

USING PICTURE SERIES TO IMPROVE THE SPEAKING ABILITY OF THE FIRST YEAR STUDENTS OF SMPN 2 MERBAU

Mashuri, Eliwarti, Indah Tri purwanti

email: mashurysenior@gmail.com, eliwarti@lecturer.unri.ac.id, indawanti@yahoo.com

Phone Number: +62 821-6914-9139

*Student of English Study Program
Language and Art Department
Teachers Training and Education Faculty
Universitas Riau*

Abstract: *This Research is classromm action research that was conducted based on the problem occurred at seventh grade students of SMPN 2 Merbau; namely the students were lack in speaking that influence them got poor scor in test. Therefore, this research was aimed at studying the improvement on the ability of seventh grade students of SMPN 2 Merbau in speaking by using picture series. The participants were 21 students. Besides , vocabulary mostly improve after being taught by using picture series. The participants were 21 students from VII SMPN 2 Merbau. This research conducted in three cycles. The data collection technique was obtained through (i) observation sheet which was applied to know the students and teacher performance during the teahing and learning process., (2) test was done to measure students achievement, and (3) field note was obtain information about teacher, the students activities and performances in the teaching and learning process during the implementation of picture series. The research can briefly can briefly explain as follow : first the students speaking ability could be improve by using picture series, before the research was done , the average score of students was only 46.02 in pretest, after thye research was done for cycle 1, it improved to 59.then, in cycle 2 increased up to 66. Second, the onservation shield and field note result showed that the use of picture series make teaching process more effective and it also helped students improve their seaking ability and more active in learning process. This improvement happened because this picture series method is appropriate applied in class.*

Key Words: *Speaking, Ability, Picture series.*

MENGGUNAKAN GAMBAR SERI UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI TAHIN PERTAMA SMPN 2 MERBAU

Mashuri, Eliwarti, Indah Tri purwanti

email: mashurysenior@gmail.com, eliwarti@lecturer.unri.ac.id, indawanti@yahoo.com

Nomor HP: +62 821-6914-9139

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini adalah penelitian tindakan kelas yang dilakukan berdasarkan masalah yang terjadi pada siswa kelas tujuh SMPN 2 Merbau; yaitu siswa kurang dalam berbicara yang mempengaruhi mereka mendapat nilai buruk dalam ujian. Oleh karena itu, penelitian ini bertujuan untuk mempelajari peningkatan kemampuan siswa kelas tujuh SMPN 2 Merbau dalam berbicara dengan menggunakan seri gambar. Pesertanya adalah 21 siswa. Selain itu, sebagian besar kosakata meningkat setelah diajarkan dengan menggunakan seri gambar. Pesertanya adalah 21 siswa dari VII SMPN 2 Merbau. Penelitian ini dilakukan dalam tiga siklus. Teknik pengumpulan data diperoleh melalui (i) lembar observasi yang digunakan untuk mengetahui kinerja siswa dan guru selama proses pembelajaran dan pembelajaran., (2) tes dilakukan untuk mengukur prestasi belajar siswa, dan (3) catatan lapangan diperoleh informasi tentang guru, aktivitas siswa dan penampilan dalam proses belajar mengajar selama implementasi seri gambar. Penelitian ini secara singkat dapat menjelaskan secara singkat sebagai berikut: pertama kemampuan berbicara siswa dapat ditingkatkan dengan menggunakan seri gambar, sebelum penelitian dilakukan, skor rata-rata siswa hanya 46,02 dalam pretest, setelah penelitian mereka dilakukan untuk siklus 1, itu meningkat menjadi 59. kemudian, pada siklus 2 meningkat hingga 66. Kedua, hasil temuan dan pengamatan lapangan menunjukkan bahwa penggunaan rangkaian gambar membuat proses pengajaran lebih efektif dan juga membantu siswa meningkatkan kemampuan duduk mereka dan lebih aktif dalam proses pembelajaran. . Peningkatan ini terjadi karena metode seri gambar ini sesuai diterapkan di kelas.

Kata Kunci: Berbicara, Kemampuan, Gambar Seri

INTRODUCTION

English is the lingua franca of international communication. Studying English means opening the chance to face the world in many aspects of life; education, business, politics, culture, social life and so on. Everybody realizes and recognizes while learning English means they are involved the new habit, new environment and new culture instead in consisting sentences. For Indonesian students, learning English is an integrated process that includes four basic skills: listening, reading, speaking and writing.

