

THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL IN TEACHING RECOUNT TEXT AT THE FIRST GRADE OF SMA KARTIKATAMA METRO

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Abstrak. Tujuan dari penelitian ini ialah untuk mengetahui apakah ada peningkatan kemampuan berbicara siswa dalam pembelajaran teks *recount* dengan menggunakan *picture series* dan mengetahui aspek kemampuan berbicara siswa yang paling meningkat setelah mereka diajar menggunakan *picture series*. Penelitian ini ialah penelitian kuantitatif. Desain yang digunakan ialah satu kelompok *pretest posttest* dengan 19 siswa kelas 10 IPA 2 SMA Kartikatama Metro sebagai subyek. Tes berbicara digunakan sebagai instrumen. Data dalam bentuk nilai dianalisis menggunakan *Paired Sample t-test*. Penelitian ini menemukan adanya peningkatan statistik kemampuan berbicara siswa dalam pembelajaran teks *recount* dilihat dari skor *pretest* ke skor *posttest* (33,15 menjadi 66) setelah menggunakan *picture series*. Hasil analisis menunjukkan bahwa pemahaman adalah aspek yang paling meningkat dan pelafalan adalah aspek yang paling rendah. Pemahaman meningkat paling tinggi karena sebagian besar siswa mampu memahami maksud guru secara umum, itu berarti bahwa siswa mampu memahami keseluruhan cerita dengan baik. Disamping itu, pengucapan meningkat paling rendah karena siswa mengucapkan banyak kata dengan keliru yang telah melekat dalam pikiran siswa. Dapat disimpulkan bahwa mengajar teks *recount* dengan menggunakan *picture series* dapat diaplikasikan untuk siswa pada jenjang SMA untuk mengembangkan kemampuan berbicara siswa dan direkomendasikan sebagai salah satu referensi untuk mengajar Bahasa Inggris pada kelas berbicara.

Abstract. The aims of this study are to find out whether there was any significant improvement on students' speaking skill after being taught by using picture series and to investigate which aspect of speaking skill improved the most and the least after being taught by using picture series. This research is quantitative research. The design used was one group pretest posttest with 19 students of 10 IPA 2 at SMA Kartikatama Metro in 2018/2019 academic year as the subject. The speaking test was used as the instrument. The data in form of scores were analyzed by using Paired Sample t-test. The result showed there was statistically significant improvement of the students' speaking skill in recount text viewed from pretest score to the posttest score (33.15 to 66) after they were taught by using picture series. The result also shows that comprehension was the aspect that improved the most and pronunciation improved the least. Comprehension improved the most because most of the students were able to understand the teachers' intention in general meaning, it means that the students could understand well the whole story. Besides, pronunciation improved the least because the students pronounced many words wrongly that became the fossilization in the students' mind. It can be concluded that teaching recount text by using picture series can be applied to students at SMA level to develop their speaking skill and recommended as one of references to teach English in speaking class.

Keywords: aspects of speaking, picture series, recount text, speaking skill.

INTRODUCTION

Speaking is an important skill that can support the process of mastering and increasing the quality of English for communication. Actually, speaking should be emphasized to increase students' quality of English for communication. This is in line with Burns & Joyce (1997) who state that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Weltys (1976: 47) states that speaking is the main skill in communication.

In order to master speaking skill, the students must pay attention to five aspects of speaking. Those are fluency, pronunciation, grammar, vocabulary, and comprehension. Based on the researchers' interview with one of English teacher at SMA Kartikatama Metro, most of the students' problems in speaking are the students cannot develop the ideas when they want to speak and they also have difficulty to retell story as an imaginary story. It is difficult for them to recall their imagination about something in the past that they want to say, they tend to run out ideas when they are asked to speak. Moreover, if they have to speak up in front of the class, they get nervous and lose their ideas.

