



**THE USE OF ENGLISH COMICS TO IMPROVE STUDENTS' ABILITY
IN STORY RETELLING**

**(The Case of 8th Year Students of SMPN 1 Bojong Pekalongan in the
Academic Year 2006/2007)**

FINAL PROJECT

Submitted in partial fulfillment of the requirement for the Degree of *Sarjana*
Pendidikan in English

By

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PERNYATAAN

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sesungguhnya bahwa skripsi/tugas akhir/*final project* yang berjudul:

**The Use of English Comics to Improve Students' Ability in Story Retelling
(The Case of 8th Year students of SMPN 1 Bojong Pekalongan in the
Academic Year of 2006/2007)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh melalui sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dilakukan dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidak beresan, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan dengan seperlunya.

Semarang,
Yang membuat pernyataan

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MOTTO

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan.”

(Al Qur'an, 94. 5)

DEDICATION:

Mr. and Mrs. Ronadi

Yanto & Fia

5B & 7Kek

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Alhamdulillah, by the grace of Allah SWT, I have succeeded in finishing this final project.

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Semarang, March 2007

Royanti

ABSTRACT

Royanti. 2007. The Use of English Comics to Improve Students' Ability in Story Retelling (The Case of the 8th Year Students of SMP N 1 Bojong Pekalongan in the Academic Year of 2006/2007). Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Adviser: Dra. Issy Yuliasri, M Pd. Second Adviser: Dwi Anggara Asianti, S S., M Pd.

Key Words: English Comics, Story Retelling

This study was conducted under the considerations that eight year students of SMP need media in teaching-learning process. One of them is English comics in teaching story retelling.

In this final project, the objectives of the study was to find out whether there is any significant difference in the improvement of students' mastery in story retelling using comics and without using comics and to identify the effectiveness of English comics as a medium of teaching story retelling.

To achieve the objectives of the study, the writer conducted an experimental quantitative research. The experiment was held through pretest-posttest equivalent group design. The population of the study was the Eight Year Students of SMP N 1 Bojong, Pekalongan. The total number of sample in this study was 40 students. The data were collected through speaking test and questionnaire.

In solving the problems, the writer carried out an experimental study using statistical method called t-test. The writer used two groups: experiment group and control group. In the control group the writer used written text story, while in the experiment group, the writer used English comics.

The computation result of t-test was 4.616. the critical value of t was 2.02 for $\alpha = 5\%$ and $df = 38$. Because t value was higher than the critical value of t ($4.616 > 2.02$), it could be concluded that there was significant difference in the achievement between the students who were taught using comics and students who were taught without comics. From the polygon frequency, it could be concluded that English comics was an effective medium of teaching story retelling.

Referring to the experience in conducting this research, the writer offer suggestion to the teacher to improve the students' ability in story retelling in order to get better result. The use of comics should be maintained frequently and recommended to English teachers, especially to teach Junior High School students in order to attract their motivation in learning English to be more fun.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of students and as a local content subject in Elementary school.

The writer wants to discuss one of the many problems connected with English learning. English learning problems can take place both at home and at school. The teacher and the students are different, and therefore, we might find different motivations for learning as well. At school, the problems may appear when the class consists of a big number of students. The noisy class does not only disturb the students who really want to study, but also influence the students' concentration to the subject given in class. The condition like this can make the students feel bored and do not like to study. At home, the problems may appear when they recall the subjects from school and they still do not understand the lesson and none of the people at home can help them. If this condition continues they will feel very bored and not interested in studying English. In this case the

teacher's role is very important, that is to encourage them to study harder and better.

In addition, students' problems are not only from the classroom environment but also from the students themselves. The reality we often see is that, in fact, many students master the theory better than practice. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self confidence. To build their confidence, students need more practice so that teachers are suggested to create and use interesting method. One of such the methods is story retelling. Generally, story retelling is liked by the students because they like stories. It is also an appropriate method for the students at their age.

In order to make story retelling more interesting, good media are needed. The term 'media' is defined by Brown: J. W, Richard B. L, Fred F: H (1969: 2-3) as tools or the physical things used by a teacher to facilitate the instruction. According to Gerlach and Elly (1980: 245), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used (Gerlach and Elly: 255).

Comic is one of the many media to teach story retelling. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching story retelling can be very pleasing and interesting for the

students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

1.2 Reasons for Choosing the Topic

As mentioned in the background, selecting a good medium to teach English is very important. The phenomena we have for many years are that teachers use particular textbooks, which are stated in the curriculum, without trying to find some other suitable sources. They, in this case, do not attempt to find other materials that support and motivate students' interest in their English class.

The writer assumes that comic is a kind of text that will attract students' interest and stimulate them to enjoy story retelling. As Walt Disney says, animation, an element of comics, offers a medium of story telling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world. Although the comic is written in English, the students of Junior High School will enjoy reading it for the following reasons:

1. Comic is a light and easy-to-understand reading material. It has pictures and contains short conversations in "bubbles" of speech. The vocabulary used there can be inferred from both pictures and

the context, so the students do not waste their time to look up the meaning of difficult words in a dictionary.

2. The sentence structures, which are used in comics, are simple. They enable students to understand what the sentence means.

(Taufik, 2006: 3)

The writer chooses the stories of Donald Duck on consideration that nearly all the students may have been familiar with the characters of Donald Duck from the cartoon TV shows or its comics in Indonesia as they read them at home to entertain themselves

The writer believes that by giving comics as medium in story retelling; the Junior High School students will obtain some advantages as stated below:

1. It will stimulate their motivation and interest in story retelling
2. It increases their knowledge and enriches their vocabulary
3. It gives students enjoyment in story retelling

1.3 Statements of the Problems

The problems that will be discussed in this study are:

1. How is the result of using English comics as a medium of teaching story retelling?
2. Is comic effective as a medium of teaching story retelling?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out whether there is any significant difference in the improvement of students' mastery in story retelling using comics and without using comics.
2. To identify the effectiveness of English comics as a medium of teaching story retelling.

1.5 Significance of the Study

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

1) Students

It may motivate students to improve their interest in learning English since they will find out that speaking, especially story retelling, is not always difficult to learn. Their improvement of interest in learning English will help them master English well.

2) Teachers

The research findings are expected to be used as a consideration in teaching story retelling in the classroom.

1.6 Limitation of the Study

The writer limits this study by the following limitation:

1. The comic used for this study is taken from 17th edition The Very Best of Donald Duck Comics (Bilingual Edition).
2. This research is only conducted to the 8th year students of SMP N 1 Bojong Pekalongan in the academic year of 2005/2006.

1.7 Outline of the Study

The thesis is divided into five chapters; the following is the overview of the thesis.

The introduction, chapter I, presents the general background of the study, reasons for choosing the topic, statements of the problem, the objectives of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II discusses the general concept of comics, history of comics, the use of comics in teaching, definition of story retelling, application of comics as stimuli to retell story fluently, and experimental research.

Chapter III reviews the method of investigation and data collection of the experiment. This chapter deals with the subject of the study, variable, research design, instrument, the try out, condition of the test, scoring system and method of data analysis.