Among the four skills, speaking is a way to communicate to the people with the language that one person and another can understand each other. Speaking is very important because almost of all the people over the world use it as a communicational tool. It is important to many language can convey information and ideas, and maintains social relationship, but it is especially important to students, being successful in academy depends on students' ability to understand material given by teacher and other supporting class activities. It means that we can able to share ideas and opinions to listeners through speaking.

Teaching speaking at junior school in Indonesia is one of the main focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of junior high school are directed to have life skill for communication to need for job opportunity, beside they can continue their study to the higher level. Therefore the English teacher should find out the effort on searching and creating a new model in presenting materials, in order to increase the students' ability to speak English.

As Baker and Westrup (2003:5) state students who speak English well may have a greater chance of further education, of finding employment, and gaining promotion. Those students who are able to speak English well would help them to seek information in specific domain which is in English. Speaking is essentially lies in fluency and accuracy. Folse (2006:30) states "simply put, fluency here refers to the amount of language produced in tasks, while accuracy refers to the linguistics correctness of what is said in tasks". Accuracy and fluency are terms characteristics for a successful and carry out meaningful conversation.

This problem assumed to be caused by two elements that may come from the teacher and students. Firstly, students do not want to practice, less confident and shy. The fact in class showed that students are usually afraid of joining foreign language classes, they feel unmotivated, discourages easily. Usually, their mindsets say foreign language is difficult to learn because most of them know nothing from the start and do not know how to express what they want to say. It is also supported by Darwis (2004): the problems of speaking that a student has are: (1) inhibition; (2) nothing to say; (3) low or uneven participation; (4) mother-tongue use, otherwise they are native language. Secondly, the teacher does not use English frequently in class and tend to apply the monotone technique. The facts are if the teacher uses English in teaching, it will help students more familiar with English and support them to use English. Varying technique can make the teaching and learning process and classroom atmosphere much more conducive in-teaching.

As stated by Effendi (2005) the unsuccessful of teaching might be caused by the teachers themselves and the method of their teaching. In this case, students can study actively if the method used by teacher is interesting and challenging. In this problem,

the writer chooses “picture series” to improve the teachers’ performance in teaching speaking and student speaking ability.

The consideration of the use of picture series because students are usually interested in new things which can encourage them to pay attention and about it. Picture series are some pictures representing continues events of stories with important information. These pictures can increase the students’ desire, imagination, and provide students with visual experience and stimulate them to talk in teaching learning process (Nugroho, 2008). It is good to improve students motivation in learning to feel enjoy and help students to develop their ideas, which automatically improve their speaking skill in class.

According to Gerlach (1980), there are some advantages using pictures. They are: (1) Inexpensive and widely available. (2) Provide common experiences for entire group. (3) The visual detail make it possible to study subject, which would turn back to be impossible. (4) Can help you to prevent and correct disconcertion. (5) Offer stimulus to further study, reading and research visual evidence is power tool. (6) Help to focus attention and to develop critical judgement. (7) Easily manipulated.

A wise statement also says ‘I hear I forget, I see I know, and I do I understand. This means if we have learning experiences by observing, drawing, doing, and also what our eyes see and catch most of the time will stay long in our memory.

RESEARCH METHODOLOGY

In this research, researcher uses Classroom Action Research (CAR). According to Kasbolah and Sukaryana (2001), classroom action research is one of the efforts made by a teacher or a practitioner in the form of various activities which are carried out in order to improve an unsatisfactory condition or to increase learning quality in class.

The purpose of classroom action research is to improve a teaching in school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom action research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Classroom action research English Instruction is an approach to English teacher’s professional development and to improve student’s learning in which English teachers systematically collect the data and reflect on their works and make changes in their classroom practice. In this study involves in observing teacher practice, student’s learning difficulty and learning environment for the purpose of planning, implementing, observing, and reflecting the action. The final product of classroom action research result in speaking is to improve ability by using picture series as intuctional media.

The researcher conduct collaboratively with one of the teacher at SMP Negeri 2 Merbau. Here, there is an agreement of each role in this research between the researcher and collaborator. The role of the researcher will be as an observer for the students’ activities while teaching the students and the role of the researcher’s partner is as the observer. The collaboration focuses on formulating the researcher problem carrying out the action of the research and doing reflection. It is expected that there will be a lot of input sharing ideas for success of this research and can be very helpful in applying all the research procedure.

Classroom action research activities involve repeated cycles, each consisting planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy (Kemmis, Stephen and Mc Taggart, 1988)

The Participants of the Research

The participants of the research were the first grade students of SMP 2 Merbau. The reason for choosing them as the participants because most of the speaking problems occur in that class, based on the small survey.

