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THE IMPLEMENTATION OF PICTURE SERIES TO IMPROVE STUDENTS SPEAKING ABILITY AT THE SECOND GRADE OF SMP MUHAMMADIYAH 3 JETIS PONOROGO IN ACADEMIK YEAR 2016/2017

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Abstract

This study was purposed to know how picture series method can improve students' speaking skill ability at the second grade of SMP Muhammadiyah 3 Jetis Ponorogo in academic year 2016/2017. This study used classroom action research and implemented picture series as the media in teaching speaking. This technique applied to the students in second grade of SMP Muhammadiyah 3 Jetis Ponorogo in academic year 2016/2017 that consist of 18 students. This research conducted on February 22nd 2017- June 15th 2017. The steps of the strategy began from the students observed some pictures that showed by the teacher, divided the class into groups, then, each groups got picture to describe, the last the students presented the picture orally one by one. After the researcher conducted the research, the result of the test showed that the mean of students' score in the first cycle was 64.88 and the mean of students score in test II was 78. The result of questionnaire of the first cycle was 85% and the second cycle was 87%. Furthermore, the result of observation checklist in second cycle was 85% showed that the students active in speaking activity in classroom. The data that was obtained in each cycle explained that the students' score in speaking were increase. Finally, The researcher gives sugestion to the teacher that picture series considered as interesting media, so it can as an alternative media to teach speaking skill and the researcher hopes this research result can use as the refference for the next researcher.

Keywords : *Picture Series, Speaking Ability, Speaking Picture*

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INTRODUCTION

English is an international language to conduct communication among the people entire the world. It is important to learn in the country as EFL (English as a Foreign Language), without exception in Indonesia english learned from elementary school until university. In Indonesian education field, the people who learn English language must master English language skills, they are listening, reading, speaking and writing. When the students have learned four skills, the students can speak and use English not only in their class activity when teaching and learning process but also in their daily activities. Speaking is considered as one important skill which has to be learned because it can influent the other language skills. Hamer (2001), stated that, “To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”.

People entire the world use the language by speaking to communicate with the others in all their activity. Although, there are two kind of language used in communication, that are writing and speaking. There are two kinds of speaking that are dialogue and monologue. Monologue is held by one people and used to express feeling or show ideas and

information for example in speech, news, and telling story. Dialogue is held by two people or more to interact with the others for example in purchase and sale, teaching and learning process in class and etc. Siahaan (2008), says that, “ the spoken productive language skill is called speaking”. According to Bashir.et.al, (2011), “speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words”. Thornbury (2005), mentions that,” two main purposes of speaking, are transactional function its primary purposes is to convey information and facilitate the exchange of goods or services, or it serves and interpersonal function its primary purpose is to establish and maintain social relationships”.

Speaking not only just delivered a word, but in speaking must contain a meaning which can accepted by the other people. This case comparable with the function of the language as the mean of communication to convey message orally.

The people called as good speaker must mastery many aspects as stated by Richard, Platt and Weber in Nunan (1999), communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversation, knowing what topics can

be talked about in different types of speech events knowing which address form should be used with different persons one speaks to and in different situation); (c) knowing use and responds to different types of speech acts such as request, apologies, thank, and invitation; (d) knowing how to use language appropriately.

Speaking ability is not an ability providable instantly to increase this ability need to practice continuously and used in daily activity to communicate with the others. A speaking teacher must assess many aspect of speaking concurrently. Aspects of speaking are some aspect that must mastery to make our speech acceptable. Ahmad and Alamin (2014), says that, "at least aspect of speaking might considered in assessment scale are pronunciation, grammar, content, and fluency". According to Yule (2010) "the process of the describing for all the grammatical sequence of phrases and sentences in such a way that we account for all the grammatical sequence in a language and rule out all the ungrammatical sequence is one way to defining grammar". Grammar that consists of system and pattern how to arrange words become sentence is very essential to mastery by the student. It is become reliable guide to the student to increase their speaking ability. Pronunciation considering as important point in speaking skill. The student should mastery pronunciation rules to be good

speaker because words must be spoken clearly in order to not change the true meaning of word. Fluency has close relationship with pronunciation. The speaker called fluent in speaking if they can speak automatically, clearly and comprehensibility. To enhance students' fluency the student can practice continuously by conducting dialogue with native speaker or listening to native speaker speech. Content is main ideas of a speech. So, the student must able to choose an appropriate sentence to convey message orally in order to the others people understand the meaning then give responds.

Teaching speaking becomes important factor in language learning. Khamkhien (2010), says that, "speaking as productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes". Thornbury (2005) says that, "speaking consists of at least three stages: conceptualization, formulation, articulation" (p.10-11). In addition, In speaking students face many difficulties, Thornbury (2005), "essentially, the difficulties that the learner-speaker faces break down into two main areas: knowledge factors: the learner doesn't yet know aspect of the language that enable production. Skill factor: the learner's knowledge is not

sufficiently automated to ensure fluency”(p.39).

