THE USE OF PICTURE SERIES TO INCREASE STUDENTS' SPEAKING ABILITY

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui penggunaan *picture series* untuk meningkatkan kemampuan berbicara siswa dalam *procedure text* di kelas tiga SMPN 1 Gadingrejo dan aspek yang paling meningkat. Subjek penelitian ini adalah kelas IX.5 dengan jumlah siswa 30 orang. Penelitian ini adalah penelitian kuantitatif dengan menggunakan desain *one group pretest-posttest.* Kemampuan berbicara siswa akan diberi nilai berdasarkan aspek *micro skill* yaitu *pronunciation, vocabulary*, dan *grammar* kemudian dianalisa dan dihitung dengan menggunakan SPSS. Hasil penelitian menunjukkan bahwa nilai rata-rata dari pretest dan posttest meningkat dengan signifikan dari 47,47 ke 62,93 dan level signifikansi 0,00 (<0,05). Hasil penelitian juga menunjukkan bahwa *vocabulary* adalah aspek yang paling meningkat dengan peningkatan sebesar 7,10. Dapat disimpulkan bahwa *picture series* dapat digunakan sebagai media pembelajaran berbicara, khususnya *procedure text.*. Untuk penelitian mendatang disarankan untuk fokus ke aspek *macro skill*.

This research was aimed at investigating the use of picture series to increase students' speaking ability in procedure text at the third grade of SMPN 1 Gadingrejo and what the most increasing aspect is. The subject of this research was class IX.5 with 30 students. This was quantitative research with one group pretest-posttest design. Students' speaking were given score based on micro skill aspects they are pronunciation, vocabulary, and grammar then analyzed and computed by using SPSS. The result showed that the mean score from pretest and posttest increased significantly from 47.47 to 62.93 and the significant 2-tailed was 0.00 (<0.05). The result also showed that vocabulary is the most increasing aspect with the increase about 7/10. It could be concluded that picture series is able to be used as a learning media for speaking, especially for procedure text. For the further research is suggested to focus on speaking macro skill aspects.

Keywords. picture series, procedure text, speaking ability.

INTRODUCTION

Speaking is an important part in language learning because it is used in daily communication. Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. Without mastering speaking, it would be impossible for the people to have a natural communication among others. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. By speaking people are able to deliver message orally by using verbal and non-verbal symbol. Brown and Yule (1983:103) say that one of the main aims of most English teachers is to make their students able to communicate and convey information effectively in spoken English

Furthermore, Harris (1974:81) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which after develop at different rates, either four of five components are generally recognizing in analyzing of speech process. Researcher's pre observation at SMPN 1 Gadingrejo showed that students experienced difficulties in speaking and their speaking score is very low.

Nunan (1991: 23) argued that speaking is described as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. As the success in speaking is measured through someone's ability to carry out a conversation in the target language, we confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. It certainly needs solution to overcome it.

In line with the fact previously mentioned, there is one text which is learnt by students on the third grade of junior high school that is procedure text. This typical text is a kind of text which functions or has purpose to describe how something is made or how something is done through sequence steps or actions based on its social function and generic structures. Then, it is crucial to find a technique which can help students to increase students' speaking ability especially in using procedures of doing a particular set of actions.

Derewianka (1990:24) says that procedure text is a text which tells us information of making or doing something and how things work through several steps directions. The primary purpose of procedure text is to help students to make or do something and guide them to think systematically, such as what they want to do or make, what are they need, and how they should do. By teaching procedure text students are asked to develop their logical thinking so that they can explain or inform the others through sequence steps or actions. Procedure text will help students to understand various procedures they may find in the daily lives.

In order to help students in speaking, there is a media which is suitable for teaching procedure text that is picture series. Finocchiaro (1981:275) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse. According to Raimes (1983:27), pictures can be valuable resources for teaching. Picture provides a shared experience for students in the class, a common base that leads to a variety of

language activities. Wright (1989:2) points that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. By using pictures students are expected to get idea of what aspects they want to describe from the pictures.

