



The Effect of Comic Strips and Motivation on the Senior High School Students' Speaking Ability

<Pengaruh Komik Strip dan Motivasi terhadap Kemampuan Berbicara Siswa SMA>

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Abstract

Considering the importance of speaking ability for senior high school students in learning English as a foreign language, researchers continue developing approaches, methods, and media in teaching speaking. One of the media that can be used in teaching speaking English is comic strips. This study aimed to find out whether using comic strips and motivation have an effect on the speaking ability of the tenth grade senior high students at SMA Adabiah 2 Padang. This study was conducted using an experimental method with factorial design 2x2. The population of the study was the tenth grade students at SMA Adabiah 2 Padang in the academic year 2021/2022. The total number of the population was 113 students, distributing in four classes. The sample was chosen using a cluster random sampling technique. The sample was Class X-2 as the control class (30 students) and Class X-3 as the experimental class (29 students). The data were obtained from the motivation questionnaire and speaking test. Then the data were analyzed using t-test and 2-way ANOVA. The results indicated that using comic strips and motivation had a significant effect on the students' speaking ability. In conclusion, comic strips are a helpful media in teaching speaking English to senior high school students.

Keyword: *speaking ability, teaching speaking, motivation, comic strips*

Abstrak

Mengingat pentingnya kemampuan berbicara bagi siswa sekolah menengah atas dalam mempelajari bahasa Inggris sebagai bahasa asing, para peneliti terus mengembangkan pendekatan, metode, dan media dalam pengajaran berbicara. Salah satu media yang dapat digunakan dalam pengajaran berbicara bahasa Inggris adalah komik strip. Penelitian ini bertujuan untuk mengetahui apakah penggunaan komik strip dan motivasi berpengaruh terhadap kemampuan berbicara siswa kelas X SMA Adabiah 2 Padang. Penelitian ini dilakukan dengan

menggunakan metode eksperimen dengan desain faktorial 2x2. Populasi penelitian ini adalah siswa kelas X SMA Adabiah 2 Padang tahun ajaran 2021/2022. Jumlah keseluruhan populasi adalah 113 siswa yang tersebar di empat kelas. Sampel dipilih dengan menggunakan teknik *cluster random sampling*. Sampelnya adalah Kelas X-2 sebagai kelas kontrol (30 siswa) dan Kelas X-3 sebagai kelas eksperimen (29 siswa). Data diperoleh dari angket motivasi dan tes berbicara. Kemudian data dianalisis menggunakan t-test dan 2-way ANOVA. Hasil penelitian menunjukkan bahwa penggunaan komik strip dan motivasi memiliki pengaruh yang signifikan terhadap kemampuan berbicara siswa. Kesimpulannya, menggunakan komik strip adalah media yang membantu dalam mengajar berbicara bahasa Inggris kepada siswa sekolah menengah atas.

Kata kunci: *kemampuan berbicara, pengajaran berbicara, motivasi, komik strip*

Introduction

Speaking is an important part in learning a foreign language (e.g., English) because it is a mode of communication enabling students to share their ideas and provide responses orally. In addition, speaking ability is often considered as the basis of evaluating the students' overall ability in learning English. This is in line with Burns (2019) who argues that teaching and learning of speaking are a vital part of any language education classroom. In English teaching and learning context, the aim of teaching speaking skill is to make students able to produce the oral language and use it in a certain context appropriately. In teaching speaking, teachers should encourage students to speak English as much as possible inside and outside the classroom. Students should get enough opportunities to practice English, especially during English learning in the classroom (Brown, 1994), because it helps them to develop their speaking ability. Therefore, teachers should be the facilitators who provide rich opportunities and adequate activities for the students in the English teaching and learning process.

Some factors have been identified to have influenced the students' achievement in learning speaking English, one of which is the teacher's creativity (Sullo, 2009). This suggests that English teachers should be creative in preparing and planning a lesson which can be attract the students' motivation, challenge the students, and give the students great opportunities to work together with their classmates. As teachers, they should be aware that the students' need is their primary focus. The students will be more engaged and more productive if they are given need satisfying academic activities. On the other hand, if they do not learn and are not given any opportunities to practice their speaking, they may lose their interest in learning speaking.

