Teaching Speaking Using Picture Series in Instagram to Tenth Graders at SMK PGRI 2 Sidoarjo

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Abstract The objective of the study was to describe the teacher's implementation in Teaching Speaking Using Picture Series in Instagram, and to describe The Students' Response on the Teaching Speaking Using Picture Series in Instagram. This study used descriptive qualitative method. The data were collected from the tenth graders at SMK PGRI 2 SIDOARJO, class X RPL. The data collecting technique used instruments observation checklist and questionnaire. The finding of teaching speaking using picture series in Instagram were: Firstly, the teacher gave the stimulus of the material, explained the descriptive text, gave questions to the students to check the students understanding on descriptive text, made five groups, gave the students the pictures series of Instagram. Then, the teacher asked the students to discuss with their groups about describing the picture series given by the teacher. At last, each group had to describe the pictures series in Instagram in front of the class by their own words. The teacher gave feedback, and revied the material to the students. Students' responses showed that almost all the students gave responses to the answer "YES" with total numbers of 281 or 83% and answer "NO" with a total number of 59 or 17%. The data on the diagram showed 'YES' > "NO" Answers. It was concluded that the students' responses of teaching speaking using picture series in Instagram were good.
Keyword: *Teaching Speaking, Picture Series, Instagram*

Abstrak *Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi guru dalam Pengajaran Berbicara Menggunakan Picture Series di Instagram, dan untuk mendeskripsikan Respon Siswa terhadap Pengajaran Berbicara Menggunakan Picture Series di Instagram. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari siswa kelas X SMK PGRI 2 SIDOARJO kelas X RPL. Teknik pengumpulan data menggunakan instrumen observasi checklist dan angket. Temuan pengajaran berbicara menggunakan gambar seri di Instagram adalah: Pertama, guru memberikan stimulus materi, menjelaskan teks deskriptif, memberikan pertanyaan kepada siswa untuk memeriksa pemahaman siswa tentang teks deskriptif, membuat lima kelompok, memberi siswa gambar seri Instagram. Kemudian, guru meminta siswa untuk berdiskusi dengan kelompoknya tentang mendeskripsikan gambar seri yang diberikan oleh guru. Terakhir, setiap kelompok harus mendeskripsikan rangkaian gambar di Instagram di depan kelas dengan kata-kata mereka sendiri.*

Guru memberikan umpan balik, dan merevisi materi kepada siswa. Respon siswa menunjukkan bahwa hampir semua siswa memberikan tanggapan pada jawaban "YA" dengan jumlah 281 atau 83% dan jawaban "TIDAK" dengan jumlah 59 atau 17%. Data pada diagram menunjukkan 'YA' > Jawaban 'TIDAK'. Disimpulkan bahwa tanggapan siswa terhadap pengajaran berbicara menggunakan gambar seri di Instagram adalah baik.
Kata kunci: *Pengajaran Berbicara, Picture Series, Instagram*

INTRODUCTION

Speaking is one of important skill besides four other skill, teaching speaking is important for the students to enrich their knowledge and communicative skill. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Grugeon (2005) says that "speaking is so much part of daily life that we take for granted, produced by speakers and received by the listener to transfer the information, speaking is structured into adjacent pairs with first and second parts produced by different speakers". While another expert, Gert and Hans (2008), says that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

In learning speaking, the students from the tenth graders at SMK PGRI 2 Sidoarjo, class X RPL often find problems. Their problems of speaking are lack of ability to speak and they don't have motivation to learn speaking well. They often shy and afraid to speak English in join conversation with other people, especially with foreign people. It also because English is not the mother language in Indonesia.

There are so many kinds of strategies to teach speaking. One of them is using pictures in social media like Instagram. Instagram is one of social media that popular for everyone especially the students in senior high school that is why it is used in this study. From the Instagram, everyone can put and take a picture with good caption and give describing about that picture. Instagram is an application of a Smartphone specifically for social media which is one of digital media that has almost the same function as Twitter, but the difference lies in taking photos in the form or place to share information with users. Instagram can also provide inspiration for its users and can also increase creativity, because Instagram has features that can make photos become more beautiful, more artistic and become better (Atmoko, 2012). Instagram can also display photos instantly in appearance. As for the word "gram" comes from the word "telegram", where the telegram works are to send information to others quickly. Similarly, Instagram can upload photos using the internet, so that the information can be received quickly. That's why Instagram comes from the word "instant-telegram" (Putri, 2013).

Yunus (1981) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises. According to Bailey (2005) in speaking lesson, pictures and "manipulable" can provide the motivation for talking. Then, he also stated "Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language. Whether you use colored photographs from calendars, or pictures you locate on the internet, pictures add interest to speaking lessons and can motivate people to speak.

For those reasons the picture series are used in this study. The problems on the implementation of Teaching Speaking Using Picture Series in Instagram are identified. The formulated of statements of the problems were:
1. How does the teacher implement teaching speaking using pictures series in Instagram?
2. How do the students' response on the teaching speaking using pictures series in Instagram?

