

Implementing Picture Series To Improve Speaking Skill

Rohmatul Choiriyah
IAI Darussalam Blokagung Banyuwangi
Email : rohmahchoiriah18@gmail.com

ABSTRACT

This research is aimed to improve the English speaking skills by using picture series at the Tenth grade of SMK Darussalam Blokagung Banyuwangi in in the academic year of 2019/2020. This is an action research. This research consisted of two cycles. In doing the research, the researcher involved 15 students of Class TKR X 1, one English teacher as the collaborator, and the researcher herself. The data were obtained from the observation during the implementation of the actions, interviews with the students of Class TKR X 1 , discussion with the collaborators, and conducting speaking tests: test, daily meeting tests, and the test. The data were in the form of planing, observation, implementing, , reflecting, interview and scores. The results of this study indicate that there is an increase in student involvement and student speaking skills. This is indicated by the students' grades in four aspects of speaking: accuracy, fluency, pronunciation, and vocabulary. The student's mean score on the accuracy aspect increased after the application of the image. The student's accuracy score improved from the initial total score of 775, 925 the total score in cycle 1, 1182.5 total score in cycle 2. It is concluded that the series of pictures applied in this study are able to solve problems in the speaking class and also improve the teaching and learning process of speaking.

Key Word: Implementing , Picture Series, To Improve, Speaking Skill

A. Introduction

Language is very important for all human beings in the world because it is a means of international communication. People use the language to express their idea, feeling, and emotion. In *Oxford Advanced Learner's Dictionary*, "language is the system of sounds and words used by human to express their thoughts and feelings".

Mastering English requires some skills. For more than six decades now, research and practice in English language teaching have identified the “four skills” as of paramount importance. The four skills are listening, speaking, reading, and writing (Brown 2000: 232). Listening and reading are input skills while speaking and writing are output skills. These four English skills must be mastered by the students in schools and universities gradually.

Speaking skills are the human ability to produce sounds to get a conversation to tell some information. Smith (2005) states that speaking is thinking of what one wishes to say, choosing the right words from the vocabulary, putting the words in the right grammatical framework properly, and communicating the feeling we have. Speaking is communication process between at least two people and speaking is a way to express someone's idea. Speaking is important for the students to practice their capability and their understanding, how to send idea, and how to pronounce the words well. The students' motivation and interest are necessary to facilitate students to practice speaking more actively. Therefore, English teachers need to provide students' interest with a technique of teaching that enables students to keep speaking.

B. Review of related literature

Finocchiaro and Brumfit (1983:140) consider that the speaking activity consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. They consider speaking as a complex skill which involves the knowledge of sounds, structures, vocabulary and culture subsystems of the language.

Lado (2001:194) stated that pictures visual aids in teaching are well established. Their in second and foreign language teaching needs no defense.

Picture provide a great deal of information at a glance. Pictures have often been used to elicit conversation on topics such as shoppings, a vacation or a party.

In teaching speaking skill. The teacher should have a mutual understanding of speech process. Thus the aim of teaching speaking is to make the student can express what they want to say clearly. So, what must be stressed in teaching speaking is to enable the students to use the language as a mean communication.

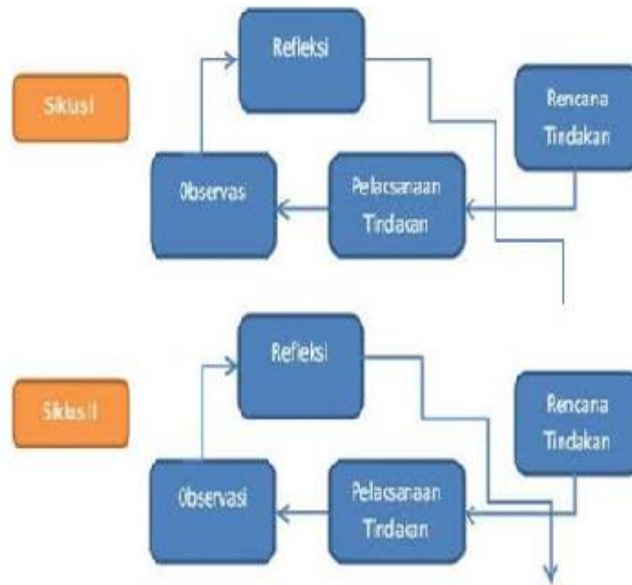
Sadiman (1990:29-30) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. Sadiman adds that there are some reasons for using pictures in teaching and learning process.

C. Method

This research was categorized as action research. It was an application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of the researcher, practitioners and laymen (Burns, 1999).