In line with the explanation above, the researcher uses picture series in teaching speaking recount text. According to Thornburry (2006), picture series can illustrate the script of conversation in order that people can memorize it easily. Wright (1989) states that picture is very important in helping students to retell experiences or understand something since they can represent place, object, or people. It means that a picture consist of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture. A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The students are able to see the picture clearly and distinctly. The students are also able to understand the content of the whole picture in picture series because the first picture is related to the second picture and so on. It can build up the students' motivation in learning English text.

It confirmed that by using picture series, the students will have ideas from the pictures they see. It can help them to speak English in order to communicate.

METHOD

This research deals with improving students' speaking skill by using picture series. In conducting the research the researcher applied quantitative research design as the research methodology. One group pretest posttest design (T1 X T2) was used in this research since the research tended to find out the improvement on students' speaking skill by comparing the result between pretest and posttest. The formula of the design is proposed by Hatch and Farhady as cited by Setiyadi (2006: 132). The sample of this research was 10 IPA 2 class as the experimental class which consisted of 19 students. Speaking test was the instrument used to collect data in this research.

RESULT AND DISCUSSION

Result

After conducting the research, the researcher gathered the result of the pretest and the posttest as follows:

Table 1. Distribution of Students' Score of Pretest and Posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	66.0000	19	8.02773	1.84169
	PRETEST	33.1579	19	9.75969	2.23903

The table shows that the mean score of the pretest is 33.15 and the posttest is 66. It can be concluded that there is an improvement between students' pretest and posttest. The improvement of the mean score of the pretest and posttest is 32.85.

Besides, it can be seen that picture series can improve the students' speaking recount text in each aspect of speaking. The improvement of each aspect is presented in the following table:

Table 2. The Improvement of Students' Achievement in Speaking Recount Text

No	Aspects	Students' Possible Maximum Score	Pretest	Posttest	Improvement	Percentage
1	Pronunciation	20	7.37	12.84	5.47	16.65%
2	Grammar	20	5.68	12.95	7.27	22.13%
3	Vocabulary	20	7.47	13.05	5.58	16.99%
4	Fluency	20	6.21	13.26	7.05	21.46%
5	Comprehension	20	6.42	13.9	7.48	22.77%
Total		100	33.15	66	32.85	100%

The researcher tested the hypothesis of this research to find out whether it is accepted or not. The researcher used Paired Sample T-Test to test the hypothesis and this was the result of the test.

Table 3. Hypothesis Testing

Paired Samples Test									
		Paired Differences					t	Df	Sig. (1-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	3.28421E1	7.43313	1.70528	29.25945	36.42476	19.259	18	.000

The table shows that the result of the computation of the value of on tailed significance is 0.000. It means that H1 is accepted since $0.00 < 0.05$. It proves that there is significance improvement on students' speaking skill after being taught by using picture series. Then, if the t-value (19.259) compared with t-table (2.101), it can be seen that the students' speaking improves since $t\text{-value} > t\text{-table}$. It can be concluded that there is significant improvement of students' speaking recount text by using picture series for the first grade students of SMA Kartikatama Metro.

Discussion

The results of the research showed that the students' speaking skill improved after being taught by picture series at the first grade of SMA Kartikatama Metro. From the results presented before, it can be seen that the mean score of the students' posttest was higher than the mean score of pretest. This can be seen from the mean score of pretest was 33.15 and improved to 66 in the posttest.

It is also supported by some previous research findings, the first is a research done by Nizzu (2016) at SMAN 7 Bandar Lampung. The research found that the method of retelling story through picture series could improve students' speaking skill. It has significant influences on students' speaking activities. Moreover, the use of picture series built students' confidence in speaking English.

Windihastuti (2013) also conducted research in the first grade students of SMAN 6 Surakarta. She used two different classes, one class as the experimental group and the other class as the control group. In the treatment, the experimental group was taught by using picture series, the control group was taught without using picture series. The finding shows that by using picture series as media can improve the students' speaking skill.