Harmer (2004:33) adds that pictures are often used to present situations to help students work with grammar and vocabulary. But their potential to bring students to different worlds also means that they can be used to encourage students to fly in their creative imagination. From the description previously mentioned, researcher decides to conduct a research in order to find out whether there is a significant increase of students' speaking ability in procedure text and what the most increasing aspect of speaking micro skill after taught by using picture series at the third grade of SMPN 1 Gadingrejo is.

METHODS

The research was a quantitative research which used one group pretest-posttest as research design. This was used to compare students' speaking ability in pre-test and posttest after the treatment was given. The research design was presented as follows:

$$\textbf{T1 \quad X \quad T2}$$

In which:

T1   : Pre-test before the treatment is given.

X   : Treatment in teaching learning process by using picture series.

T2   : Post-test after the treatment is given. (Setiyadi, 2006).

The population of this research was the third grade of SMPN 1 Gadingrejo which has ten classes. Class IX.5 was selected as the sample by using lottery to avoid subjectivity. The researcher gave pre-test before presenting the material, then give treatment by using picture series. Finally, after the treatment was applied, the post-test was administered. Students' speaking in both pretest and posttest were given score based on three micro skill aspects with the scoring criteria as follows:

Table 1. Criteria Level of Speaking Skill's Score

Aspect of Speaking	Score	Subtotal
Pronunciation	5 x 8	40
Vocabulary	5 x 6	30
Grammar	5 x 6	30
Total		100

So the maximum score which could be achieved by students was 100.

RESULTS AND DISCUSSIONS

This research was conducted in five meetings; one meeting for pretest, three meetings for treatment, and the last one treatment for posttest. In order to see whether the objective of the research could be achieved or not, the researcher analyzes the result from both pretest and posttest.

Result of the Pretest

Table 2. Distribution of the Pretest Score

Score Interval	Quality of Scores	Number of Students	Percentage
100	5	-	-
80-99	4	-	-
60-79	3	4	13.33%
40-59	2	26	86.67%
20-39	1	-	-

Graph 1. Students' Average Score of the Pretest
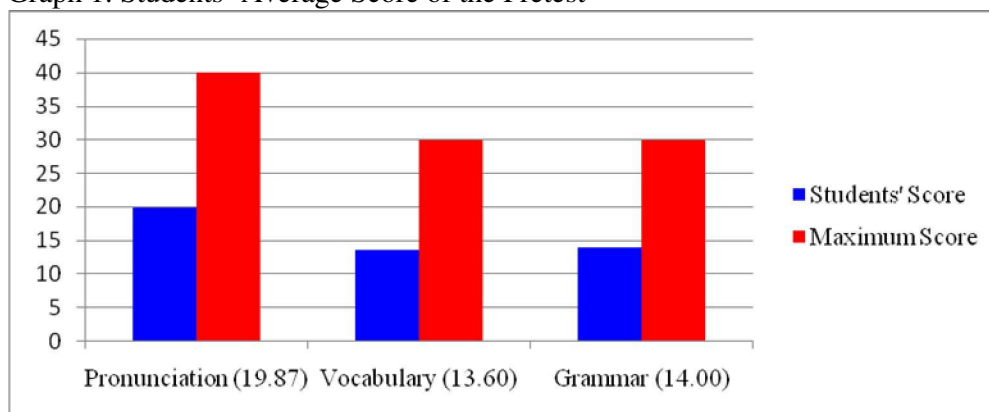
1. The average score of pronunciation in pretest is 19.87, while the highest score which is possible to be achieved by students is 40.00. This was because students' pronunciations were hard to be understood. Sometimes they needed to repeat their statement. Students also found difficulty in vowels and consonants which are rarely used in their daily language.

2. The average score of vocabulary in pretest is 13.60, while the highest score which is possible to be achieved by students is 30.00. This was because students have limited vocabulary and experienced misuses of words. Sometime they used some words which were not appropriate with the context of procedure text.