Related of the research problem, the scope of the research of this study was the tenth graders students at SMK PGRI 2 Sidoarjo X RPL which were 34 students. While the limitation is limited teaching speaking using pictures series in Instagram.

METHOD

Descriptive qualitative was used in this research. According to Aspers (2019) qualitative research was a multi method that focuses on naturalistic subject matter and interpretive approaches. Bogdan and Moleong (2003) state that qualitative research was a research procedure that represented

the descriptive data such as word in speaking or oral from the people and the behaviour that could be observed. On the other side according to Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voetle (2006)qualitative research focused on the study of social phenomena and on giving point to thefeelings and perceptions of the participants of the study. Based on the beliefs that knowledge was derived from the social setting and understanding social knowledge waslegitimate scientific process. The subjects were English teacher and 34 tenth grade students at SMK PGRI 2 Sidoarjo as the subject of this study. The teacher who was implementing teaching and the students who were receiving the lesson. The students were divided into five groups and each group consisted of seven students.

The sources of data: the first data of this study were teaching learning activities from beginning to ending, and the second data were collected from all the students' opinion to response questionnaire. It was supported by (Sugiono, 2010, p.308) as primarysource was a source of data that directly provide the data on the data collector, and the secondary sources was a source that do not directly provide the data on the data collector.

The instruments used to collect the data were Check List Observation andQuestionnaire. Those instruments were chosen to make easier in monitoring the teachingspeaking using pictures series in Instagram. The check list observation was used to collectthe data of implementing teaching learning in the class, and the questionnaire was used to collect the data of students' responses.

The data collection procedure, first, the teaching learning activities done by the teacher in the class on the teaching speaking using pictures series in Instagram was observed and recorded by researcher on the check list. To prepare data analyzes. Second,the students' responses were collected using questionnaires, and then were analyzed in order to get students' opinion in responding the teaching speaking using pictures series in Instagram. According to (Suleyman, 2019) student observation based on a checklist served as a useful tool for evaluating the situation in class as the research was conducted.

First data analyzes were done using data collection on the Check List about the teaching learning activities done by the teacher in the class on the teaching speaking usingpictures series in Instagram were analyzed by observer. The notes were identified, classified, reduced, displayed, and then drawn conclusion.

Second data were analyzed on the students' response in teaching speaking using picture series in Instagram were collected using questionnaires. Gillham, B. (2008) showed that a questionnaire was a research instrument consisting of series of questions or other types of prompts for the purpose of gathering information from respondents. Thequestionnaires were distributed to all of the students, then, the results of students' responses in the questionnaires were collected using open-ended questionnaires. After that, the total numbers were calculated based on "Yes" and" No" answers in percentages;next, the numbers were formed using graphs.

RESULTS AND DISCUSSION

The observation was done for two meeting. The findings were described about the implementation of Teaching Speaking Using Pictures Series in Instagram and the students'response in teaching speaking using pictures series in Instagram applied in Tenth gradersRPL of SMK PGRI 2 Sidoarjo during observation.

The Implementation of Teaching Speaking Using Picture Series in Instagram

The implementation of teaching speaking using picture series in Instagram had been done in two meetings. The first meeting was held on February 24th 2020 and the second meeting was held on March 2nd 2020. The time used 2 x 45 minutes. Before theteacher started the study, teacher chose one student to lead the pray and to check the attendant list.

First Meeting

The first meeting was held on February 24th 2020 and the teacher started teachingprocess at 9.30 a.m. The teacher opened the activity with greeting for all of the students,before started teaching material, the teacher checked the attendance list and led the one of students to pray and to give the stimulus of the material, in this point the teacher activities were directly observed. In this meeting, the teacher focused to explain about thedescriptive text and to give questions for the students to make the students understandingabout descriptive text. After explained about descriptive text and gave an example, the teacher instructed the students to make into five groups and each groups consisted 6-7 people and then the teacher gave the students a pictures series in Instagram. The teacher explained that the students must describe the picture series in front of the class in the nextmeeting.

Second Meeting

The second meeting was held on March 2nd 2020 the teacher opened the class with greeting to all the students, checked the attending list and asked one student to leadthe pray before started learning process and then the teacher reviewed the previous lesson about descriptive text. After that, the teacher asked to the students to explain about descriptive text with their own words, the teacher started implementing speaking using pictures series in Instagram and gathered the students with their groups that was made inthe previous meeting. After the students gathered with their groups, they discussed and made sentences about the pictures series in Instagram consist one sentence for one studentand all students in each group had to describe about the pictures series in Instagram givenby the teacher in the previous meeting in front of the class. At the end of the meeting, theteacher gave feedback for the students and revied the material that had been learned by the students.

The Student Response

The questionnaire was distributed to the students in the last observation after the teacher implement the teaching speaking using picture series in Instagram. The questionnaire contains closed-ended questions which can be answered "Yes" or "No" andthis questionnaire consist ten questions. The questionnaire was given in order to know about the response of the students and the result of their opinion after the teacher implemented teaching speaking using picture series in Instagram. The question and answer would be analyzed one by one from the questionnaire.