Classroom action research is a research carried out by directly in the process of learning in the classroom in order to understand what is happening, while involved in an improvement and change. According to aqib, classroom action research is one of way strategies for teacher to improve education must be under one's belt learning in the classroom and improve qualitative student in the school (2006:18).

Figure 1. Procedures of Classroom Action Research



(Adopted from Kemmis and Mc. Tagart in Intermediate (2007: 59))

This type of classroom action research according to Kemmis and Mc. Tagart in Intermediate (2007: 59), as for the series of research models class planning, action, observation, and reflection.

1. Planning

Researchers plan to conduct action research on class X students in Banyuwangi Darussalam Vocational School in several cycles. Researchers discuss with The English teacher and research collaborator determine the action to complete it existing problems. Before implementing the action, the researcher will give test students, then the next meeting will be the implementation of action, in this study there are several plans that must be prepared, these plans are: prepare lesson plans, prepare teaching materials, prepare learning media, prepare teaching strategies, action research will done through the process below.

2. Implementing

In this step, the researcher implemented the action plans. While implementing the actions, the researcher observed what was going on in the classroom to know the occurring problems as well as to know the successes of the actions. To record what had been observed, the researcher wrote field notes about all events happening in the classroom being observed.

3. Observing

Observation is a way to collect data by looking directly into the field. In this study researchers observed students when learning lasted until the test results at the end of the learning cycle.

The teacher observes student activities during the teaching and learning process. This includes monitoring and evaluating actions. This study uses observation, and question questions to monitor your settings in Questions in Technical Interviews. Activities in this phase are: observing activities in the implementation of the interview process in teaching and learning techniques, take notes and take some documentation, evaluating student results after each cycle success of speaking.

4. Reflection

In this phase, the researcher analyzed the result of the test and observation. The analysis was used to determine the next strategy in the next cycle. In the first cycle, reflection research was carried out after the researcher analyzed the data from the observations, as well as the test results during the cycle one process. The results in cycle one are used to determine the next strategy in the second cycle. Reflection on the second cycle was carried out after the researcher analyzed the results of the observations and tests.

D. Results and Discussion

Classroom Action Research (CAR) used in this study uses picture series learning strategies in learning the skills of speaking that have been given to students. This chapter will present the results of research in accordance with the activities that have been carried out. These activities include four things, namely action planning, action implementation, observation, and reflection.

1. Implementation of Cycle Classroom Action Research 1

The implementation of classroom action research using picture series strategies in speaking learning is expected to improve skills, fluency in describing images. The action was carried out twice, which was described as follows.

a. Preliminary activities

In the preliminary activity begins with the researcher holding apperception activities on the material. Researchers say hello, ask students how they are doing, then prepare prayers before learning led by gutu, then the researcher conveys the material and learning objectives to student.

b. Core activities

The implementation of this activity is as follows:

- 1) The researcher tells students to look and observe pictures by opening the student manual.
- 2) After listening, students are asked to follow one by one the words in the picture.
- 3) Then students are asked to memorize one by one and repeat what they have been taught to students.

- 4) Next the researcher evaluates students one by one to determine how well the vocab memorization students are getting.
 - 5) Then the researcher tells all students to repeat the vocab that is taught, to better remember the vocab that has been taught.
- c. Closing activities

The closing learning activities are as follows:

- 1) The researcher gives an assessment in the form of drawings to practice their speaking and memorized vocab.
- 2) Researchers provide motivation and direction as well as advice to students on matters relating to learning activities.
- 3) Researchers and students together conclude the material that has been studied.
- 4) The researcher presents the material that will be submitted for the next meeting.

In presenting the learning that will be carried out, the researcher takes the learning steps as stated in the learning plan that has been prepared beforehand. Observations on teacher performance are carried out by researchers (observers).

d. Observation

This observation activity is intended for researchers and students with the aim to find out whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the completeness of the students of each student in cycle 1, at the end of each cycle, a test is

performed. The test results are used to determine the success rate of research cycle 1.

Based on table 1, it is said that it has not been successful because it can be seen that the average value of pre-cycle observations reaches 75%, the highest score is 65 and the lowest score is 40. The percentage of student completeness. are 4 students (25%), and as many as 11 people (75%).

e. Reflecting of Student Results cycle 1

In the graph above it can be seen that, at the stage of cycle 1 students who have reached the completeness target there are 4 students with a percentage of 25%. As for students who have not yet completed the completeness of a minimum of 11 members, with a percentage of 90%. From the results above, there are many students who have not finished completing their speaking abilities, therefore researchers conducted cycle 2 to be able to improve student learning outcomes by using the media picture method.