3. The average score of grammar in pretest is 14.00, while the highest score which is possible to be achieved by students is 30. This was because students found difficulty in differentiate noun and verb. Most of them also found difficulty in using appropriate preposition.
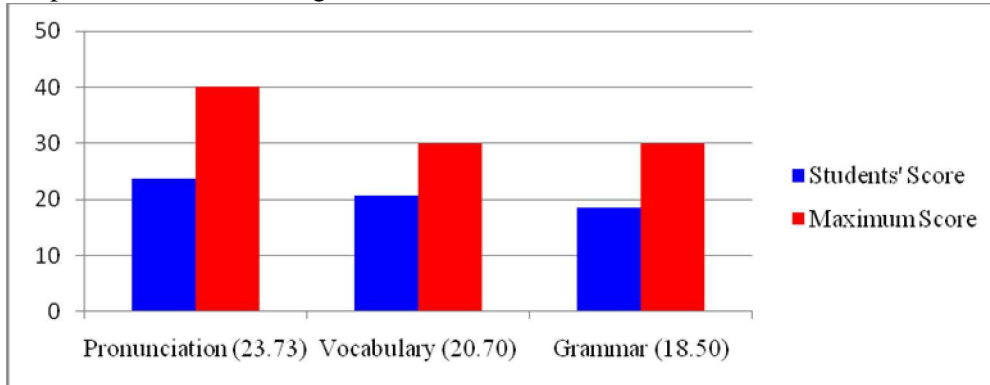
Result of the Posttest

For the posttest score distribution will be presented in table 3.

Table 3. Distribution of the Posttest Score

Score Interval	Quality of Scores	Number of Students	Percentage
100	5	-	-
80-99	4	3	10.00%
60-79	3	18	60.00%
40-59	2	9	30.00%
20-39	1	-	-

Graph 2. Students' Average Score of the Posttest

Graph 2 shows the comparison between the students' average score in posttest and the maximum score which is possible to achieve by students in each scoring aspect.

1. The average score of pronunciation in posttest is 23.73 while the highest score which is possible to be achieved by students is 40. It was because most of students could pronounce the words well even though there are some problems in accent. In the treatment, researcher showed students how to pronounce the words in appropriate way. So in the posttest, most of students were able to pronounce the words appropriately. In other words, students pronunciation were getting better after the treatment even though still got influence from their mother tongue.

2. The average score of vocabulary in posttest is 20.70, while the highest score which is possible to be achieved by students is 30. It was because most of

students find new vocabularies to express their thought during the treatment since they were able to use various their vocabulary related to the topic.

3. The average score of grammar in posttest is 18.50, while the highest score which is possible to be achieved by students is 30. This was because most of students' performance in the posttest were able to differentiate between noun and verb. Moreover, students were able to use appropriate preposition. They did not only use preposition *"in"* in their procedure text.

Considering the result of this research, especially the result of hypothesis testing computation that $p<0.05$, it can be concluded that the hypothesis testing is accepted. It means that there is a significant increase of students' speaking ability in procedure text after taught by using picture series. It can be seen by comparing the two mean scores of pretest (47.47) and posttest (62.93). In other words, it can be confirmed that picture series can be applied to increase students' speaking ability in procedure text.

Picture series gives many advantages during teaching learning process. Pictures bring real life environments into the class. By seeing the picture series of procedure text students feel they want to make something in their real life. Pictures makes students more interested because they have enough opportunity to develop their ideas based on the pictures, not only reading a text then memorized it. Pictures also give motivation to the students because there is no limitation to explore their ability as maximal as they can. They can use everything they see based on the pictures.

As stated by Wright (1989:2) that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. Moreover, it supports Harmer's theory (2004:33) that pictures are often used to present situations to help students work with grammar and vocabulary. As a result, they could construct their sentences grammatically correct and chose items of vocabulary appropriately.

Furthermore, Finocchiaro (1981:275) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse. Students are motivated and being more active during teaching spoken procedure text by using picture series. Picture series make students easier to catch ideas or information more than if merely expressed verbally. Picture series guide them to develop their idea and memorized it longer than reading and memorizing a text.