Chapter IV covers the details of the statistical analysis to provide the appropriate comparison of the two means from the experiment.

Chapter V presents the conclusions and the suggestions given based on the result of the writer's experiment.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Characteristics of Junior High School Students

Junior high school students or teenagers are categorized into adolescents learners. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents learners according to Harmer are:

1. They seem to be less lively and humorous than adults.
2. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.
3. They would be much happier if such problem did not exist.
4. They may be disruptive in class.
5. They have a great potential creativity and a passionate commitment to things that interest them.

(Harmer. 2001:38-39)

Based on the explanation above, the writer concludes that the characteristics of adolescents are period of change, new experiences, learning, instability and the most trying times in life. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of

contrasting ideas and concepts, which they can resolve by themselves-though still with the teacher's guidance.

2.2 Media

2.2.1 Overview of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching.

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

According to Gerlach and Elly (1980: 241), a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. In addition, Brown (1977: 2-3), defines media as the tools or the physical things used by a teacher to facilitate the instruction.

From the definitions above, the writer makes a conclusion that media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

The teachers' creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in a teaching-learning process. Gerlach and Elly (1980: 297) classify media in six general categories:

1. Picture

Picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.

2. Audio Recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack. These are reproductions of actual event or sound track.

3. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

4. Television

This category includes all types of Audio Video electronic distribution systems; which eventually appear on television monitor.

5. Real things, simulation and model

This category includes people, events, objects and imitation of real things. Imitation of real things can be used as a substitution for the actual objects or event. They are, in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can be used for simulation. A model is replication or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6. Program and computer-assisted instruction.

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

From the categories above, not all of them can be applied in the classroom.

According to Gerlach and Elly (1980: 254), to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

Furthermore, according to Brown et al (1977), there are six principles of media selection:

1. Content
Do the media (i.e. comic book) have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) that will be given to the students.
2. Purposes
The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.
3. Price
Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.
4. Circumstance of use
In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.
5. Learner's verification
A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/she teaches.
6. Validation
A teacher must think whether there are data providing that the students learnt accurately through the use of aid.

(Brown et al, 1977:76)

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

2.2.2 Roles of Media in a Teaching-Learning Process

The use of media in a teaching-learning process is very important. Locatis and Atkinson (1984) give a brief explanation on the roles of media or instructional media as follows:

1. To entertain
Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas, and sporting events in television.
2. To inform
The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.
3. To instruct
Media are used to take the viewer and listener from state of not knowing to one of knowing. From a state of poor performance to a state of competence. It includes motion pictures, slides, film strips records and audiotapes.

(Locatis and Atkinson, 1984:13)

2.3 Comics

2.3.1 Definition of Comics

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. According to Scott McCloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial and other images

in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “*manga*” when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books.

Collier’s Encyclopedia (1955: 402) defines comic as “term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous.” Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoons, fun and humor, love, interest, and retold classics.

A. S. Hornby (1987: 168) states that comic is books or magazines containing stories etc. in the form of drawing.

Nana Sudjana (2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing

and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

M. Nashir (2002: 22) says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny.

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

2.3.2 Strengths of Comic in Education

Strengths of comics in education according to (www.genayang.com/comicsedu/strengths.html), can be described as follows:

1. Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics. Sones (www.genayang.com/comicsedu/strengths.html) theorizes that pictures tell any story more effectively than words.

“The potency of picture story is not a matter of modern theory but of anciently established truth. Before man thought in words, he felt in pictures...it is too bad for us “literary” enthusiast, but it’s the truth nevertheless, pictures tell any story more effectively than words”.

(www.genayang.com/comicsedu/strengths.html)

2. Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics’ picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones (www.genayang.com/comicsedu/strengths.html) found that comics’ visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored significantly higher than the second group. At the end Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results.

“Sones’ conclusion foreshadows the trend towards teaching to multiple intelligences among educators today. He writes, “An assumption implied in most school instruction is that all children will read the printed material with equal effectiveness...The

absurdity of this practice is patent” Visual learners benefit from visual media”.

(www.genayang.com/comicsedu/strengths.html)

3. Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success. Karl Koenke (www.genayang.com/comicsedu/strengths.html) suggests that comics can lead students toward the discipline of learning. Hutchinson’s experiment (www.genayang.com/comicsedu/strengths.html) found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci (www.genayang.com/comicsedu/strengths.html) found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon.

“Using comics, Versaci challenges college literature students to consider, evaluate, and question the very concept of a “literary canon.” Because comics are rarely considered literature, Versaci than leads his class in a discussion on literary worth. He has found out those discussions on comics are generally livelier than those on classic novels”.

(www.genayang.com/comicsedu/strengths.html)

4. Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes.” It is very popular because comic has interesting story and full of colors. That is why the children

like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school.

According to Versaci (www.genayang.com/comicsedu/strengths.html), through comic books, teacher can lead their students in a study of “contemporary lifestyles, myths, and values”

“Versaci (2001) asks English teachers to consider Judd Winick’s comic book *Pedro and Me: friendship, Loss, And What I learned*. *Pedro and Me* is a touching account of the author’s friendship with Pedro Zamora/ a young AIDS activist who eventually succumbed to disease. Through comic book such as these, teachers can lead their students in a study of “contemporary lifestyles, myths, and values”.
(www.genayang.com/comicsedu/strengths.html)

2.4 The use of comic in teaching

Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read comic. The wide spread of comic has interested the writer in using comic as a medium for teaching.

A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students’ interest. It is better to combine the use of comic with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is

appropriate to the way the students think and the students' age. Also, a teacher should help them get broader information and knowledge from the comic.

2.5 Definition of story retelling

Story retelling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure.

“Story retelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. Story retelling takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension”.

(http://ccvi.wrcervw.org/ccvi/22_pubs/newsletters/winter1997-waevingauthenticassessment/Story_Retelling-V2-No1.html)

Story retelling encourages students to think about stories as they retell them. It helps them learn to tell stories in detail and in sequence. Children develop favorite stories early in their lives and want to hear the same story over and over again. Story retelling is a common human activity which can be enjoyable, especially if the material is interesting.

Story retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they retell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

“When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Retelling after reading provides another opportunity for the reader to reconstruct the text”.

(http://www.bridgew.edu/library/CAGS_Projects/TPALINGO/web20/%page/srlitrev.htm)

Story retelling can play an important role in performance-based assessment of speaking. It prepares students for real-life tasks such as selecting, organizing, and conveying essential information (<http://ccvi.wrcervw.org/ccvi/22-pubs/newsletters/winter1997-weavingauthenticassessment/story-retelling-v2-No.1.html>). Story retelling as a component of authentic assessment can be introduced when the students demonstrate proficiency in identifying key story elements. The students need to be aware that the purpose of the story retelling is to obtain assessment data for self and teacher evaluation. Story retelling has also proven to be an appropriate comprehension measure for the students with varying learning abilities.

“Retelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. General inquiries provide more opportunity for children to express everything that they remember, which may be more than they are able to do when specific questions are asked”

(http://www.bridgew.edu/library/CAGS_Projects/TPALINGO/web20/%page/srlitrev.htm)

Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read.

2.6 Application of Comics as Stimuli to Retell Story Fluently

Story retelling is not as easy as people imagine. The students will meet some difficulties in giving information if they do not have any ability in

conveying an idea or a topic. Retelling story in their own language is easier than retelling story in English. Retelling story in English is really difficult for them. They have some difficulties, i.e. they might have limited vocabulary items and they might have poor ability in pronunciation.

As the person who manages the classroom activity, a teacher may use comics as the media to meet a specific instructional need. Through comics as a medium, the teacher can motivate the students to learn story retelling in more enjoyable and interesting ways. The students can enrich their new vocabulary and will know more about the structures. They will get new atmosphere in learning story retelling. Consequently, in daily activities the students have to practice their oral speaking in class using comics, in group or individually.

Furthermore, the writer concludes that teaching story retelling using comics can follow the following steps: before the teacher gives a certain comics to students, it is better for him/her to give brief explanation by telling the title. Then the teacher distributes the comics to each student to read, and ask them to read two or three times. After that, they retell the same story in different ways. When they have finished retelling it to their partners, the teacher will ask them to come forward one by one to retell it. He/she will record the students' voice, and then the students' score based on their pronunciation, grammar, fluency and content in story retelling.

2.7 Experimental Research

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple

conventional experiment reference is usually made to an experimental group and to a control group (Best, 1981:59). In other words, an experimental research tries to observe the cause-and-effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research. Best (1981:57) states that experimental research provides a systematic and logical method for answering the question, if this is done under carefully controlled conditions, what will happen?"

Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are minimized (Nunan, 1993: 47). Picciano (www.hunter.cuny.edu/edu/apiccian/edstat09.html#return) argues,

“Experimental research is defined essentially as research in which the causal (independent) variable(s) can be manipulated in order to change the effect. Experimental researchers are particularly concerned with the issue of external validity, and the formal experiment is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population.”

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. The steps are:

1. Reading literature sources to get the problems of the research.
2. Identifying and stating the problems.
3. Determining the limitation of terms and variable, hypothesis, and supported theory.
4. Designing the experiment.
5. Conducting the experiment.

6. Choosing the appropriate data that can represent the experiment group and the control group.
7. Finding out the significant relation to get the result of the experiment using an appropriate technique.

(Arikunto, 2003: 275-276)

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981: 68). Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. According to Best (1981: 68-81), there are three categories of experimental design.

1. True Experimental Design

In a true experiment the equivalence of the experiment and control groups is provided by random assignment of subjects to experiment and control treatments. In discussing experimental designs, a few symbols are used:

R = random selection of subjects

X = experimental variable

C = control variable

O = observation or test

There are three models of true experimental designs:

- 1) The posttest-only, equivalent-groups design

R	X	O1
R	C	O2

This design is one of the most effective in minimizing the threats to experimental validity. Experimental and control group are equated by random assignment. At the conclusion of the experimental period the difference between the mean test scores of the experimental and control groups are subjected to a test of statistical significance, a t test, or an analysis of variance. The assumption is that the means of randomly assigned experimental and control groups from the same population will differ only to the extent that random sample means from the same population will differ as a result of sampling error. If the difference between the means is too great to attribute to sampling error, the difference may be attributed to the treatment variable effect.

2) The pretest-posttest equivalent-groups design

R	O1	X	O2
R	O3	C	O4

$$\begin{array}{ll} X \text{ gain} = O2 - O1 & O1 \ O3 = \text{pretest} \\ C \text{ gain} = O4 - O3 & O2 \ O4 = \text{posttest} \end{array}$$

This design is similar to the previously described design, except that pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period. Gain scores may be compared and subjected to a test of the significance of the difference between means. This is a strong design, but there may be a possibility of the influence of the effect of testing and the interaction with the experimental variable.

3) The Solomon four-group design

R	O1	X	O2
R	O3	C	O4
R		X	O5
R		C	O6

The design is really a combination of the two group designs previously described, the population is randomly divided into four samples. Two of the groups are experimental samples. Two groups experience no experimental manipulation of variables. Two groups receive a pretest and a posttest. Two groups receive only a posttest. It is possible to evaluate the main effects of testing, history, and maturation. A two-way analysis of variance is used to compare the four posttest scores, analysis of covariance to compare gains in O2 and O4.

Since this design provides for two simultaneous experiments, the advantages of a replication are incorporated. A major difficulty is finding enough subjects to randomly assign to four equivalent groups.

2. Quasi Experimental Design

These designs provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlike. There are two categories of quasi-experimental design:

1) The pretest-posttest nonequivalent-groups design

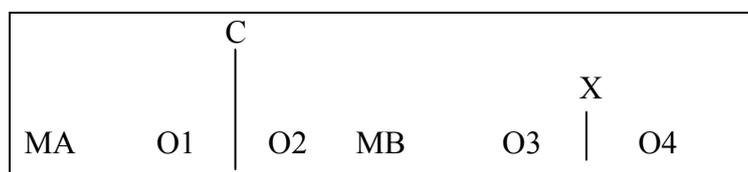
O1	X	O2
O3	C	O4

O1 O3 = pretests

O2 O4 = posttests

This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O1 and O2 scores and the difference between the mean of the O3 and O4 scores (main gain scores) are tested for statistical significance. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously.

2) The equivalent materials, pretest, posttest design



MA = teaching method A

MB = teaching method B

O1 and O3 are pretests

O2 and O4 are posttests

Another experimental design, using the same group or class for

both experiment and control groups, involves two or more cycles. The class may be used as a control group in the first cycle and as an experiment group in the second. The order of exposure to experiment and control can be reserved-experiment first and control following.

Essential to this design is the selection of learning materials that are different, but as nearly equated as possible in interest to the students and in difficulty of comprehension.

3. Pre- Experimental Design

The least effective, for it either provides no control group, or no way of equating groups that are used. The models of pre-experimental designs are as follow:

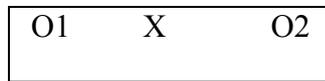
1) The one-shot case study



This experiment is conducted without any control group and without any pretest. With this model, the researcher has a simple purpose.

The purpose is to know the effect of other factors.

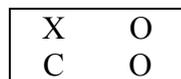
2) The one-group, pretest-posttest design



O1 = pretest O2 = posttest

This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.

3) The static-group comparison design



This model is similar to the last two rows of the Solomon's model.

The use of this model is based on the assumption that both the experiment and control groups are absolutely equivalent,

CHAPTER III

METHOD OF INVESTIGATION

3.1 Subjects of the Study

3.1.1 Population

Best (1991: 8) states that population is any group of individuals that has one or more characteristics in common, while according to Johnson (1987: 110), population is the entire group of entities or persons to which the results of the study are intended to apply. The population of this study was the 8th year students of SMP N 1 Bojong, Pekalongan in the academic year of 2006/2007. The total number of the population was 308 students divided into 7 classes. It means that each class had 44 students. The reason for choosing the 8th year students was because there was an English-speaking extracurricular activity. This activity was held once a week. Therefore, the writer decided to choose this school based on this consideration.

