TEACHING PROCEDURE TEXT THROUGH SERIES PICTURES TO IMPROVE STUDENTS' SPEAKING PERFORMANCE

Tommy Hastomo, Hery Yufrizal, Ramlan Ginting Suka
Email: flea_tommy@yahoo.co.id

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat peningkatan signifikan dari performa berbicara siswa setelah pembelajaran melalui gambar berseri. Desain pre-test dan post-test satu kelompok digunakan dalam penelitian ini. Hasil penelitian membuktikan bahwa terdapat perbedaan signifikan dari pencapaian siswa dalam performa sebelum dan sesudah pembelajaran melalui serial gambar. Nilai rata-rata dari pre-test adalah 57 dan post-test adalah 84. Dengan membandingkan rata-rata dari pre-test dan post-test, itu dapat diketahui bahwa peningkatan rata-rata adalah 27. Ini membuktikan bahwa skor siswa meningkat dengan signifikan karena $p<0.05$ ($p=0.000$). Berdasarkan data, ini dapat disimpulkan bahwa terdapat perbedaan signifikan dari pencapaian siswa dalam performa berbicara sebelum dan sesudah pembelajaran melalui gambar berseri. Oleh karena itu, mengajar menggunakan gambar berseri dianjurkan untuk digunakan oleh para guru agar meningkatkan performa berbicara siswa.

The objective of this research is to know whether there is a significant improvement of the students' speaking performance after being taught through series pictures. The one group pre-test and post-test design was used in this research. The result of the research proved that there is a significant difference of students' achievement in speaking performance before and after being taught through series pictures.The mean score of pre-test was 57 and post-test was 84. By comparing between the mean of pre-test and post-test, it can be found that the increase of the mean was 27. It proved that the students' scores increase significantly because $p<0.05$ ($p=0.000$). Based on the data, it can be concluded that there is a significant difference of students' achievement in speaking performance before and after being taught through series pictures. Therefore, series pictures is recommended to be used by teachers to improve the students' speaking performance.

Keywords: improvement, series pictures, speaking performance

INTRODUCTION

English becomes more and more important these days. We need to able to use English in facing globalization era because It is the access of international communication. Language skills such as reading, speaking, listening and writing as well as language elements such as vocabulary and grammar should be taught to students. Nowdays, speaking skill is crucial because it is likely to be requirement in any aspects of modern life. Therefore, policy makers in many countries in the world put English as the important subject in school curriculum.

In Indonesia, English is the first foreign language that should be taught from elementary level to university level. After learning English the students are expected to be able to use the language for communication both in spoken and written form. Since English is the means of international communication, the students must be able to use in variety of communicative situations.

In language teaching, we often talk about the four language skills (speaking, listening, reading and writing) in terms of their direction. Savignon (1991) cited in Hadfield and Hadfield (2003) states that language which is generated by the learners (in either speaking or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language.

Thus, speaking is the productive skill and very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in school and success later in every phase of their life. It is believed that speaking skill is a measurement of knowing a language. The more understand the better fluently they will be.

According to Anderson (2007), procedure text is a piece of text type to explain how something can be done. Meanwhile, Derewianka (2004) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the two statements above, the writer infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps.

In this study, procedure text is taught in spoken form (oral text) to find out the improvement of students' speaking performance. Besides, this text is used as materials in teaching learning process. Students express instructions to do or make something through a sequence of steps by seeing series pictures given orally so that they can make a communication. Richards (1985) states that communication consists of different genres of discourse. They are conversations, discussions, debates, descriptions, narratives and instructions. And the genre of discourse that students will do in this research is instructions to do something.

Stevick (1982) states that visual aids are usually functioned as the illustration of what words are saying. They portray several things which are not found in the classroom and they also bring a lot of things from the outside only in a piece of paper. By seeing it, they will find new vocabularies and apply it in speaking.

Pictures as an effective media can stimulate learners to use the language. It is right to say that when students see interesting and funny picture, they always want to talk or to write something about what they have seen on it. Pictures urge learners to think about a definite new vocabulary and structure and provide them with the basic materials for their spoken or written composition.

