

USING SERIAL PICTURES TO IMPROVE SPEAKING SKILL OF THE SECOND YEAR STUDENTS

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ABSTRACT

This research aims to know whether or not the use of Serial Pictures can improve the speaking skill of the second-year students of SMP Negeri 12 Palu. One group pre-experimental research design was used in this research. It consisted of an experimental group only without control group. The population is the second-year students of SMP Negeri 12 Palu and the samples are class VIII B that selected by using total sampling technique. The instrument of collecting data is test that is pretest and posttest. Regarding to the result of the data, it shows that the mean score of pretest is 32.4. Furthermore, the posttest's mean score is 62.9. T-counted is 3.2, while the t-table is 1.074. Hence, the hypothesis is accepted and it means that the use of Serial Pictures can improve the speaking skill of the second year students of SMP Negeri 12 Palu.

Keywords: Improving; Speaking Skill; Serial Pictures

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Serial Pictures dapat meningkatkan kemampuan berbicara siswa kelas dua SMP Negeri 12 Palu. Desain penelitian yang digunakan dalam penelitian ini adalah one group pra-experimental. Penelitian ini hanya terdiri dari kelompok eksperimen tanpa kelompok kontrol. Populasinya adalah siswa kelas dua SMP Negeri 12 Palu dan sampelnya adalah semua siswa di kelas VIII B yang dipilih dengan menggunakan teknik total sampel. Alat pengumpulan data yang digunakan adalah tes yang meliputi pra-tes dan pasca-tes. Berdasarkan hasil perhitungan data, rata-rata skor pada pra-tes adalah 32.4. Selanjutnya, rata-rata skor pasca-tes adalah 62.9. Hal ini menunjukkan bahwa nilai rata-rata telah meningkat. T-counted adalah 3.2, sedangkan t-table 1.074. Oleh karena itu hipotesis diterima dan itu berarti, penggunaan Serial Pictures dapat meningkatkan kemampuan berbicara siswa kelas dua SMP Negeri 12 Palu.

Kata kunci: Meningkatkan; Kecakapan Berbicara; Serial Pictures

INTRODUCTION

Now a day, it is very important to be able to speak and understand the English language. English has made influence in the part of human life. Learning English is not only important to get educational information but also to get technology, science and knowledge. It is spoken in many countries in the world.

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We will find people who can speak English. English is an international language. It means that English is used by many nations. Indonesia is one of the nations which have obligated English as one of the lessons taught by teachers. English includes four skills namely, listening, speaking, reading and writing.

Speaking is a productive skill to convey information, arguments, opinion or express ideas to other people in daily life. Speaking is how people deliver their mind and feeling orally. Laratu (2004:6) states,

“Speaking consists of knowledge and skill. Knowledge is what we know about something. It needs be used in action in order to understand it. Skill is an ability to perform the knowledge both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced”.

According to the statement above, to get the goal of speaking the students have to know two things at once; knowledge and skill. Knowledge and skill must be balanced in speaking. Knowledge really supports skill. With the knowledge, it is easier for speaker to put their ideas into sentences and produces it in a proper speech in order to affect the listener.

Based on the curriculum for junior high school students, namely KTSP (Kurikulum Tingkat Satuan Pendidikan), the second grade students are expected to be able to speak English fluently and accurately, especially in their environment. In fact, most students of junior high school are not able to speak English. This problem also occurs to the students of SMP Negeri 12 Palu. The researcher found the information when she had done a teaching practicum (Praktek Pengalaman Lapangan) in SMP Negeri 12 Palu. During the first week of the teaching practicum, the researcher observed the classroom two times. The researcher found that the students were poor in speaking English. Even, the students found it difficult to express their ideas with simple sentences.

Based on the situation, the researcher assumed that there is a trigger that makes the students' speaking skill is low. The trigger is the approach applied by the teachers containing more exercises and less of practices. The students should need to take more action in speaking class to adorn their speaking skill. The students did not enjoy the learning process, did not pay attention to the teacher and almost all of them preferred keeping silent to asking questions or responding their teacher. Hence, the students require an effective and proper method to build their interest of speaking.

