Comic Media on Arabic Language Learning Speaking Skills: The Analysis of Students' Creative Thinking

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Abstract. The active involvement of students in learning Arabic language speaking skills using comic media has implicitly raised and produced the process of creative thinking ability. The creative thinking ability produced by students during the learning process can be reviewed in more detail based on its aspects. According to Guilford, this study aims to reveal the utilization of comic media for Arabic speaking skills to improve creative thinking. This study includes qualitative research using a case study design with a type of single case instrument that produces descriptive data. The descriptive data was collected by 1) observation of the learning process, 2) distribution of observation results and their classification on Guilford's creative thinking ability, and 3) data disclosure and reporting. The selection of participants used a purposive sampling technique on 32 ninth-grade students. Using the interactive model for analysis technique by identifying comic media developed and implemented to describe and classify all learning activities from speaking skills to creative thinking ability based on Guilford's theory. The study's findings show that four different comic activities, all of which improve students' ability for creative thought when learning to speak Arabic, namely: a) dialog, including associational fluency, expressional fluency, and originality; b) survey, including associational fluency, ideational fluency, and spontaneous flexibility; c) development of description, featuring associational fluency, ideational fluency, and spontaneous flexibility; d) storytelling, including ideational fluency, expressional fluency, and originality. Using students' imaginations and experiences employing comics as a teaching tool for speaking skills can enhance and promote creative thinking. This creative thinking during Arabic language learning has created active student engagement to communicate actively and confidently, driving the improvisation of speaking skills.

Keywords: *Arabic Speaking Skills, Comic Media, Creative Thinking*

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INTRODUCTION

The intensity of comics as a useful tool for improving speaking abilities has gained more attention in/to recent years (Febriani et al., 2021). Comics offer a visual and engaging way for students to practice speaking using speech bubbles, captions, and illustrations (Wijaya et al., 2021). Comic media allows activities to not only read and understand the dialogue but also helps the students to actively participate in creating their own dialogue and narrative (Samarawickrama et al., 2023). Comic press is also very useful for developing students' speaking skills, as it provides a non-intimidating and fun platform for students to express themselves (Calafato & Gudim, 2022).

Utilization of comic media in/for language learning, especially Arabic speaking skills students improved pronunciation, intonation, and oral communication skills. In addition, comics can also facilitate vocabulary acquisition and improve language fluency (Sou, 2023). By visually representing language through comics, students can make connections between written words and their associated meanings (Rutta et al., 2021). Overall, using comic media in speaking skills can be more effective and fun approach to language learning (Kohnke, 2019). It also offers a unique and interactive way for students to become more confident in practicing speaking Arabic, which allows them to become actively involved.

The development of comic media in learning has considerable attention in improving creative thinking, where comics have a more interactive visualization (Hobri et al., 2021). Comic visuals allow students to think without limitations, form connections between ideas, and imagine new possibilities. In addition, comics often involve storytelling that encourages creative thinking by exploring different perspectives and narratives. It shows that using comics while Arabic language learning can encourage students to think creatively by analyzing visual elements, interpreting symbols and cues, and making meaning from the story or information presented (Farinella, 2018).

Creative thinking is obtained due to cognitive development, as comics have stimuli that combine imagination with visual narratives (Lo et al., 2021). Innovative thinking in learning has also become a comprehensive competency framework and is recommended in the 21st century. Creativity has been emphasized as a core capacity students need as a resource to thrive in a rapidly changing environment. As in the learning of speaking skills, creativity is the interaction among talent, process, and environment, where individuals or groups can produce new and useful products or ideas in a social context (Liu et al., 2013). The social role in the sphere of creativity forms an individual factor with its environment to better understand more independently or interactively (Hon & Leung, 2011). Thus, creative thinking operationally proposes various brainstorming techniques by which ideas are elaborated, refined, analyzed, and evaluated independently to enhance and maximize creativity (OECD, 2019).

Utilization of creative thinking ability in Arabic speaking skills strives for students to think out of the box and develop unique ideas by involving communication and audience skills (Paneerselvam & Mohamad, 2019). In addition, creative thinking skills enable students to communicate from various points of view

and find innovative ways of expressing their thoughts and ideas (Huh, 2016). It can also create more interesting and memorable presentations by fostering students' creativity and confidence. Guilford (1957) argues to achieve creativity, it is necessary to include two aspects: fluency and adaptive flexibility. Both aspects have other sub-aspects: a) fluency includes associational fluency, ideational fluency, and expressional fluency; b) adaptive flexibility is divided into spontaneous flexibility and originality. Thus, the emphasis on critical thinking and creativity in learning is driven by managerial expectations and rooted in value understanding through improvisational exercises in speaking skill learning.

