**Using Picture Series to Improve Speaking Ability of the Seventh Grade**

**Students of SMP 34 Pekanbaru**

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***Abstract*:** *The research is a classroom research that was conducted based on the problem occurred at the seventh grade students of SMP 34 Pekanbaru; namely the students were lack in speaking that influence them got poor sore in test. Therefore, this research was aimed at studying the improvement on the ability of the seventh grade students of SMP 34 Pekanbaru in speaking by using picture series. Besides, vocabulary is mostly improved after being taught by using picture series. The participants were 40 students from VII 4 of SMP 34 Pekanbaru. This research was conducted in three cycles. The data collection technique was obtained through (1) observation sheet which was applied to know the students and teacher performance during the teaching and learning process, (2) test was done to measure students’ achievement, and (3) field note was obtain information about teacher, the students activities and performance in the teaching and learning process during the implementation of picture series. The research finding can briefly explain as follow: first the student’s students speaking ability could be improved by using Picture series. Before the research was done, the average score of students was only 56,5 in pretest. After the research was done for cycle 1,it improved to 65,4. Then, In cycle 2 increased up to 70,3 and in cycle 3 up again to 76,8. Second, the observation sheet and field note result showed that the used of picture series make the teaching process more effective and it also helped students’ improve their speaking ability and more active in learning process. This improvement happened because this picture series method is appropriate to be applied to the class.*

***Keyword*:** *Picture Series, Students’ Speaking Ability*

**INTRODUCTION**

English is the lingua franca of international communication international language that plays a crucial role in every aspect of human life. For Indonesian students, learning English is an integrated process that includes the four basic skills. Among the four basic skills, speaking is one of the productive skills, as considered important. It is important to many language learners who will involve in the spoken language, but it is especially important to students. Being successful in academy depends on the students’ ability to understand the material given by teacher and other supporting class activities. By speaking, students can convey information and ideas, and maintain social relationship. It means that students able to share ideas and opinions to listeners through speaking.

One of the goals of teaching English in speaking context is to enable student to speak in a proper way. However, this is a big problem for junior high school students, particulary of SMPN 34 Pekanbaru. It is based on the real data the writer got in the classroom when the teacher talks: most of the students wanted to hear Indonesian languange rather than English, students always used their mother tongue. They do believe that they were not compatible enough at speaking. It could be proven when they preferred to write than to speak what they wanted. The students confess that speaking was considered as the most difficult skill to be mastered. The difficulties not only in generating and organizing ideas, but also choosing the vocabularies into understandable spoken. This negative attitude leads the students to the lack of self confidences in themselves as speakers.

This problem was assumed to be caused by two reasons that may come from the teachers and students. The problems that were faced by the students were that students didn’t want to practice and feel unconfident. The fact in class showed that students were usually afraid of joining foreign language class. Then, the problem that comes from the teacher was the method of teaching that might not be appropriate for students. The teacher still used traditional teaching method without using any media except book which caused the students felt bored during the teaching and learning process. It may be caused by the low of supporting facilities for instance, by using projector. Therefore, writer felt obliged to find an appropriate technique to be applied in order to improve the students speaking skill. As an effort the writer is interested to conduct an action research by Using Picture Series.

According to As Kayi (2006), Picture series is a number of Pictures which representation of anything (as a person, produced means of painting, drawing, engraving, photography, etc) in applying a strategy of teaching. Sadiman (1993) also stated that picture series is a number of pictures that show events and have correlation from one to another. It means, from the series of picture can create a story from beginning to the end. Hamalik (1980) also pointed out that picture series also called organized picture that is related to each others. In addition, the teacher present the ordered picture series to the student and ask the student to tell about the pictures being presented, each picture will tell about the different events, characters and situation which indirectly guide the student to build a simple story. This is expected to increase students’ ability in composing new vocabularies and improving speaking ability.

Moreover, picture series help students to be inspired to have more creative ideas. By the detail illustration offered by picture series, students are able to express good stories effectively. Picture series are used as additional tools to motivate students to develop their vocabulary. Besides that, students have more flexibility and freedom to express by using picture series. Picture series not only provide students with the basic materials but also stimulate their imaginative powers (Heaton, 1975). Then, one way to get students express their ideas by using interesting picture series, Like what people say that *“a picture is a worth thousand words”.*

The consideration of the use of picture series is because students are usually interested in new things which can encourage them to pay attention and learn about it. They also can imagine the chronological events of the story in the picture immediately. These picture series also can elicit the power of acquiring new language. Based on the explanation above, the writer is interested to conduct a research by using picture series to improve the speaking ability of the seventh grade students of SMP 34 Pekanbaru.