There were five meetings conducted in this study with 2x40 minutes for each meeting. First, it began by giving pretest at the first meeting on 3rd February 2014 to measure students' speaking ability before the treatment was given. Next, students were asked about procedure text they had performed in their previous classes. Then they took lottery consist of three title of procedure text they were How to Make a Cup of Coffee, How to make a Cup of Tea, and How to Make a Glass of Mango Juice that would be deliver in the pretest and posttest.

Then the students were asked to come in front one by one delivering their procedure. Researcher and teacher recorder their performance and gave score based on three micro skill aspects of speaking they are pronunciation, vocabulary, and grammar. Almost all of students found difficulties in expressing their ideas because their vocabulary is very insufficient. There were some of them stopped for some seconds because they did not know the words they meant to say in English. Some of them finally used Bahasa Indonesia to mention the things they intended to say. For example, they say "*Then put the 'what is it' pan*". In the pretest, most of students' pronounced words inappropriately. For example, they pronounced spoon with */sepon/* not */spu:n/.* They also used ungrammatical sentences which make their speaking are difficult to understand, such as, "*put the mango in blender then blender until flat*". This should be "*put the mango into a blender, then blend it until smooth*".

After administering pretest, researcher began the treatment. The first day treatment was administered on 6th February 2014. The class was divided into 5 group consists of 6 students. Firstly researcher asked about generic structure of procedure text (goal, material, direction) and social function of procedure text. Then researcher showed a picture series of procedure text "How to make a Cup of Coffee" and guided them to create a procedure text based on the picture series. It supposed to give the same perception of the pictures students seen and helped them to express their idea orally. By seeing the picture series students know what they have to mention and explain so it will increase their vocabulary. After that, researcher performed a procedure text in front of the students. After seeing an example which was performed by the researcher, students were asked to perform

their speaking in their group before performed it in front of the class for the best performer of each group.

The second day treatment was administered on 10th February 2014. This third meeting focused on the characteristic of procedure text such as the use of simple present, the use of imperatives, and the use of conjunction for showing sequence. Picture series made them more exact to explain the sequence of steps in procedure text they want to explain. Teacher gave example for students how to create a good procedure text especially in the use of simple present tense. After that, similar to the first treatment, students were asked to perform in their group before performed in front of the class. The third day treatment which was administered on 13th February 2014 focused on the micro skill aspects of speaking they are pronunciation, vocabulary, and grammar. For the learning activities is similar to the first and second treatment.

After administering the treatment, researcher administered posttest to measure students' speaking ability after the treatment is given. The direction for posttest was similar to pretest that they have to deliver the procedure text they had chosen in pretest. Researcher and teacher recorded their performance and gave score based on three micro skill aspects of speaking, they are pronunciation, vocabulary, and grammar. In the posttest, most of the students performed the procedure text much better than in the pretest. Students feel that picture series help them to memorize the material of procedure text and the sequence of step they should explain.

The score from researcher and teacher as the second rater were computed and shows that there is a significant difference between students' average score in pretest and students' average score in posttest. It means that picture series give a good contribution to the teaching learning process of teaching spoken procedure text. In other words we can say that students have improved their speaking ability helped by picture series. Moreover, picture series also has proved to increase the three micro skill aspect of speaking which are pronunciation, vocabulary, and grammar.

Almost all of students' speaking score increased after taught by using picture series. But there were some obedience which could not be overcome especially in pronunciation because speaking need more time to practice it. As stated by Paul (2003:76) that the students can listen to English at home, read English at home, and even write English at home. But, most of them have few opportunities to speak English at home. A language class should give more opportunities for students especially in speaking so speaking skill could be taught and practiced in the language classroom optimally. Furthermore, the students' mother tongue gave influence to the students; pronunciation especially in accent. It means that need a longer time to have a good pronunciation and also good speaking.

CONCLUSION

1. There is a significant increase of students' speaking ability in procedure text after taught by using picture series at the third grade of SMPN 1 Gadingrejo, especially in class IX.5. It can be proved by the increase of students' mean score in the pretest and posttest from 47.47 to 62.93.

2. From the three aspects of speaking micro skill, vocabulary get the most increase after taught by using picture series with the increase about 7.10.

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