However, based on the informal observation done by the authors in several senior high schools in Padang, West Sumatra, Indonesia, the English teaching activity was still done in monotonous ways. The teachers, for example, only asked the students to memorize and practice a modeled dialogue or short conversation with their friends before they practiced the modeled conversation

in front of the classroom. The other teachers talked too much during the teaching and learning process and did not give much opportunity for the students to speak, giving the students very limited time to practice their English in the classroom activities. In short, the teachers did not consider the variation of teaching media or strategies used to get the students actively involved in the speaking activity, as well as influence the students' willingness and learning motivation.

Many studies have been conducted to develop approaches, methods, strategies, and media in teaching speaking English as a foreign language. Some studies explored the approaches in teaching speaking English (e.g., Pakula, 2019; Putra, 2019), methods in teaching speaking English (e.g., Alghaberi, 2019; Anggreyni, 2014; Jaya, 2017; Kusrini, 2012; Lutfiansyah, 2017; Nurjanah et al., 2019; Togatorop, 2016), strategies in teaching speaking English (e.g., Mistar, 2014; Purwaningsih et al., 2019; Rahmah, 2018; Razi et al., 2021), and media in teaching speaking English (e.g., Agting et al., 2022; Baidawi, 2016; Khairissa & Syafei, 2018; Malasari, 2017; Santuri et al., 2022; Subrata & Kristanto, 2019). A large number of studies conducted on teaching speaking indicate the importance of speaking in learning English.

One of the media that can be used in teaching speaking English is comic strips. Comic strips are a sequence of drawing in newspapers and magazines that tells a story or a joke (Gonick, 2009). Several studies on using comic strips in teaching speaking English have been conducted (Harahap, 2021; Klau, 2015; Lailiyah et al., 2015; Novitasari, 2020; Nuarita, 2015; Rifa'at, 2018; Wulandari, 2014). However, most of them did the study on the effectiveness of using comic strips in improving the students' speaking ability. These previous studies provide a gap that can be filled in by this present study.

Unlike the previous studies, this present study took the other variable (i.e., motivation) in examining whether the use of comic strips has an effect on the senior high school students' speaking ability. It has been examined that motivation has an effect on the students speaking ability (Ihsan, 2016; Nurjannah et al., 2013). This study is then beneficial to see the effect of comic strips and motivation on the students' speaking ability. In particular, this study aims at finding out:

- (1) whether the speaking ability of the tenth grade senior high school students taught by using comic strips is significantly better than those taught by using picture series at SMA Adabiah 2 Padang;
- (2) whether the speaking ability of the students with high motivation taught by using comic strips is significantly better than those taught by using picture series at SMA Adabiah 2 Padang;
- (3) whether the speaking ability of the students with low motivation taught by using comic strips is significantly better than those taught by using picture series at SMA Adabiah 2 Padang; and (iv) whether there is an

interaction between both the methods and motivation toward the students' speaking ability at SMA Adabiah 2 Padang.

Method

This study was conducted using an experimental method with factorial design 2x2. There were two groups involved in this study: the experimental group and the control group. The experimental group was taught by using comic strips and the control group was taught by using picture series. The design is displayed in Table 1.

Table 1 Research design

Treatment	Experimental Group (Comic Strips) (A ₁)	Control Group (Picture Series) (A ₂)
Students' motivation		
High motivation (B ₁)	A ₁ B ₁	A ₂ B ₁
Low motivation (B ₂)	A ₁ B ₂	A ₂ B ₂

Where:

- A₁B₁ and A₁B₂: The students with high and low motivation who were taught by using Comic Strips (Experimental class)
- A₂B₁ and A₂B₂: The students with high and low motivation who were taught by using Picture Series (Control class)

The difference between the experimental group and the control group was based on the media used in teaching. Both groups were given the same speaking test, learning topic, and time allocation.

The population of this study was the tenth grade senior high school students at SMA Adabiah 2 Padang in the academic year 2021/2022. The total number of the population was 113 students, distributed in four classes as shown in Table 2 below.

Table 2 Distribution of the students in the four classes

No.	Class	Female	Male	Total
1.	X -1	20	6	26
2.	X -2	17	10	30
3.	X -3	13	17	29
4.	X -4	13	17	29

Source: The document of administration at SMA Adabiah 2 Padang 2021/2022

The sample was taken using a cluster random sampling technique. Using a lottery technique, Class X-2 was selected as the control class (consisting of 30 students) and Class X-3 was selected as the experimental class (consisting of 29 students).