**METHODOLOGY**

This research is a classroom action research that can be defined as action which is done in a classroom, in order to improve or increase the quality of teaching and learning process. It is a kind of research that is designed, implented, and evaluated by the teacher him or herself in the classroom.(Azhar,2007). According to Stephen Kemmis and Taggart (1998) and action research is changing something that is used to improved the practitioners practice. It means that it could be used to improve the students’ ability in class.

***Participants***

The participants of the research were the seventh grade students of SMP 34 Pekanbaru. The writer only took class VII 4 as the subject of the research. This class consisted of 20 female students and 20 male students so the total number students are 40 students. The data was collected on the academic year of 2013/2014, from September to October 2014.

***Instruments Techniques and Analysis***

In getting the data, the writer used three instruments. The instruments are the speaking test for pre-test and post – test, observation for teacher and students, and field note. The test was one of the instruments to measure students’ ability in speaking. The writer collected the data by giving picture series to students that is related with the topic in the class individually after they were worked in groups.

There were 2 kinds of observation sheet. They were teacher’s observation sheet and student’s observation sheet as it is a process in collecting data technique. The last instrument was the field note, qualitative data was used by a field note since it was impossible to record all specific thing happened in the class. The writer was helped by collaborators to note down what were going in the classroom during the technique in learning process.

In analyzing the data, the writer computed the real score of each students and found out the score of the class and also the percentage of the students score in speaking. The minimum criteria of achievement of English subject used in the research were 75. While for qualitative data, it was gathered through record in the observation sheets both from the teacher’s observation and student’s observation sheet. Last but not least, the data also taken from field note. The field note stated the unusual things happened during the teaching and learning process.

**FINDING AND DISCUSSION**

The writer collected the data of the research by applying three steps, administered pre-test to the participants before applying picture series, conducted three cycles of treatments (two meeting for each cycle) in teaching speaking by using picture series, and gave post – test after each cycle done to measure the students’ improvement after the picture series applied. The writer also presented the result of the test showing the students’ ability in each term of speaking. In speaking, the students were assessed in five terms, they are: pronunciation, grammar, vocabulary, fluency, and comprehension.

***The Analysis of Observations Result***

The English teacher did the observation. The result of the observation could be described below:

**Table 4.21. The Result of the Students Observation in Post Tests**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle I** | | **Cycle II** | | **Cycle III** | |
| **1st** | **2nd** | **1st** | **2nd** | **1st** | **2nd** |
| F | 26 | 28,5 | 30,5 | 32 | 33,5 | 35,2 |
| P | 65% | 71,7% | 76,2% | 80% | 83,7% | 88,1% |
| Average | 27,2 (68,1%) | | 31,2(78,1%) | | 34,3 (85,9%) | |

The result of the observation above showed that there was improvement. There were 26 (65%) and 28,5 (71,7%) students active in each meetings of first cycle, 68,1% in average. In second cycle, there were 30,5 (76,2%) and 32 (80%) students were active in each meetings; 78,1 % in average. Then, in the third cycle there were 33,5 (83,7%) and 35,2 (88,1%) active students in each meetings during learning process. As the result, the average number of students who were active in class was 34,3 students (85,9%). Therefore, the writer concluded that the use of picture series could give a big improvement in students’ interest especially in speaking. The data showed that the number of students involved in the learning process from meeting to meeting increasing.

The table 4.22 described the improving of the students’ activeness observation groups as follows:

**Table 4.22 The Result of the students Observation Group in Post Tests**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle I** | | **Cycle II** | | **Cycle III** | |
| **1st** | **2nd** | **1st** | **2nd** | **1st** | **2nd** |
| F | 31,5 | 33,2 | 34,7 | 35,2 | 37,5 | 38,2 |
| P | 78,7% | 83,1% | 86,8% | 88,1% | 93,7% | 95,6% |
| Average | 32,3(80,9%) | | 35(87,5%) | | 37,8 (94,6%) | |

The result of the observation above showed that there was improvement. There were 31,5 (78,7%) and 33,2 (83,1%) students active in each meetings of first cycle, 80,9% in average. In second cycle, there were 34,7 (86,8%) and 35.1 (88,1%) students were active in each meetings; 87,5 % in average. Then, in the third cycle there were 37,5 (93,5%) and 38,2 (95,6%) active students in each meetings; 94,6% during learning process.

