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that class is over.</li> <li>- The teacher gives words of advice to them</li> <li>- The teacher takes leave</li> </ul>

### G. Teaching Aids

- Pictures
- Comic strips

### H. Resources

- Priyana, Jaka, et al. 2008. Scaffolding: *English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Richards, Jack C. 2006. Person to Person: Communicative Speaking and Listening Skills. Oxford: Oxford University Press.
- Stephens, Mary. 1995. Pictures for Writing Book 1. Edinburgh: Longman
- Wardiman, Artono, et al. 2008. English in Focus for Grade VIII Junior High School. Jakarta: Depdiknas.

### I. Assessment

- Technique: Performance Assessment
- Speaking Rubric (Appendix G)



## WORKSHEET

### Task 1

Read the dialog. Identify the expression of giving and asking for opinions and try to find some other expressions.

No	Asking for Opinions	Giving Opinions

### Task 2

Ask a partner about the things below. Reverse roles.

- a. 😄      b. 😐      c. ☹️

1. your last holiday
2. Malioboro
3. batik
4. Borobudur temple
5. your idea \_\_\_\_\_

Use these Words

terrific  
good  
great  
wonderful  
OK

Not so bad  
pretty bad  
terrible  
awful

## Task 3

Give your personal opinions about the following situations orally.

1



3



2



## Task 4

Work in pairs and complete the comic strip with appropriate expressions.  
Then act it out.

## LESSON PLAN

School	:	SMP N 15 YOGYAKARTA
Subject	:	English
Class	:	VIII
Semester	:	1
Skill	:	Speaking
Time Allotment	:	4 x 40 minutes
Genre	:	Narrative

### A. Standard of Competence

10. Expressing meaning of oral functional text and simple monolog in the form of recount and narrative to interact with others.

### B. Basic Competency

10. 2. Expressing meaning of simple monolog using spoken language accurately, fluently, and appropriately in the form of recount and narrative to interact with others.

### C. Learning Objective

At the end of the class, students will be able to express meaning of narrative texts accurately, fluently and appropriately.

### D. Indicators

- a. Students can mention the function of narrative text in their daily lives.
- b. Students can mention the structural pattern and language features of narrative text.
- c. Students can use simple past tense to tell a story.
- d. Students can tell a story accurately, fluently and appropriately.

## E. Learning Materials



A narrative text is a story that can be about anyone and anything. The purpose for speaking a narrative text is to entertain the readers with our stories. The story may come from our imagination.

### A narrative text consists of three main parts:

#### **Part 1: Orientation**

It tells about the setting (time and place) and characters.

#### **Part 2: Complication(s)**

It tells about problem(s) to be solved by characters.

#### **Part 3: Resolution**

It describes the solution to the complication(s) and gives an ending to the story.

### Language Features of Narrative Texts

1. A narrative text usually begins with adverbs such as long time ago, once upon a time, in far away land, long long ago and so on.
2. A narrative text uses the simple past tense and the past continuous tense.  
e.g. They lived happily ever after.  
It was raining so hard that he decided to enter the castle.
3. A narrative text usually uses time-order words to sequence the story  
e.g. after, then, finally.
4. A narrative text usually uses direct sentences to show dialogues between the characters.  
e.g. "Are you my mother?" the prince asked.