The main activity in speaking class is how the student can produce sounds or in other hand student must speak up. Teacher gives chance to all student to try speak up, but, the teacher must guide and control this activity.

According to Harmer (2001), three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practice speaking. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become (p.123).

Based on the preliminary study done by the researcher in the second grade students of SMP Muhammadiyah 3 Jetis Ponorogo in academic year 2016/2017, it was found that the students' speaking skill was still low. It is indicated that the students still used Indonesian to communicate in English class and they were still confused to arrange sentence in English. Considering the problems stated above, the researcher uses

picture series method to improve the students' speaking skill. The main purposes of that activity by picture series as media is to train student imagination by describe the picture in English language. "Picture series are some pictures representing continuous events of a story with important information", (Rachmawati, Zuhri, Kurniasih, 2013). Cremin (2009), "for children, particularly, there is a wealth of complex and challenging picture books as well as detailed information books where the image carry as much meaning as the words". Purwatiningsih (2015), "Picture can translate abstract ideas into more realistic form, can use in different academic levels, easily obtained, can attract student's interest and save teacher's time and energy".

Picture series technique applied to improve the students speaking ability at the second grande of SMP Muhammadiyah 3 Jetis in academic year 2016/2017. The steps in implementation of this technique are (1) the students observed some pictures that showed by the teacher, (2) devided the class into groups, (3) each groups got picture to describe, (4) the last the students presented the picture orally one by one.

Based on the explanation above , the main purpose of this study is to know how the picture series method can improve students' speaking skill ability at the second

grade of SMP Muhammadiyah 3 Jetis Ponorogo in academic year 2016/2017.

RESEARCH METHODOLOGY

In this research, the researcher conducted the Classroom Action Research. According to Fraenkel et al., (2012),” action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice”. Kemmis and MC Taggart in Sukardi (2008) “the researchers applied four steps, that are planing, acting, observing, and reflecting in one spiral system fitted together”.

The steps of this research are :

- (1)Planing is the activity to prepare everyting will be done in action step. Here, the researcher doing the preliminary study by observes students and interviews teacher english lesson in the second grade, furthermore, designing lesson plan, determaining criteria of success, and making research instruments.
- (2) Acting is the implementation of planing in teaching and learning process in classroom. The process where is the researcher as the teacher teach and guide their student as the subject of research base on planning.
- (3) Observing is the step for the researcher collecting data of actions steps and observing the change since applying the method. Also, the researcher and the colaborator will be documented student activity during teaching and learning

process used some research instruments, there were observation checklist, questionnaire, and test. (4) Reflecting is the step when the researcher evaluate the research process by analyze the data that collected before especially in teaching English speaking skill applying picture series. The result of this evaluation became consideration to made decision in the next circle including what activity indicated research success or not.

FINDING AND DISCUSSTION

This research began on February 22th 2017- June 15th 2017 at eight grade of SMP Muhammadiyah 3 ponorogo in accademic year 2016/2017 that consist of 18 students. During the reseach the resecher helped by the collaborator. The researcher made planning to implement picture series as media in teaching speaking skill, the planning are (1) The researcher choosen the appropriate material for the eight grade, it was procedure text. (2) The researcher arranged the lesson plan that consist of two meetings. (3) The researcher prepared the picture series that suitable for the material. (4) The researcher prepared the speaking rubric, observation checklist, and quistionaire. (5) The researcher prepared the tests.

In this step the researcher conducted the cycle one for two meetings and each

meeting consist of two lesson periods. The steps of each meeting explained as follows:

1) The First Meeting

The first meeting in the cycle one was held on Wednesday, February 22th 2017 on 12.20 – 13.45 o'clock. The steps of the first meeting were the students began the class activities by paid attention to the teacher explaining of the material clearly, it was procedure text and the rules of the speaking activities in class implemented picture series by making groups and presentation. Some of students asked about procedure text, for example about the conjunction that usually used in procedure text and the translated in indonesian. Some students others was not pay attention of the explaining and the partly others only kept silence. The students observed the picture series of procedure text that showed by the researcher and some of them made a note and asked some questions about what should they done. The students were devided into groups based on the seat line and every group consist of four or five students. Each group got one paper of picture series of procedure text and they got 20 minutes to perform their task. During the students performing their task with their groups they asked some questions when they found some difficulties or there was something that incomprehensibly. Furthermore, after the students had finished their task, the

researcher asked to them presented in front of the class one by one orally after they wrote down in the white board. It was conducted that the students could share each other about their understanding in analyzing picture series of procedure text. Most of the students were shy and less fluent to speak up in front of the class. The researcher and students concluded the material and explained the benefit of the material in daily life and as the reflection disscussed about what the difficulties that they found as long as the activities in class. It was done to measure how deep the students mastered the material. The last, the students got the information of the activities for the next meetings. The meeting was close.

