



## ADVANCING STUDENTS' SPEAKING SKILL WITH SERIES OF PICTURES

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### Abstract

This study was aimed at describing the implementation of a series of picture activities and describing whether or not a series of picture activities improves the student's speaking skills. This research consisted of one cycle with each cycle consisting of four elements; they are planning, acting, observing, and analysis and reflection. This study was implemented in MTS Ma'arif Keputran in the Second grade, using classroom action research. The writer took 39 students as the subject of the research. In this research, the classroom action research (CAR) was done by the writer and the English teacher. The writer worked together collaboratively with the English teacher; the English teacher of MTS Ma'arif Keputran taught English and the writer who took part in this research as a collaborator to assist in the implementation of a series of picture activities and to observe the outcomes. In this research, the writer collects the data using observation sheets to observe the students' and teachers' activities during the teaching-learning process and achievement tests to measure the students' speaking skills. The form of the test is pretest. The results of the study showed that a series of picture activities can improve the students' speaking skills of class Second grade of MTS Ma'arif Keputran in the academic year 2015/2016. It was shown by the students' improvement in one cycle. The speaking skill achievement in the observation was categorized as sufficient, fair .in the first cycle, and good. The students' average scores of speaking skills were in pre-test:10,25% in the post-test (The cycle 1); 58,97%. And the research is a success.

**Keywords:** Speaking Skill, Language Teaching, Series of Picture

### INTRODUCTION

Speaking is different from other language skills, even though when it is compared with writing the answer must be writing. What makes speaking difficult is just because of the language of the language, English. It is a foreign language and the use of it is very seldom. To reduce the difficulties in speaking learning, the students speaking achievement. That is related with the statement that "using media in learning process gives advantages to make learning more attractive, material of learning more have variation (Oyedele, 2013:4).

Series of pictures is the one communication media in English teaching. The teacher uses some pictures and shows it

to the students. The students build their imagination from the pictures to become a good story or a funny story. According to Jeremy (2001:57) "Picture can be bored drawings. Wall pictures and charts, Flashcards, magazine picture and any other non-technical visual representation." The Hajime Uematsu Article, according to Brown talks about the use of realia in teaching and learning: Realia is probably the oldest form of classroom aid, but their advance in helping students to connect language to reality cannot be underestimated. He continues to say, posters, charts, magazines and pictures also represent "old-fashioned", but improve in teaching aids (Hajime Uematsu, 2012:7).

Pictures are very useful in more ways than one. They are useful for introducing new words and expressions. For example, by using the following illustration, we can introduce a set vocabulary useful for describing a picture. Pictures are more efficient than words, pictures are more complex than the words that label the pictures, so more time and attention is needed to identify a picture. According to Clifford T. Morgan and Richard A King in Anthony Mollica's book said that, "Most, if not all, people experience images and images often help thinking.

Some individuals have such a vivid imagination that they can recall eidetic imagery "The students spend more time looking at pictures (or real life) before they name them, so they remember pictures better. The students spend less time looking at words in sentences, so they do not remember the sentences exactly, though they remember the gist. Pictures are also more distinctive and more unique than the words that label them. Using pictures in teaching foreign languages has a positive effect on the understanding and comprehension of text material.

According to Seller (2011), by using pictures, the students will find learning English enjoyable. By using picture, the students will be interested and more enthusiastic in learning English. It will be easy to learn speaking, reading, and writing that are illustrated by pictures. Based on the previews study, there are researchers that successfully used series of pictures in their research to improve speaking skills, such as Yeni Kholifah and Thedorus Ipit.

Yeni Kholifa conducted her research by the title "Improving the speaking skill of the Eight Grade Students of MTS Darul Hikmah Kediri By Using Pictures series "at the class VIII C. She was successful in her research in her research and series of pictures could improve the students'

speaking skill. The researcher failed 82% of the students were successful to reach the target score.