*Adapted from English on Sky by Mukarto et al.*

Input Text

### **Beauty and the Beast**

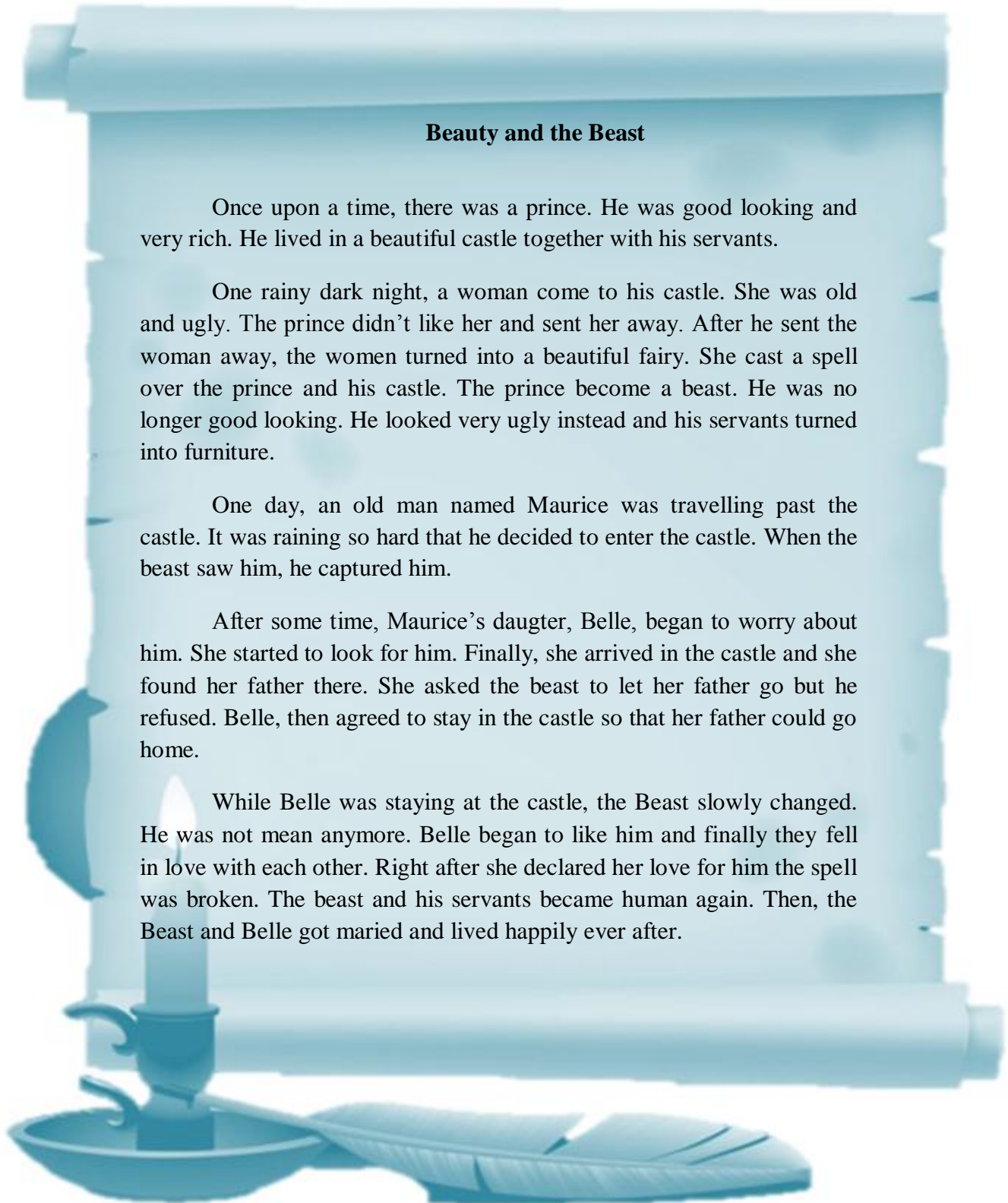
Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.

One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince become a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then, the Beast and Belle got married and lived happily ever after.



## F. Learning Method

Genre-based / Text-based Approach

Fourth Meeting

No	Phase	Activities
1	Opening 5 minutes	<ul style="list-style-type: none"> <li>- The teacher greets students.</li> <li>- The teacher leads pray.</li> <li>- The teacher checks attendance.</li> <li>- The teacher checks students' preparedness.</li> </ul>
2	BKOF 10 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that they are going to listen to a song (Beauty &amp; The Beast)</li> <li>- The teacher asks the students to guess the title or what's the song about.</li> <li>- The students get some clues about the song from the teacher.</li> <li>- The students listen and watch a video entitled 'Beauty and The Beast'.</li> <li>- The students mention some other stories that they like.</li> <li>- The students tell the stories a bit.</li> <li>- The teacher tells students that they will learn to tell a story.</li> </ul>
3	MOT 10 minutes	<ul style="list-style-type: none"> <li>- The students read a narrative text entitled 'Beauty and the Beast'</li> <li>- The students investigate the structural pattern and language features of the text.</li> </ul>
4	JCOT 50 minutes	<ul style="list-style-type: none"> <li>- The students match words with pictures individually.</li> <li>- The students make some necessary changes with the underlined words individually.</li> <li>- The students work in pairs to match some sentences</li> </ul>

		<p>with empty boxes in the ‘Little Red Riding Hood’ comic strip.</p> <ul style="list-style-type: none"> <li>- The students take turns to tell ‘Little Red Riding Hood’ story.</li> </ul>
5	Closing 5 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that class is over</li> <li>- The teacher gives words of advice to them</li> <li>- The teacher takes leave</li> </ul>

### Fifth Meeting

1	Opening 5 minutes	<ul style="list-style-type: none"> <li>- The teacher greets students.</li> <li>- The teacher leads pray.</li> <li>- The teacher checks attendance.</li> <li>- The teacher checks students’ preparedness.</li> </ul>
2	ICOT 70 minutes	<ul style="list-style-type: none"> <li>- The students sit in groups of 4-5.</li> <li>- The teacher gives ‘Timun Mas’ comic strip panels that have been cut apart to each group.</li> <li>- Each student in a group gets a different panel.</li> <li>- The students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their panels to others until they have arrived at an order.</li> <li>- The take turns to tell ‘Timun Mas’ story’</li> </ul>
3	Closing 5 minutes	<ul style="list-style-type: none"> <li>- The teacher tells the students that class is over</li> <li>- The teacher gives words of advice to them</li> <li>- The teacher takes leave</li> </ul>

**G. Teaching Aids**

- Pictures
- Comic strips
- LCD

**H. Resources**

- Stephens, Mary. 1995. *Pictures for Writing Book 1*. Edinburgh: Longman
- Priyana, Jaka, et al. 2008. *Scaffolding: English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wardiman, Artono, et al. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Depdiknas.