The stage taken after observation is reflection. This reflection phase the researcher together with the teacher as a collaborator discussed again what had been done in cycle I. The collaborator teacher and the researcher discussed and analysed the results of the actions in cycle I. The reflection activities carried out were based on achieving indicators of research success. In the observations of this cycle 1 the results are further improved but to establish whether this picture series learning strategy can really improve students' English speaking skills it is necessary to have a cycle II action.

2. Implementation of Cycle Classroom Action Research 2

The implementation of classroom action research using picture series strategies in speaking learning is expected to improve skills, fluency in describing images. The action was carried out twice, which was described as follows.

a) Preliminary activities

In the preliminary activity begins with the researcher holding apperception activities on the material. Researchers say hello, ask students how they are doing, then prepare prayers before learning led by *gutu*, then the researcher conveys the material and learning objectives to students.

b) Core activities

The implementation of this activity is as follows:

- 1) The researcher asks students to see and observe images in the video. After seeing and listening, students are asked to follow one by one the words in the video picture.
- 2) Then students are asked to memorize one by one and repeat what they have been taught to students.
- 3) Next the researchers evaluate one student at a time to determine how well the vocab memorization students are getting.
- 4) Then the researcher asks all students to repeat the vocab that is taught, to better remember the vocab that has been taught.

c) Closing activities

The closing learning activities are as follows:

- 1) The researcher gives an assessment in the form of drawings to practice their speaking and memorized vocab.

- 2) Researchers provide motivation and direction as well as advice to students on matters relating to learning activities.
- 3) Researchers and students together conclude the material that has been studied.
- 4) The researcher presents the material that will be submitted for the next meeting.

Presentation in the learning that will be carried out, the researcher takes the learning steps as stated in the learning plan that has been prepared beforehand. Observations on teacher performance are carried out by researchers (observers).

d) Observation

This observation activity is intended for researchers and students with the aim to find out whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the completeness of the students of each student in cycle 2, at the end of each cycle a test is performed. The test results are used to determine the success rate of research cycle 2. The level of success of students in cycle 2 can be seen in the following table.

On December 18, 2019 researchers made improvements to Cycle 2 learning. Following are the results of evaluation and distribution of cycle 1 values.

Based on table 2 it is said a success because it can be seen that the average value of pre-cycle observations reaches 90% the highest value 80 and the lowest value 50. The percentage of

students who have completed as many as 12 students (90%), and as many as 3 people (10%)).

e) Reflection on Classroom Action Research II

The stage taken after observation is reflection. This reflection phase the researcher together with the teacher as a collaborator discussed again what had been done in the second cycle. Teacher collaborators and researchers discuss and analyze the results of actions in cycle II. The reflection activities carried out are based on achieving indicators of research success. If presented in graphical form, please see below:

Figure 2 Percentage of Student Cycle Results 2 1. In the graph above it can be seen that, at the cycle stage of the Students who have reached the completeness target there are 12 students with a percentage of 80%. The students who have not reached the minimum completeness of 3 students with a percentage of 20%.

Table 1. Percentage of mastery learning Test Cycle 2

NO	Percentage of completeness	Completeness Level	Many students	Percentage of students
1.	70%-99%	High		4
2.	41%-69%	Is		8
3.	0%-40%	Low		3
Total			15	100%

Based on the table above we can see there are students who have high or very low assessment criteria. Students who have high criteria 80 numbered 4 students, students who had medium criteria 65-75 totalled 8 students, while students had low criteria 50-55 numbered 3 students, and very low criteria did not exist.

Based on the results of observations and interviews from students the problems found from the methods used in learning English are feeling less appropriate and boring with the methods used by teachers in teaching. The method used by the teacher in teaching English makes students not pay attention to the material being taught and explained by the teacher because more to the explanation of the material alone is never a direct practice, making it difficult for students to understand the material, and the methods used by the teacher do not have the attraction that makes students motivated and eager to learn English.

In learning English, the teacher must have an attraction, for example by dressing neatly and having a game (series of pictures), and enthusiasm in teaching, for example explaining in a clear voice so that students pay attention to what is explained. In explaining the material the teacher should explain it accompanied by examples or by putting it into practice directly so students can better understand the material that has been explained, and also the teacher should provide motivation and enthusiasm by giving praise to the work of students that have been made not just read it so students feel that their work is good if it is praised.

E. Conclusion

Classroom action research conducted by implementing the picture series model aims to improve student learning activities in English subjects.

From the results of the study showed an increase in student learning activities on each indicator. This proves that the Picture series learning model can improve student learning activities. Increased student learning activities are also supported by increased student learning outcomes. Besides giving awards in this learning model is also able to increase student motivation and enthusiasm in learning English. Student responses after using the picture series learning model that is students already have an interest and willingness to memorize quickly what has been taught in class, students begin to actively memorize and apply it in class.

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