



IMPROVING STUDENTS' SPEAKING SKILL THROUGH PICTURE SERIES AT THE GRADE X OF ISLAMIC BOARDING SCHOOL OF SABBHISMA PADANG

Dedi¹, Lailatul Husna²

¹Akademi Maritim Sapta Samudra Padang

² Universitas Ekasakti

Email : dedimatahari4@gmail.com elhusnanina@gmail.com

ARTICLE INFO

Correspondent

Lailatul Husna
elhusnanina@gmail.com

Key words:

students' speaking skill, picture series, classroom action research.

Website:

<https://idm.or.id/JSER/index.php/JSER>

Page: 1138 - 1147

ABSTRACT

This research was classroom action research (CAR) because the research aimed at finding out the practical problem solving. Jhonson (2005) states classroom action research is a process of studying class situation or real class in improving and understanding the quality of action or instruction. the students prefer using Indonesian language in speaking with their friends, teachers, and other people. These cases are caused by some factors; students' input, limited facilities, unsupported school environment and teacher strategies that used in teaching and learning process in the classroom. the comparison the students' speaking test between speaking test I and speaking test II. At the speaking test I, the students' purpose was 6.6 , the score increased to be 8.2 on the speaking test 2. The data of using picture series in teaching and learning recount text showed that it could improve the students' speaking skill because the picture series were consisted a set of pictures, including sequences of events that create a story.

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PENDAHULUAN

In learning and teaching process of English in the classroom, speaking is one of English skills that should be taught to the students. Besides, it is one of requirements in the curriculum of English subjects for the students. It relates to general aims of teaching English is to enable to the students to express their opinion in English and participate in the classroom or out of the classroom. It is supported by the school-based curriculum (2006) whose main goal of teaching English at senior high school is to enable the students to communicate in both written and spoken language. It can be also said that the students are able to use the English in real situation. In the other words, the students should use English to communicate with teacher, friends and other people in their environment.

Speaking can be made of expressing any kinds of interpersonal, and textual meaning into various kinds of interactional and monologue spoken texts especially in the form of description, procedure, narration, anecdote, report and recount. The students are expected to understand and apply the texts in writing, listening, reading and speaking, but in teaching language and learning process in the classroom, speaking is one of language skill that is difficult for students to use it in daily communication either friends and teachers. Based on the basic competence of speaking skill stated in school based curriculum 2006, it is stated that the students are expected to able to: 1) express the meaning in transactional conversation, simple oral interpersonal, and to do interaction in daily life context, 2) to express the meaning in oral function text, simple short monologue in procedure, report, recount, narrative and to do transactional in daily life context. It is supported by Brown (2001) he explained that six categories apply to kinds of oral production that students are expected to carry out in the classroom; initiative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue).

However, in fact it seems to be far from the expectation. Based on the researchers' experience as an English teacher in teaching English at SMA Sabbihisma Padang. He found that most of the students could not speak English well, although all of English teachers encourage them to speak in English in daily communication. Students prefer to use their mother tongue, even though they have learned the English at least for three years in Junior high school. This phenomenon or problem also happens in the researcher's classroom, the students get some difficulties to explore their idea in speaking form. It was proved by their daily test result in speaking that were lower than the expected minimum standard score of achievement (kriteria ketuntasan minimum). The expected of minimum score of senior high school of Sabbihisma Padang is 70. relevant to their daily test result in speaking, the writer found that all speaking indicators (purpose, discourse structure, grammar/vocabulary, and pronunciation) were under minimum standard score of achievement (kriteria ketuntasan minimum). Each indicator, the students were only able to reach 2.4 for purpose, 4.2 for discourse structure, 4.0 for grammar/vocabulary and 4.8 for pronunciation.

To overcome this problem, one of the texts above can help to improve the students speaking skill in or out of classroom. It means through monologue or one of the text above (recount text) is type of classroom speaking performance beside the others (descriptive, narrative, procedure, and report) that can improve the students' speaking skill in their classroom.

According to Depdiknas (2005), recount text is a kind of passage or essay where its purpose is to retell past events, experiences, and activities. Besides, Derewianka (1990) also explains the purpose of recount text that is to entertain and to draw attention of the reader or learner to the story of experience. Furthermore, recount texts aim to tell something to make other people enjoyable and imagine about what is telling. Watson (2006) explains the purpose of recount text is to list and to describe past experience by retelling in the order in which they happened (chronological order)

Then, Sudarwati and Grace (2006) state that recount text is to tell the readers what happened in the past through a sequence of events. It means recount text is a

kind of texts which has function to retell events in the past for purpose of informing and entertaining the events are usually arranged in temporal sequences.