The simple method used to determine the students into high and low classification in the motivation followed the Evaluation and Examination Service Resource. According to the Evaluation and Examination Service Resource, in the classes with less than 30 students, the researchers could select the 10 highest and 10 lowest scores to identify "upper" and "lower" groups. Based on such

criteria, the classification of motivation taken in this study was 50% of the students were grouped as the students with high motivation, and the other 50% of the students were grouped as the students with low motivation.

Two kinds of instruments were used in collecting the data: speaking test and questionnaire. The speaking test was in the form of oral presentation. In the speaking test, the students were given pictures about: My Last Vacation, My 17th Birthday Party, and My New Year Party. The students were free to choose the picture that they were going to talk about. The questionnaire was used to know whether the students were categorized as the students with high or low motivation in speaking.

The questionnaire was distributed before the treatment in order to classify the students with high and low motivation in both the experimental and control groups. The 23 items survey questionnaire which was adapted from Hairuzilla et.al. (2011) and Chen et al. (2001) were administered to the sample to assess their speaking motivation into high or low classification. The questionnaire was developed by using Likert Scales with five choice-responses scale. The scales for the choice were: Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). Each statement in the questionnaire was responded by the students through the five choices response scale.

The speaking test was given at the end of the treatment for both the experimental and control groups. The sample from both groups received the same speaking test, in the form of oral individual performance. The students were asked to speak individually based on the comic strips given by the teacher. It was recorded and then rated by two raters to ensure the reliability of the rater's score.

In analyzing the data, a descriptive analysis was used to identify whether the motivation of the experimental group taught by using comic strips was significantly different from the control group. Besides, a statistical analysis was used to identify whether the oral competence of the experimental group taught by using comic strips was significantly different from the control group taught by using picture series, a conventional media used by the teachers.

In order to know the interaction between the media and the students' motivation towards the students' speaking ability, ANOVA 2x2 was used. The analysis of variance (ANOVA) was used to determine if there were significant differences among the two different groups. It was done through the formula of unweighted mean method because of experimental and control groups have different samples. The unweighted mean method was used to synchronize the data from the different samples in each group.

Findings and Discussion

Students' motivation

The results of students' speaking motivation in speaking English is displayed in Table 3.

Table 3 Students' motivation in speaking English

Class	N	Mean	Xmax	Xmin	SD	Var	Sum
Experimental Class	29	69.586	95	52	11.527	132.822	2018
Control Class	30	70.833	96	47	10.356	107.247	2125

As shown in Table 3, the students' highest speaking motivation score in the experimental group is 95 and the lowest score is 52, while the mean score is 69.586 with the variance of 132.822 and the standard deviation of 11.527. In the control class, the students' highest speaking motivation is 96 and the lowest score is 47, while the mean score is 70.833 with the variance of 107.247 and the standard deviation of 10.356.

After the data of students' speaking motivation were collected, the scores were sorted from the highest to the lowest. Then, the students in the control and experimental groups were divided into the students with high and low speaking motivation. The results of the students speaking motivation are displayed in Table 4.

Table 4 Students' motivation in speaking English

Class	Category of Motivation	N	Mean	Xmax	Xmin	SD	Var.	Sum
Experimental class	High	15	100.166	95	79	6.099	37.142	601
	Low	14	66	62	52	3.359	11.285	396
Control Class	High	15	97.166	96	78	6.369	40.571	583
	Low	15	67.333	67	47	8.788	77.238	404

As shown in Table 4, the students' score with high motivation in the experimental class has the interval of 79-95 with the mean score of 100.166 and the variance score of 37.142 with the standard deviation of 6.099. The students' score with low motivation in the experimental class has the interval of 52-62 with the mean score of 66 and the variance score of 11.285 with the standard deviation of 3.359.

Furthermore, in the control class, the students' score with high motivation has the interval of 78-96 with the mean score of 97.166 and the variance score of 40.571 with the standard deviation of 6.369. The student's score with low motivation in the control class has the interval of 47-67 with the mean score of 67.333 and the variance score of 77.238 with the standard deviation of 8.788.

Students' speaking ability

The results of the students' speaking test are summarized in Table 5. The speaking test was used to know whether students' speaking scores taught using comic strips media are higher than those taught using picture series media.