Class IX students have utilized comic media to learn Arabic speaking skills. The use of comic press is based on the needs of students interested in visualization in the language learning process. Thus, students are more likely to be highly interested in learning Arabic speaking skills and implicitly explore their thinking ability to engage in learning actively. In the exploration activities, creative ideas and imaginations spontaneously emerge due to the structured learning process and visualization.

The use of comic media in Arabic speaking skills in improving creative thinking skills proposes the development that has been implemented to achieve the goals of innovative thinking by creating learning visualizations related to personal characteristics, cultural literacy, learning environment, and individual motivation. Therefore, some previous studies have found such as: a) the use of comic media can be integrated with Islamic values to improve creative abilities (Yulianto & Ellianawati, 2021); b) effective utilization of comics that can improve cognitive skills and character, foster collaboration and care (Hobri et al., 2021; Kusumaningrum et al., 2021; Zarvianti & Sahida, 2020); c) comics can also significantly be an alternative media that can improve speaking skills (Pakpahan & Sinaga, 2023; Setiarini et al., 2021; Suseno, 2020; Wati et al., 2021). The teaching and learning of Arabic as a second language has long been a subject of interest among educators and researchers. While traditional approaches have focused on grammar, vocabulary, and passive language skills, there is a growing recognition of the need to address the challenges faced by non-native speakers in developing their active speaking abilities. One potential solution to this challenge may lie in the use of comic media, a genre that has gained increasing popularity in recent years. The integration of comic media into Arabic language learning could offer several advantages, including the ability to create a more engaging and immersive learning environment, to provide contextualized language practice, and to address the gap between classroom instruction and real-life communication (Al-Busaidi, 2019; Berger et al., 2023).

The previous studies have found reveals that using comic media in speaking skills can develop knowledge creatively. In contrast, this study is more likely to reveal and identify the emergence of students' creative thinking during the use of comic media in Arabic speaking skills, where the disclosure and identification will later be classified as speaking skills indicators and creative thinking based on Guilford's. This research also investigates the development of comic media in Arabic speaking skills that has been applied previously to students, where the application shows the case that each student experiences creativity while speaking skills for Arabic language learning. This means that the utilization of comic media can bring out the process of

creative thinking ability that allows it to be identified and classified based on indicators of speaking skills and innovative thinking ability based on Guilford's theory, which includes two main aspects namely fluency and adaptive flexibility - which is also a novelty in this study. Thus, the focus of this research is to reveal the case of the emergence of creative thinking based on Guilford's theory of 9th-grade students during the process of utilizing comic media on Arabic speaking skills.

The integration of comic media in the teaching and learning of the Arabic language has the potential to significantly enhance the speaking skills of students. The use of interactive and visual-based learning materials, such as comics, can make language acquisition more engaging and effective for non-native Arabic speakers. This research has highlighted the difficulties faced by learners in acquiring proficiency in the Arabic language, particularly in the area of speaking skills (Almelhes, 2024). These challenges include issues and creative idea with putting thoughts into words, maintaining continuous speech, pronunciation, and applying grammar in their speech.

RESEARCH METHOD

Research Design

This research includes qualitative research with a case study design. This approach allows for in-depth exploration of the problem at hand and provides rich information from the cases studied. Based on the focus of the research on revealing students' creative thinking skills during learning by utilizing comic media, this type of case study is a single case instrumental. Where this type of case study focuses more on the use of comic media in speaking skills as a case occurring with a broader identification and description based on the theory of creative thinking (Yin, 2012).

In the context of learning Arabic language skills, a qualitative case study could be used to understand how teachers perceive the application of different approaches, such as in developing creative and speaking skills in. A case study of the psychological condition of students learning Arabic could also yield valuable insights into the factors influencing their progress in developing these skills. This study intends to identify and explain the learning of Arabic speaking skills that has influenced the ability of students' speaking skills and creative thinking. Case studies are perfect for this research which implements learning activities using comic media that allows researchers to evaluate information with flexibility. In this case, this research focuses on describing and analyzing the aspects that affect Arabic speaking skills, and students' creative thinking ability in carrying out Arabic language learning.