One of the ways to catch the expectation is the use of media in teaching and learning activities. Teachers need to use media in their teaching because it has important function in

teaching and learning process. The teaching learning is more interesting if the teacher used media. Using media gave the motivation to the students to studying all of lessons that they learn, especially in English. Media will help the students to understand more about what the teacher explains. The teachers do not need to explain more. They just explain the little of material and how to use the media. From the point of view of the teachers, it is easier for the teachers to transfer their knowledge to the students.

In addition, the use of appropriate media will improve the students' interest in the subject being taught. All of the teachers are familiar with the types of media such as audio, visual, and audio visual media. The more media involves the students' sense, the more interesting and better it is. For example, picture is more interesting than just teaching with text book, because it is easier for the students to understand about what they learn and about the teacher's explanation.

Based on the information above about the problem and consideration, the researcher used serial pictures as media in teaching speaking to prove whether this media is effective or not in teaching speaking. From those descriptions, this study is given a title "Using Serial Pictures to Improve Speaking Skill of the Second year Students of SMP Negeri 12 Palu".

In this research, the researcher uses the communicative approach in teaching speaking. Nuhung (2007:3) states, "Communicative Approach is approaches to teaching EFL which stress the important of learning through using the language and which gives the learners frequent opportunities to interact with each other and the teacher in natural situation".

It means that the use of communicative approach in teaching English focuses on the use of the language. Students are expected not only to know the language but also to use the language. That is way the presentation of the material in the teaching and learning process should keep the learner interest and the classroom alive.

The goal of communicative approach is communicative competence. According to Cunnings worth in Nuhung (2007:8), communicative competence is a measure of the learner's ability to achieve successful communication in the language he is learning. It means that this approach is better to use in teaching speaking.

In this research, the researcher is as a facilitator of her students in teaching learning process. She is a manager of classroom activities. In this role, one of her major responsibilities is to establish situations likely to promote communication. During the activities she acts as an advisor, answering students' questions and monitoring their performance. At other times she might be a co-communicator. Moreover, errors of form

made by the students are tolerated and are seen as a natural outcome of the development of communication skills.

A serial pictures as a visual aid means visible things, something that can be seen clearly and directly. Serial means story, broadcast or published in parts, while pictures means painting, drawing, or photograph especially as a work of art. So, serial pictures are painting or drawing that is published in parts.

Based on the quotation above, the researcher thinks that serial pictures is the combination of more than one pictures published in parts and has simple story so it may convey a message as the tool between communicator and communicant.

Furthermore, Noor (1981:51) argues serial pictures are drawing in which between one image and the other are related to each other, and must observed the sequence and time of occurrence in accordance with the sequence with the image.

Based on the quotation above, serial pictures means there are several pictures which is have connection to each other's and the important things that when someone wants to tell the incidents happened based on the pictures given they must be pay attention to the timing or rotation in order to make the story will be harmonious.

There are some criteria in selecting or making picture before presenting in the class as teaching aids. It is stated by Finnochiaro and Brumfit (1983:46):

- a. Large enough to be seen from all parts of the room (if the picture is only one which is put on the wall or on the blackboard).
- b. Clear and simple.
- c. Without captions (so that they can be used for diverse purpose).
- d. Both in black and white and in color for practice in more advanced units.
- e. There should be more than one picture of each concept; person, animal, or thing in different situation.
- f. Feasible, there could be two picture file, one with picture related to the lives and experience of learners in their native land; one with picture related to the target country.

The quotation above means those pictures may be put on the blackboard or distributed to the students. The pictures on the form of posters are hung on the blackboard since almost everyone can see it. Some pictures which are less big will be presented in group work or individual. The pictures may have relation to the lives and experience of learners. Then, make it simple and clear. In this research the students get the same serial pictures and they do the task based on the serial pictures given.

Serial pictures as an instrument of teaching aids may be used to facilitate both teacher and the students in teaching learning process. Serial pictures are useful to stimulate the

students. It can create the class atmosphere to be more interesting and enjoyable because they can express their opinion freely, as stated by Gerlach (1980:27), that there are five advantages of using picture as follows:

- 1 Picture can help to prevent and correct misconception.
- 2 The visual detail makes it possible to study subjects with would otherwise be impossible.
- 3 Picture can help to focus and to develop critical judgment.
- 4 Pictures are inexpensive and widely available.
- 5 Pictures are also early manipulated.

