



Comic Media to Improve Speaking Skill of the Fourth Grade Students

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ABSTRAK

Media komik dapat meningkatkan keterampilan berbicara siswa. Penggunaan media komik yang sesuai dengan perkembangan anak dapat meningkatkan kualitas pembelajaran dan memudahkan tujuan pembelajaran tercapai dengan cepat. Selain itu, siswa juga mendapatkan pengalaman dalam berbahasa yaitu penambahan kosa kata baru dan meningkatkan keterampilan berbicara. Tujuan penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa kelas IV SD dengan menggunakan media komik yang telah memenuhi kriteria kelayakan. Penelitian ini merupakan penelitian pengembangan dengan metode ADDIE yang meliputi lima tahapan; Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Penelitian ini melibatkan 3 orang validator yang terdiri dari ahli media, ahli materi, dan ahli bahasa dan dalam uji coba dilakukan pada 10 siswa. Proses analisis data meliputi uji validitas, uji reliabilitas, uji normalitas, dan uji T berpasangan. Berdasarkan hasil uji reliabilitas, sebelum dan sesudah diperoleh nilai cronbach's alpha lebih besar dari total korelasi item dan dinyatakan reliabel. diperoleh informasi bahwa nilai Sig. Terdapat peningkatan nilai rata-rata setelah menggunakan media komik, artinya ada pengaruh pemberian media komik terhadap keterampilan berbicara siswa. Disimpulkan media komik dapat meningkatkan keterampilan berbicara pada siswa.

ABSTRACT

Comic media can improve students' speaking skills. The use of comic media that is suitable for child development can improve the learning quality and make it easier for learning objectives to be achieved quickly. In addition, students also gain experience in language, namely the addition of new vocabulary and improve speaking skills. The purpose of this research is to improve the speaking skills of the fourth grade elementary school students by using comic media that have met the eligibility criteria. This research is a development research with ADDIE method which includes five stages; Analysis, Design, Development, Implementation, and Evaluation. This study involving 3 validators, consist of a media expert, material expert, and language expert and in trial was carried out on 10 students. The process of data analysis including validity test, reliability test, normality test, and pair T-Test. Based on the results of the reliability test, before and after the obtained value of cronbach's alpha is greater than the total correlated item and is declared reliable. information was obtained that the value of Sig. There is an increase in the average score after using comic media, meaning that there is an influence in the provision of comic media on students' speaking skills. It was concluded that comic media can improve students' speaking skills.

1. INTRODUCTION

At the age 7-11, students are usually in the concrete operational phase. In short, students can think logically about something concrete or real at this age. For this reason, in learning for elementary school age children, it is necessary to include media for study (Delfakhria & Solfema, 2022; Praheto et al., 2020). Learning characteristics of students in elementary schools is that they tend to like pictures because they are more appealing. Students who are passionate about learning are more easily influenced by the teacher and get feedback to develop their skills (Anggito & Sartono, 2022; Mahayanti et al., 2017; Winarni et al., 2020). A teacher is an educator who is admired and imitated and becomes a role model for the students. Therefore, the teacher has to provide interesting media so that the learning is not boring, and the students will be more focused on paying attention and enthusiastic about developing their skills (Fitriyani et al., 2021; Hardiyanti et al., 2020; E. B. Sembiring et al., 2018). Learning in elementary schools will be successful if the teacher applies good learning method which can motivate students to be interested about the learning process (Apriati et al., 2021; Karo-Karo & Rohani, 2018; Tiarasari et al., 2018).

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In the present era, teachers have used media as a teaching tool. However, there are also many teachers who often use the lecture method during learning, which makes students bored. Owing to this, a medium is needed in learning so that students don't lose interest easily (Febriansyah et al., 2020; Hardiyanti et al., 2020). Thus, teachers have the opportunity to upgrade the teaching and learning process by using media. Media comes from the word medium which means introduction. Media is a tool or means used to connect between the sender of the message and the recipient of the message (Nugroho & Surjono, 2019; Suryansah & Suwarjo, 2016; Tambunan & Sundari, 2020). Media serves to convey communication in education. Media is used as an alternative source of education by teachers in conveying information to students. Media is defined as physical equipment used to support the learning process such as: books, visual equipment, audio, computers and so on (Lusiyani & Dara Anindya, 2021; Saputri et al., 2018; Yamin & Karmila, 2020). Teachers utilize learning media as a hardware and software tool to transmit information to their students during the learning process.