The table 4.23 described the improving of the teacher’ activeness in speaking class during the treatment.

**Table 4.23. The Result of the Teacher’s Observation in Post Tests**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle I** | | **Cycle II** | | **Cycle III** | |
| **1st** | **2nd** | **1st** | **2nd** | **1st** | **2nd** |
| P | 88,89% | 100 % | 100 % | 100 % | 100 % | 100 % |
| Average | 94,45 % | | 100 % | | 100 % | |

Based on the result of analysis above, it could be seen that the teacher’s activeness in running the procedures during learning teaching process was improving significantly. Teaching effectiveness in English instruction is 94,45% in cycle 1, then in cycle 2 was increasing into 100% and in cycle III was 100 %.. Although there were improvements significantly still there was a note from collaborators to the teacher.

***The Analysis of the Post-Tests Data***

The average score of post-test sequence can be seen in table 4.24 below:

**Table 4.24. The Average Score in Pre-Test and Post-Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **The average of**  **pre-test** | **The average of**  **post-test I** | **The average of**  **post-test II** | **The average of**  **post-test III** |
| 56,5 | 65.4 | 70,3 | 76,8 |

From the data above, the average score of pre-test is 56.5. The average score of post test I is 65.4. Thus, the different mean between pre-test and post-test 1 were 8,9 points; it means the improvement was really high. It might be because students were completely hard to speak up before treatment. In addition, they did the post test in group discussion but they were scored individually. The improvement from the average of post test I (65,4) to post test II (70,3) were 4,9 points. Based on observation result, the writer concluded that the increasing might be because the students did brainstorming as a group and performed individually. The last improvement of the average of post test II (70.3) to post test III (76.8) were 6,5 points. Based on observation result the writer finds out that the topic of the test were familiar for students.

**Table .4.25. The Classification of Students’ Speaking ability in Post Tests**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ability**  **Level** | **Test** | | | |
| **Pre-test** | **Post test I** | **Post test II** | **Post test III** |
| Poor | 2,5 % | 0 % | 0 % | 0 % |
| Poor-Average | 85 % | 7,5 % | 0% | 0 % |
| Average-Good | 12,5 % | 92,5 % | 95 % | 90% |
| Good-Excellent | 0 % | 0 % | 5 % | 10 % |

From table 4.21 it could be seen that the percentage of speaking ability was increasing from pre-test to post test 1, 2 and 3. In pre-test, the ability of students was dominated by poor average level ability which is 85%. In post test 1, the number of level ability of students increased. The majority of students ability in post test I was average to good level ability which is 92,5%. In post test 2, average to good level ability was still dominated with 95%. In the last post test, speaking level ability still was dominated by average to good level which is 90%, but there was there was a significant increasing in good to excellent level ability which is 10%.

In addition, the improvement of students’ speaking ability in each aspect also is presented in the following table:

**Table 4.26 The Improvement of Students’ Ability in Each Aspect of Speaking**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Aspects of Speaking** | **Pre-test** | **Post-test 1** | **Post-test 2** | **Post test 3** | **Improvement** |
| 1 | Pronunciation | 60,3 | 66,5 | 73 | 81 | 20,7 |
| 2 | Grammar | 48,6 | 57,3 | 61.2 | 67,2 | 18.6 |
| 3 | Vocabulary | 59.3 | 75.5 | 82.8 | 88,5 | 29,2 |
| 4 | Fluency | 52.8 | 60,7 | 61 | 67,8 | 15 |
| 5 | Compsrehension | 61.1 | 67,2 | 71.3 | 79,7 | 18.6 |
| **Average of total score** | | 56.42 | 65.44 | 76.1 | 76,84 | 20.42 |