Then, the pictures can be determined as a means for teachers in conveying information without giving any explanation. Besides, students give explanation for the pictures by using their own words, even they can be encouraged to deliver their spoken or written composition because there are many materials to talk or write in the pictures.

Teaching using pictures is a very useful activity in teaching speaking because it helps the students to develop their way of communicating in second language. As what Wood and Tinajero (2002) stated that to help the students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in learners. In addition, Leong (2003) found that series pictures make the learners enthusiastic to learn all four skills. Moreover, they like learning through series pictures because it was positive and interesting. They also spoke with confidence. Purna (2005) states that series pictures activity could be implemented in language teaching learning. By using series pictures, it can improve the vocabulary of the students because it could appeal students' interest by creating a fun learning.

Based on the cases above, series pictures will not make the students bored because they can explore their speaking performance and it is very enjoyable for the students. Therefore, the researcher will like to find out whether there is any significant difference of students' speaking performance before and after being taught through series pictures and to investigate what are the students' responses toward series pictures

METHOD

In this research, the researcher used a quantitative research based on the experimental design. A quantitative research was used to measure how far the Series Pictures influences the students in improving their speaking performance. The researcher used *one group pre-test and post-test design* which took one class as the experimental class.

The population of this research was the first grade of SMPN 14 Bandar Lampung. The researcher took one class for treatement. The researcher chose VII 5 because they have potential to be observed in this research.

The design of the research was presented as follow:

T1 X T2

Note:
- T1 is the pre-test.
- X is the treatment.
- T2 is the post-test.
  (Hatch and Farhady, 1982: 24)

In collecting the data, the researcher used speaking test as the instrument. The speaking test consisted of pre-test and post-test in monologue. And there are some procedures that are applied for taking the data

In evaluating the students' speaking scores, the researcher, used the Oral English Rating sheet proposed by David P. Haris (1974: 84). Based on the Oral English Rating sheet, there were five components for the test to the students, namely: pronunciation, fluency, grammar, vocabulary and comprehension

First, scoring pretest and posttest, and then tabulating the results of test and calculating the mean of the pretest and posttest, that was doing by using *Repeated*

measures t-test of SPSS (statistical package for social science) version 17.0 for windows. The last, the data was gained from one group and the researcher intent to find out whether there was a significant improvement students' speaking performance through series pictures.

RESULT AND DISCUSSION

The pretest administered to measure the students' speaking performance before the treatment. The reseracher measured the aspects of speaking performance by Haris (1974: 84). Based on the oral rating sheet, there are five components that are going to be measured to the students, namely: vocabulary, grammar, com prehensibility, pronunciation and fluency.

Statistics of Prestest

		Pronunciation	Fluency	Grammar	Vocabulary	Comprehensibility
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Mean		13.9667	9.9667	10.5333	12.4000	13.9667
Std. Error of Mean		.37900	.37900	.44909	.48328	.37900
Median		13.0000	9.0000	12.0000	12.0000	13.0000
Mode		12.00	8.00	12.00	12.00	12.00
Std. Deviation		2.07586	2.07586	2.45979	2.64705	2.07586
Variance		4.309	4.309	6.051	7.007	4.309
Range		6.00	6.00	8.00	8.00	6.00
Minimum		12.00	8.00	8.00	8.00	12.00
Maximum		18.00	14.00	16.00	16.00	18.00
Sum		419.00	299.00	316.00	372.00	419.00

Table above shows the mean of each aspect of speaking. The mean of vocabulary is 12,40. The mean of grammar is 10,53. The mean of comprehensibility is 13,96. The mean of pronunciation is 13,96. While the mean of fluency is 9,96

Considering the higher and lower score of the pretest, the lower score of vocabulary is 8 and the higher score is 16. The lower score of grammar is 8 and the higher score is 16. The lower score of comprehensibility is 12 and the higher score is 18. The lower score of pronunciation is 12 and the higher score is 18. The lower score of fluency is 8 and the higher score is 14.