The second meeting in the cycle one was held on Thursday, February 23th 2017 on 8.15 – 09.40 o'clock. The steps of the second meeting were the researcher came into the class, greeted the students, check the students' attedance list and gave preface and did some conversation with the students as the warm up to made condusive situation before starting the learning process. The first activity was reviewing the last material about procedure text. The students got some questions about the last meterial such as, "did you still remember about our last material ?", have you ever heard about procedure text?" and, " what the word that usually find in procdure text?" and etc.

This activities to know the students comprehension and remembrance about the material. Only a few students could answered the questions. The next activity, the researcher explaining the rules of class activities by making groups and presentation. Furthermore, the students observed the picture series of procedure text that showed by the researcher and they answered some questions to stimulate their idea and some of them made a note. then, The students responded the researcher's order to join with their groups in previous meeting. Each group consist of four or five students and each groups got picture series. They got for about 20 seconds to perform their task with their groups. The student allowed asked some questions and used their dictionary if they found some difficulties. After the students finished their task, they wrote their task on the white board Then, they decribed their picture series one by one orally. The last activities the researcher and the students concluded the material and as the reflection also discussed about the difficulties that the students found. Most of the students difficult to translate the words into English. Then, the students got information about the activities for the next meeting. the last, the the meeting was close. The activities in classroom in the second cycle was same with the activities in the first cycle. Before the researcher done the second cycle took revising of planning, that

are : (1) The researcher chosen the appropriate material for the eighth grade, it was procedure text. (2) The researcher arranged the lesson plan that consist of two meetings. (3) The researcher prepared the picture series that suitable for the material. (4) The researcher prepared the speaking rubric, observation checklist, and quistionaire. (5) The researcher prepared the tests.

(6) The researcher decided improved the strategy by allowed the student used dictionary and presented their task on their desk.

The next steps was obseving, In this step the researcher collected data about the students activities in classroom and detected the problems in the implementation of picture series as media in teaching and learning especially in speaking skill. to observe the students' activities in classroom in first cycle the researcher used the observation checklist I, quistionaire 1, and test 1 and in the second cycle the researcher used observation checklist II, quationaire II, and Test II. (a) Observation is activity to collect data during the research process about the students activities in classroom. This step done by the collaborator to check the students' activities used the observation checklist by filled the checklist that prepared by the researcher before and consist of 5 behavioral statements or criteria of sucess that imagine the situation of the

classroom during English teaching and learning process implemented picture series. This activity in order to know the student activity in classroom and students interest to the material. The teacher and the collaborator took note to the classroom situation in each circle. (b) The researcher used questionnaire to get information related to the students' difficulty, interest, understanding, and motivation in learning English-speaking skill applying picture series. The students only gave checklist (✓) in the column based on their response about the activity in the classroom. The questionnaire consists of 10 items that imagine the student motivation, interest, understanding and difficulties that student faced. (c) The researcher used test to collect data in classroom action research. Test become an important instrument to measure student ability in speaking skill and by test the researcher obtained a sign that indicate the treatment success or not.

The result of this step were : (a) The total score of observation checklist 1 score 65%, The percentage of the result of observation checklist I showed that the students active in teaching and learning activity in classroom implemented picture series as the media in speaking skill. The total score of observation checklist II was 85% The percentage of the result of observation checklist II showed that the

student very active in classroom activity. (b) The result of final score of questionnaire I was 85% and the final score of questionnaire II was 87%. The percentage of both of them showed that the students were very interested in speaking lesson used picture series and understood the material which be given. The students also enjoy and enthusiasm in speaking activities implemented picture series. This result was good and achieved the criteria of success. (c) Based on the data in test I the percentage of students who had completed their achievement were only 27,78 %. Only 5 students who had completed their achievement or reached the minimum score with the score ≥ 70 . Moreover, 13 students had not completed their achievement or 72,22% got under minimum score of 70. The mean of all student score was 64,88. In the data of test II the students who have completed their achievement and could achieve the minimum scores 70 or got scores ≤ 70 was 18 students and the percentage was 100%. The mean of all student score was 78 . From the data that obtained from the test II the researcher concluded that most of the students scores of test II had reach the minimum score of 70. Although the mean of the result of the test II was better than the result of test I.