Table 5 Students' speaking ability

Class	N	Result	Speaking Ability Score
Experimental Class	29	Xmax	92.5
		Xmin	80
		Mean	86.551

		Var.	16.256
		SD	4.031
Control Class	30	Xmax	87.5
		Xmin	77.5
		Mean	83.166
		Var.	9.022
		SD	3.003

The scores displayed in Table 5 are obtained from the two raters in both the experimental and control groups. The scores are calculated and divided into two categories in order to get the average or fixed scores of the students. The highest students' speaking score in the experimental class is 92.5 and the lowest score is 80, while the mean score is 86.551 with the variance score of 16.256 and the standard deviation of 4.031. In the control class, the highest students' speaking score is 87.5 and the lowest score is 77.5, while the mean score is 83.166 with the variance score of 9.022 and the standard deviation of 3.003. The results of the test are then processed in the t-test.

The result of the first hypothesis testing shows that $t_{\text{observed}} = 1.668$ is higher than $t_{\text{table}} = 1.664$. Therefore, it is concluded that $t_{\text{observed}} > t_{\text{table}}$, which means that H_0 is rejected and H_1 is accepted. The students' speaking ability taught using comic strips get higher result than those taught using picture series at SMA Adabiah 2 Padang.

Students' speaking ability with high motivation

The results of the speaking test on the students with high motivation are displayed in Table 6.

Table 6 Students' speaking ability with high motivation

Class	N	Result	Speaking Skill Score
Experimental Class	15	Xmax	92.5
		Xmin	90
		Mean	90.714
		Var.	1.488
		SD	1.219
Control Class	15	Xmax	87.5
		Xmin	85
		Mean	86.785
		Var.	1.488
		SD	1.219

The highest speaking score of the students with high motivation in the experimental class is 92.5 and the lowest score is 90, while the mean score is 90.714 with the variance score of 1.488 and the standard deviation of 1.219. In the control class, the highest speaking score is 87.5 and the lowest score is 85, while the mean score is 86.785 with the variance of 1.488 and the standard deviation of 1.219. The results of the test are then processed in the t-test.

The result of the second hypothesis testing shows that $t_{\text{observed}} = 5.102$ was higher than $t_{\text{table}} = 1.812$. Therefore, it is concluded that the t is situated on the rejected area of H_0 . This means that the alternative hypothesis (H_1) is accepted. The students speaking ability with higher motivation taught using comic strips is higher than those taught using picture series at SMA Adabiah 2 Padang.

Students' speaking ability with low motivation

The results of the speaking test on the students with low motivation are displayed in Table 7.

Table 7 Students' speaking ability with high motivation

Class	N	Result	Speaking Skill Score
Experimental Class	14	Xmax	82.5
		Xmin	80
		Mean	81.428
		Var.	1.785
		SD	1.336
Control Class	15	Xmax	80
		Xmin	77.5
		Mean	79.285
		Var.	1.488
		SD	1.219

As displayed in Table 7, the students' highest speaking score with low motivation in the experimental class is 82.5 and the lowest score is 80, while the mean score is 81.428 with the variance score of 1.785 and the standard deviation of 1.336. In the control class, the highest speaking score is 80 and the lowest score is 77.5, while the mean score is 79.285 with the variance score of 1.488 and the standard deviation of 1.219. The results of the test are then processed in the t-test.

The result of the third hypothesis testing shows that $t_{\text{observed}} = 0.632$ is lower than $t_{\text{table}} = 1.812$ ($t_{\text{observed}} < t_{\text{table}}$). Therefore, statistically the null hypothesis (H_0) is accepted and the alternatives hypothesis (H_1) is rejected. This means that the students' speaking ability with low motivation taught using comic strips is not higher than those taught using picture series at SMA Adabiah 2 Padang.

Interaction between comic strips and speaking motivation

In order to know the interaction between the media (comic strips and picture series) and motivation towards students' speaking ability, the data were analyzed using ANOVA 2x2 formula. The result of the analysis is displayed in Table 8.

Table 8 Result of ANOVA

Source of Variation	JK	Df	Variance	F_{hitung}	F_{tabel}
Row	7929.68	1	7929.68	11.83	4.301
Column	0.7	1	0.7	1.04	4.301

Interaction	577.26	1	577.26	0.86	4.301
Within Cell	14734.83	22	669.76		

The third row in the table of ANOVA (Table 8) shows that the score of F_0 is 0.86 and the score of F_{table} is 4.301. Therefore, it is concluded that $F_0 < F_{table}$. This means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It can be said that there is no interaction between both media and motivation towards the students' speaking ability. This finding is strengthened by the result of ANOVA in Figure 1.