Table 1. The Number of Students

Students	Number	
Male	13	21
Female	8	

The Research Instrument

In this research, there are three instruments used to measure the students' ability:

a. Observation Sheet

To know students' ability, there is a checklist while the teaching and learning process took place. Checklist was done during the classroom activities. In doing the checklist the writer was helped by two collaborators as partner to observe the teaching and learning process during the implementation of teaching speaking through picture conducted by the writer. What the collaborators observe were:

- 1) The writer's activity during implementing teaching cycles by applying picture.
- 2) The students' activities during learning speaking skill through picture. In short, the collaborators took notes on the writer's activities as well as the students' activities during teaching and learning process. All the notes taken by collaborators were handed out to the writer, so that the writer will improve the teaching and learning process at the teaching cycles.

b. Test

This research is using test in terms of assignment or test. The test is given to the students orally. Students are asked to express their ideas based on the picture.

The Data Collection Technique

Qualitative Data

To collect the qualitative data, the researcher need observation sheet. There are two kinds of observation sheet. The first one is to observe the teacher's activities in teaching learning process and the other is to observe the students' activities. It is impossible for the researcher to teach and observe the teaching process at the same time. Therefore, the writer need collaborator to observe his performance and the students' improvement in teaching and learning process by giving checklist (√) on the observation sheet. Here are the format of teacher observations sheet and students' observation sheet.

Quantitative Data

In this research, speaking tests is as the instrument to collect the data. In this research, the students' ability is observe and evaluate based on pronunciation, grammar, vocabulary, fluency and comprehension score components. A collaborator is needed to conduct observation and evaluation.

There are three steps to collect the data, as follows:

1) Pre-test

Pre-test is a test that given to the sample students' at the beginning of active research. It was done in order to know the students' ability before getting some treatments from the teacher.

2) Treatment

The students is given a treatment of using picture series for six meetings, which each cycle consist of three meetings. The students were asked to express their ideas infront of the class individually after they were discussing in group. The writer do the treatment in order to help and guide students in speaking activities by using picture.

3) Post-test

Post-test is the test that was given after the students got some treatments.

Based on the table above, the oservation and the evaluation of students' ability were conducted by letting students to express their ideas. There were three kinds of the test, a pre-test, a post-test 1, and post-test 2. In pre-test, 3 topic provided and each student choose one topic randomly. Then, express based on their ideas. In the post-test 1,2, 3 topic related with the syllabus provided and each students express the choronological story by using picture after group work.

The Data Analysis Technique

Qualitative Data

In this research, a qualitative data is obtain from observation sheets which is done by collaborators. Qualitative means that the data is presented in the form of verbal report and described in the table. In this case data is discover from observation and test. There is two kinds of observation sheet. The first one is for the students and the other is for teacher. Then the writer present it in chapter four.

Quantitative data

To analyze the data and to find out the students' progress in speaking by applying picture, the writer uses the formula below:

$$SA = \frac{P + G + V + F + C}{5} \times 100\%$$

SA = Students' speaking ability

P = Students' ability in Pronunciation

G = Students' ability in Grammar

V = Students' ability in Vocabulary

F = students' ability in Fluency

C = Students' ability in Comprehension (Harris, 1974)

To know average total score of each aspect, the formula used was

$$N = \frac{T.Score}{21} \times 100\%$$

N = Each aspect score

T.Score = R1 + R2 + R3 (each aspect)

Then, to find out the level of students' ability, the student can be classified by using scale by Harris (1974). Based on the scale, the level ability of the students' ability can be interpreted as follows:

Table 2. The Classification of Students' Score

No	Score	Level of Ability
1	80 – 100	Excellent
2	60 – 79	Good
3	50 – 59	Average
4	0 – 49	Poor

Source : Harris, 1974

To know the individual student score, the data were analyzed by using the following formula:

$$N = \frac{R1 + R2 + R3}{3}$$

N = Individual score

R1 = Rater 1 score

R2 = Rater 2 score

R3 = Rater 3 score

To know the average score of students, the data were analyzed by using the following formula:

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

X = the average score of the tests

$\sum N$ = the total of scores

N = the number of the students

(Hatch and Farhady, 1982)

The result of Pre-test

Pre-test was given before the writer gave the treatment to the students. The students were given 35 minutes to discuss in group to presents a pictures series in front of class. This pre-test was done to know the students' based score speaking infront of class. The students could be categorized had passed the test if they could reach the standard minimum criteria of achievement (65), After the writer got the students' score from the three raters, the score were accumulated to obtain the speaking ability of the students. The data could be seen as follows:

Table 3. The result of Pre-test

No.	Score	Rater 1		Rater 2		Rater 3	
		F	P(%)	F	P(%)	F	P(%)
1..	≥ 65	16	29.66	15	28.66	15	29.42
2.	≤ 65	5	70.34	6	71.34	6	70.58
Total		21	100	21	100	21	100

The table and chart above explain that conclusion of first, there were 16 students (29.66%) reached ≥ 65 as standard minimum criteria of achievement and 5 students (70.34%) got score ≤ 65 . The second rater, 15 students (28.66%) reached ≥ 65 and 6 students (71.34%) got score ≤ 65 . On the other hand,. the third rater got 15 students (29.42%) ≥ 65 and 6 students (70.58%) ≤ 65 . After applying the data from each rater, the result of each rater were combined.

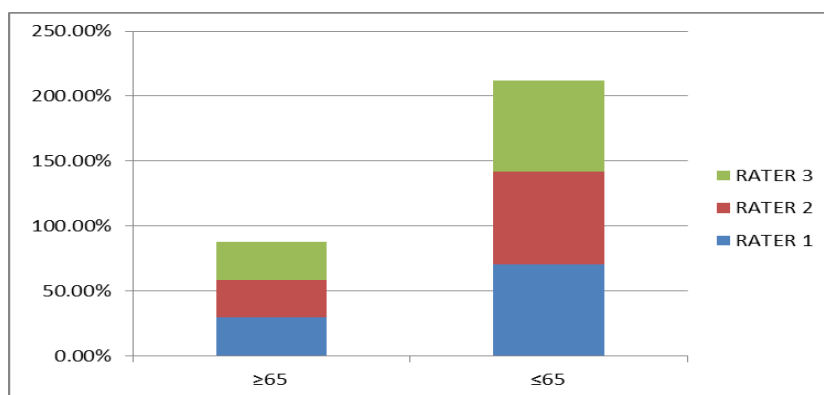


Chart 1. The result of Pre-test

Table 4. Students Pre Test Score

No	Score	Rater	
		F	P (%)
1.	≥ 65	6	37.6
2.	≤ 65	15	62.4

The data on the table above can be presented by the following chart:

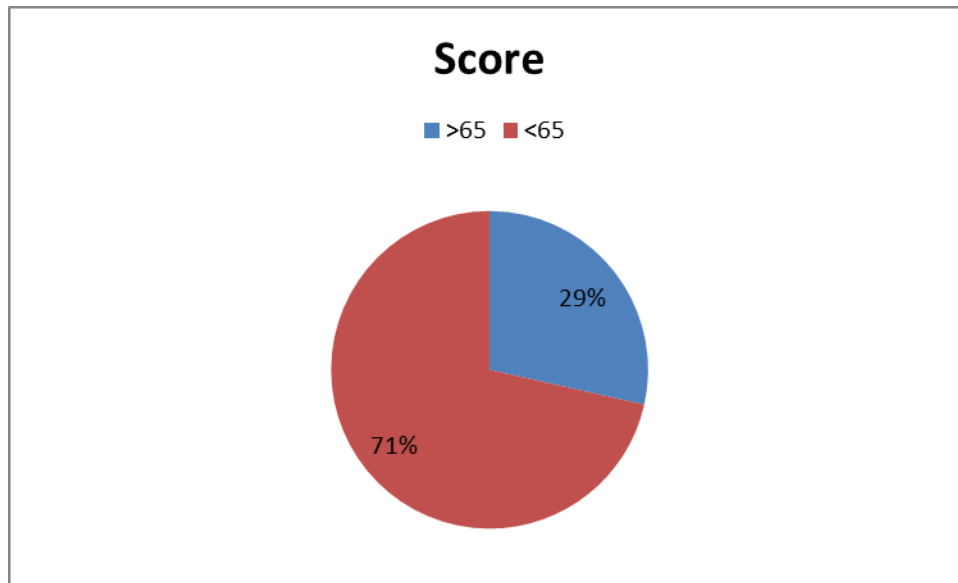


Chart 2. Students Pre Test Score

From the table and the chart above, it could be seen that only 6 from 21 students reached score ≥ 65 as the standard minimum criteria of achievement.

1. The discussion of cycle 1
The result of observation

After the pretest had been given, cycle 1 was conducted by using picture series. The students were taught by using picture series and learning activities for one month to six meetings. Then before the treatment, the students were given a pre-test to know their ability in speaking before the treatment was given. The data were collected from the students' scores in speaking. The following are the description of pre-test and post-test data.