**I. Assessment**

- Technique: Performance Assessment
- Speaking Rubric (Appendix G)



## WORKSHEET



### Task 1

Put these words under the correct pictures.

a sword

a princess

a mermaid

a prince

a giant

dwarves

a castle

a witch

a fairy goodmother

an elf



## Task 2

1. Below is a random story of 'Little Red Riding Hood'. Make some necessary changes with the underlined words.

1. The hungry wolf <u>see</u> Little Red Riding Hood. He wanted to eat her.	2. He <u>lock</u> Granny in a cupboard and jumped in her bed.
3. The hungry wolf <u>jump</u> up.	4. He <u>let</u> Granny out of the cupboard.
5. He <u>chase</u> the hungry wolf away.	6. Little Red Riding Hood <u>come</u> to see Granny.
7. Granny <u>lay</u> in bed.	8. Suddenly Little Red Riding Hood's dad <u>run</u> in.
9. It wasn't Granny. It <u>is</u> the hungry wolf.	10. The hungry wolf <u>go</u> to Granny's house.

2. Match the sentences above with empty boxes in the comic strips.

## Task 4

In groups of four, take turns to tell 'Little Red Riding Hood' story.

**Task 5**

- 1. In groups of four, order the story by describing the panel of comic strip that you get to you friends.**
- 2. Do not show your comic strip panel until you have arrived at an order.**