The usage of media is believed to increase the effectiveness and efficiency of a learning process in meeting learning goals (Ramdani, 2019; Santika et al., 2020). Learning Bahasa in elementary schools aims to provide language knowledge and skills which include listening, speaking, reading, and writing. In learning at school, it is necessary to have speaking skills so that students can speak according to the fluency of ideas with the content conveyed, clarity of sound, accuracy of pronunciation, accuracy of expression, accuracy of sentence structure used, accuracy of choice of words or diction used (Farhrohman, 2017; Hermawan, 2018; Sahan et al., 2021).

Speaking is a very important skill in daily life. Every day, humans can say thousands of words, and to produce words, naturally interaction is needed. The problem that often occurs in elementary students is that they still have problems in speaking because of a lack of vocabulary and difficult pronunciation (Okal, 2014; Oradee, 2013; Sadiku, 2015). Speaking is uttering articulated sounds to convey ideas and messages to listeners. In another word, speaking is also telling a message verbally to someone. Speaking is more than just pronouncing sounds but a means of communicating ideas to listeners. Speaking is a conversational skill using language. Speaking is also referred to as an important language skill that functions to facilitate communication to others (Amaniarsih et al., 2022; Palupi, 2021; Taka, 2019). Speaking skill is a very important tool in an effective communication. The problem that is often faced by teachers is the low level of motivation and self-confidence of students in speaking as well as the limited vocabulary they have (Alviolita & Huda, 2019; S. B. Sembiring et al., 2021; Setyawan et al., 2020).

Comics are pictures that are arranged sequentially so that the message in the story can be conveyed. Comics are depicted in cartoon form and are designed to provide entertainment to their readers (Anggito & Sartono, 2022; Mahendra et al., 2021; Yuniarti & Radia, 2021). Comic media can improve students' speaking skills. The reason is because comic media uses interesting and varied pictures so that it motivates students to say the word. As a result, students can speak well with the help of the comic media (Febriansyah et al., 2020; Mahendra et al., 2021). According to facts in the field research conducted by previous study found that comic media can improve students' speaking skills. The use of comic media that is suitable for child development can improve the learning quality and make it easier for learning objectives to be achieved quickly (Alit et al., 2021; Gumilang et al., 2019; Rina et al., 2020). In addition, students also gain experience in language, namely the addition of new vocabulary and improve speaking skills. Having explained the background above, the researchers decided to conduct a research entitled development of comic media to improve the speaking skills of grade iv elementary school students. The aims of this study research is to improve the speaking skills of the fourth grade elementary school students by using comic media that have met the eligibility criteria. It is hoped that this research will be able to provide benefits for educators in the application of developing comic media to improve speaking skills.

2. METHOD

This research is designed as R&D (Research and Development) and applied the ADDIE model. This model was chosen based on the approach to developing studies and solving problems that arise at an early stage. ADDIE model consists of 5 stages. The first stage is analysis stage. This stage including analysis of need, this analysis focuses on students and their needs. The contents of comic stories were adapted to the needs of students, so that the comic can be the right media to improve students' speaking skills. Analysis of material, this stage make sure that the material used in comic media is in accordance with the syllabus, Lesson Plan (RPP), and also the teacher's book. The goal is to ensure that the learning objectives are achieved. The material to be used is Me and My Goals in class IV, theme 6, sub-theme 1, learning 1 (Me and My Goals). The competency developed is to improve students' speaking skills by using comic media.

The design stage is a stage to determine the design of the product based on at the previous analysis stage. At this stage, the researchers prepared an effective and efficient planning to carry out the development process of the product by formulating learning objectives, analyzing material that will be poured into the product, selecting comic forms, selecting basic competencies and achievement indicators, using learning media and then developing the product. The design of the product of the research was developed in terms of language, material and media. The product is a cartoon type comic book. Steps to make the comic including chose the theme, decide the characters, determine the backgrounds, create the story line, and development stage. In implementation stage, the implementation of comic media was carried out to 10 students of grade IV SDN 007 Suka Damai. The aim is to determine the assessment of media responses from teachers and students to the comic that have been developed. And in evaluation stage an evaluation was carried out to revise and improve the product so that it can achieve better results following the feedback and input from students at the implementation stage.