Participants

Participants who followed the learning process used a purposive sampling technique, as the researcher wanted to identify the emergence of students' creative thinking in the learning process. Class IX 32 students have followed the learning process of Arabic speaking skills by utilizing comic media. This research data was descriptive of the emergence of students' creative thinking during learning using observation and documentation of learning outcomes. During the utilization of comic media in learning Arabic speaking skills, aspects of creative thinking are displayed in

the form of disclosure and expression of ideas and imagination of students, both during learning and in completing tasks.

Data Collection

Descriptive data is obtained through data collection through complete participant observation and documentation. Complete participant observation is used because the researcher plays a direct role in learning during the semester. In addition, this observation was carried out to review students' responses during the learning process of Arabic speaking skills using comic media that had been developed previously. Comic media use has been integrated into four kinds of activities, all of which focus on speaking skills. This active involvement of students implicitly brings out the process of creative thinking – which can then be identified based on Guilford's creative thinking theory. Documentation includes pictures and learning outcomes (assignments) from comic media activities used during learning. The stages of data collection are as follows: 1) observation of learning Arabic speaking skills using comic media, 2) distributing the results of observations with the process of decomposing and classifying the overall activities based on indicators of Guilford's speaking skills and creative thinking skills, and 3) revealing data.

Data Analysis

This study examines the written text of the comic media that has been implemented by reducing and adjusting the activities based on indicators of creative thinking and Arabic speaking skills. The data analysis technique of this research is an interactive model that includes several stages (Miles et al., 2014), such as: 1) data collection by identifying comic media that have been developed and implemented previously; 2) reducing the overall data based on the four activities of speaking skills from the results of implementing comic media; 3) display data by describing and classifying the overall activities of speaking skills with creative thinking ability that arise during learning based on Guilford's theory which is covered in two aspects, namely fluency (associational fluency, ideational fluency, and expressional fluency) and adaptive flexibility (spontaneous flexibility and originality). The identified comic media was then analyzed based on students' idea generation during learning by elaborating, refining, analyzing, and evaluating ideas independently to enhance and maximize creativity efforts.

RESULT AND DISCUSSION

The utilization of comic media on Arabic speaking skills has been developed and implemented for students. Using comic media has brought out various aspects of creative thinking skills during learning. This means that the emergence of these creative thinking aspects must be distinct from the learning process designed for each comic activity. On this basis, the learning activities included in the comic are divided into four, as follows:

1.   Dialogue

In the comics, the dialogue activities contain conversational texts that are also complemented by pictures according to the theme of each topic of discussion. Dialogue activities are structured to engage students in understanding and practice. The dialogue text in the comic is displayed in the form of conversation balloons conducted in the context of everyday life. In addition, the text is written and structured to make it easier for students to read and understand. The appearance of the dialogue activities arranged in the comic, as in the following figure:

Figure 1. Dialog Activities

The dialogue follows two students discussing the celebration of the Islamic New Year, which falls on Muharram 1. One of the students told his friend that their school celebrates Muharram New Year by holding several competitions, such as reading poetry, writing short stories, and giving speeches. The student also asked his friend about his opinion on the Muharram New Year, hoping Muslims can migrate from bad to good with this new Muharram year. The conversation was closed with prayers and wishes from both of them.

As in the learning process, the teacher first practices the dialogue activity by reading out the content of the conversation as a process of providing new information. Next, students are asked to observe the dialogue text and recite the conversation text for 2-3 repetitions until the students can recite with detail and intonation. After the repetition process, students are asked to understand the meaning of the dialogue text with the teacher's and their peers' help. Through improvised conversation, students can recite and understand the dialogue text with their peers. In addition, there is also an emphasis on understanding vocabulary and grammar to improve fluency and understanding of Arabic.

2.   Survey

      Surveys are also one of the activities that appear in comics. The survey pattern in the comic is displayed with question sentences that are adjusted based on the context to support Arabic speaking skills. In the sentence structure of the question, the teacher uses words or phrases of different colors to ask students to explore another new vocabulary through correct grammar. This survey material is packaged in short conversations accompanied by illustrative pictures to make it easier for students to visualize and develop their imagination in creating new vocabulary. The survey activity is shown in the comic in the following figure:

Figure 2. Survey Activities

      The survey activity provides several questions and answers that students can use to dialog in Arabic. The first question and answer explains how to ask today's date in Arabic and how to answer. The second question and answer explains the words used during Muharram New Year celebrations and how to answer them. The third question and answer explains the use of the question word "when" and how to answer it. Students can develop and innovate by using other sentences from these three questions and answers.

