

SPEAKING SKILL AND PICTURE SERIES ON EFL CLASSROOM

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Abstract: This study was aimed to find out whether by using this techniques can motivate students in speaking. Result shows that the students' ability in speaking English has a better ability after the students having the treatment. It is also proves that the application of procedures in using pictures series can also improve the students ability in speaking in five terms according to Oller, John W, they are accent, vocabulary, grammar, fluency, and comprehend. The purpose of the study aims to investigate whether the ability of the students after they have had treatment have better in the ability than before. This study was administered to the eleventh grade students of MIPA on SMAN7 Banjarmasin. The results of the research show that the teaching techniques can improve students speaking ability in both the first cycle and the second cycle, but the researcher only took 18 students for this study because their ability in speaking English is medium to low in ability in contrast to other students. This finding also proves that students' ability. It also proves that the application of procedures in using serial pictures can improve the ability of English speaking students in five terms as mention before. From the data analysis the value of significant column p-2tailed at the table show .000 which is lower than 0.05. That is the researcher conclude that; accent, vocabulary, grammar, fluency and also comprehension, the formulated null hypothesis was rejected. Regarding the result of the research showed that it did work.

Keywords: *Picture Series, students' speaking ability, speaking skills, teaching techniques*

INTRODUCTION

English speaking skill is one of the skill of language to be required in global interaction or communication (Harmer (1983). This statement implies that English is one of the most widely used International languages in various countries. It cannot be denied that English speaking skills becomes the most favorable skill that needed for professional in Indonesia. According to Chaney (in a quote : Prime , 2012) defines " speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts " . From the definition it can be interpreted that "speaking" is something that expresses ideas, opinions, or feelings to others in the form of words, or to coax and also entertain which one will be learned by using some learning methodology techniques. Therefore, teacher must have high creativity to support the learners to be able to use the media in minimal communication during the learning process in the class took place. There are several components of Speech skills or "Speaking Skill" to Haris (1969: 81) " There are five components that required in analysis of speech process; pronunciation, grammar, vocabulary, fluency, and comprehension " .

According to researchers, the lack of speaking ability is caused by lack of comprehension and understanding against five components mentioned by Haris (1969) above.

Ideal conditions for all schools are seeing a very good student abilities especially in the control of the English discussion in a particular "speaking". Therefore it is expected for the students to do a lot of good practices in and outside the classroom and even outside of school. Some of the issues that arise are usually very varied, including students' pronunciation of English words are still abundantly carried with their mother tongue so it is a bit difficult for researchers to be able to train properly due to very limited time. Teachers play significant role to create teaching method that stimulate students to speak or use the language in real context. By using the media such as the pictures series students will interesting in learning English. In SMA 7 Banjarmasin it is become one of media can be used to encourage the students to speak.

Therefore, proses learning in the classroom is expected to encourage an increase in the ability of students to speak English well. The inability of students to speak English caused by a lack of mastery of the five supporting components speaking skills (speaking) should not be allowed to drag on. A teacher must be able to find solutions to overcome the obstacles experienced by students. One way that can be done by researcher is to use a variety of learning media.

There are many difficulties students encounter in learning to speak. These conditions should be considered for teachers to be more creative. Moreover, if the student is a teenager. Teachers should know how to deal with student difficulties and know how to manage teenagers.

Media is very useful for use in teaching and learning activities. Asyhar (2012: 8) states that "learning media can be regarded as something that can deliver a message from a source intentionally to create a conducive learning environment where the recipient of the message can be involved in the learning process efficiently and effectively.

Arsyad (2011: 26-27) explains the benefits of using instructional media as follows: (1) learning media clarify the presentation of messages and information so that the learning process and product increase, (2) learning media emerged motivation to learn, interaction between students and environment, for students to learn independently based on their own abilities and interests, (3) learning media overcome the limitations of the senses, space, and time, and (4) learning media provide students with similar experiences about phenomena going on around them and allowing direct interaction with teachers , society, and the environment.

One of the media that can be used to support English teaching is picture. It helps teachers to make teaching and learning process better and fun because it makes students not feel bored. According to Bailey (2005), there are three principles that must be addressed in teaching speaking, such as giving something to the students to talk about, using group work or partner work to allow students to interact, and promote speech practices by manipulating physical arrangements. in choosing the method or technique to be used in speaking teaching. One technique that can be done to understand the principle of teaching is the Image Series Technique. Image Series techniques can stimulate students to speak. It also gives them the opportunity to speak in pairs or in group discussions.

Bailey (2005) says that the pictures offer something to talk about. They can distract from the language learners and put it in the picture being discussed. In addition, Schwartz (2000) states that drawings are a great incentive for language production and can be used in various ways in the classroom. For this reason, teachers need the media to give their teaching and learning English enjoyable and acceptable to students. Series of images can be one of the media that can make students love to learn

English, especially to convey their ideas orally. First, they can imagine what which occurs in the image and then simulates their brains to produce words to be spoken.

RESEARCH METHODOLOGY

This research took place at SMAN 7 Banjarmasin. This research applied a quantitative experimental study that involves two groups, experimental group and control group. This class consisted of 36 students, but the researcher only took 18 students

Data Collection

In collecting data, three instruments: speaking, questionnaire, and interview. The researcher measured the students' speaking performance in the two groups before and after study by speaking pre-test and post-test and conducted questionnaire and interview to know the students' respond towards the use of pictures series in their speaking class.

