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Enhancing Students Speaking Competence in Daily Expressions through Digital Comics

Siti Khotijah¹(✉), Chyntia Heru Woro Prastiwi², Mohammad Fuadul Matin³
^{1,2,3}Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia
khotijah12@gmail.com¹, chyntia_heru@ikippgribojonegoro.ac.id²,
fuadul_matin@ikippgribojonegoro.ac.id³

abstrak—Kemampuan berbicara sangat penting dalam poses pembelajaran bahasa Inggris, karena memungkinkan siswa berkomunikasi secara efektif dalam berbagai situasi. Namun, banyak siswa masih mengalami kesulitan dalam menggunakan ungkapan sehari-hari secara lancar dan percaya diri. Penelitian ini berfokus pada peningkatan keterampilan berbicara siswa dengan memanfaatkan komik digital sebagai media pembelajaran. Penelitian ini dilakukan menggunakan metode Classroom Action Research (CAR) yang melibatkan 31 siswa kelas VII-F MTsN 2 Bojonegoro. Data dikumpulkan melalui tes berbicara, observasi, kuesioner, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan komik digital memberikan dampak positif terhadap kemampuan berbicara siswa. Nilai rata-rata siswa meningkat dari 7,29 pada pre-test menjadi 13,13 pada post-test. Jika dikonversikan ke dalam presentase berdasarkan skor maksimum, capaian siswa meningkat dari 45,56% menjadi 82,06%. Selain itu, siswa menunjukkan partisipasi yang lebih aktif, kepercayaan diri yang lebih baik, serta respon positif terhadap penggunaan komik digital. Temuan ini menunjukkan bahwa komik digital dapat menjadi media pembelajaran yang efektif untuk meningkatkan kemampuan berbicara siswa, khususnya dalam penggunaan daily expressions.

Kata kunci: Komik digital, Kemampuan berbicara, Ekspresi sehari-hari, Pembelajaran EFL.

Abstract—*Speaking competence are essential in the process of learning English, as it enables students to communicate effectively in various situations. However, many students still encounter difficulties in using daily expressions fluently and confidently. This research focused on enhancing students' speaking skills by utilizing digital comics as a teaching tool. The study was conducted using Classroom Action Research (CAR) methodology involving 31 seventh-grade students of MTsN 2 Bojonegoro. Data were collected through speaking test, observations, questionnaires, and documentation. The findings revealed that digital comics positively influenced students' speaking performance. The mean score improved from 7,29 in the initial assessment to 13,13 in the final assessment. When converted into percentages based on the maximum score, students' achievement improved from 45,56% to 82,06%. Furthermore, students demonstrated greater participation, improved confidence, and positive attitudes toward the use of digital comics. These findings suggest that digital comics can be an effective instructional medium for improving students' speaking competence, particularly in the use of daily expressions.*

Keywords: *Digital comics, speaking competence, daily expressions, English learning*

INTRODUCTION

Despite its importance, many students still experience difficulties in speaking English, particularly when using daily expressions in everyday communication (Asrabikal, 2019). Developing speaking competence requires learners to engage in meaningful communication activities that allow them to practice language in authentic contexts (Matin, 2022). Limited vocabulary, lack of speaking practice, students' participation in speaking tasks is frequently limited by their insecurity and anxiety about making mistakes (Muzayyanah, 2023).

These conditions were also found among seventh-grade students at MTsN 2 Bojonegoro. Based on preliminary observations, many students were reluctant to speak English and tended to rely on Indonesian during classroom interactions. As a result, their opportunities to practice English communication were limited, which affected students' fluency, pronunciation, vocabulary mastery, and confidence in using English.

To address this issue, innovative learning media are needed to create more engaging and meaningful speaking activities. Digital technology in language education provides new opportunities for improving how students acquire and practice language skills (Prastiwi, 2022). The integration of educational technology creates opportunities for learners to engage more actively in classroom interactions, cooperate with peers, and develop communicative abilities, which are essential components in developing speaking competence (Kohnke, 2023). One alternative is the use of digital comics. Digital comics combine visual illustrations and dialogues, enabling students to understand language use within specific contexts (Ghofur, 2022). The combination of images and text can facilitate comprehension, increase learning motivation, and reduce students' anxiety when practicing speaking. Through attractive visual representations, students can learn vocabulary, expressions, and communication patterns more effectively (Ilhan et al., 2021).