      In this survey activity, students are asked to observe the question sentence patterns and grammar. Each student is asked to understand the text based on its meaning and grammar under the teacher's direction. After students can understand the text as a whole, then students are asked to create new sentences using the same grammar as what has been listed in the comic. Students can discuss and ask questions about the process of making new sentences. However, students must also understand and identify the grammar of the latest sentences created and shared with their peers. After that, students are asked to recite the new sentence structure aloud and confidently.

3. Development of Description

This activity in the comic is displayed with illustrative images accompanied by sentence patterns to describe the image. The picture description includes simple sentences and is easy for students to understand. The picture can be a reference for students to create a new sentence as a description of the photograph that has been developed. In addition to the images already available in the comics, teachers can provide similar photos with slight differences to make it easier for students to create new descriptive sentences due to developing students' creative thinking. The figure for the survey activity is as shown below:

Figure 3. Development of Description Activities

The description development activity presents several sentences related to the activities carried out on Eid al-Adha and Eid al-Fitr. The first picture and sentences explain about Muslims saying Takbir and glorifying Allah on the eve of the feast. The second picture and sentence describe Muslims praying on Eid and listening to the sermon delivered by the Khatib. The third picture and sentence describe Muslims slaughtering goats and cows on Eid al-Adha. The fourth picture and sentence explain about Muslims visiting each other's homes and giving greetings and apologizing to each other. Students are asked to understand the four pictures and sentences by finding new vocabulary relevant to the picture or activity.

Developing descriptions of comics while learning Arabic speaking skills is carried out by asking students to read and understand the material text led by the teacher. After that, students can analyze the reading text to find new vocabulary yet to be understood. This means that the pictures are described by students using grammar that matches the examples in the comic. So, students explore vocabulary and images according to their language experience by discussing with their peers or utilizing the dictionary available in the comic.

4.   Storytelling

This storytelling activity is shown in the comic by presenting the commands and themes that need to be discussed and told by students. Storytelling activities are carried out to be able to explore the experiences and language knowledge of each student from the Arabic speaking performance. In addition, this storytelling practice is done individually to get students used to speaking Arabic clearly by emphasizing confidence as a form of expressing their imagination and thoughts. This is included in the comic, as shown in the following figure:

Figure 4. Storytelling Activities

In this storytelling activity, students are asked to create and express stories from the themes that have been provided in a relevant manner. In this case, two commands are presented that students can follow; the first command asks students to have a conversation or question and answer with their friends about commemorating the *Nuzulul Qur'an* and two Muslim holidays. The second command asks students to speak or tell in front of their classmates about the observance of the *Nuzulul Qur'an* and two Muslim holidays.

This activity begins with instructions for students to observe and understand the commands in the comic. After understanding the commands, students can discuss in groups to compose story texts based on the commands or instructions that have been understood. The preparation of the story text was carried out with the help of a dictionary and the role of the teacher when experiencing difficulties in stringing sentences. Each student is asked to perform a storytelling activity using simple vocabulary based on the theme. Then, students can practice telling stories in front of the class using the right expression and intonation of pronunciation.

All activities included in the comic emphasized Arabic speaking skills. However, the learning process by utilizing this comic media has confirmed the emergence of students' creative thinking ability, which simultaneously improves

Arabic speaking and creative thinking skills. If identified intensively, aspects of Arabic speaking ability are covered in pronunciation, language rules, vocabulary, and fluency. The innovative thinking ability in its productivity is divided into fluency and adaptive flexibility. Both factors include seeking the development of thinking patterns through words, ideas, expressions, and even responses to learning (Guilford, 1957). The aspects of creative thinking and speaking skills that emerged during Arabic language learning by utilizing comic media as in the following table:

Table 1. Aspects of Creative Thinking and Speaking Skills that Emerge from Learning Outcomes

No	Activities	Aspect	Sub-Aspect	Indicators of Creative Thinking Ability	Indicators of Arabic Speaking Skills
1.	Dialogue	Fluency	Associational Fluency	Express ideas or interpret the meaning of words, phrases, and sentences in a relevant manner.	Able to understand and pronounce the meaning of words, phrases, and sentences in a relevant manner.
			Expressional Fluency	Express the reading passage with the right intonation.	Able to recite the passage clearly with the right expression and intonation.
		Adaptive Flexibility	Originality	Express ideas from the reading that differ from other students as a knowledge gap.	Recite different readings according to his imagination from the pictures that have been presented.
2.	Survey	Fluency	Associational Fluency	Estimate grammar patterns from reading texts.	Able to understand and identify grammar patterns from reading texts.
			Ideational Fluency	Generate and develop new example sentences based on the grammatical context discussed.	Create new example sentences based on the grammatical context discussed.