**Task 6**

**Work in groups and take turns to tell a story using the comic strips that have been arranged as guidance.**

## **APPENDIX F**

### **Comic Strips**

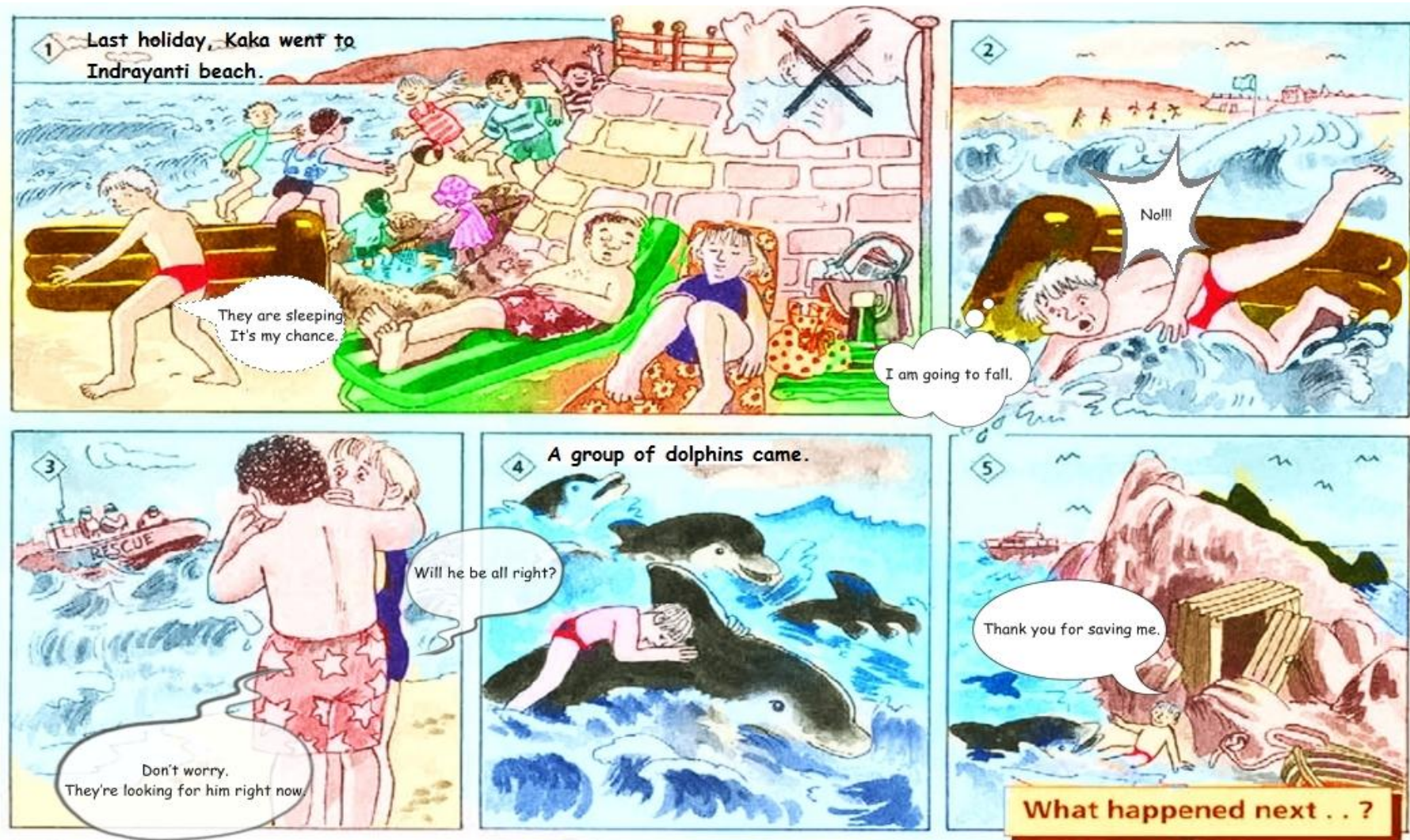
## Kidnapped



Adapted from *Pictures for Writing 1* by Mary Stephens p.26



# Dolphin Rescue



Adapted from Pictures for Writing 1 by Mary Stephens p.34



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



*Adapted from Scaffolding by Joko Priyana et al. p. 189  
Illustrated by Renyta Okfiani Klau*



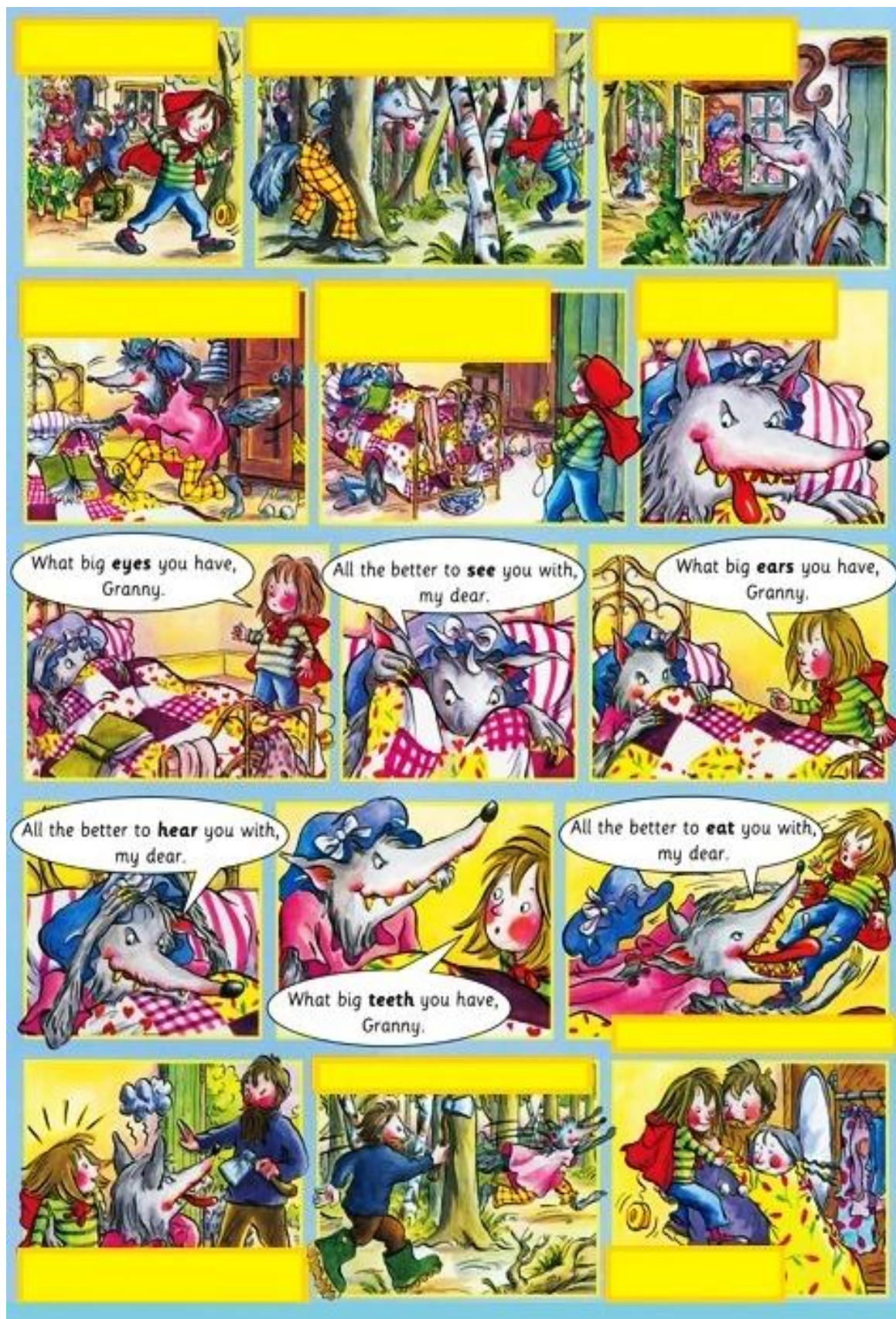
**Situation:** Kaka and Ozil are talking about a plan for a holiday. Kaka wants to visit some places in Yogyakarta.