Students have shown that the use of digital comics can improve learners' engagement, enthusiasm, and understanding of language (Saputri et al., 2021). However, research has particularly examined how digital comics can be utilized to improve speaking competence in daily expressions remain limited. Therefore, this

study investigates the implementation of digital comics as a medium to enhance students' speaking competence in daily expressions.

METHODS

This research applied Classroom Action Research (CAR) following the model outlined by Kemmis and McTaggart, which includes the stages of planning, acting, observing, and reflecting stages. This research took place at MTsN 2 Bojonegoro involving 31 students of class VII-F.

Data were collected through speaking test, observations, questionnaires, and documentations. Speaking assessments were administered both prior to and following the use of digital comics to evaluate students' speaking performance. Observation sheets were used to record students' participation and classroom engagement, while students' completed questionnaires to provide insight into their perceptions of digital comics. The collected data were analyzed quantitatively and qualitatively to determine the effectiveness of the implemented action.

RESULTS AND DISCUSSION

The findings indicate that students' speaking competence improved after the implementation of digital comics. The mean score from 7,29 in the initial assessment to 13,13 in the final assessment. Based on the maximum score of 16, the students' achievement increased from 45.56% to 82.06%, indicating a substantial improvement in speaking performance.

Tabel 1. Comparison of Students' Performance in Pre-test and Post-test

Assessment	Mean Score	Percentage
Pre-test	7,29	45,56%
Post-test	13.13	82,06%
Improvement	5,84	36,50%

The percentage gain demonstrates that the implementation of digital comics contributed substantially to the development of students' speaking performance. This improvement suggests that students benefit from contextualized language exposure provided by the digital comics (Saputri et al., 2021). The combination of illustration and situational context enabled learners to comprehend and apply daily expressions more effectively and encouraged them to use English in communicative situations. By observing conversational examples accompanied by visual representations, learners could relate language expressions to practical communication situations, making speaking practice more meaningful and engaging.

Observation results revealed that students participated actively during the classroom sessions. The students largely focused on the teacher's guidance and participated actively in oral practice sessions, and were willing to practice dialogues with their peers. The use of digital comics also encouraged students to become more confident when speaking English.

Students were able to apply various daily expressions, including greetings, asking and giving information, thanking, apologizing, request, and commands. Moreover, they showed positive responses toward the learning media. Daily expressions represent practical language functions that are closely related to learners' every day communication, making them suitable materials for speaking practice (Palopo & Bahru, 2022). The visual elements presented in the digital comics attracted students' attention and helped them understand the context of conversations more effectively. This finding is in line with (Heru & Prastiwi, 2021) who emphasized that learning activities supported by digital and interactive media can promote students' engagement and communication skills through meaningful learning experiences.

The questionnaire results indicated that students held favorable attitudes toward incorporating digital comics in learning. Students generally considered digital comics to be engaging, attractive, understandable, and helpful in learning speaking skills. The media also increased students' motivation and engagement during classroom activities (Zhou et al., 2023). These findings suggest that digital comics can create a more enjoyable learning environment and support students in developing their speaking competence.

These findings are also in line with (Saputri et al., 2021), who reported that digital comics positively affect students' engagement and language learning outcomes. In addition, (Ying et al., 2024) argues that comic based learning creates meaningful learning experiences by integrating visual support with communicative language practice. Thus, digital comics can serve effectively as a tool to enhance students' motivation, encourage active participation, and support the practice of daily expressions.

Gambar 1. Comic Digital



Gambar 2. Comic Digital



Gambar 3. Comic Digital

CONCLUSION

The findings demonstrate that the integration of digital comics into classroom instruction effectively supported the enhancement of students' ability to use daily expressions in spoken communication. This improvement was reflected in the increase of the mean score from 7,29 in the initial assessment to 13,13 in the final assessment, equivalent to an increase from 45.56% to 82.06%. In addition, students demonstrated greater participation, improved confidence, and positive responses toward the learning process. Through exposure to illustrated conversations and situational language examples, students gained a better understanding of how English expressions are used in daily interactions. The learning activities enabled them to practice a variety of expressions, including greetings, information exchange, apologies, expressions of gratitude, request, and commands, with greater accuracy and confidence. Therefore, digital comics can be considered an effective learning medium for enhancing students' speaking competence in English language classrooms.

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