3.1.2 Sample

Sometimes, the number of population is too big so it is out of the reach. In this case, the research is conducted to a part of the whole population. This part must have the characteristics that represent the whole population. According to Best (1981: 8) a sample is a small proportion of a population selected for observation and analysis.

In selecting sample, the writer used random sampling. According to Arikunto (1998:120), research may take 1 up to 15 percent or 20 up to 25 percent out of the population. Therefore, the writer took 13 percent out of 308 students or

equal to 40 students as the sample for this study. The sample was divided into two groups consisting of 20 students in experiment group and 20 students in control group.

The writer cannot take the sample randomly from the population because the population was in intact classes. The writer chose 20 students of VIII.C and 20 students of VIII.D. The reasons why the writer chose these two classes were because the averages of the English scores were not significantly different, and the same English teacher taught these two classes. The writer did lottery to choose which one would be experiment class and control class. Then the writer chose the students with even numbers in experiment class and odd numbers in control class. The writer did not take all of the students both in VIII.C and VIII.D classes for efficiency and practical reasons.

3.2 Variable

According to Brown (1988: 7-8), a variable is something that may vary or differ. A variable is essentially what we can observe or quantity of the human characteristics or abilities involved. Best (1981: 59) states that variables are the conditions or characteristics that the experimenter manipulates, controls, or observes.

1) Dependent variable

Dependent variable is the factor that is observed and measured to determine the effect of the independent variable, that is, the factor that appears, disappears or varies as the experimenter introduces, removes, or varies the

independent variable (Tuckman: 59). Based on the definition, the dependent variable of this study is the students' achievement. The students' score of story retelling test indicates the students' achievement

2) Independent variable

Independent variable is the factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon (Tuckman: 58-59). Based on the definition, the independent variable of this study is the use of comics in teaching story retelling.

3.3 Research Design

In this research the writer used true experimental design, specifically the pretest-posttest equivalent groups design.

The pretest-posttest groups design figures:

R	O1	X	O2
R	O3	C	O4

X gain = O2-O1 O1 O3 = pretest X = experiment
C gain = O4-O3 O2 O4 = posttest C = control

This design is one of the most effective in minimizing the threats to experimental validity. Pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period. Gain scores may be compared and subjected to a test of significance of the difference between two means (Best, 1981:70).

Based on this statement, the writer gave the pretest to both groups. The writer gave a treatment, i.e. giving cartoon comic twice a week for a month, to the

experiment group as an alternative way of teaching speaking. Their own English teacher taught the control group by using stories in written text.

3.4 Instrument

Kerlinger (1965:118) states that an instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained. Before collecting the data, the writer made instrument such as a rating scale and a questionnaire.

1. Rating Scale

The writer used a rating scale as proposed by Harris to score the students' result in speaking test. This is a 5-level rating scale. This rating scale measures the students' speaking skills especially in pronunciation, grammar, vocabulary, fluency and comprehension.

The rating scales for the speaking test modified from David P. Harris and Walter Bartz can be seen as follow:

Table 1
Rating Scale

Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly incorrect pronunciation
	3	Speech consists of some inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order

	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech is quite flowing style, mostly easy to understand
	4	Speed of speech seems to be slightly affected by language problems

	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all of the elements of the story
	4	Ideas well organized, covers almost all of the elements of the story
	3	Ideas less organized, some missing parts of the elements of story
	2	Ideas less organized, covers only the main elements of the story
	1	Unorganized ideas, a lot of missing parts of the elements.

(Modified from Harris, 1969: 84 and Walter Bartz, 1983: 150)

2. Questionnaire

After doing the post-test, the writer distributed questionnaire in the last activity. The purpose was to answer the questions about the students' achievement in receiving the material from the writer. The questions were about:

1. The students' interest in comics that were given by the writer during the research.
2. The relevance between the vocabulary offered in this research and the vocabulary that the students often use in their daily speaking.
3. The students' mastery of the material.
4. The sustainability of the research program.

The questionnaire can be seen in appendix 13.

Providing value of graded scores is very important, since the result of the mean is not in round figure, but decimal. The result of the questionnaire data analysis of each issue can be classified into a range of mean below.

Table 2
Classification of graded Scores

Range of mean	Students' interest	The relevance	Students' achievement	Sustainability
0.00-1.00	Low	Not relevant	Low	Not necessary
1.01-2.00	Medium	Relevant	Medium	Necessary
2.01-3.00	High	Very relevant	High	Very necessary

The aim of this research was to measure the speaking ability of the students. The writer used the rating scale to measure the students' speaking ability especially in pronunciation, grammar, vocabulary, fluency and comprehension. In

this research the writer used a recorder to record the students' voices for accuracy of scoring.

To observe the students' speaking ability, the writer and the teacher asked the students to come forward and retell the story in 3-5 minutes individually. Then, the writer and the teacher scored the student's speaking ability using the rating scale modified from David P Harris and Walter Bartz. There were five components in scoring the speaking test. First component was pronunciation. The teacher and the writer rated 5 for the pronunciation if the student speech consisted of almost appropriate pronunciation; 4 if student's speech consisted of hardly incorrect pronunciation; 3 if student's speech consisted of inappropriate pronunciation; 2 if student's speech consisted of mostly inappropriate pronunciation and 1 if student's speech consisted of very poor pronunciation.

The second component was grammar. For student's mastery of grammar, a student was rated 5 if he/she made few noticeable errors of grammar or word-order; 4 if he/she occasionally made grammatical or word-order errors which did not, however, obscure meaning; 3 if he/she made frequent errors of grammar and word order which occasionally obscure meaning; 2 if he/she produced grammar and word-order errors that made comprehension difficult and 1 if he/she made errors in grammar and word order so severe as to make conversation virtually unintelligible.

The third component was vocabulary. For mastery of vocabulary, the student was rated 5 if he/she used wide range of vocabulary taught previously; 4 if he/she sometimes used inappropriate terms or had to rephrase ideas because of

lexical inadequacies; 3 if he/she frequently used the wrong words, conversation somewhat limited because of inadequate vocabulary; 2 if he/she misused of words and very limited vocabulary made comprehension quite difficult and 1 if his/her limitation of vocabulary was so extreme as to make conversation virtually impossible.

The fourth component was fluency. The teacher and the writer rated 5 if student's speech was quite flowing style, mostly easy to understand; 4 if student's speed of speech seemed to be slightly affected by language problems; 3 if speed and fluency of the student were rather strongly affected by language problems; 2 if student's speech was usually hesitant; often forced into silence by language limitation and 1 if student's speech was so halting and fragmentary as to make conversation virtually impossible.

The fifth component was content. If the student's ideas were highly organized, it covered all of the elements of the story, the writer and the teacher rated him/her 5; student was rated 4 if his/her ideas were well organized, it covered almost all of the elements of the story; 3 if his/her ideas were less organized, there were some missing parts of the elements of the story; 2 if his/her ideas were less organized, it covered only the main elements of the story and 1 if his/her ideas were unorganized, there were a lot of missing parts of the elements of the story.