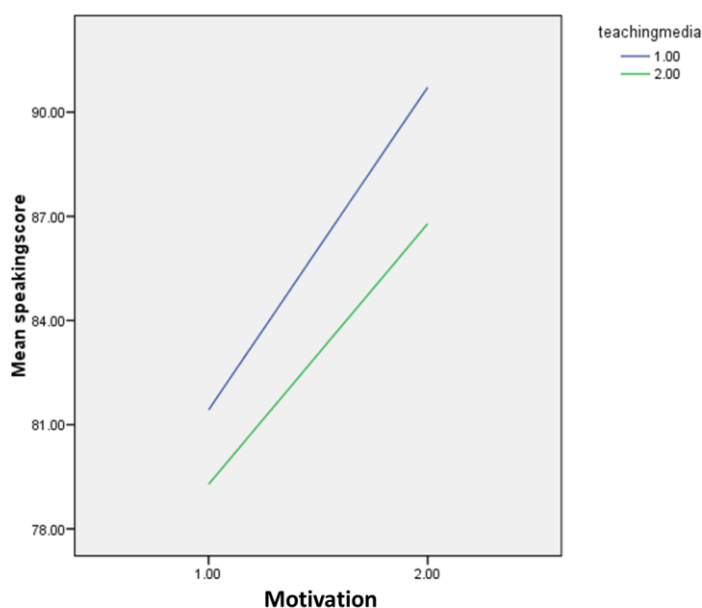


Figure 1. Interaction between the media and motivation towards students' speaking ability

Figure 1 shows that there is no interaction between the media (comic strips and picture series) and motivation towards students' speaking ability. If the lines are not parallel, an interaction exists between teaching media and motivation towards students' speaking ability. In contrast, if there are two lines of ordinal lines, it indicates that there is no interaction between media used in teaching and learning process and motivation towards the students' speaking ability. If the null hypothesis (no difference among treatments or interactions) is accepted, there is an implication that no relation exists between the factor levels and the response.

Furthermore, the result of the first hypothesis confirms several theories from experts and previous findings. Klau (2015), for example, found that using comic strips gave a significant effect on the students' speaking ability, proven by the students' speaking scores in the experimental class which was higher than the students' speaking scores in the control class. It means that comic strips can be used as an alternative media for teachers or lecturers to teach speaking skill. The students would be interesting with the speaking activity (Klau, 2015; Lailiyah et

al., 2015; Novitasari, 2020; Nuarita, 2015). Teaching speaking to senior high school students by using comic strips makes the students challenged to practice speaking.

The result of the second hypothesis also confirms the previous literature. Motivation influences students' effort and their achievement (Schunck & Zimmerman, 1997). Furthermore, the result supports the finding of the research done by Nurjannah et al. (2013) who found a significant effect of students' motivation on their speaking ability. The same finding has also been confirmed in the previous studies (Ihsan, 2016; Sriyati et al., 2019).

Furthermore, the result of the third hypothesis also confirmed the previous literature. Schunk and Zimmerman (1997) believe that the difficult tasks and situations were beyond their capabilities, focus on personal feeling and negative outcomes, and quickly lose confidence in personal abilities. This indicates that motivation plays an important role in building and developing students' speaking ability. Any media in teaching speaking seems to be useless if it is given to the students with low motivation in speaking. This also confirms the theory that efficacy levels can increase or hamper motivation (Zulkosky, 2009). In other words, students' motivation is central in learning speaking.

Conclusion

In conclusion, comic strips are a helpful media in teaching speaking English to senior high school students. The media gives a significant effect on the students' speaking ability. In addition, the role of motivation is important in using comic strips in teaching speaking. The students with higher motivation participate more actively in speaking activities and find solutions for any difficulties encountered whole learning speaking. The students' speaking skill of high motivation students taught by using Comic Strips is significantly higher than those taught by using Picture Series. On the other hand, the students with low motivation, although taught using comic strips, still do not have better speaking ability than the students taught using a conventional media (e.g., picture series). In other words, using comic strips does not help the student with low motivation in their speaking improvement. The absence of interaction between the media and students' motivation indicates that using comic strips helps improve the students' speaking ability in an indirect way. The results of this study provide an opportunity for the next researchers to conduct a study on the interaction of using comic strips with other students' psychological states.

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