From their test above, it can be concluded that the students faced some problems in speaking of recount texts. First, they don't know how to express and explore their ideas in speaking, second, the students still have limited vocabulary of English to support their sentences in speaking skill. Third, students rarely use English and it makes the students feel uncomfortable when they speak. Fourth, the students get difficulties to link one sentence to another sentence, from the first paragraph to the second paragraph when they do a long conversation (monolog) in front of the classroom and also out of classroom.

Therefore, the students prefer using Indonesian language in speaking with their friends, teachers, and other people. These cases are caused by some factors; students' input, limited facilities, unsupported school environment and teacher strategies that used in teaching and learning process in the classroom.

Related to the description about the students' problem in speaking English, the researcher had done some strategies to solve the problem. First, the researchers gave a model in doing monolog in front of classroom. And then, the researcher asked some students to tell her or his experience in front of classroom. The fact, they could not tell his or her experience by using English well. They tended to use Indonesia language to tell it. Second, the researcher tried to give an outstanding topic to discuss in or our of classroom. Such as, valentine's day, national examination, students may not bring handphone to the school and students watch while studying. These strategies above were not successful either. However, they were not able to produce or create a complete opinion about the topic. So, all of these strategies could not help the students to improve the students' speaking skill.

Based on some theories proposed by some experts, there is a strategy that seems to help their students to improve of overcome their problem about speaking, especially recount text, that is by using picture series. The picture series explain information, message, and idea without using much verbal languages, but can give an impression by using picture series. Picture series are media of teaching in the classroom, that can be easily obtained since they are already exist, less cost, and materials of picture series can be found in magazines, books, newspaper, etc. Besides, the picture series can be made by the students based on the students' stories. In other words, the picture series have function as a guidance for the students on the picture series. The technique may give contribution to the progress the result of learning English in the classroom, especially in speaking skill.

METODE

This rereach was a classroom action research (CAR) because the research aimed at finding out the practical problem solving. Jhonson (2005) states calssroom action research is a process of studying class situation or real class in improving and understanding the quality of action or instruction.

The participant of the research was the grade X of Islamic boarding school of Sabbhisma Padang 2010/2011 Academic Year. There are ten students all of them. The researchers chose the participant of the grade X because the researcher himself taught English subject in the class. This was the reason why the researchers to

conduct the research. The instrument of this research was a speaking skill. The students were given the text in cycles.

There are two kinds of data; qualitative and quantitative data. First, the quantitative data, the researchers conducted the data by giving pre-test, first test, and second test. These tests were used to measure or evaluate the students speaking skill progress after using picture series in teaching and learning process. The research of speaking test was used as data sources. Second, the qualitative data, the data was conducted by using observation, field note, and interview. These techniques helped the researchers to know and find out the problem that were happened during the learning and teaching activities in the classroom.

HASIL DAN PEMBAHASAN

The result of the research was analysed qualitatively and quantitatively. The qualitative data were gained through the students' speaking test while the qualitative data were gained through interview, field note and observation sheet.

Quantitative Data

The data was obtained from the students' skill in the classroom. The result of the students' speaking was presented in tables and charts. The description of quantitative data was also described in every cycle.

Table 1. The students' score on speaking skill.

No	Students' code	Indicator of speaking of recount text					Average score	Score conversation
		purpose	Discourse structure	grammar	pron			
1	A	3	3	3	3	3.0	6.0	
2	B	3	4	3	4	3.5	7.0	
3	C	4	4	3	4	3.75	7.5	
4	D	4	4	3	4	3.75	7.5	
5	E	3	3	2	3	2.75	5.5	
6	F	4	4	4	4	4.0	8.0	
7	G	3	4	3	4	3.5	7.0	
8	H	3	3	3	4	3.25	6.5	
9	I	3	2	2	2	2.25	4.5	
10	J	3	3	3	3	3.0	6.0	
	Class average score	3.3	3.4	2.9	3.5	3.28	6.55	

Based on the table above, there was an improvement of students' speaking skill on recount text by using picture series. There were seven students got score above

minimum standard score achievement criteria (KKM). In this case, the students could pass 70 % of ten students, but only 30 % of students could not pass minimum standard score achievement criteria (KKM). So, teaching and learning recount text by using picture series gave positive contribution toward improving students' speaking skill in the classroom. Also, it was compared with pre-test score, all students got score under minimum standard achievement criteria (KKM).

Table II. The students' score on speaking test II.