In addition, this point is further strengthened by Wright in Rohani (1997:18) as follows: “picture provides interest and motivations; picture provides a sense of context for the language and picture provides a specific reference point or stimulus”.

Based on the statement above, the researcher assumes that serial pictures are a very helpful teaching aid. Serial pictures can make the students think broadly. They may express their ideas freely and focus on whatever they see in the picture. Of course the class will be more natural, lively and stimulating.

In order to get successful in teaching learning process, the teacher should use a suitable technique. A good technique can create a good class atmosphere and raise the students’ motivation. In this case, the researcher focus on using serial pictures only due to the researcher’s thought that teaching speaking through serial picture more effective than only use a single picture. In other words, the students have more opportunity to say something that they want because they can see a serial picture which is has a story and relation to each others.

Madylus (2009:2) argues, Telling a story with serial pictures is interesting because:

- 1 Students love stories and are comfortable with them.
- 2 With their serial pictures and often repetitive language stories are easy to understand acquire language form.
- 3 Stories inspire the imagination.
- 4 Stories can lead into fun, holistic learning activities.
- 5 Stories can teach much more than just language and be a basis for cross curricula learning.
- 6 Stories make a nice chance from the course book.

Based on the quotation above, serial pictures is an enjoyable method than a single picture in learning speaking because it can motivate the students to take a part actively during the learning activity and evoke students’ enthusiasm to express their ideas or feeling based on the serial pictures available.

In this research, the researcher presents serial pictures that show in event happen chronologically. Those pictures are eight set of pictures; every set consist of six successive

pictures. In teaching speaking using serial pictures, students are expected to be able to describe one by one what the picture shows about; event just in simple sentence, at least the story can be understand. By seeing the pictures, they lead to stimulate their vocabulary, and say them into sentences.

The procedures of teaching speaking through serial pictures have been designed by the researcher as follow:

1. The teacher distributes the copy of serial pictures.
2. The teacher gives them some questions related to the topic.
3. The teacher explains about what serial pictures are gives them the example of serial pictures and some kinds of conjunction that can be used related to the topic.
4. The teacher monitors the students and gives them the chance to ask something that they do not understand.
5. Gives them the chance to practice it in front of the class.

METHOD

The method used in this research is pre-experimental design. The characteristic of pre-experimental design was there is no control group. Best and Kahn (2006:177) state, it provides either no control group or no way of equating the groups that are used.” The aforementioned quote summarize that in the pre-experimental design, there is only a group of experimental and no control group.

Firstly, the researcher gave pre-test before the treatment in order to find out the prior students’ ability in speaking English and the post-test was used to measure the students’ ability in speaking English after getting the treatment.

The researcher conducted this research based on the research design proposed by Arikunto (2002:276) as follows:

O1 X O2

Where:

O1 :Pre-Test

O2 :Post-Test

X :Treatment/Experiment

Population is the whole object. Best (1981:8) states “Population is any group of individuals that have one or more characteristics in common that are interest to the researcher”. Based on the definition above, the researcher chose the second year students of

SMP Negeri 12 Palu as the population of this research. It consisted of two parallel classes; VIII A and VIII B. So, the total number of the population is about 35 students.

Sample is a part of population which is selected by researcher to be the object of the research. Basically, every research has a sample which is taken from the population in order to make it easier and more accurate to be observed. Best (1981:8) states that “Sample is small proportion of population selected for observation and analysis”. In this research, the researcher chose a total sampling technique in selecting sample. Moreover, there were only two classes on the second-year students of SMP Negeri 12 Palu.

Variable is divided into two; they are independent variable and dependent variable. The independent variable in this research was the application of serial pictures in teaching speaking and the dependent variable here was the students’ achievement in speaking skill of the second year students of SMP Negeri 12 Palu.

The researcher used test. It covers pre-test and post-test about speaking skill the pre-test was administered before treatment and post-test was after the treatment. The scoring system of speaking skill in this research are; fluency and accuracy. The score category at SMP Negeri 12 Palu takes 0-100 point. Hence, the researcher converted the score category. It is shown in the following table.