The scale of 0 up to 100 will be used to make the scoring easier. Here, the maximum rate a student got was 25. So, the obtained rate was multiplied by 4.

3.5 The Try Out

Trying out the test is necessary since the result can be used to measure the validity and the reliability of the test and it can be carried out in either a small scale or a large one (Arikunto, 1993:223).

Before the rating scale was used as an instrument to collect the data, it had been tried out first to the students in an other class. The rating scale consisted of 5 components of scoring. They were pronunciation, grammar, vocabulary, fluency and comprehension. There were 20 students in try out group and they had to do the test orally in 3-5 minutes. After scoring the result of the try out, the writer made an analysis to find out the validity and reliability of the items of the test.

The try out was held on December 14th, 2006 in other class. There were 20 students in the try out group. The result of the try out can be seen in appendix 4.

3.6 Condition of the Test

3.6.1 Validity of the Test

The validity of a test represents the extent to which a test measures what is purpose to measure. In simple word does the test really measure the characteristic that is being used to measure (Tuckman, 1978: 163). In addition, according to Best (1981: 153), validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. Validity is a standard criterion that shows whether the instrument is valid or not.

The writer used empirical validity since this research deals with statistical. To calculate the empirical validity of each item, the writer used Pearson Product Moment proposed by Arikunto (2002: 146). The formula is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

where

r_{xy} : the coefficient of correlation between X and Y variable or validity of each item.

N : the number of students/subject participating in the test

X : the sum of X scores

Y : the sum of Y scores

$\sum Y$: the sum of total score for each student

$\sum X$: the sum of score in each item

$\sum XY$: the sum of multiple score from each student with the total score in each item

$\sum X^2$: the sum of the square score in each item

$\sum Y^2$: the sum of square total score from each student

$r_{xy} = 0.857$. For $\alpha = 5\%$ and number of the subject 20, r table = 0.444.

Because the result of the instrument is higher than the critical value, it is considered that the instrument is valid. The computation of validity can be seen in appendix 4.

3.6.2 Reliability of the Test

The reliability of the test is the quality of consistency that the instrument or procedure demonstrates over a period of time (Best, 1981:154). Reliability shows whether the instrument is reliable and can be used as a device to collect the data. Reliability means the stability of test scores when the test is used. To measure the reliability of the test, the writer used the formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \alpha b^2}{\alpha t^2} \right]$$

where:

r_{11} : index reliability

k : number of item

αb^2 : item variance

αt^2 : total variance

To find out the variance of each item, the formula is :

$$\alpha b^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Then to find out the total variance, the formula is:

$$\alpha t^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$r_{11} = 0.826$, for $\alpha = 5\%$ and number subject 20, r table = 0.444. Because the result of the instrument is higher than the critical value, it is considered that the instrument is reliable. The computation of reliability can be seen in appendix 4.

3.6.3 The Difficulty Level

Analysis of difficulty level is intended to select the items which have good level of difficulty. Heaton (1981: 172) states that the index of difficulty or the facility value of an item simply shows how easy or difficult the particular item proved in the test. An item considered having good level of difficulty if it is not

too difficult or too easy. To calculate the value of the level of difficulty, the following formula was used:

$$IK = \frac{B}{J_s} \times 100\%$$

where:

IK : the difficulties of the index

B : the number of students who passed the passing grade

J_s : the total number of testees

(Arifin, 1991: 135)

Table 3

The criteria of difficulty level

Level	Criteria
0% < TK < 27%	Difficult
27% < TK < 72%	Medium
72% < TK < 100%	Easy

If the index difficulty is high, an item considered easy, on the other hand, an item is considered difficult if it is low.

The computation of the difficulty level can be seen in appendix 4.

3.6.4 Discriminating Power

Discriminating power tells how the item performs in separating the better from the poorer students. If the good students tend to do well on an item and the poor students badly on the same item, then the item is a good one because it distinguishes the good from the poor students.

Heaton (1975: 173) states that the discrimination index of an item indicates the extent to which the item discriminates between the testees separating the more from the less able. The index of discrimination tell us whether those students who performed well on the whole test tended to do or badly on each item in the test.

The writer calculated the item discrimination using the formula:

$$t = \frac{MH - ML}{\sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{ni(ni - 1)}}}$$

where:

MH : the mean of upper group

ML : the mean of lower group

Σx_1^2 : the sum of deviation of each students in upper group

Σx_2^2 : the sum of deviation of each students in lower group

The computation of the discriminating power can be seen in appendix 4.

3.7 Scoring System

Testing speaking requires the subjective judgments on the part of the raters, thus, teacher' perception of oral assessment and oral assessment rating scales affect the testing process substantially (Weir, 1990). To minimize subjective judgments, the writer and the teacher score the students used rating scales developed by David P. Harris modified by Walter Bartz and then the score divided by two.

In this study, the writer gave oral test to the students and analyzed their scores to measure the improvement and gave scores on pronunciation, grammar, vocabulary, fluency and comprehension.

In order for the raw scores to become more meaningful numerical data, they should be converted to numerical data, which had been processed to the scale of 0 to 100, so the scores of the students was multiply by 4. Then, the processed scores could be used as a basic to make decisions. If all students, scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement that is suggested by Harris (1969: 134) could be interpreted with the following table.

Table 4
Students' achievement

Criteria of mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

3.8 Method of Data Analysis

After collecting the data, the writer analyzed them by using statistical analysis. The writer transcribed the students' oral test on paper and then she scored the result of oral test.

To differentiate whether the students' result of speaking English using comic and without using comic is significant or not the writer used the t-test formula as follow:

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\frac{1}{Ne} + \frac{1}{Nc}\right)}}$$

Where

t : t-test

Me : the mean difference of the experiment group

Mc : the mean difference of control group

Sse : sum of quadrate deviation of the experiment group

Ssc : sum of quadrate deviation of the control group

Ne : the number of experiment group

Nc : the number of control group

Before calculating the t-test the writer calculated mean, variance, and standard deviation.

3.8.1 Mean

Mean is computed by using the formula:

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

where:

\bar{X} : mean

ΣX : sum of scores

N : number of scores

3.8.2 Variance

The variance of a group of scores is computed by using the following formula:

$$S^2 = \frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}$$

where:

S^2 : variance

X : individual scores

N : number of scores in the group

3.8.3 Standard Deviation

The standard deviation of a group of scores is computed by using the following formula:

$$S = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}}$$

where:

S : standard deviation

X : individual scores

N : number of scores in group

CHAPTER IV

DATA ANALYSIS AND THE RESULT OF THE STUDY

This chapter deals with discussion of the experiment, computation between the two means, test of significance, grades of achievement, questionnaire analysis and discussion of the research findings.

4.1 Test

4.1.1 The Pretest

The pretest was conducted on 30th April 2007. Both of groups were given the same comic and they were asked to do the test individually in retelling the story of comic in 3-5 minutes. The result of the pretest can be seen in appendix 7.