Thedorus ipit. He conducted his research by title "Increasing students' Speaking Skill Through Sequenced picture a Story A Classroom Action Research at the Eighth Grade Students of SMPN 6 Pontianak in Academic year 2013/ 2014 "at the class VIII B. He was successful in his research and the students' speaking skill improved. The researcher failed 83% of the students were successful in reaching the target score. Learning speaking in Junior High school has many instruments to helps students in learning. Researcher uses pictures to effectiveness students' speaking skill.

The activity in a picture's technique is interesting so that the students will feel the new atmosphere in classroom and are interested in learning in speaking. Based on the problems above, the researcher decides to carry out research entitled" Improving Students Speaking Skill Using Series of Pictures to the Second Grade Student of MTS Ma'arif Keputran", the researcher hopes the students' speaking achievement are better. The researcher failed to find 87% of the students were successful in reaching the target score.

## METHOD

The study is classroom action research (CAR) conducted second Grade class of MTS Ma'arif Keputran in the academic year 2015/2016. CAR is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching, and learning. (Arysetya, 2012:11).

CAR aims to improve the process and learning outcomes in classes conducted in some cycle. In doing action research. There are four phases within one cycle that will be passed by the researcher, those are: planning, acting, observing, and reflecting.

These phases will be conducted repeatedly for the other cycle, if the result is not reached yet, as of the objective of the research of the research meets. The approach used in the study was collaborative approach between researcher and English teacher. In this case, the researcher acts as the teacher who conduct the activities of teaching and learning in the classroom, while English teacher as collaborator who acts an observer. The design of classroom action research is adapted from the model proposed by Mc. Taggart (1998: 23).

In this study, the researcher and collaborator teacher observed all the reactions that students make to this action. For collecting data, the researcher needed a test. The researcher conducted the test twice. The research was conducted at MTS Ma'arif Keputran. The subject of the research is the students of class VIII C at the academic year 2015-2016. This group of students were selected as the subject of the study because they had crucial problems in speaking skill.

The total students of the class are 39, they are 17 males, and 22 females. This research is conducted in the second semester academic year 2015-2016, Beginning in the first date of May. This is determining the school academic calendar, due to the requirement of the CAR that consists of some cycles to get aspirate data. The CAR is conducted in MTS Ma'arif Keputran. It is located on Veteran Street, Keputran, Pringsewu. Focus on improving students' speaking skill teaching. The subjects are the students in class VIII C academic year 2015-2016. The totals of students in this class were 39 students they are 17 males, and 22 females.

The procedure of this research was started by the preliminary study. Preliminary study is conducted to get detailed information about the condition of

the subject in the research. It was done in May 2016. To make it easier and help the researcher to get the data, in this study she used some instruments. The required instruments in this study are: test, and observation checklist (Arikunto, 1990:135). The criteria of success in the classroom action research the criteria of success are designed to know whether the students' speaking skill or not by using pictures technique. The researcher makes a standard minimum score that the students' achievement improves if there is  $\geq 70\%$  of students get score 75 minimally in test. The criteria of success of students' participation in class are noticed by the researcher.

The Result of the analysis as presented Quantitatively in the form of number. To analyze the data through observation checklist, researcher analyzed quantitatively based on being active of students, participation during learning process and discussion a student, in addition, the data gathering through field notes were merely presented descriptively.

The data collected through field notes are analyzed by presenting the description of the teaching and learning process. The criteria of success are designed to know whether the students' speaking improving or not by using pictures technique. one is data collected from the observation on the action in meeting costing 2 consisting of teaching and learning process by speaking skill from achievement exercise.

The implementation of a series of pictures technique was done at class VIII C MTS Ma'arif Keputran. The implementation was done to improve the student's category skill in speaking skill. The activities happened in a cycle. In cycle consist of two meetings. This section describes teaching and learning activities in a cycle. The cycle was applied in two meetings. There were some steps in one cycle, those are: planning,

implementation / action, observation, and reflecting.

## RESULT AND DISCUSSION

The following are data collected from the observation on the action in meeting 1 consisting of teaching and learning process by selecting vocabulary words and student's speaking skill achievement exercise the clarification and frequency of the pre-test above can be counted in table below.