No	Students' code	Indicator of speaking of recount text				Average score	Score conversation
		purpose	Discourse structure	grammar	pron		
1	A	4	3	3	4	3.5	7.0
2	B	4	4	3	4	3.75	7.5
3	C	4	4	4	4	4.0	8.0
4	D	5	3	4	4	4.0	8.0
5	E	4	4	3	4	3.75	7.5
6	F	5	4	4	4	4.25	8.5
7	G	4	3	3	4	3.5	7.0
8	H	4	4	3	4	3.75	7.5
9	I	3	3	3	3	3	6.0
7.0 10	J	4	3	3	4	3.5	7.0
	Class average score	4.1	3.5	3.3	3.7	3.9	7.4

Based on the table above, the researcher concludes that the students speaking test on cycle two was significantly improvement because each indicator of speaking on recount got the score above minimum standard achievement criteria (KKM). There were 90 % of ten students got score or above KKM. The highest score was 85 and there was a student that achieved the highest score. However, there was only one student got the lowest score was 60.

Table III The comparison between speaking test I and speaking test II

Test	Aspects			
	Purpose	Discourse structure	Grammar	Pronunciation
test I	66	68	58	70
Test II	84	70	70	74

Based on the table above, it could be seen that the comparison the students' speaking test between speaking test I and speaking test II. At the speaking test I, the students' purpose was 6.6, the score increased to be 8.2 on the speaking test 2. This case, the students were able to improve their score around 16 points. Then, indicators of discourse structure was 6.8, the score increased to be 7.0 on the speaking test 2. The improvement of the students score was 2 points. Next, the indicator of grammar/ vocabulary was 5.8, the score increased was 6.6 on the

speaking test 2. The score increased was 2 points. Finally, the indicator of pronunciation was 7.0 on speaking test I, it increased was 7.4 on speaking test 2.

1. Qualitative data

The qualitative data were obtained through the researcher also the interview, observation and field note.

a. Interview

Having finished each meeting, the researcher did an interview. The interview was carried out before and after teaching. The aim of interviewed was to get the important information of data of using picture series in teaching and learning process in the classroom. The interview was selected randomly. This is the script of an interview.

Cycle one

Teacher : *bisakah kamu menyusun ide-ide dengan mengikuti gambar yang berurutan (can you organize your ideas by following the picture series)?* Student 5 : *ya, saya bisa tetapi itu sulit karena saya tidak bisa mengembangkan ide-ide itu karena gambarnya tidak jelas.*

(yes, I can but it was difficult because I could not develop my ideas it was caused by the picture series were not clear).

Teacher : *bisa kamu menggunakan simple past dan past progressive didalam menceritakan pengalamanmu dengan tepat.*

(can you apply the simple past and past progressive in telling your recount text or experience appropriately?)

Student 4 : *saya bingung bagaimana menggunakan kalimat simple past dan past progressive didalam kalimat-kalimat saya. (I got confused how to use the simple past and past progressive in my sentences).*

From the students' answer, it could be stated that the students could not organize their ideas well, because the picture series were not clear and unorganizable. So, it was difficult for them to explore their ideas. Next, they also had the problem to apply the simple past and past progressive into sentences. They seldom practice and use the grammar skill in their life. Finally, it can be concluded that the first cycle has not achieved the better improvement of speaking skill in other word it was far from the expected one.

Cycle two

Teacher : *apakah kamu masih mempunyai masalah dalam mengikuti gambar yang kedua dalam mengembangkan ide-ide kamu? (do you still have problem in following the second picture series to combine your ideas)?*

Student 6 : *tidak, saya mengerti gambar tersebut. Saya bisa mengikuti gambar tersebut dan bisa mengabungkan ide-ide saya dari gambar pertama sampai gambar terakhir. (no, I understand the picture series. I can follow the picture series and I can link my ideas from the first picture till the end).*

Teacher : *apakah kamu masih mempunyai masalah terhadap pemakaian grammar didalam menceritakan pengalaman?*

(do you still have problem about grammar usage in telling your experience?)

Student 3 : *ya, tetapi saya bisa mengetahui kesalahan saya saat saya menampilkan pengalaman dengan mengubah langsung kesalahan saya ke bentuk yang benar.*

(yes. But I could recognize my mistake while I was presenting it by changing my mistake into the correct one directly.