4.1.2 The Experimental Treatment

After conducted the pretest, the writer conducted the experimental treatment. The writer taught three times a week for experiment group by using comic as an alternative way of teaching speaking. On the other hand, the control group was taught by their own English teacher without using comic.

The procedure of the treatment between experiment group and control group.

Table 5

The Experimental Treatment

Experiment Group		Control Group	
1	First meeting 1) The writer handed out the comic entitled "The Knight Rider" to the students.	1.	First meeting 1) The teacher handed out the written text entitled "The Princess and the Pea" to the students.

	<ul style="list-style-type: none"> 2) The writer explained what the comic is about. 3) The writer asked the students to read it for 10 minutes. 4) The writer explained the difficulty words found in the comic 5) The writer explained how to pronounce well. 6) The writer asked the students to work in group of 4. 7) The students retold the story to their friends in group. 		<ul style="list-style-type: none"> 2) The teacher explained what the story is about. 3) The teacher asked the students to read it for 10 minutes. 4) The teacher explained the difficulty words found in the story 5) The teacher explained how to pronounce well. 6) The teacher asked the students to work in group of 4. 7) The students retold the story to their friends in group.
2.	<p>Second meeting</p> <ul style="list-style-type: none"> 1) The writer asked the students to read the comic given in the previous meeting in 5 minutes. 2) The writer asked the students to come forward and retell the story in front of the class. 3) The writer and the students gave comment to the students' performance. 	2.	<p>Second meeting</p> <ul style="list-style-type: none"> 1) The teacher asked the students to read the story given in the previous meeting in 5 minutes. 2) The teacher asked the students to come forward and retell the story in front of the class. 3) The teacher and the students gave comment to the students' performance
3.	<p>Third meeting</p> <ul style="list-style-type: none"> 1) The writer handed out the comic entitled "The Victory's Ring" to the students. 2) The writer explained what the comic is about. 3) The writer asked the students to read it for 10 minutes. 4) The writer explained the difficulty words found in the comic 	3.	<p>Third meeting</p> <ul style="list-style-type: none"> 1) The teacher handed out the written text entitled "Sleeping Beauty" to the students. 2) The teacher explained what the story is about. 3) The teacher asked the students to read it for 10 minutes. 4) The teacher explained the difficulty words found in the story

	<p>5) The writer explained how to pronounce well.</p> <p>6) The writer asked the students to work in group of 4.</p> <p>7) The students retold the story to their friends in group.</p>		<p>5) The teacher explained how to pronounce well.</p> <p>6) The teacher asked the students to work in group of 4.</p> <p>7) The students retold the story to their friends in group.</p>
4.	<p>Fourth meeting</p> <p>1) The writer asked the students to read the comic given in the previous meeting in 5 minutes.</p> <p>2) The writer asked the students to come forward and retell the story in front of the class.</p> <p>3) The writer and the students gave comment to the students' performance.</p>	4.	<p>Fourth meeting</p> <p>1) The teacher asked the students to read the story given in the previous meeting in 5 minutes.</p> <p>2) The teacher asked the students to come forward and retell the story in front of the class.</p> <p>3) The teacher and the students gave comment to the students' performance.</p>
5.	<p>Fifth meeting</p> <p>1) The writer handed out the comic entitled "Down on Grandma's Farm" to the students.</p> <p>2) The writer explained what the comic is about.</p> <p>3) The writer asked the students to read it for 10 minutes.</p> <p>4) The writer explained the difficulty words found in the comic</p> <p>5) The writer explained how to pronounce well.</p> <p>6) The writer asked the students to work in group of 4.</p> <p>7) The students retold the story to their friends in group.</p>	5.	<p>Fifth meeting</p> <p>1) The teacher handed out the written text entitled "Beauty and The Beast" to the students.</p> <p>2) The teacher explained what the story is about.</p> <p>3) The teacher asked the students to read it for 10 minutes.</p> <p>4) The teacher explained the difficulty words found in the story</p> <p>5) The teacher explained how to pronounce well.</p> <p>6) The teacher asked the students to work in group of 4.</p> <p>7) The students retold the story to their friends in group.</p>

<p>6. Sixth meeting</p> <ol style="list-style-type: none"> 1) The writer asked the students to read the comic given in the previous meeting in 5 minutes. 2) The writer asked the students to come forward and retell the story in front of the class. 3) The writer and the students gave comment to the students' performance. 	<p>6. Sixth meeting</p> <ol style="list-style-type: none"> 1) The teacher asked the students to read the story given in the previous meeting in 5 minutes. 2) The teacher asked the students to come forward and retell the story in front of the class. 3) The teacher and the students gave comment to the students' performance.
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4.1.3 The Posttest

After the experiment was conducted, the writer conducted the posttest. It was conducted on 16th May 2007. The writer conducted the test at the same time. The writer and the teacher administered the experiment and control group together. The students were asked to retell the story individually in 3-5 minutes and the writer recorded their voices one by one. The result of the posttest can be seen in appendix 11.

4.1.4 Questionnaire

After doing the post-test, the writer distributed questionnaire in the last activity. The purpose was to answer the questions about the students' interest in comics, the relevance between the vocabulary offered in this research and the vocabulary that the students use in their daily speaking, the students' mastery of the material and the sustainability of the research.

4.2 Computation Between the Two Means

Mean is the average value of the scores. In order to know the significant difference of the experiment could be seen through the difference of the two means.

$$Me = \frac{\Sigma xe}{N}$$

$$Mc = \frac{\Sigma xc}{N}$$

Where:

Me : the mean scores of the experiment group

ΣXe : the sum of all scores of the experiment group

Mc : the mean scores of the control group

Σxc : the sum of all scores of the control group

N : the number of the subject sample

The computation of the scores of the experiment group and control group was calculated as follows:

$$\begin{aligned} Me &= \frac{\Sigma xe}{N} \\ &= \frac{1544}{20} \\ &= 77.20 \end{aligned}$$

The mean score of the experiment group was 77.20

$$\begin{aligned} Mc &= \frac{\Sigma xc}{N} \\ &= \frac{1380}{20} \end{aligned}$$

$$= 69.00$$

The mean score of the control group was 69.00

If we compared the two means it was clear that the mean of the experiment group was higher than that of the control group. The difference between the two means was 8.20.

To make the analysis more reliable, t-test formula was used.

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\frac{1}{Ne} + \frac{1}{Nc}\right)}}$$

Where

t : t-test

Me : the mean difference of the experiment group

Mc : the mean difference of control group

Sse : sum of quadrate deviation of the experiment group

Ssc : sum of quadrate deviation of the control group

Ne : the number of experiment group

Nc : the number of control group

For applying the t-test formula above, we must to find Sse and Ssc first.