3. RESULT AND DISCUSSION

Result

The first step in developing comic media is conduct needs analysis based on the interview with the teacher, speaking skills are very important for students so that students can express ideas and convey information properly. At stage of the design, the researchers observed and ensured the core competencies, basic competencies, and learning objectives in the material I, "Me and My Goals" in the 4th grade, theme 1, sub-theme 1. Then the researchers determined the title, the characters in the story, the storyline and the application for designing the comic. In developing this learning media, resources are needed to design it such as computers, internet networks, and electricity. If the required resources are met then there will be no obstacles in the process of designing a learning media. The materials were taken from theme 6 (Me and My goals) in accordance with basic competencies. Before making a storyline, the researchers determined the main characters and supporting characters in the comic story. After that, the researchers created the background, including the place, time and plot which were then arranged into a story. Then continue to development stage, the stage for developing a comic media so that it is suitable for use by the students and ensuring how the product suits students' needs. The comic media is show in [Figure 1](#).

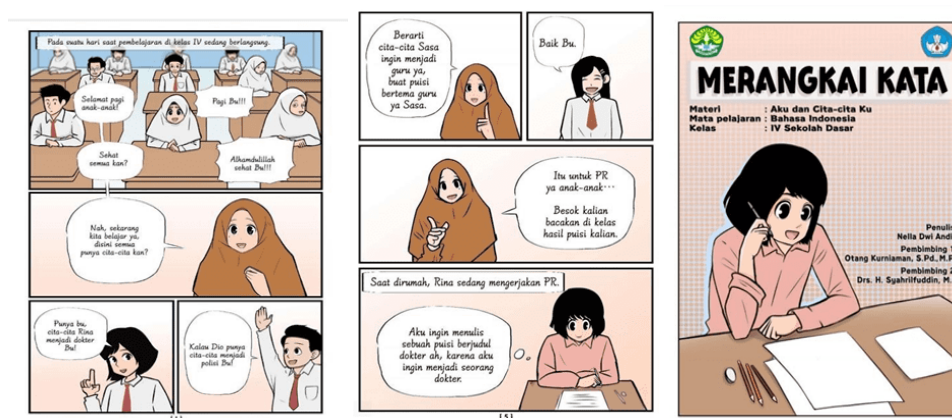


Figure 1. Developed Comic Media Display

Validation is carried out to find out how far the level of validity and trial results of a product. There are three stages of validation, namely: material expert validation, language expert validation, and media expert validation. After the media design was completed, the next stage is validation in the form of a questionnaire which contains display aspects, content aspects, and language aspects. Validation was carried out to assess whether the product that has been developed has met the standards. This validation was done by 3 validators, consist of media expert, material expert, and language expert.

The media expert validation contains 3 indicators with 13 statements in phase 1. The fixactive aspect got a score of 18 with a percentage of 90% (valid). The manipulative aspect got a score of 16 with a percentage of 93.75% (valid). The distributive aspect got a score of 14 with a presentation of 87.5% (valid). In phase 2, the fixactive aspect includes 5 statements obtaining a percentage of 90% (valid). The manipulative aspect includes 4 statements obtaining a percentage of 93.5% (valid). The distributive aspect includes 4 statements obtaining a percentage of 87.5% (valid). Overall, the average validation score from the media expert is 90.41%, interpreted as valid and very eligible.

The validation of the material expert includes aspects of suitability of the material and basic competence, and aspects of material accuracy. In phase 1, the aspect of suitability of the material with basic competence got a score of 6 with a percentage of 75% (valid). The aspect of accuracy of the material got a score of 22 with a percentage of 55% (less valid). In phase 2, the aspect of suitability of the material with basic competencies with 2 statements obtained a percentage of 100% (valid). The aspect of material accuracy with 10 statements obtained a percentage of 92.5% (valid). In total, the average validation score by the material expert is 96.25%, interpreted as valid and very eligible.