Teacher : *sekarang apakah kamu berfikir jika kamu bisa menceritakan recount text atau pengalamanmu tanpa menggunakan gambar yang berurutan? (now, do you think if you can tell your recount text or experience without using the picture series?*

Student 2 : *ya, saya bisa karena gambar yang berurutan memberikan kontribusi positif untuk mengerti, mengembangkan ide-ide saya untuk menampilkan recount text dalam bentuk berbicara. (yes. I think I can because the picture series has helped me to understand how to explore my ideas to present recount text in speaking form.*

From these questions above, it could be seen that the second cycle was better than the first cycle. The students did not have problem since the picture series had been organized and clear one. Then, the students could identify their mistake and could correct it directly. Next, the students have a good understanding about the concept of recount text because they could combine their sentences or ideas by following the picture series based on chronological order. As the result, the students can tell their experience without picture series because the students got the concept already.

Furthermore, it could be concluded that the picture series were useful to be applied by the teachers and students in speaking skill on recount text because the students could develop ideas and make their story well organized. The last, the picture series were very good because when the students told their experience they could tell it by following the picture series and they could be more focus.

Observation

Cycle one

In the first cycle, the collaborator stated that the teaching and learning process run as usual. The students showed that they were still confused to follow the picture series. Even though the teacher had informed them about it they tended to watch the picture series one by one. They began to discuss by using their mother tongue and transferred their ideas into Indonesian. The teacher guided them to talk in English. It seemed that they still got difficulty to develop their ideas since the picture series were not clear and incomplete, in other words jumping the picture series because the pictures were made by the students. Then, while they were presenting speaking of recount text, some of them used their second language (Indonesian) mixed by English. Finally, they were not serious to follow the learning process in presenting recount text orally.

Cycle two

When the process of teaching and learning was running in the class, all activities were observed by a collaborator. The collaborator used the observation sheet to note down about the activities including students' activities, teacher's activities and media. The teacher began teaching and learning by greeting the students,

checking the attendance list by calling the students' name one by one, reviewing previous activities in order to refresh the last activities or previous lesson. Then, the teacher recalled the students background knowledge related to the new topic of recount text. It was *the basketball competition*. The teacher asked some question to students about the basketball competition and invited the students to give their comment. They seemed enthusiastic and responsive to give information about it. After that, the teacher wrote down some vocabularies on the whiteboard. Actually, it was used for guiding students in choosing vocabularies that would be used in speaking recount. Next, by giving some vocabularies, the teacher informed activities that were going to do at the time. The teacher encouraged them to use vocabularies to broaden their skill in speaking recount text. By seeing and watching the students' performance, the students looked fluent in developing their ideas in speaking. They enjoyed standing in front of class without felling in doubt. They could easily arrange recount text with language features of recount text such past tense, past progressive, conjunction and cohesion to link their ideas. They could apply them very well.

Based on the research observation and reflection, this research was conducted in eight meetings in order o find whether the using picture series could improve students' speaking skill at grade X of Islamic boarding school of Sabbihisma Padang. The aim of the research were o answer two research questions, to what extent can picture series improve students' specking skill of recount text at grade X of Islamic boarding school of Sabbihisma Padang? And what factors influence the changes of the students' speaking skill of recount text by using picture series at grade X of Islamic Boarding school of Sabbihisma Padang.

The data of using picture series in teaching and learning recount text showed that it could improve the students' speaking skill because the picture series were consisted a set of pictures, including sequences of events that create a story. Also each picture was interrelated to each other. Besides, picture series were as media or guidance which were followed by the students in speaking. As the mentioned by Byrne (1983) picture series can develop the student's communicative competence and increase their motivation to tell his or her story in speaking form or verbal communication. This research was successfully to improve the students' verbal communication toward recount text.

Based on the data of two speaking tests, the students' speaking skill kept improving, because each of indicators (purpose, discourse, structure, grammar/ vocabulary and pronunciation) had increased of better from cycle one until cycle two.

In line with the result of the test, interview, filed note, and observation, it can be seen that picture series can increase the students speaking because the picture series is a set of pictures containing of events, characters and setting. It is supported by Raimes (1996) states that picture series sets of pictures in sequences which provide a subject matter for narrative text and for speculating about the story beyond the picture in the strip, a set of parallel pictures which show a similar scene of s a story which provide the material that offer guidance of vocabulary and sentence structure.

SIMPULAN

1. There were seven students got score above minimum standard score achievement criteria (KKM). In this case, the students could pass 70 % of ten students, but only 30 % of students could not pass minimum standard score achievement criteria (KKM). So, teaching and learning recount text by using picture series gave positive contribution toward improving students' speaking skill in the classroom.
2. Based on the data of two speaking tests, the students' speaking skill kept improving, because each of indicators (purpose, discourse, structure, grammar/ vocabulary and pronunciation) had increased of better from cycle one until cycle two.

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