	Adaptive Flexibility	Spontaneous Flexibility	Use a variety of words to make new sentences that are more varied according to the grammar.	Able to create and pronounce new sentences according to grammar rules.
3.	Development of Description	Fluency	Associational Fluency	Find relevant meanings of words, phrases, and sentences.	Able to express the meaning of words, phrases, and sentences in a relevant manner.
			Ideational Fluency	Generate new vocabulary based on relevant text examples.	Able to express new vocabulary based on text examples in a relevant manner.
		Adaptive Flexibility	Spontaneous Flexibility	Develop new vocabulary with proper sentence structure.	Able to express new vocabulary with the right sentence structure.
4.	Storytelling	Fluency	Ideational Fluency	Generate and develop stories based on context.	Able to express the story according to the context.
			Expressional Fluency	Practice the story with the right expression and intonation.	Able to recite and practice the story appropriately.
		Adaptive Flexibility	Originality	Provide ideas that are different from other students in a relevant manner.	Able to develop ideas and express stories from the themes provided in a relevant manner.

Based on table 1. displays the emergence of creative thinking aspects and speaking skills from the results of Arabic language learning by utilizing comic media. The appearance of these aspects is revealed based on four kinds of activities of Arabic speaking skills contained in the comic. The aspects of creative thinking are expressed and classified based on Guiford's (1957) theory, which is divided into fluency and adaptive flexibility. In understanding creative thinking ability, fluency in speaking skill activities is considered an important dimension, namely: a) engaging and sustaining students' ability to speak naturally and confidently, with attention to relevant intonation, rhythm, and expression; b) having a wide vocabulary in expressing ideas;

c) accuracy in grammar and pronunciation; d) responds actively and appropriately to the interlocutor; e) receiving and reflecting on conversations from their conversation partners; f) practicing consistently. This focus can increase their fluency to become Arabic communicators.

This understanding of adaptive flexibility in speaking skills involves students' communicatively adapted abilities. There are some important points to consider in implementing adaptive flexibility covered in speaking skill activities for class IX students, namely: a) contextual adaptation to further facilitate students and develop them; b) a variety of individual and group activities; c) confidence to accept challenges and obstacles when communicating; d) have flexible responses according to the context. Adaptive flexibility is sought for students to learn and practice speaking Arabic naturally and flexibly in diverse linguistic contexts.

Overall, the activities in the comic bring out the fluency and adaptive aspects, which refer to several sub-aspects in it. As in dialog activities, there are sub-aspects of associational fluency in expressing an idea and expressional fluency in expressing pronunciation. Meanwhile, the adaptive flexibility sub-aspect brings out the originality sub-aspect in students in describing various ideas. This arises because the dialog activities are carried out based on the text listed in the comic, before which students are expected to understand the meaning and intent of the dialog text. After understanding the meaning, students need to practice the dialogue by reciting the text with the right intonation and expression. In second language learning, dialog activities can equip students to participate semi-spontaneously by utilizing all their language knowledge and providing positive feedback (Li et al., 2020). In addition, during the process, students will also improvise to review and strengthen vocabulary and grammar by improving language skills, including accuracy, fluency, and comprehension (Nugroho et al., 2023). The improvements during the dialog activities have intently correlated positively with divergent thinking to achieve creative thinking ability (Rooij, 2023).

The second activity featured in the comic in Arabic speaking skills is a survey that brings up associational fluency in estimating grammatical patterns, ideational fluency in producing new sentences, and spontaneous flexibility in new word variations. This arises because this survey activity requires students to create and make sentences by observing real information. As with the comic, students are asked to identify the grammar of a sentence, and then asked to create a different sentence with similar grammar. In this case, students will gain more vocabulary and ideas by utilizing clues as a form of experiential exploration. It also confirms a more meaningful, enriching, and engaging language learning process that provides intellectual, emotional, and social benefits as a process of engaging creative thinking (Smare, 2022).