Table 1. The clarification and frequency of the pre-test

Classification	Interval score	Frequency	%
Excelent	91-100	-	-
Very Good	81-90	-	-
Good	71-80	33	84,61%
Fair	61-70	6	15,38%
Poor	51-60	-	-
Students		39	

Based on the table 1. it is known that 33 students (84,61%) got score in the excellent categories. Next, 6 students (15,38%) got scores in the 'Fair'. And the bellow

Then, it is known that 39 students (100%) got score in the got categories. Next, 6. And the below one is data collected from the observation on the action in meeting costing 2 consisting of teaching and learning process by speaking skill from achievement exercise.

Evaluated the students to show their imagination about the pictures that had been given by the researcher in their one by one. To score the students on cycle. The

score can be seen in Apendix3. In this Cycle the 16 students got score under KKM.

From the data, the researcher could analyze that:

- a. The average score of the students 75 it shows that equal the success of learning *Kriteria Ketuntasan Minimum (KKM)*
- b. The success of individual learning at pre-test was  $4/39 \times 100\% = 10,25\%$  (the students who get score 75 minimally is 4 students from 39 students), and posttest was  $23/39 \times 100\% = 58,97\%$  (The students who get score 75 minimally is 23 students from 39 students).
- c. After the researcher applied Series of Pictures technique, there was an increase in students' achievement in speaking; it is from 10,25% who get score 75 minimally in cycle 1 became 58,97%.

Therefore, in the student achievement speaking skill has been increased from the pre-test score. Although it has been increased, it was still under kriteria Kelulusan Minimum (KKM) that is 75, and the criterion of success is  $\geq 70\%$  of the students who get 75 minimally.

The activity in cycle 1 could be concluded that the teacher had done the lesson plan well. The teacher still used a series of pictures. This technique is order that the students become more interesting and get the point of the material.

In is obvious that there is a significance improvement on the students' speaking achievement had improved from in the prior research 4 students, in before 23 in cycle 1. Moreover, the percentage of the students who got score of above 75 in cycle 1

was higher than in the pretest 89,7%. It improved from 41% in cycle 1. It means that cycle 1 had achieved the target of this research. Thus, the action research was ended.

This research was conducted on Friday and Saturday, May 27<sup>th</sup> – 28<sup>th</sup>, 2015. Before doing the first cycle, researcher gave of testing order to know the students' speaking skill in pictures series, gave oral tests to them and the result of the test was not satisfied yet, because theme and score of the test only, whereas the standard score (KKM) was 10,25%. So, the researcher decided to use Pictures series to solve the problem.

And there are activities: Planning, acting, observing, and reflection. The researcher used cycle 1 because the research was successful. At pre-test percentage got 10,25%, the score minimally KKM is 4 students from 39 students. And at post-test of percentage got 58,97%, the score minimally KKM is 23 students from 39 students. And cycle 1 was success.

The researcher collaborated with the teacher and there are two meetings in cycle 1. The researcher was successful because the student's achievement speaking skill has been increased to pre- test the still under KKM, and at posttest the students got minimally is 75, and the criterion of success is  $\geq 70\%$  of students who get 75 minimally.

## CONCLUSION

The conclusion presents the material used in improving speaking skill through series of pictures technique, the strategies used to improve speaking skill through series, and the evaluation in improving speaking skill through series of pictures technique-based in the data analysis. The Materials used in improving speaking skill

through series of pictures technique are pictures about Cinderella and holiday. They are applied to the narrative text. And materials taken from the student's workbook, and the pictures taken from internet. The strategy applied in improving speaking skill though series of pictures technique is the use of teaching technique. In the learning process the researcher used discussion strategies to apply the technique.

The successful of the classroom action research can be known from the score, in cycle 1, the percentage of the students' activity was 80%, it means the student had been increased by using series of pictures technique and they enjoyed their learning. Besides, the improving of teacher's activity as good that was 89,7% to be 100%. It means that the researcher had done her activity well. Besides, the achievement test of the students in observation was 10,25% who got 58,97% in cycle 1. In addition, the measurement of the test was also valid because the validity of the test was measured based on the content.

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