Adapted from *Scaffolding* by Joko Priyana et al. p. 65  
Illustrated by Renyta Okfiani Klau



# Little Red Riding Hood





# The Golden Cucumber







Figure 6: Student's Drawing 1





# Snow White



Figure 7: Student's Drawing 2



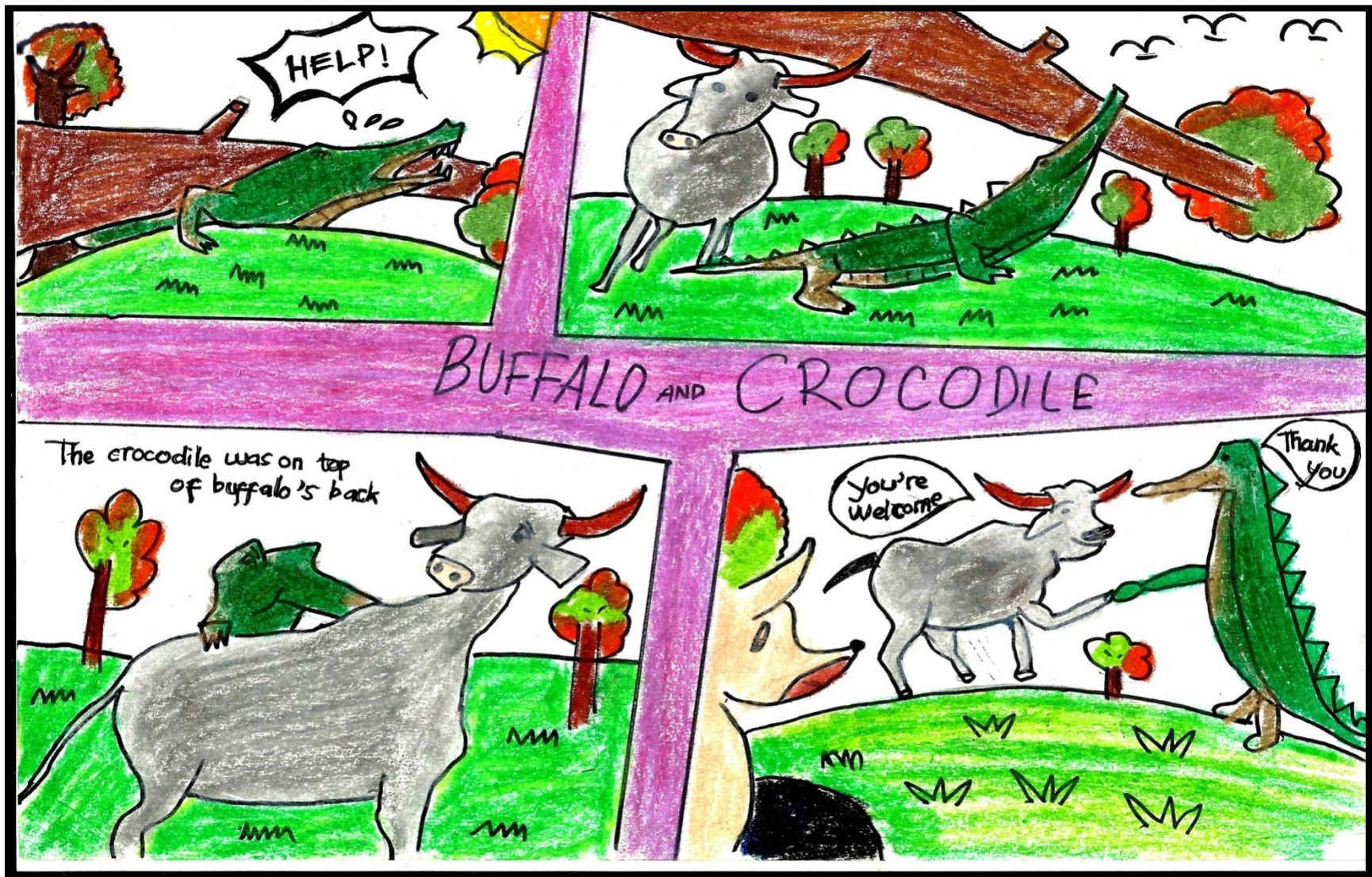


Figure 8: Student's Drawing

**APPENDIX G**

**Students' Speaking Scores and  
Speaking Rubric**

### THE STUDENTS' SPEAKING PERFORMANCE SCORES IN THE PRE TEST

Ss' Number	Researcher's Rates						Teacher's Rates						Mean
	G	VC	C	F	P	RTS	G	VC	C	F	P	TTS	
1	1	3	3	3	2	12	2	3	3	2	3	13	12.50
2	1	2	1	1	2	7	1	2	1	1	2	7	7
3	3	3	3	3	3	15	3	2	3	2	3	13	14
4	1	3	3	2	2	11	1	3	3	1	3	9	10
5	3	3	3	3	2	14	3	3	2	3	3	14	14
6	1	2	3	2	2	10	1	2	2	3	2	11	10.50
7	2	2	3	3	2	12	2	2	2	3	3	12	12
8	1	1	2	2	2	8	1	1	2	1	1	6	7
9	1	2	3	2	1	9	2	2	3	3	2	12	10.50
10	1	2	3	3	2	11	1	2	3	3	2	11	11
11	1	2	2	1	1	7	1	1	2	2	1	7	7
12	1	1	2	2	1	7	1	1	1	1	1	5	6
13													
14	1	2	2	3	2	10	2	2	3	2	2	11	10.50
15	2	2	3	3	2	12	2	3	3	3	2	13	12.50
16	1	1	3	3	1	9	1	2	2	2	2	9	9
17	2	2	3	2	2	12	3	2	2	1	2	9	10.50
18	2	3	3	2	3	13	3	2	3	3	3	14	13.50
19	2	3	3	3	1	12	2	3	3	3	2	13	12.50
20	1	2	2	3	2	10	2	3	3	2	2	12	11
21	1	3	2	2	3	11	1	2	2	3	3	11	11
22	2	3	2	2	2	11	2	3	2	3	2	11	11
23	1	2	3	2	2	10	2	3	2	3	2	11	10.50
24	3	3	3	3	3	12	3	3	3	2	3	14	13
25													
26	2	3	2	3	2	12	3	2	2	3	2	13	12
27	2	3	3	3	2	13	3	3	3	2	3	14	13.50
28	1	2	2	2	2	9	2	2	3	2	2	11	10
29	3	3	3	2	2	13	3	3	3	2	2	13	13