The Result of the Students Response

In order to know the student's responses in teaching speaking using picture series in Instagram, the questionnaires were distributed to 34 students at the second meeting. Then, the questionnaires were answered "Yes" or "No" by the students. After that, all the students' responses were analyzed, were counted to get the total numbers of "YES' and 'NO" answers.
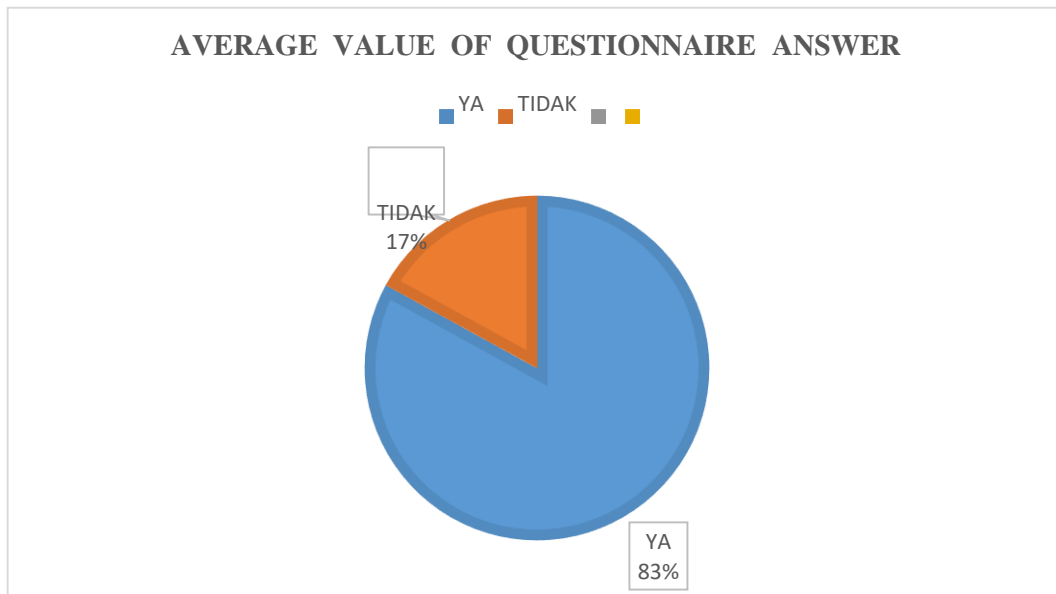
AVERAGE VALUE OF QUESTIONNAIRE ANSWER

Figure.1 Average of Questionnaire Answer

Based on diagram 4.1 almost all the students gave responses to the answer "YES"with total numbers of 281 or 83% and answer "NO" with a total number of 59 or 17%. The data on the diagram shows 'YES' > "NO" Answers.

The finding results had been got from the analyzes results of observation checklist and questionnaire. The analyzes results of observation check lists describe the Implementation of Teaching Speaking Using Picture Series in Instagram. While, The analyzes results of the questionnaires' answers describe students' responses of Teacher in Teaching Speaking Using Picture Series in Instagram.

The process of teaching process in the X RPL class of SMK PGRI 2 Sidoarjo wasdone on two meetings with descriptive text as the material. In this part, the observation checklist and questionnaire were used to know the process of teaching and learning speaking using picture series in Instagram. From the findings of the study, the implementation teaching speaking using picture series in Instagram consisted of six steps. First, the teacher decided about the material. Second, the teacher explained about descriptive text to the students. Third, the teacher divided the students into five groups, and one group consisting of six to seven students. Fourth, the teacher gave a picture series in Instagram one by one for every group.Fifth, the students discussed with their groups about the picture series and made a sentence, each student must make one sentence. Sixth, the students made presentations ofthe picture series in front of the class one by one with their group. Teaching process using picture series in Instagram made the students more active,enjoy the material, and confidence. During the teaching and learning process using pictureseries in Instagram, the students were able to speak English easily and better for understanding the material.

The questionnaire consisted of ten questions. The questionnaires were distributedto each student in order to know the students' responses while learning speaking using picture series in Instagram in process. Based on the table and diagram, the general percentage of the students who answer "Yes" with 83% and the students who answer "No" with 17%. The teaching and learning process from interesting ways to give the impact for the students in their speaking English using picture series in Instagram. The students enjoyed the class through Instagram and felt easier to understand the material because they were familiar with Instagram. Students also had ideas to describe the picture series in Instagram and speak up in front of the class.

CONCLUSION

The implementation of teaching speaking using picture series in Instagram were done with successfully. The teacher and the students showed the steps from the beginninguntil the end of implementation of teaching speaking using picture series in Instagram was successful and very well. The students' responses based on the questionnaire, all of the data on the diagramshows 'YES' > "NO" Answers. It can be concluded that the students' responses of teaching speaking using picture series in Instagram were good. Most of the students answered through picture series in Instagram of the speaking class can be more easily, active, and enjoy because of the students familiar with Instagram. From the teaching speaking using picture series in Instagram also help the students to get more idea to describe and speaking English with their own words.

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