Table 1. The Scoring System

Rating	Fluency	Accuracy
4	Although he has to make an effort and search of words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range expression.	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one two major errors causing confusion.
3	Has to make an effort for much of the time. Often has to search for desired meaning. Rather halting delivery, and fragmentary and halting delivery, and fragmentary range of expression often limited.	Pronunciation is still influenced by the mother tongue but only serious phonological errors, several grammatical and lexical errors. Some of which cause confusion.
2	Long pause while the searches for desired meaning. Frequently fragmentary and halting delivery. Almost gives up making an effort at times. Limited range expression.	Pronunciation seriously influenced by the mother tongue with error causing a breakdown in communication. Many “basic” grammatical and lexical errors.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of language skill and areas practiced in the course.

Adapted from: Heaton (1988:100)

Table 2.The Scoring Category

No	Rating	Students' Score	Category
2	4	80-100	Excellent
3	3	60-80	Very Good
4	2	40-60	Good
5	1	20-40	Fair

FINDINGS

This research consists of ten meetings including pre-test and post-test. Each meeting have 2x40 minutes. It took time about one month and one week only since one week had two meetings; Wednesday and Friday. The researcher used one group pre-experimental research design containing only one class. It was VIII B. She analyzed the data by using statistical analysis. In this research, the researcher focused on how the use of Serial pictures can improve the speaking skill of the second year students of SMP Negeri 12 Palu.

She gave the pretest before conducting treatment. She administered the pretest in order to find out the prior students' ability in speaking English before the treatment by using Serial Pictures. The result of pre-test is displayed in Table as follows.

Table 3. The Students' Pre-test Score

No	Initials	Fluency	Accuracy		Obtained Score	Maximum Score	Standard Score
			P	G			
1	AA	1	1	1	3	12	25
2	AN	2	1	1	4	12	33,3
3	AM	2	2	1	5	12	41,7
4	ANM	2	3	1	6	12	50
5	ANR	2	1	1	4	12	33,3
6	AH	1	1	1	3	12	25
7	Ardi	1	1	1	3	12	25
8	DDK	2	1	3	6	12	50
9	FM	2	1	1	4	12	33,3
10	Fira	1	1	1	3	12	25
11	FR	1	1	1	3	12	25
12	Mar	2	1	1	4	12	33,3
13	MAZ	1	1	1	3	12	25

14	MFA	1	1	1	3	12	25
15	MN	2	2	2	6	12	50
16	NA	1	1	1	3	12	25
17	Novi	2	1	1	4	12	33,3
18	Nur	1	1	1	3	12	25
Total ($\sum x$)							583,3

After administering the pretest to the students, the researcher then conducted the treatment by using Serial Pictures in teaching speaking fluency and accuracy. The treatment lasted for eight meetings where each meeting took 2x40 minutes. On the first time gave the treatment the students were still shy to speak up, but when the next meeting they are enjoy and active.

After the treatment which was about eight meetings to the experimental group, the researcher gave the post-test to the students. The researcher administered the post-test to the students to measure the students' ability in speaking after the treatment. The researcher used the same formula to calculate the students' individual score on the post-test as shown in Table below.

Table 4. The Students' Post-test Score

No	Initials	Fluency	Accuracy		Obtained Score	Maximum Score	Standard Score
			P	G			
1	AA	2	2	1	5	12	41,7
2	AN	3	2	2	7	12	58,3
3	AM	4	4	3	11	12	91,7
4	ANM	3	3	3	9	12	75
5	ANR	3	2	2	7	12	58,3
6	AH	3	2	3	8	12	66,7
7	Ardi	4	3	2	9	12	75
8	DDK	4	4	3	11	12	91,7
9	FM	3	3	2	8	12	66,7
10	Fira	3	1	2	6	12	50
11	FR	2	2	1	5	12	41,7
12	Mar	3	4	2	9	12	75
13	MAZ	2	1	2	5	12	41,7
14	MFA	3	2	2	7	12	58,3
15	MN	3	4	3	10	12	83,3
16	NA	3	3	3	9	12	75
17	Novi	3	1	2	6	12	50

18	Nur	2	1	1	4	12	33,3
Total ($\sum x$)							1133,3

Having counted the individual score and the mean score of the students for both pre-test and post-test, the researcher continued computing the deviation and square deviation of the students in pretest and posttest. Referring to the calculation, it showed that the highest deviation score is 50 and the lowest is 8.3. For the square deviation the highest score is 2503.3 and the lowest is 68.9. Moreover, the researcher then counted the mean deviation of pre-test and post-test of the students. As the result, the mean score deviation is 30.5.