30	1	2	2	3	2	10	2	2	2	2	2	11	10.50
31	3	2	3	2	2	12	2	2	3	2	2	11	11.50
32	2	2	2	3	1	10	2	2	2	2	1	9	9.50
33													
Mean	1.63	2.30	2.57	2.43	1.93	10.87	1.97	2.27	2.40	2.23	2.17	11.00	10.87



### THE STUDENTS' SPEAKING PERFORMANCE SCORES IN THE POST TEST

Ss' Number	Researcher's Rates						Teacher's Rates						Mean
	G	VC	C	F	P	RTS	G	VC	C	F	P	TTS	
1	2	3	3	2	2	12	2	2	3	3	3	13	22.50
2	2	2	2	2	2	10	1	2	3	1	2	9	9.5
3	3	3	3	3	2	14	2	3	3	2	3	13	13.50
4	3	3	3	2	2	13	2	3	3	2	2	13	13
5	3	3	3	3	3	15	3	3	2	3	3	14	14.50
6	3	3	3	2	2	13	3	2	2	3	2	12	12.50
7	2	3	2	3	2	12	2	2	2	3	3	12	12
8	3	3	2	2	2	12	2	2	3	2	2	11	11.50
9	3	3	3	3	2	14	2	3	2	3	2	12	13
10													
11	2	3	3	2	3	13	2	2	2	2	2	10	11.5
12	3	2	3	2	2	12	2	2	3	2	1	10	11
13													
14	2	2	3	2	2	11	2	2	3	2	2	11	11
15	1	2	3	3	1	10	2	2	3	3	1	11	10.50
16	2	3	3	3	2	13	2	3	3	2	2	12	12.50
17	2	2	2	2	2	10	2	3	3	1	2	11	10.5
18	2	2	3	3	2	12	3	2	3	3	3	14	13
19	2	2	3	3	2	12	2	3	3	3	2	13	22.50
20	3	3	3	3	2	14	2	3	3	2	2	12	13
21	2	2	2	2	2	10	1	2	2	2	3	10	10
22	2	2	2	1	2	9	2	2	3	2	2	11	10
23	2	2	2	2	2	10	2	2	1	3	2	10	10
24	3	2	3	3	3	14	3	3	3	3	3	15	14.50
25													
26	2	2	3	3	3	13	2	2	3	3	2	12	12.50
27													
28	2	3	3	3	2	13	3	2	3	2	2	12	13
29	2	3	3	3	2	13	3	3	3	2	3	14	14
30	3	2	3	3	2	13	2	3	3	2	2	12	12.50
31	3	3	3	3	3	15	3	3	3	2	3	14	14.50
32	2	2	3	3	3	13	3	2	2	2	2	11	12
33	3	3	3	4	3	16	3	3	3	3	3	15	15.50
Mean	2.38	2.52	2.76	2.59	2.21	12.45	2.24	2.45	2.69	2.35	2.28	12.10	12.97