To find Sse and Ssc, the formula is:

$$Sse = \sum xe - \frac{(\sum xe)^2}{Ne}$$

$$Ssc = \sum xc - \frac{(\sum xc)^2}{Nc}$$

From the formula and based on the data in appendix 12, the writer can find the deviations of each value of the experiment and control group are:

$$\begin{aligned}
Sse &= \sum xe - \frac{(\sum xe)^2}{Ne} \\
&= 119696 - \frac{(1544)^2}{20} \\
&= 119696 - \frac{2383936}{20} \\
&= 119696 - 119196.8 \\
&= 499.20
\end{aligned}$$

The deviation of each value of the experiment group is 499.20

$$\begin{aligned}
Ssc &= \sum xc - \frac{(\sum xc)^2}{Nc} \\
&= 95920 - \frac{(1380)^2}{20} \\
&= 95920 - \frac{1904400}{20} \\
&= 95920 - 95220 \\
&= 700.00
\end{aligned}$$

And the deviation of each value of the control group is 700.00.

After the writer got the Sse and ssc, then she calculated the t-test. The result is:

$$\begin{aligned}
t &= \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\frac{1}{Ne} + \frac{1}{Nc}\right)}} \\
&= \frac{77.20 - 69.00}{\sqrt{\left(\frac{499.20 + 700.00}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{8.20}{\sqrt{\left(\frac{1199.20}{38}\right)\left(\frac{2}{20}\right)}} \\
&= \frac{8.20}{\sqrt{(31.56)(0.1)}} \\
&= \frac{8.20}{\sqrt{3.16}} \\
&= \frac{8.20}{1.78} \\
&= 4.616
\end{aligned}$$

4.3 Test of Significance

To check whether or not the difference between two means of the experiment group and the control group is statistically significant, the obtained t-value should be consulted with the critical value in the t-table.

Before the experiment was conducted, the level of significance should have been decided first so the decision making would not be influenced by the result of the experiment.

As suggested by Best (1981), “for subjects which require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. Whereas for the psychological and educational cycles the 5 percent (0.5) alpha level of significance since this thesis dealt with the educational circle.

In this experiment, there were 20 students as experiment group and 20 students too as control group. So, the number of the both groups was 40 students.

From the number we can know that the degree of freedom (df) was 38, which was obtained from the formula $N_e + N_c - 2 = 38$.

The critical value with the df 38 at 5 percent alpha level of significance is 2.02. The obtained t value is 4.616 so the t value is higher than the critical value ($4.616 > 2.02$). It is concluded that there was significant difference between teaching story retelling using comics and without using comics.

4.4 Grades Of Achievement

The research was to find out whether using comics as medium to improve students' ability in story retelling was effective or not.

The writer conducted this analysis to present the result of the discussion. Theory of Harris (1969: 134) was used to classify the students' attainment of the course, using the grade from poor to excellent grade. Below is the list of the level mastery that shows the percentage and the degree of the experiment and control group.

Criteria of mastery		Grade
91-100	A	Excellent
81-90	B	Very Good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50		Very poor

The list below was the achievement according to the grade for the both group.

Table 6
The list of Experiment Group

	Frequency		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
A	0	0	0.00%	0.00%
B	0	9	0.00%	45.00%
C	3	9	15.00%	45.00%
D	12	2	60.00%	10.00%
E	5	0	25.00%	0.00%

Table 7
The list of the Control Group

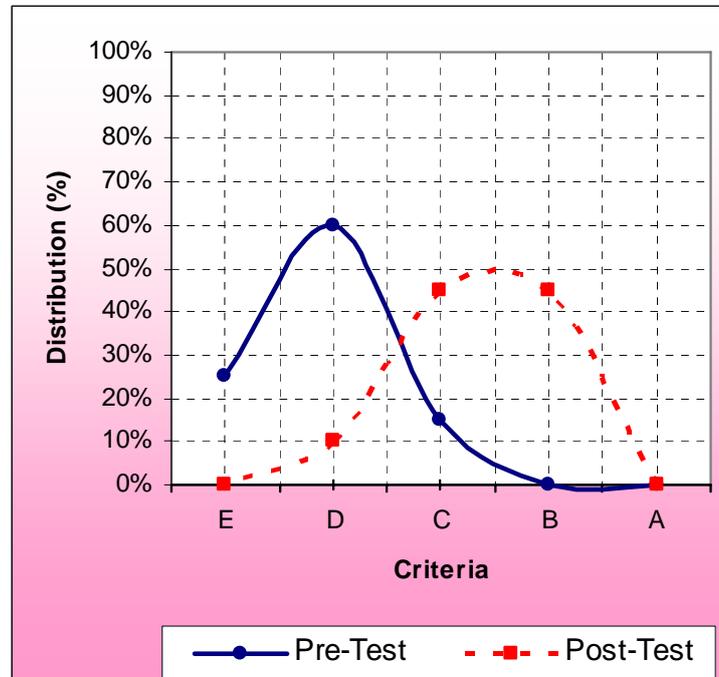
	Frequency		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
A	0	0	0.00%	0.00%
B	0	1	0.00%	5.00%
C	2	6	10.00%	30.00%
D	11	12	55.00%	60.00%
E	7	1	35.00%	5.00%

The writer applied the result in form of polygon frequency

- a. Relative frequency of the result of speaking test of the Experiment Group

Table 8

Polygon frequency of the result of speaking test of the Experiment Group

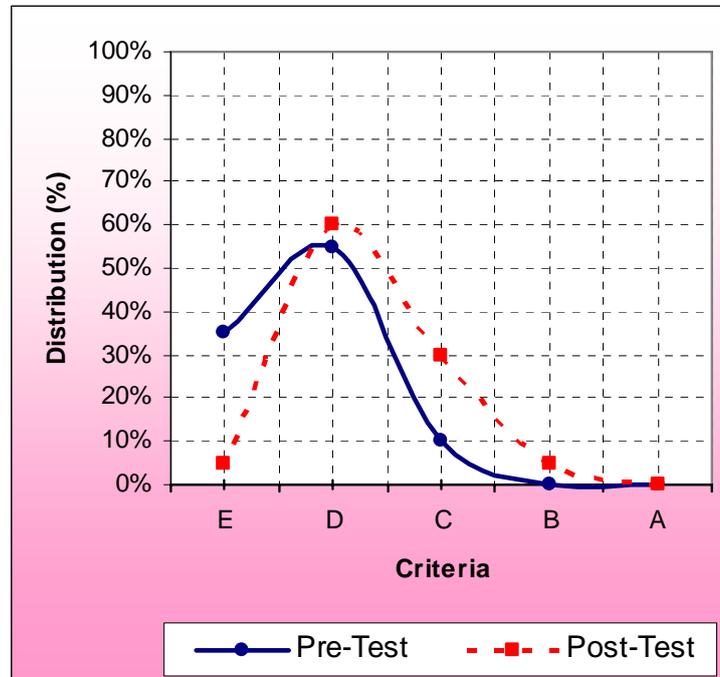


The polygon above describes the result of writing test obtained by the experiment group. The solid blue line shows the achievement of the pre-test, the students who got grade E were 25.00%, the students who got grade D were 60.00% and the students who got grade C were 15.00%. While the broken orange line shows the achievement of the experiment group in doing post-test. The percentage of students who got grade B, C, and D were 45.00%, 45.00%, 10.00%.

