

# THE USE OF PICTURE SERIES IN IMPROVING STUDENTS' SPEAKING RECOUNT TEXT SKILL

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## ABSTRACT

Tujuan penelitian ini adalah untuk melihat adakah perbedaan signifikan kemampuan berbicara siswa setelah diajar dengan *picture series* dan melihat jenis *picture series* yang paling efektif untuk mengajar speaking. Subjek terdiri dari 30 siswa kelas X dari SMAN. Penelitian ini menggunakan desain *time series* dengan memberikan 3 kali pre-test, 3 kali perlakuan, dan tiga kali post-test. Peneliti menggunakan 2 rater untuk menilai penampilan berbicara siswa. Pair sample t-test digunakan untuk menganalisis data kuantitatif dan hipotesis dengan SPSS (16.0). Hasil analisa pertama 11.031 (t-value) > 2.048, analisa kedua 14.955 (t-value) > 2.048 (t-table), analisa ketiga 23.108 (t-value) > 2.048 (t-table), hasilnya menunjukkan ada perbedaan signifikan pada kemampuan berbicara siswa setelah diajar dengan *picture series*. Dari ketiga *picture series*, jenis *picture series* dari *google image* adalah yang paling efektif untuk meningkatkan kemampuan berbicara siswa.

The aims of this research were to find out whether there is any significant difference of students' speaking ability after being taught by using picture series and to know which one of picture series is effective for teaching speaking. The subjects of this research consisted of 30 students of SMAN Grade X. The study employed times series design by giving three pre-tests, three treatments, and three post-tests. There were two raters to judge the students' speaking performance. Pair sample t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS (16.0). The result is 1st pair 11.031 (t-value) > 2.048, 2nd pair 14.955 (t-value) > 2.048 (t-table), 3rd pair 23.108 (t-value) > 2.048 (t-table) means that there are significant differences of students' speaking ability after being taught by using picture series. Regarding the three picture series given, the picture series from google image is the most effective in improving speaking ability.

**Keywords:** *improvement, picture series, speaking performance*

## **INTRODUCTION**

One of the objectives of English teaching at senior high school (SMA) is to make the learners able to communicate in target language. The students are expected to be able to use target language in daily conversation as main goal of the English learning. There are four skills of language that must be taught by English teacher of SMA/MA namely listening, speaking, reading, and writing (Depdiknas, 2006:307). One of the skill that must be mastered by students is speaking because it has important role in communication.

Speaking is oral communication that is used to express ideas, feelings, and thought among people. Bryne (1998:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently.

In conducting speaking, students tend to face some problems that must be solved by teacher through teaching. The students get difficulty in developing ideas that they want to speak. They get difficulty in recalling imagination about something in the past that they want to say again. They are also reluctant to create new sentences to share and communicate. More over they get nervous when asked by teacher to speak up in front of the class. In previous research Tanjung Wulandari (2014) says that students get difficulty in using English in speaking because they lack of vocabularies, confidence and sometime they are afraid when they make a mistake.

This research deals with the implementation of picture series in recount text to develop students' speaking ability. Picture is one of the visual aids used by the teacher in teaching learning process. Pictures which are used to teach such as picture, picture series and so on. Wright (1988) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently.

Teaching speaking means teaching how to use the language for communication, for transferring ideas or feeling to other people. River (1978:6) states that speaking is developed from the first contact with the language that we learn. Richard and Rodger, (1982:72) state that speaking activities which involve real communication promote learning. Moreover Freeman (2000:127) states that teacher is responsible to establish situations likely to promote communication. Therefore, researcher used picture series as media to teach speaking in order to establish situation of learning activities which involve real communication.

Furthermore, previous study conducted by Rike Febrina Aska (2014) in SMPN 1 Gadingrejo showed that picture series is effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and grammar. This study also shows students motivation in joining the teaching learning during the treatments

increased. The atmosphere in class became more encouraging to study. Students were more active to participate in class activities.

There were three picture series used, they are picture series that was arranged from comic books. The second is picture series that was arranged from capturing animation movie. The third is picture series that was taken from google image.

In line with the background of the study, the questions to be answered in this study are to find out whether picture series can improve the students` speaking ability after three picture series were implemented, and to find out among those three picture series the most effective to improve students` speaking skill.

## **METHOD**

The method used in this research was quantitative research focused on improving speaking skill using series of picture. The subject of the research consisted of 30 students of the first grade of SMAN 1 Pagelaran. Quantitative research was conducted in order to know whether there was an influence of students` speaking ability after picture series were implemented. *Time Series design* was used in this research because the researcher used one class as the experimental class. The treatment was conducted in three times by using picture series as the media. The researcher conducted 3 times pretests, 3 times treatments, and 3 times posttests. One class was chosen from the population namely experimental class by using random sampling.