The postest administered to measure the students' speaking performance after the treatment.

Statistics of Posttest

		Pronunciation	Fluency	Grammar	Vocabulary	Comprehensibility
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0
Mean		16.3333	16.9333	16.9333	17.4667	16.5333
Std. Error of Mean		16.0000	16.0000	16.0000	18.0000	16.0000
Median		16.00	16.00	16.00	20.00	16.00
Mode		2.97499	2.21178	2.27328	2.38867	2.34496
Std. Deviation		8.851	4.892	5.168	5.706	5.499
Variance		8.00	8.00	8.00	8.00	8.00
Range		12.00	12.00	12.00	12.00	12.00
Minimum		20.00	20.00	20.00	20.00	20.00
Maximum		490.00	508.00	508.00	524.00	496.00
Sum						

After giving three times treatments to the students, the researcher administered the posttest to know whether there was an improvement of students' speaking

performance or not. Table shows the mean of each speaking aspects in postest. The mean of vocabulary is 17, 46. The mean of grammar is 16,93. The mean of comprehensibility is 16,53. The mean of pronunciation is 16,33. The mean of fluency is 16,93.

The lower score of vocabulary is 12 and the higher score is 20. The lower score of grammar is 12 and the higher score is 20. The lower score of comprehensibility is 12 and the higher score is 20. The lower score of pronunciation is 12 and the higher score is 20. The lower score of fluency is 12 and the higher score is 20. Based on the mean, lower and higher score that shown by table 1 until table 4, the researcher concluded that there is significance differences from the pretest and the postest.

Table The analysis of the Hypothesis

Group Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.6000	30	6.99557	1.27721
	Posttest	84.2000	30	5.12869	.93637

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 pretest – posttest	-26.600	5.12331	.93538	-28.51307	-24.68693	-28.438	29	.000

Table showed that value of two tail significance was 0.000. since the sign <α (0.000 < 0.05).

In this research, the lowest improvement of students speaking performance compared to other aspects of speaking was vocabulary. It is caused limited time given to the students to find new words in teaching learning process. It can be solved if the students practice more often during teaching learning process in classroom.

The highest improvement in students speaking performance was fluency. The mean score of students fluency in pretest was 52 while the mean score students fluency in posttest was 84. It happened because series pictures can illustrate the script of monologue in order that they can memorize it easily. Providing tools especially pictures could encourage students to focus on material. So, the improvement of their fluency is so high.

Finally, from the result above, the researcher concluded that Series Pictures can improve students' speaking performance. There were any significant differences after the researcher gave them treatments. Besides, Series Pictures can be an

alternative way for the teacher in English teaching learning process because the students responsed series pictures positively.

CONCLUSIONS AND SUGGESTIONS

Based on the results on data analysis and discussions, the following conclusions are drawn:

1. There were significant improvements of the students' speaking performance after treatment by series pictures activity. The result of the posttest was higher than the result of the pretest. The mean of posttest was 84, and mean of pretest was 57. The result of the hypothesis test shows that the hypothesis was accepted ($p<0.05$, $p=0.000$). Based on this result, the researcher concluded that series pictures can help the teacher to improve students' speaking performance.

2. The students respons are positive toward series pictures activity.

   - Improved their performance to speak in the target language, because the students can pronounce the words well, knowing the meaning of the words, and also able to apply the words in the sentences.

   - Series pictures activity is not only teaching about English, but also teaches the students how to communicate and interact and express their ideas with other using target language.

   The students enjoyed and more confident to speak in the target language in the process of teaching learning because the students practiced it first so they do not feel afraid to make mistakes in the activity

In line with the conclusions above, the following suggestions and put forward:

1. Teaching speaking through series pictures is difficult at first. The teacher must consider about time allocation in applying this method. Since doing it more time, so the teacher should use time as efficient as possible.

2. The teacher should give more attention to the students who has difficulties in English. For example: The teacher can as the students to practice how to pronounce the word.

3. In the teaching learning process, the students should be more active than teacher. So, the teacher should give more attention to the student who makes noise in the class.

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