Language validation by the language expert in phase 1 obtained a percentage of 75% with a valid category. The aspect of suitability of language rules got a score of 5 with a percentage of 62.5% (valid). The communicative aspect got a score of 12 with a percentage of 75% (valid). The clarity aspect got a score of 7 with a percentage of 87.5% (very valid). In phase 2, the aspect of conformity with language rules with 2 statements gained a percentage of 87.5% (valid). The communicative aspect with 4 statements got a percentage of 100% (valid). The clarity aspect with 2 statements attained 100% (valid). As a whole, the average validation score by the language expert is 95.83, interpreted as valid and very eligible. Data on the teacher responses to the practicality of comic media to improve the speaking skills of grade IV elementary school students as shown in Table 1.

Table 1. Data On Students Responses To The Practicality Of Comic Media

Aspect	Score Average
Media use by students	95.62%
User reaction	92.50%
Material	95.00%
Language	93.75%

Based on Table 1 show the results of practice by the 4th grade teacher show that the aspect of media use with 4 statement items obtained an average percentage score of 93.75% (very practical). The user reaction aspect with 2 statement items obtained an average presentation score of 87.5% (very practical). The material aspect with 2 statement items obtained an average score of 100% (very practical). The language aspect with 2 statement items obtained an average score of 87.5% (very practical). Therefore, an average percentage of the overall score is 92.18%, categorized as very practical. The validity test in this study was processed using SPSS 26. The validity test was performed with a total sample of 10 respondents. To test its validity, the researchers compared the Pearson correlation for each item with the moment product r table. With $n = 10$, we get a df of $10 - 2 = 8$ and $\alpha = 5\%$; r table value of 0.6319. Based on data analysis, show the validity test, the following information is obtained, before the trial, all 6 items have r_{xy} greater than ($>$) r_{table} (valid). After the trial, all 6 items have r_{xy} greater than ($>$) r_{table} (valid).

A research instrument's reliability is the next important test to evaluate its quality. Tests of reliability describe how consistent a measurement is. The reliability test is a calculation of the consistency of the test according to the Alpha Cronbach formula. The value of correlated item-total correlation for an instrument to be declared reliable is at least 0.70. The results of the reliability test above, the following information is determined. Before the trial, the value of Cronbach's Alpha is 0.939, which is greater than ($>$) 0.70 (reliable). After the trial, the value of Cronbach's Alpha is 0.831, which is greater than ($>$) 0.70 (reliable). A normality test is required to determine whether the sample data originated from a population with a normal distribution. For a number of statistical tests, a sample population that is fairly distributed must be used. If the data collected do not follow a normal distribution, the results of the test will be unreliable. If the value of Sig. is greater than ($>$) 0.05, the data is normally distributed and can be tested with the paired T-test. Meanwhile, if the Sig. is less than ($<$) 0.05, then the data is not normally distributed and has to be tested using the Wilcoxon test. The normality test used is the Shapiro-Wilk because the number of samples is smaller than 30 samples. Normality test results is shown in Table 2.

Table 2. Normality Test Results

	Kologorov-Smirnov		Shapiro Wilk			
	Statistic	Df	Sig.	Statistic	df	Sig.
Before	0.198	10	0.200	0.927	10	0.423
After	0.203	10	0.200	0.866	10	0.089

Table 2 shows that the value of Sig. from the pretest (before being given comic media) is 0.423, and from the posttest (after being given comic media) is 0.089. Both values are greater than ($>$) 0.05. With these results, it can be ascertained that the data distribution of the research is normal. Thus, the

hypothesis significance test between two paired samples to determine the effect of comic media on students' speaking skills was carried out by a paired T-Test.

The paired T-Test is the hypothesis significance test that was used to assess the impact of comedic media on students' speaking abilities based on the findings of the normalcy test that has been conducted. The paired T-Test is a comparison test between two paired samples of the same individual that underwent different treatments. With the alpha value of 0.05, and the number of n being 10, the value of t table is 2.262/ -2.262. The average value before being given comic media is 11.20 whereas that after being given comic media is 54.70. The mean difference between the two values is -43.50. Because this value is negative, it can be determined that there is an increase of 43.50 in the average score of students' speaking skills from before and after being given comic media. In addition, with the txy being -43.50, this value is < -2.262, and Sig. of 0.000 is < 0.05. Therefore, it can be confirmed that the students' speaking skills before and after being given comic media are different. That means that there is an influence of comic media on the students' speaking skills.