b. Relative frequency of the result of speaking test of the Control Group

Table 9

Polygon frequency of the result of speaking test of the Control Group

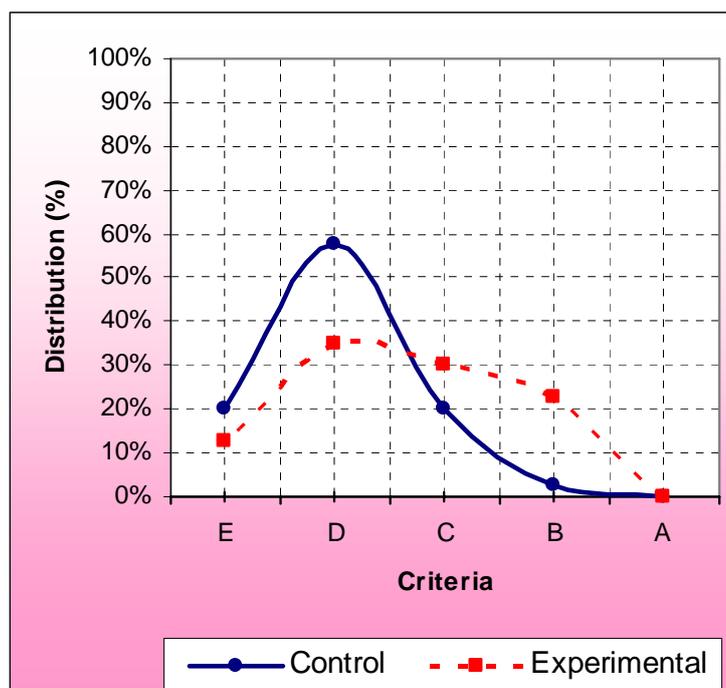


The polygon above describes the result of speaking test achieved by the control group. The solid blue line shows the pre-test achievement obtained by the control group. The percentages who got grade C, D, E were 10.00%, 55.00%, 35.00%. While the broken orange line shows the achievement of the speaking post-test by the control group. The percentage of the students who got grade B, C, D, and E were 5.00%, 30.00%, 60.00%, 5.00%.

- c. Relative frequency of the result of speaking post-tests both groups.

Table 10

Polygon frequency of the result of speaking post-tests of both groups



This polygon presents the achievement of both groups in doing the post-test. The percentage of the students who got grade B, C, D for the experiment group were 45.00%, 45.00%, 10.00%.

While the percentage of the students who got grade B, C, D, E for the control group were 5.00%, 30.00%, 60.00%, 5.00%.

4.5 Questionnaire Analysis

In the last activity, after doing the post-test, the writer distributed questionnaire sheets to the students. The purpose of giving questionnaire was to

answer the problem of the study. The writer gave them 12 items to be answered (see appendix 13).

There are certain steps to analyze the questionnaire items. They are discussed in the following sections.

a) Grading the Items of Questionnaire

The questionnaire consisted of twelve questions; each of them had three options namely: a, b, and c. Each option is given a score that shows the quality of each indicator. The score ranges from 1 to 3 as shown in the table below.

Table 11
The Point Range

Option	Range
A	1
B	2
C	3

The score that ranges from 1 to 3 is explained below:

- If the students choose A, the score is 1
- If the students choose B, the score is 2; and
- If the students choose C, the score is 3

b) Tabulating the Data of Questionnaire

The writer tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns; students' code,

score per item, total scores, and the mean of each item, which is presented in appendix 14.

c) Matching the Mean to a Criterion

To get additional information about the students' response in having the research program, the mean of each issue was then matched to a criterion. Based on the range of mean discussed in the previous chapter, the result of the data of the questionnaire can be analyzed by referring it to the criterion below.

Table 12
Result of the Questionnaire

Issue	Mean	Category
Students' interest	2.5	High
The relevancy	2.15	Very relevant
Students' achievement	2.55	High
Sustainability	2.4	Very necessary

d) Concluding the Questionnaire Result

Based on the result of matching the mean to above criterion, it can be concluded here that:

1. Comics interest the students to study English.
2. The relevancy between vocabulary offered in comics and the vocabulary that the students often used and needed in their daily speaking is relevant; and

3. The students' achievement after having activity by using comics was high.
4. The program is very necessary for the students.

The result of the questionnaire analysis can be seen in appendix 14.

4.6 Discussion of the Research Findings

4.6.1 The Meaning of the Test

The aim of the test is to know the students' achievement in speaking through the use of comics as medium in the eight year students.

In the pre-test, the average score of the experiment group is 64.3 and 63.5 for the control group (see in appendix 7). Further the result of the post-test of the experiment group is 77.2 higher than the result of the control group 69.0 (see in appendix 11).

The result difference indicates that after getting treatment the experiment group got better understanding than control group. It can be seen that there was significant difference in the improvement of students' mastery in story retelling using comics and without using comics. It can also be seen that comics is an effective medium in teaching speaking.

4.6.2 The Effect of the Treatment

There are some factors that are influenced the students in story retelling after they got the treatment using comics.

After conducting the research, the writer found that the students in the experiment group really looked excited with the use of comics as medium to teach

speaking. So, they followed the teaching and learning process enthusiastically. The existence of the pictures helped the students to understand the story and to get the meaning of a certain words. Thus, comics would not be really difficult for the students. It had not happened to the control group that got little improvement in speaking test. The improvement of the students in the control class was not too good.

The explanations below show the advantages of using comics as medium for the students.

- a. Comics gave the students real and exact data of the things they were telling about, such as the pictures. Through comics, the students can express their ideas in their story retelling product easily.
- b. Giving comics for the students will interest them, since at their age they are curious at anything.
- c. The students can enrich their new vocabularies. They are able to know the meaning of a particular word by looking at the pictures.

We all know that every technique has its limitation. It happens to this media too. The use of comics also has disadvantages that may give problems to the teacher. The disadvantages are described below:

- a. It spends a lot of money and time to prepare the equipments. The teacher should provide money to buy comics and need more time for the preparation.
- b. Not all the students like the comics provided by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The main objective of this study was to determine whether there is any significant difference in improvement of students' ability in story retelling between the group using comics and without using comics.

The result of this study showed that the students in the experiment group got better development in the average scores than the control group in speaking test. The difference of the development of the average scores is statistically significant at the (0.5) alpha level of significance. It was found that there was significant difference for those who were taught using comics and those without comics. The difference is shown by the development of the average scores. The group that used comics as medium in story retelling got better improvement in the average scores (77.2) than those without comics (69.0). The use of comics could motivate and interest the students in story retelling. The writer concluded that the materials of comics helped the 8th Year Students of SMP N 1 Bojong Pekalongan to improve their ability in story retelling.

5.2 Suggestion

From the conclusions stated above, the writer would like to offer suggestion to the teacher to improve the students' ability in story retelling in order to get better result. The use of comics should be maintained frequently and

recommended to English teachers, especially to teach Junior High School students in order to attract their motivation in learning English to be more fun.

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