Furthermore, Farhana (2018) conducted research in the first grade students of SMAN 3 Bandar Lampung. The research found that the implementation of retelling story technique by using picture series can improve student's speaking skill. It helped to share the students' ideas and to be fluent in speaking to express their ideas in front of the class or with their friends in English.

With regard to the previous explanation, it can be inferred that teaching speaking through picture series was effective. Stern (in Risnadedi, 2001:56-57) said, watch a child's speech development. First, he listens, then he speaks, understanding always produces speaking. It means, according to Klingner (2004) to comprehend something it is not only by retelling story but also the students have to recall the information, organize it in meaningful way, and possibly draw the conclusion among ideas.

The students' score improved after the use of picture series for their speaking. Interestingly, the improvement of students' score did not only happen in recount text, but also in another type of text as it had been tasted by the previous research. After being taught by using picture series, the students could improve their speaking skill in all aspects of speaking. The most improved aspect of speaking is

comprehension with 7.48 (22.77%) improvement. The second improved aspect is grammar with 7.27 (22.13%). The third aspect is fluency with 7.05 (21.46%). The fourth is vocabulary with 5.58 (16.99%). And the least improved aspect is pronunciation with 5.47 (16.65%).

The most improved aspect is comprehension. Actually, comprehension is the most difficult aspect, but the teachers' guidance during the treatments could improve students' comprehension. The students were able to understand the teachers' intention in general meaning, it means that the students could understand well the whole story and the students were able to express their ideas well and correctly. Because, by looking at the picture series, the students' had ideas to speak, since picture can represent place, object, and people. So, the students were able to catch the meanings and messages that represent in picture series.

Besides, pronunciation improved the least. It is because the students often mispronounced some words, like the word *“/fri:del/*, it should be *“/frAIdel/*. And it seems like the words became the fossilization in the students' mind. And also, the teachers' only had limit time to teach them how to pronounce each word correctly. Because of the schools' rule that one lesson hour is 30 minutes not 45 minutes.

So, it can be concluded that comprehension improved the most and pronunciation improved the least.

CONCLUSION AND SUGGESTIONS

Conclusion

After the researcher conducted the research at the first grade students of SMA Kartikatama Metro, and analyzed the data, it could be concluded that there is an improvement on students' speaking skill after being taught by using picture series at the first grade of SMA Kartikatama Metro. It can be seen from the mean score of pretest and posttest. The mean score of pretest is 33.15 and the mean score of posttest is 66, the mean score of posttest is higher than pretest. Statistically the improvement is significant, at the level of 0.000. Thus, the alternative hypothesis is accepted and the null hypothesis is rejected. The highest improvement is on comprehension aspect followed by grammar, fluency, vocabulary, and pronunciation. Comprehension improved from 6.42 to 13.9. Comprehension improved the most because most of the students were able to understand the teachers' intention in general meaning, it means that the students could understand well the whole story. The students are able to express their ideas well and correctly. Besides, pronunciation improved the least because the students often pronounced many words wrongly that became the fossilization in the students' mind. And also the teachers' only had limited time to teach how to pronounce each word correctly.

Suggestions

This research has implication that the English teachers are offered to use picture series since it improves the students' speaking skill. The suggestions for English teachers are 1) pronunciation is the lowest skill among the other aspects of speaking skill. According to this reason, the teacher should be more concerned with the sound of words and the intonation. The teacher can give repetition drill to exercise the students' tongue or play illustration movement of the lips by native speaker. 2) It needs much time to apply picture series in teaching speaking. Therefore, the teacher should allocate the time efficiently. 3) English teachers are suggested to use picture series as one of the alternative to improve students' speaking skill. This is because it can help the students share their own idea by using their own words and their own way.

Besides, the suggestions for the further researchers are 1) this study was conducted in the first grade of Senior High School level. Therefore, the further research can try to find out the use of picture series in different level of school. 2) obviously, the students' score are still low in pronunciation aspect. Thus, the further research is suggested to find out another strategy to improve students' speaking in terms of pronunciation.

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