Furthermore, a description development activity is carried out based on the text of the image description available in the comic. Each image also includes a trait, shape, or feature to describe it. Students are asked to understand the text as an initial learning process. After that, students are asked to create or replace the marked word with another new word in a relevant manner. In creative thinking skills, this activity develops associational fluency in finding meaning, ideational fluency in generating

new vocabulary, and spontaneous flexibility in creating new vocabulary. This is certainly a description development activity that also shows creativity by presenting the concept of ideas and basic principles of thinking skills to develop communicative competence (Victorovich & Bukovsky, 2021). As in speaking skills, this activity is carried out to build fluency in speaking coherently by utilizing previous information experiences.

Storytelling is also one of the comic's speaking skills activities, which is useful for developing vocabulary through pronunciation and thinking skills through their imagination. The storytelling activity model displayed in the comic is in the form of a theme, and students are then asked to develop a story according to the theme. This utilization of storytelling allows students to speak more clearly and confidently as a form of speaking practice in a second language (Kaet et al., 2023). In terms of creative thinking skills, storytelling can improve creative thinking skills in the aspects of fluency, flexibility, and originality in acquiring speaking skills (Tabieh et al., 2021).

Using comics as a medium for learning speaking skills can develop and improve the ability to think creatively by utilizing students' experience and imagination. The findings also align with previous research's ideas, which revealed that comics effectively improve oral language competence, which simultaneously demands cognitive activity, motivation, and creative ability (Badriah, 2017). As comics in learning Arabic speaking skills refer to activities to improve creative thinking skills based on Guilford, including fluency and adaptive flexibility, each aspect has sub-aspects. These aspects were then reduced to correlated indicators and adapted to speaking activities. It also confirms the identification of diverse student capabilities, including divergent thinking (Mumford, 2001).

This creative thinking during Arabic language learning has created active student engagement to communicate actively and confidently, driven by the improvisation of speaking skills. This is also in line with previous research which also revealed that during the process of speaking skills, students strive to come up with unique ideas by involving the ability to communicate with other students (Paneerselvam & Mohamad, 2019). Creativity and learning are intertwined in that sense, resulting in relational and social practices. As in this study, pre-produced media such as comics are used as a pedagogical strategy to engage students in critical understanding through practice by supporting the production and facilitation of Arabic language learning media in schools - which is also in line with previous research (Ranieri, 2019).

The utilization of comic media in Arabic language learning has the potential to reveal the development of self-confidence that not only occurs in students but also teachers as the implementation and evaluation of comic products to meet the criteria of student needs further (Ogier & Ghosh, 2018). With the help of comics as a learning media, students have a positive response to be able to express ideas based on the pattern by connecting one sentence with another sentence to become a story (Fernando & Aminatun, 2021). Thus, students can explore their imagination and ideas while remaining structured based on the theme and have a process of enriching Arabic vocabulary. However, this research is still limited to more than one language skill, namely speaking skills, and focuses on Guilford's theory of creative thinking. Due

to these limitations, it is possible for other researchers to further develop various other language skills with different second languages.

CONCLUSION

This study reveals the utilization of comic media in Arabic speaking skills to improve creative thinking ability for class IX. Implementing Arabic speaking skills is based on the various activities covered in the comic around dialog, survey, development of description, and storytelling. The activity includes indicators adjusted and reduced based on Guilford's thinking ability with two aspects: fluency (associational fluency, ideational fluency, and expressional fluency) and adaptive flexibility (spontaneous flexibility and originality). The four activities produce aspects of creative thinking ability in speaking skills, as follows: a) dialog includes associational fluency in expressing ideas, expressional fluency in expressing reading, and originality in expressing different ideas; b) the survey includes sub-aspects of creative thinking in associational fluency in estimating grammatical patterns, ideational fluency in generating and developing new sentences, and spontaneous flexibility in having a variety of vocabulary; c) development of description includes the sub-aspects of associational fluency in finding meaning, ideational fluency in generating new vocabulary, and spontaneous flexibility in developing new vocabulary; d) storytelling includes the sub-aspects of ideational fluency in generating and developing story themes, expressional fluency in expressing stories, and originality in expressing ideas that are different from other friends.

Utilizing comic media in learning Arabic speaking skills has resulted in the existence of viewpoints and finding innovative ways to express students' creative thoughts and ideas as the findings of this study. Thus, it creates a more interesting and memorable presentation that manifests students' creativity and confidence. However, this study still has limitations that only refer to one language skill, and there is a need for a wider exploration of the four language skills. In addition, further research can utilize other media that can also be explored more diversely according to the needs and problems of students during learning.

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