The improvement can be seen from all the average of the aspects of Speaking. For ‘Pronunciation’, the total score of students in pre-test was only 60.3 and became into 66.5 in post-test 1 and then increased into 73 in post-test 2 and increased again into 81 in post test 3. For ‘Grammar’, in the pre-test, the score was only about 48,6 and became into 57,3 in post-test 1 and then increased into 61.7 in post-test 2 and increased again into 67,8 in post test 3. While the score of ‘Vocabulary’ was 59.3 in pre-test, and became into 75.5 in post-test 1 and then increased into 82,5 in post test 2 and increased again into 88.5 in post test 3. The score of ‘Fluency’ in pre-test was 52.8 then became into 60,7 in post-test 1 and then increased into 61 in post-test 2 and increased again 67,8 in post test 3. Last, for ‘Comprehension’ there was 61.1 in pre-test and became into 67,2 in post-test 1 and then increased into 93.8 in post-test 2 and increased again into 79,7 into post test 3. So, in the post-test, the improvement of each aspect of speaking from the highest to the lowest was ‘Vocabulary’ (29,2) then followed by ‘pronunciation’ (20,7) and Comprehension’ (18,6) , ‘Grammar’ (18,6) and finally ‘Fluency’ (15).

Looking at the fact, all efforts and steps were performed all. It was proven that using Picture series of teaching English can improve students’ speaking ability and the picture series was an effective media to teach language including all oral language aspects (pronunciation, grammar, vocabulary, fluency and comprehension). So, until this cycle, it could be concluded that picture series gave a big improvement in the speaking ability of the seventh grade students of SMP 34 Pekanbaru since the Minimum Standard of Achievement score was achieved by the students

**CONCLUSION AND RECOMMENDATIONS**

***Conclusions***

Based on the data analysis of the Pre-test, Post-test 1, Post-test 2 and Post-test 3 in the previous chapter, it can be concluded that using Picture Series successfully improved the speaking ability of the seventh year (VII 4) students of SMP 34 Pekanbaru in learning English. It is proven by the increase of average scores of the students from 56,5 in pretest, 65,4 in post test 1, then 70,3 in post test 2, and up again to 76,8 in post test 3. This improvement happened because this picture series teaching aid is appropriate to be applied to the class.

In addition, based on the data analysis of students’ observation sheet, it can be concluded that there was a good improvement of students’ activities during the teaching and learning process from cycle 1 (68,1%), cycle 2 (78,1 %) and to cycle 3 (85,9%). Besides that, based on the data analysis of teacher’s observation sheet, it also proved that there was a good improvement from the teacher’s activities in Cycle 1 (94,45 %) to cycle 3 (100%).

Moreover, the aspect of speaking that can be improved well is vocabulary. Then followed by fluency, comprehension, pronunciation and finally grammar. There were also some factors that influence the increasing of the students’ speaking ability, such as the students were excited in explaining because they could share their imagination and ideas with friends. They have confidence to speak up by looking at the pictures given. Besides that, students have more flexibility and freedom to express ideas. Picture series not only provide students with the basic materials but also stimulate their imaginative powers. It helps students to be inspired to have more creative ideas. In addition, the students are motivated and interested in the teaching and learning process. Thus, using picture series successfully improve the students’ speaking ability.

***Recommendations***

Based on the data that has been found in this research, there are some suggestions that the writer gives to implement Picture series in the classroom:

1. In teaching speaking, it is suggested that English teacher to use picture series to increase students’ speaking ability. Picture series can attract students to speak up freely and create such an enjoyable learning situation. Besides that, it can develop their knowledge and skill actively. So, it makes students active and confident in oral communication.
2. It is important for the teacher to be creative in developing learning process as interesting and understandable as possible so that the students are motivated and feel comfortable in the teaching and learning process.
3. It is important for teachers to consider and to manage the students’ time to be more active than the teacher herself, give the students freedom and build their self-confidence.
4. It would be better to the English teacher to prepare the suitable topic with the students’ level and needs. It is suggested that the pictures should be familiar and something they have seen in daily life.
5. It is better for the teacher always be patient with the students’ progress in speaking. This is one of the ways to teach the students about how to speak in appropriate form of language.
6. It is suggested that reward is given to students with the highest achievement during the teaching and learning process. Reward should be something that can motivate students to do the best next time.
7. It is suggested to next other researchers to investigate about using picture series in other fields such as listening, reading and writing.

Finally, the writer analyze that the research is far from perfect, thus she hoped it can be conducted by other writer to get a better improvement.

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