Data Analysis

The students' speaking performances were scored based on five terms which are accent, vocabulary, grammar, fluency, and comprehend. These aspects are the criterion-reference system by Oller John W. The data then were analyzed and interpreted by means of SPSS 17.0.

RESULT AND DISCUSSION

The data collected through pre-test posttest of the two groups improve significantly. Based on the result of Wilcoxon signed rank test, the value of Z can be as much as -4.939 with p value (Asymp Sig. 2-tailed) of 0.000 which is less than the critical limit of the study of 0.05 so that the hypothesis decision is to receive H₁ or meaning there is a difference between the pretest and posttest groups.

Tabel 1. Mean score of pre-test

	N	Min	Max	Mean	Std. Deviation
Pre-test	18	24.50	67.00	41.8889	12.84014
Valid N (listwise)	18				

After the statistically calculated mean the pre-test score included in the participants is clearly indicated by table 1. In the table it shows that the average is 41.88 while the highest score of the participants is 67.00. Consequently, the calculation results are assumed if the participant is really sufficiently moderate in terms of English proficiency.

In the descriptive calculation consisting of five components of the talk obtained from the pretest after the value by the researchers will be shown in table 2. The values are quite diverse, but the average value of each component is relatively lower or worse than the maximum score on one of the participants who scored the highest on table 1. **Tabel 2.** Mean scores from component speaking

	N	Min	Max	Mean	Std Deviation
Accent I	18	1.00	3.00	2.0833	3.42875
Vocabulary I	18	6.00	12.00	9.1667	2.33263

Grammar I	18	6.00	30.00	14.9444	6.61080
Fluency I	18	2.00	13.00	6.5556	3.20335
Comp	18	4.00	19.00	10.5833	4.77201
Valid (listwise)	N	18			

To analyze the data. The researchers took values from pre-test and post-test. The average results of the two tests are as follows:

Table 3. Mean score from pre-test and post-test

	Mean	N	Std Deviation	Std Error Mean
Pair 1. Pre-test	42.7778	18	12.90944	3.04278
Post-test	59.9444	18	10.16610	2.39617

Table 4. The sample from pre-test and post-test

	Paired differences			
	mean	t	df	sig. (2-tailed)
Pre-test-post-test	-1.716667	7.061	17	.000

Based on the results of research obtained researchers found a series of images that students will be more improved in learning "speaking:" or speaking skills. This indicates that the average pre-test score is: 42.7 whereas the mean post-test score is 59.9 which shows a difference of about 17.2, and vice versa, the post-test average is more convincing than the mean pre-test. According to Pallant (2010), if a p-value lower than 0.05 means there is a significant difference between the two values, whereas in the 2-tailed p-sig score the score is lower than 0.05.

In the accent table there is a significant difference between the two values. In the pre-test value is 1.5556 while for the post-test is 1.9444, it means the difference is about 0.38. In table pvalue sig 2 tailed data indicated .004 which is lower than 0.05. If a p value lower than 0.05 means there is a significant difference between the two values. It can be concluded that the value of speaking or speaking skills of students in terms of accent between pre-test and post-test is a significant difference. So if we draw the conclusion that most students enter the accent that takes hearing and pronunciation with concentrated that leads to misunderstandings that occur in terms of vocabulary and grammar.

The term vocabulary is also the same as accent, both of which have significant differences and the picture series technique in teaching "speaking" greatly improves students' ability. From the tables the vocabulary or vocabulary averages of the pre-test and post-test values are 9.1667 and 12.4444 with a difference of about 3.28 where the post-test average is higher than the pre-test. While at p-value its value is 0.010 which is lower than 0.05. Meaning there is a significant difference between the two values in terms of vocabulary.

In terms of grammar or vocabulary there is also a significant difference for both values. It can be concluded that the components of each group's grammar are good, proven in statistical calculations where their values are analyzed, and the results show significant differences. From the table that has been given above the average value of the initial test of 14.9444 while the posttest is 19.3333, they have different means score that is about 4.39. If a p value lower than 0.05 means there is a significant

difference between the two values. The p-value value indicates that 0.001, meaning there is a significant difference in terms of grammar or grammar.

In terms of fluency or fluency in the language this group has increased this is evident in table 12 which shows the average value. The pre-test is 6.5556, while for the post-test is 9.6111 in a different way that is about 3.056. In table 13 p-value shows the value of 000 as it has been said above that if the p-value value is lower than 0.05 it means there is a significant difference between the two values, especially in terms of easy and smooth fluency.

The last is the aspect of understanding or comprehension. This term also gets treatment or treatment. This is evident in tables 14 and 15 which show the post-test average higher than pretest. The mean post-test score is 14.7778, while the pre-test is 10.5556 and is also clearly indicated on the p-value in the table 15 of its value of .000, which clearly shows the significant difference between the second averages is below 0.05 . Other than that aspect of understanding that is categorized in this understanding indeed need repetition and good understanding. In addition, the calculations performed in this study provide improvements in all aspects such as; accent, vocabulary, grammar and also fluency or fluency and also understanding.

CONCLUSION AND SUGGESTION

Picture series is approved effective to improve students' interest to speak English in the classroom. The students who studied through picture series show significant different in their speaking performance on the post test. Picture series can be an appropriate media to be implemented in SMAN 7 Banjarmasin. The English teachers should design it to meet the students with different level. Pictures series materials should be contextual with students' real life. The picture series media can be provided in the classroom or outside the classroom. The media is considered effective to build communication

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