To collect the data, researcher used three times pretest, three times treatments, three times posttest, recording, and transcribing. The procedure of the research were: Preparing the Lesson Plan, Preparing the Material, Administering the Pretest, Conducting the Treatment, and Administering the Posttest. In getting the data, speaking test was used as the instrument of the research. The researcher recorded the students' speaking performance and gave scores on their the students' performance. After getting the raw score, the writer tabulated the results of the test and calculate the score of pretest and posttest. Then, SPSS was used to calculate the mean of pretest and posttest to find out whether there was an increase or not after the students were taught by using picture series as media. Pair Sample t-test was used to draw the conclusion. The data were computed through Statistical Package for Social Sciences (SPSS ) for window.

## **RESULT AND DISCUSSION**

This research was held in nine meetings to get the data. The first until third meetings were pretest followed by three times meeting for treatment. Then, three meetings for posttest to find out the students' increase in speaking skill.

The research was conducted at the first grade of SMAN 1 Pagelaran Pringsewu from September 13, 2014 up to October 11, 2014. The subject was selected through lottery drawing.

Table 4.1 Result of the Students' Speaking Pre-test Score

Test	N	The lowest score	The highest score	Mean
Pretest 1	30	45	63,3	53.6
Pretest 2	30	47,5	65	55

Pretest 3	30	56,6	68.5	60.5
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As presented in table 4.1, 1<sup>st</sup> pre-test shows that the lowest speaking test was 45 and there is a student with the score 45 and a student with score 45.1. Meanwhile, there is only one student with the highest score 63 among all. The mean score of the students' speaking ability is 53.6.

The second pre-test shows that the lowest speaking test is 47.5 and there is one student who gets 47.5 and one student with bit higher score 47,6. Meanwhile, there is only one student who gets 65 and it is the highest score among all. The main score of the students' speaking test is 55. The gain of the students' mean score is 1.4

Moreover, 3<sup>rd</sup> Pret-test shows that the lowest speaking score is 55.6 and there are two students who get score 55.6. Meanwhile, there is only one student gets the highest score 68.5 among all. The mean score of students' speaking ability is 60.5. the gain of students' mean score is 5.6. The gain of students' mean score is 5.5. Pre-test are still constant.

Table 4.2 Result of Students' Speaking Post-test Score

Test	N	The lowest score	The highest score	Mean
Post-test 1	30	57	74	64.8
Post-test 2	30	59	71.5	66.3
Post-test 3	30	69.8	75.1	72.8

As present in table 4.2, 1<sup>st</sup> post-test shows that the lowest speaking test is 57 and only one student who gets score 57. Meanwhile there is only one student with the highest score 74. The mean score of students' speaking ability is 64.8.

Second post-test shows that the lowest speaking test is 59 reached by only one student while the highest score is 71.5 reached by one student only. The mean score of students' speaking ability is 66.3. The gain of the students' mean score is 1.5

The third post-test shows that the lowest speaking test with score 69.8 is reached by only one student and the highest score 75 is reached by two students. The mean score of the students' speaking ability is 72.8. The gain of the students' mean score is 6.5.

The final data analysis in this research was computing hypothesis test. This test was conducted to find out whether the hypothesis test was accepted or not. The hypothesis of the research are:

1. There was a significant difference on students' speaking ability before and after picture series was implemented in teaching learning.
2. There was a picture series which improved students' speaking ability the most after being taught by using picture series.

To answer the first question, the researcher not only calculate the mean score of every test and graphic line but also by using repeated measures T-test which is also called as paired sample test of SPSS, in which significant increase was determined by  $P < 0,05$ . From the result of computation show that all result is .000

significant level. It is less than 0.05. in 1st pair 11.031 (t-value) > 2.048 (t-table), 2nd pair 14.955 (t-value) > 2.048 (t-table), 3rd pair 23.108 (t-value) 2.048 (t-table) means that there are significant differences of students' speaking ability after being taught by using picture series.

In order to consider the most effective picture series to teach speaking among the three picture series: Picture series from comic book, picture series from capturing animation movie, and picture series from google image. The mean score of test of first treatment is 59.2 and it increases to 60.6 in the second treatment, and the last treatment using picture series from google image, the mean score is 66.6. Mean score first treatment is 59.2 and mean score second treatment is 60.6. Mean score of the second treatment is 60.6 and mean score of third treatment is 66.6.

## **CONCLUSION**

Having conducted research at first grade at SMAN 1 Pagelaran and analyzing the data, the researcher would like to state conclusion as follow.

1. From the analysis above it can be seen that there are significant differences of students' speaking ability after being taught by using picture series. Therefore, the first hypothesis is accepted.
2. Regarding the three picture series which contain different topics given are; activities this morning, special moment, and holiday. The most improved speaking skill of students is in the third discussion. The most effective

picture series for teaching speaking is the third picture series which was taken from google image with topic holiday. It might be due to the very familiar and interesting material to every student. The picture series used in the third discussion contained familiar topic. And with the topic, students can explore more ideas.

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