### Pre-test Score

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
<b>Rater 1</b>	1.63	2.30	2.57	2.43	1.93
<b>Rater 2</b>	1.97	2.27	2.40	2.23	2.17
<b>The mean score of the pre-test</b>	1.80	2.29	2.49	2.33	2.05

### Post-test Score

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
<b>Rater 1</b>	2.38	2.52	2.76	2.59	2.21
<b>Rater 2</b>	2.24	2.45	2.69	2.35	2.28
<b>The mean score of the post-test</b>	2.31	2.49	2.73	2.47	2.25

Rater 1: Researcher

Rater 2: English Teacher

**Oral Proficiency Scoring Categories**  
**(Brown: 2004, 172-173)**

Scores	Aspects				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience. Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.

3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

## **APPENDIX H**

### **Attendance List**

## ATTENDANCE LIST

SS NUMBER	NAME	L/ P	MEETING				
			1	2	3	4	5
1	ADELIA CAHYA DAMAYANTI	P	√	√	√	√	√
2	AFFA AZMI RAHMAN NADA	P	√	√	√	√	√
3	ALFIANI EKA PUTRI	P	√	√	√	√	√
4	ALVINA PUTRI MAHARANI	P	√	√	√	√	√
5	ANINDYA	P	√	√	√	√	√
6	ARI SETYANINGSIH	P	√	√	√	√	√
7	BINAR BERLIANA EKA PUTRI	P	√	√	√	√	√
8	DAUB NAJIB	L	√	√	√	√	√
9	DEFIKA CHOIRUNNISA HASIBUAN	P	√	√	√	√	√
10	DEVITA NARA RAMADHANI	P	√	√	√	√	√
11	DHIEMAZ ANANDA YUSTIRA	L	√	√	√	√	√
12	DHIMAS SHEVA FADHILA	L	-	√	√	-	√
13	DHINISA VERLIANY	P	√	√	√	√	√
14	ERWANINDYA RAUSYANFIKR KHARISMA P	L	√	√	√	√	√
15	EKANANDA VINNY TYAS AYU	P	√	√	√	√	√
16	ELLAN ZIQRA	L	√	√	√	√	√
17	ERVIANDITYA RICO HERSAPUTRA	L	-	√	√	√	√
18	FATIMAH SETIARUM	P	√	√	√	-	√
19	GREHASTA RERHALIKA BESTARI	L	√	√	√	√	√
20	GUZTAVIGO ARLA TASTAMA	L	√	√	√	√	√
21	HAFIZH DZULFIKAR WIBOWO PUTRA	L	√	√	√	√	√
22	RANDHE AGUNG LANANG WIJAYA	L	√	√	√	√	√
23	HERNITA NUR SHAFI	P	√	√	√	√	√
24	HUDA HANURA	L	√	√	√	√	√
25	INDRI YANI DWI ARISA	P	√	√	√	√	√
26	ISTIQOMAH FAJRIATI PANGESTU	P	√	√	√	√	√
27	M. AKBAR RIVALDI	L	√	√	√	√	√
28	MEINATA DEWI LARASATI	P	√	√	√	√	√
29	MUHAMMAD DAVA INDRAMATA	L	√	√	√	√	√
30	MUHAMMAD RIDHO HAFIZHAN DHIYA U	L	√	√	√	√	√
31	REIHAN NAUFALI	L	√	√	√	√	√
32	RIZAL ROIS ARROSYID KAHARUDIN	L	√	√	√	√	√
33	SALSABILA LOLYTA SARI	P	√	√	√	√	√
34	WINDA JULIETA NATHASYA	P	√	√	√	√	√

# **APPENDIX I**

## **Photographs**



The researcher is distributing handouts to the students.



The researcher is giving explanations about the material.



The students are figuring out the proper speech bubbles order of 'Kidnapped' comic strip.





The students are consulting their works.