Discussion

The purpose of this study was to improve students' speaking skills by using comic media on the material "POETRY" for class IV Theme 1 (me and my ideals) which is developed in a valid and practical manner and is appropriate for use in the learning process of elementary school students. In this research, validation and practicality of comic media have been carried out by validators, teachers, and students. Media that is valid and practical can be an important reference in the feasibility of a media that is developed (Alit et al., 2021; Surya et al., 2020). The first stage that is carried out is the analysis stage. This analysis stage contains the problems that occur as well as the influencing factors and solutions to these problems. At this stage and based on interviews with fourth grade teachers, there are still some elementary school grade IV students whose speaking skills are low, for that we need media to encourage students to speak (Alit et al., 2021; Mahendra et al., 2021; Surya et al., 2020).

The second stage is the design (design) at this stage to design the needs analysis that has been done. Researchers began designing comic media to be developed. First, the researcher chooses a title and theme according to the Poetry material, then the researcher chooses the characters, setting, and storyline, then arranges it into a story. Finally make dialogue according to the story that has been designed. Furthermore, the development stage at this stage is validated after the product has been designed (Gumilang et al., 2019; İlhan et al., 2021; Rosyida et al., 2018). At the time of validation the researcher made an instrument as an assessment of the media that had been designed and assessed by the validator. Validation is carried out by expert validators on the media, content and language. This validation was carried out by 3 validators, consist of a media expert, material expert, and language expert. The fourth stage, namely the implementation stage, at this stage a trial was carried out on 10 students at SDN 007 Suka Damai, this saw the practicality of the media being developed. Prior to the trial, the media was revised according to the suggestions and input from the validator. The last stage is evaluation (evaluate) at this stage repairs or revisions are carried out to compare the values given by media experts, material experts, linguists and also practitioner experts on this comic media (Rosyida et al., 2018; Toh et al., 2017).

The validation results of media experts, material experts and linguists in comic media are in the valid category. And this comic media trial. The results show that this comic media meets the valid and very feasible criteria with a percentage of material of 96.25%, media experts of 90.41%, linguists of 95.83%. The results of the validity test can be presented in the table below with n = 10, then a df of 10-2 = 8 and α = 5% is obtained, the rtable value is 0.6319. Based on the results of the reliability test, the following information is obtained. In the variable before the Cronbach's Alpha value is 0.939, the value is > 0.7. Based on this, it can be concluded that the variable is reliable. In the variable After, the Cronbach's Alpha value is 0.831, the value is > 0.7. Based on this, it can be concluded that the variable is reliable. information was obtained that the value of Sig. from the pretest (before being given comic media) of 0.423, and from the posttest (after being given comic media) of 0.089, thus it can be decided that these values are > 0.05 so that it can be concluded that the data is normally distributed, then the hypothesis significance test between the two samples in pairs to determine the effect of comic media on students' speaking skills was carried out by paired t-test.

It is in line with previous study aimed to describe the implementation of mahārah al-kalām learning using comic media which was applied at MTs (Kafi & Husna, 2022). The results of the application of comic media showed that 7.14% of students were very able to improve the competence of mahārah al-kalām by using comic media, 89.29% were classified as capable, and 3.57% of students were less able based on assessment indicators. This media can be used as an alternative in learning Arabic to hone students' Arabic speaking skills. It is supported by other study that aimed to obtain information about the effectiveness of digital-based educational comic media in improving reading interest of elementary school

students (Surya et al., 2020). The results showed effectiveness of the use of digital-based educational comic media in improving reading interest in elementary school students. The implications of this study provide an overview related to the implementation of comic media to improve speaking skills of the fourth grade students. This research will be very useful especially for elementary school teachers as a reference in implementing classroom learning. The limitation of this study lies in the very limited research scope, this study only involved one school as a participant. It is hoped that future research will be able to deepen and broaden the scope of research related to the implementation of comic media.

4. CONCLUSION

All findings revealed that the comic is valid and very eligible to be used in the learning process. Also, according to the 4th grade teacher, after the implementation, it was discovered that the comic is practical to use and very effective and convenient to apply in real situations in the classroom. Based on the results of the several tests the researcher did in order to ensure the effectiveness of the research instrument and the comic developed, it was revealed that the research instrument is both valid and reliable. It is also found there is a significant difference between the students' speaking skills before and after being taught using the comic. The students' speaking skills are proven to be improved after the treatment. That means the comic is effective to improve the students' speaking skills.

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