The last step of this research is reflecting. Based on the acting and data in

observation steps the researcher took reflection in each cycle explained as follow :

(1) The reflection in the first cycle were : (a)

Based on the observations checklist, situation in class while the lesson was active. The reseacher still needed to improve the skill of managing the classroom. Because, when the researcher explained the material some students were not payed attention and sometime some of student were not answered the researcher's questions. (b) Based on questionnaire, many students interested in speaking lesson used picture series and understood the material which be given. But, the researcher still needs to improve the strategy in teaching speaking implemented picture series in order to improve the students' ability especially in speaking skill. (c) Based on data that obtained from test I, the minimum of score was 70. Students who had completed their achivement were only 27,78% or only 5 student who had completed their achivement or achieved the minimum score with the scores ≥ 70 and 13 students had not or 72,22% got under minimun scores of 70. The mean of all students score in test I was 64,88. The students achievement still needed to improve. Based on the data above and the researcher analyzing the students still had some problems such as, (a) the students still difficult to analyzing the

picture series because of they were lack of vicabularies. (b) the students less fluent in speaking, the students were confused to arrange the sentences, and (c) they were shy to speak up. In the cycle one was less good and many students got score under minimum score. So, the resercher would continue to the second cycle in order to improve students' speaking skill by implemented picture series.

(2) The reflection in the second cycle were :

(a) Based on the observations checklist II, situation in class while the lesson was very active. The precentage of observation checklist II was 85% better than the result of obsevation checklist I was 65 %. The scores of observation checklist II was passing the minimum score of 75%. (b) Based on score of questionnaire I was 85% and quistionaire II was 87% , show that the scores passing the minimum score of 75% and most of the students very interested in speaking lesson implemented picture series and understood well the material which be given by the teacher. (c) Based on data that obtained from test II. The minimum of score was 70, the Students who had completed their achivement 18 students and the precentage 100%. The mean of all student score was 78.

Based on the reflection above, the researcher concluded that the research in the cycle two was good. All of the result in cycle two was better than the result in the cycle one. Furthermore, the researcher decided done the research in cycle two. The main point that students faced in speaking was they were confused to explore idea to speak up. This problem occurred because of the lacking of vocabulary and they still shy to speak up. This case needed more attention from the teacher to overcome the problems by allowing the students used dictionary and helped the students to translate words or the phrases.

Furthermore, based on the data of questionnaire I and II the students were very interested in speaking activity implemented picture series. It showed that the students were understood the material which be given well and the implementation of picture series in speaking activity was success to gain the students interest in speaking activity and in English lesson in general. The problem that the researcher faced during the research conducted was still need to improved the classroom management, because, sometimes some students were not paid attention to the teacher explanation about the material. There were two factors that caused the problems that were from the students themselves who were not want paid attention and not have desirability to follow

the class activities and the limitation of researcher's capability to manage the classroom.

In speaking class activity that using picture series as media the students try to describe picture by their own words clearly. This media besides has many advantages also have some disadvantages. The disadvantages of picture series are the teacher needs extra time to choose and prepare the pictures that suitable to the materials and the theme of speaking materials are not all able to use picture series as media. The disadvantages of media must be considered by the teacher before decide to choose it. Different level of students, strategy and material needs different media, because, the teachers must adjust to appropriate requirement base on availability and utility.

Based on the discussion above the researcher concluded that all of the result on cycle two was better than the result of cycle one. It means that the students' speaking ability at eight grade of SMP Muhammadiyah 3 jetis in academic years 2016/2017 was increase and the implementation of picture series able to improve the students' speaking ability.

CONCLUTION AND SUGESTION

Based on the result in finding and discussion of the research above, the researcher conclude some facts as follows :

- (1) The students' speaking ability was increased by applying picture series and the implementation of picture series could help the students to solve the problems they faced in speaking. It can be seen from the data that was obtained from the test I and the test II.
- (2) Based on the data that obtained from the observation checklist I and II showed that the result of observation checklist II was better than the result of observation I. In observation checklist I the students less active in speaking activities implemented picture series and in observation result of observation II showed that the students active to follow the class activities implemented picture series.
- (3) Based on the data that obtained from the quistionaire I and II showed that the students were very interested in speaking activity in the classroom implemented picture series.

The researcher get conclusion that the implementation of picture series in teaching and learning process especially in speaking skill as media in second grade of SMP Muhammadiyah 3 Jetis in academic year 2016/2017 was succesfull.

Finally the suggestion proposed by the researcher are as follows : (a) To the English teacher : Picture series considered as interesting media, so it can as an alternative media to teach speaking skill. So, the students will be interested and not get bored to follow the speaking class and more confident to speak up. (b) The school : Teaching speaking implemented picture series is effective, therefore, it is suggested the intitution should fasilitated the teacher to conduct an interesting teaching and give control the teaching and learning activities. (c) Next researcher : This research is not perfect yet, it is suggested to conduct further research on similar teaching area by improving the methodology and strategy. The last, the researcher hopes this result can use as the refference for the next researcher.

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