The researcher is monitoring students'



The students are listening and watching 'Beauty and the Beast' video to get a good speaking model



The students are acting out a missing dialogue in pairs.



The researcher is acting as the student's partner to act out a missing comic strip dialogue.



The student is enthusiastically performing a monologue after school.



The students are arranging jumbled 'Timun Mas' comic strip.

# **APPENDIX J**

## **Letters**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 210/UN.34.12/DT/XI/2013  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

28 November 2013

Kepada Yth.  
 Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Provinsi DIY  
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***USING COMIC STRIPS TO IMPROVE THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMPN 15 YOGYAKARTA***

Mahasiswa dimaksud adalah :

Nama : RENYTA OKFIANI KLAU  
 NIM : 09202241076  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Januari – Maret 2014  
 Lokasi Penelitian : SMPN 15 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Pendidikan FBS,  
  
 Indun Probo Utami, S.E.  
 NIM 09202241076 04 199312 2 001

Tembusan:

1. Kepala SMPN 15 Yogyakarta





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**

**SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**

070 /Reg / VI / **8214** / 11 /2013

Membaca Surat : **Dekan Fakultas Bahasa dan Seni  
Universitas Negeri Yogyakarta**

Nomor : **210/UN34.15/DT/XI/2013**

Tanggal : **28 November 2013**

Perihal : **Izin Penelitian**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : **RENYTA OKFIANI KLAU**

NIP/NIM : **09202241076**

Alamat : **Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta, Jurusan Pend. Bahasa Inggris**

Judul : **USING COMIC STRIPS TO IMPROVE THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 15 YOGYAKARTA**

Lokasi : **SMP N 15 Yogyakarta**

Waktu : **29 November 2013** s/d **1 Maret 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **29 November 2013**

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan  
Ub.



Hendar Setiowati, SH.  
NIP. 19550101/198503 2 003

**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Walikota Yogyakarta CQ Ka. Dinas Perizinan
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- 5 Yang Bersangkutan



## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

## SURAT IZIN

NOMOR : 070/3237

7643/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
 Nomor : 070/reg/v/8214/11/2013 Tanggal : 29/11/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : RENYTA OKFIANI KLAU NO MHS / NIM : 09202241076  
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
 Alamat : Karangmalang Yogyakarta  
 Penanggungjawab : Dra. Jamilah, M.Pd  
 Keperluan : Melakukan Penelitian dengan Judul Proposal : USING COMIC STRIPS TO IMPROVE THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 15 YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014

Lokasi/Responden : Kota Yogyakarta  
 Waktu : 29/11/2013 Sampai 28/02/2014  
 Lampiran : Proposal dan Daftar Pertanyaan  
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
 Pemegang Izin

RENYTA OKFIANI KLAU

Dikeluarkan di : Yogyakarta  
 pada Tanggal : 29-11-2013

An. Kepala Dinas Perizinan  
 Sekretaris

ENY RETNOWATI, SH  
 NIP. 196103031988032004

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
 2. Ka. Biro Administrasi Pembangunan Setda DIY  
 3. Ka. Dinas Pendidikan Kota Yogyakarta  
 4. Kepala SMP Negeri 15 Yogyakarta  
 5. Ybs.



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
**SMP NEGERI 15 YOGYAKARTA**  
Jalan Tegal Lempuyangan Nomor 61 Telepon 512912 Yogyakarta  
Website : <http://www.smpn15yogya.com>  
Email : [smpn15\\_yk@yahoo.co.id](mailto:smpn15_yk@yahoo.co.id)  
Fax : (0274) 544903

### SURAT KETERANGAN PENELITIAN

Nomor : 070 /084/ 2014

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Yogyakarta :

Nama : Subandiyo,S.Pd  
NIP : 19590723 198103 1 010  
Pangkat / Golongan : Pembina / IV/a

Menerangkan dengan sesungguhnya bahwa :

Nama : Renyta Okfiani Klau  
NIM : 09202241076  
Pekerjaan : Mahasiswa Universitas Negeri Yogyakarta  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Penelitian : Using Comic Strips To Improve The Speaking Skill Of Grade VIII Students of SMP Negeri 15 Yogyakarta

Telah melakukan penelitian pada tanggal 29, Nofember 2013 sampai 28, Februari 2014 berdasarkan surat izin dari Dinas Perizinan No: 070/3237 dan 7643/34 tanggal 29, November 2013

Demikian Surat Keterangan penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 25 Februari 2014  
Kepala Sekolah  
  
Subandiyo, S.Pd  
NIP. 19590723 198103 1 010



**SEGORO AMARTO**  
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA  
KEDISIPLINAN - KEPEDULIAN SOSIAL - GOTONG ROYONG - KEMANDIRIAN