Table 5. Descriptive Statistics of Pre-test and Post-test

	N	Mean	Std. Deviation	Minimum Scores	Maximum Scores
Pretest	21	29.42	33.43	24	37
Posttest	21	70	33.95	66	80

Table 5 shows that from 21 students in this class, the mean score of the pre-test is 45.89 and the mean score of the post-test is 59,55. The highest score in the pre-test is 77. Meanwhile, the highest score in the post-test is 87. Based on the scores, there is a differences between the score in the pre-test and the post-test, it can be seen that the students' scores in describing a picture in descriptive text increased.

The following are the description of pre-test and post-test data in each aspect..

Table 6 Students Mean Score in Each Aspect of Speaking
in Pre-test and Post test

NO	Aspect of speaking	Average score	
		Pre-test	Post-test
1	Finding the main idea of the picture	66.3	60
2	Finding the factual information	52.6	69.47
3	Finding the meanings of vocabulary in context	30.5	45.26
4	Identifying references	40	43.15
5	Making inferences	33.1	58.42
6	Social Function	28.4	45.78
7	Generic Structure	57.3	67.89
8	Language features	60	82.10
Average total score		46.02	59

Table 6 shows that the highest score of speaking aspect in the pre-test is finding the main idea and lowest is the social function. In the post-test language features becomes the highest score. The score of making inferences is significantly increased and this becomes the highest gained from the other aspect. It can be concluded that the students' scores in this class increased after the treatment using discovery learning Strategy.

Discussion

The research focused on finding the improvement of using picture series to improve students speaking ability in SMPN 2 Merbau. Discovery learning Strategy is one of many learning strategies is which could be used by the teacher in teaching English especially in speaking..

This research had proved that discovery learning strategy was effective to be used in teaching speaking. It can be seen from difference between the result of the pre-test and the post-test were the students' speaking ability improving. The improvement happened because the application of discovery learning strategy could help stimulate students' thinking in learning speaking, so it easy the students to determine the main topic of picture..

Based on result the data, the result showed that the students improve their speaking ability using picture series. The students' score was getting better from the first meeting until the eight meetings in the test. It was proven by students' mean score in the pre-test was 45.89. It was low because only 2 students who got the score 75 and more got the

lower scores. The mean score in the post-test was 59.55. It was higher than the pre-test. The improvement of the students' mean score from the pre-test to the post-test was 13.66 point.

Based on the result of the data which was taken from the observation sheet, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also motivated and enjoyed the learning process. The data also showed the improvement of the teacher's and the students' activities during the teaching learning process where the application of discovery learning strategy could motivate the students became more enthusiastic in learning speaking using picture series.

From the explanation above the result showed that the mean score of post-test was higher than pre-test, ($70 > 29.42$). Then, the data analysis showed that t-test was higher than t-table ($6.460 > 2.062$). Therefore, can be concluded that discovery learning Strategy could improve the students' speaking ability.

Based on explanations above, this research was related with research by Erwin (2008) who focused on improving speaking ability using series of picture. Another related research was conducted by Aulia (2007), the research was aimed to investigate the effect of using picture on the students speaking ability. The result of this research indicated that the null hypothesis was rejected and the alternative hypothesis was accepted.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After the writer conducted post-test, the writer found that the effect of discovery learning strategy of using picture series at first year students increased. It means that the result of students' score on post-test is better than on pre-test. Based on statistical calculation at the previous chapter, it showed that the mean score of pre-test is 29.22. After giving the treatment, it was found that mean score of post-test is 59.55. In other words, the mean score of post-test is higher than the mean score of pre-test. According to the result of t-test, it was found out that value of t-test was 6.460 and t-table was 1.480. It means that t-test was higher than t-table.

Suggestions

Based on research result and conclusion the writer would like to give some suggestion as follows:

Suggestion for the Teacher

English teacher are suggested to use interesting strategy, method, or technique to make teaching and learning process becomes enjoyable and effective. So, the teacher also can apply discovery learning Strategy in teaching speaking to make students enjoy in learning English. Moreover, the teacher suggested to give more activities which aim at improving the students' ability about social function of picture since it is proved

that the lower score pre-test and post-test of students speaking ability is in the indentifying references.

Suggestion for the Students

The students are suggested to study in paired like in discovery learning strategy to become engaged in the find the main purpose of the context, learn a lot of material quickly, and share information with other friends in the class. Students also should force themselves to read a lot in order to get more knowledge from the text and increase their vocabulary.

Some suggestions above are given based on the research by the researcher. The researcher hopes those suggestions can give positive contribution for improving the teaching and learning process at SMPN 2 Merbau.

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