After obtaining the deviation score, the researcher counted the mean deviation of the score above. Having counted the mean deviation, then the researcher computed the square deviation by computing the score deviation (d^2) minus by the result of deviation. Furthermore, the researcher computed and analyzed the data in order to know the significant difference between pre-test and post-test.

The researcher then determined the mean square deviation score of the students. Hence, the result is 2916.7. In order to find out the significance between the students' result in pre-test and post-test, the researcher continued statistically analyzing the data by applying t-test formula. The result of the data analysis showed that the t-counted is 3.2. To get the significant difference between the pre-test and post-test's mean score, the researcher compared the value of t-counted with the value of t-table. To get t-table value, the researcher used t-table list with the degree of freedom (df) $18 - 1 = 17$, the researcher found that the t-counted (3.2) is higher than the t-table (1.740). It means that the hypothesis is accepted.

DISCUSSION

From the observation, the researcher can make the conclusion that the students of SMP Negeri 12 Palu had low interest and motivation in learning speaking. It can be seen from their attitude in the classroom, in which some students just chat in the classroom, rise question which actually had been explained by the teacher, and just kept silent as the teacher asked them to give question or comment about the material explained. As a result, the task given could not be done well. Only few students could answer the questions.

Moreover, based on the researcher's interview with the English teacher of SMP Negeri 12 Palu, she said that the students felt nervous to say something in English because they felt afraid to make mistake, less of vocabulary, lack of pronunciation and etc. She actually used group work and also conversation practice. That was a good way but it would

be better if the teacher used technique or media such as visual aid because when we learn, all our senses have function. Learning through senses of vision has high percentage rather than other senses.

In the research, the researcher gave the pre-test for the students in order to test their ability in speaking English. In the result of pre-test, the researcher finds that the pre-test mean score is 32.4. After giving the pre-test, the researcher gives the treatment to the students for eight meetings by using Serial Pictures. The researcher provides different topics to be discussed in every meeting. In doing the research the researcher finds that the students have great interest in learning speaking. The students can express their ideas in front of the class, for example the students can make sentences by using conjunction; *they swim and play ball in the sea; he goes home for lunch and then walks to school*. They also show a lot of attention during the treatment. After that, the researcher gives the post-test to the students and gets the means score is 62.9. It is proven that the post-test result is greater than the results of the pre-test. According to Wright (1997:18); “picture provides interest and motivations; picture provides a sense of context for the language and picture provides a specific reference point or stimulus”.

Based on the statement above, the researcher believed that serial pictures are an effective teaching aid. Serial pictures can make the students think broadly. They may express their ideas freely and focus on whatever they see in the pictures. After the treatment, the students are more enthusiastic and motivated to speak. They also enjoy when presenting the material. The students got easy to speak something and enjoy to share their ideas by looking at the Serial Pictures. The teacher helps individual students directly. So, the students do not feel nervous about trying to say things in English. In addition, they have self-confident to tell story in front of the class. The application of Serial Pictures as media in speaking also provide some advantages both teacher and students.

The use of method in learning and teaching process is very important, so the teacher should choose one kind of method in learning and teaching English especially in teaching speaking. The method can help the teacher to teach and make the students more enjoyable in learning process.

CONCLUSION

After analyzing the result of the data, the researcher comes to the following conclusion. First, the approach that the teacher used in teaching speaking is not interesting and inappropriate. It makes the students lazy to learn because of the way that the teacher

teaches contains full of explanation. It makes the students passive in learning process. Second, using Serial Pictures has been found effective in improving the students' ability. It is supported by looking at the t_{counted} value (3.2) which is higher than the t_{table} value (1.074). As a result, the hypothesis is accepted. In short, the use of Serial Pictures can improve the speaking skill of the second-year of SMP Negeri 12 Palu.

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