The Use of Picture Series to Improve Students Speaking Ability at Eight Grade of SMP Negeri Weet MBD

[1]Marthin Novel Knyartutu, [2]Marcy Ferdinandus, and [3]Yulina Tiwery

[1, 2, 3]Program Studi Diluar Kampus Utama, Southwest Maluku, Pattimura University

Corresponding e-mail: yulinatiwerykiryoma@gmail.com

ABSTRACT

This research aimed to know whether picture series can improve students' speaking ability in English learning. This classroom action research was done in SMP NEGERI WEET MBD. The result of this research showed that picture series had a positive role in improving the students' speaking ability in the eighth grade. The average score from the pre-test was 40,90, and in the post-test, 68.19 became 77. 28. This means using picture series in speaking skills can improve students' speaking skills. The students were actively engaged in the teaching-learning process. It made it easy for the students to understand the material, facilitating their speaking mastery. This could be seen from the result obtained after the execution of action on cycle 1, in which 68.19 % of the students reached the minimum criterion for success (KKM). Then performance on cycle 2 increased to 77. 28 %, where this amount of students had reached KKM.

Key Words: Speaking skill, Picture Series, Describing Picture

INTRODUCTION

Speaking is the most crucial ability to master when it comes to communication. It makes it possible for the talk to happen.. people can employ spoken communication, whether transactional or participatory, to apply the communication function itself. Everyone needs to communicate with one another to express their ideas and Views to organize and persuade others. Speaking is crucial to learning a language in general. The kids make an effort to communicate verbally in English. Many things should be done to improve students' speeches during class activities.

The researchers discovered that the English teacher requires the students to speak in front of the class about a person or something else and describe it. They occasionally paused too long before describing objects or people. Also, the absence of teaching aids became an issue. Although most students lacked vocabulary and were shy, they still despised learning English because they lacked the courage to speak it. They were terrified of making mistakes and getting teased by their peers, so they avoided practising in front of the class due to fear. Teaching speaking is a way to teach English learners to communicate; first, to produce English speech sounds and sound patterns. Second, the use of word and sentence stress,

intonation pattern and the rhyme of the second language, select appropriate words according to the proper social setting, audience, situation and subject, and then organize their thoughts in a meaningful and logical sequence. Finally, using language quickly and confidently with few natural pauses is called fluency. A learning medium called serial picture media employs images to provide accurate and comprehensive information (Hidajati, 2013). In the eighth grade of SMP Negeri Weet MBD, the researcher is interested in doing a study to enhance students' speaking abilities through the use of a picture series.

METHOD

This research used Classroom Action Research (CAR). Michael J. Wallace (2006) said that CAR is a type of classroom research carried out by the teacher to solve problems or to find answers to context-specific issues. In classroom action research, four phases should be conducted: ing, action, observation, and reflection. An illustration of the cycles can be seen in the picture below. The research will be conducted to see whether the Picture Series technique can improve students' speaking ability. The researcher collected the data through several instruments: reading tests, observation, and questionnaires. The research
procedures followed the model of classroom action research procedure developed by Kemmis and McTaggart (1988, p.14), which consisted of four steps: plan, action, observation, and reflection.

FINDINGS AND DISSCUSION

The research presented a picture series to improve students' speaking ability. All of these meetings were conducted on the rest of the site SMP Negeri Weet from May 1 to June jJune16th,2021. In this step, the researcher showed how the students' speaking ability was before the researcher gave the treatment. In this process, the researcher showed that most students made many mistakes when doing the pre-test. The pre-test result shows that of twenty-two students, some got poor and fair scores on the test. It could be demonstrated that three students got excellent because they could answer all questions correctly, two students got excellent because they almost answered correctly, four students got good, and five students got enough because they could answer sufficiently correctly. In this step, the researcher showed how the students' speaking ability was before the researcher gave the treatment. In this proces s, the researcher showed that most students made many mistakes when they did the pre-test. The pre-test result shows that of twenty-two students, some got poor and fair scores on the test. It could be demonstrated that
three students got excellent because they could answer all questions correctly, two students got excellent because they almost answered correctly, four students got good, and five students got enough because they could answer sufficiently correctly.

DISCUSION

The questionnaire was used to determine students' responses to the use of picture series in teaching. This instrument had 15 questions, and the type of questionnaire was like a checklist; there were SS (sangat setuju), S (setuju), and TS (tidak setuju). The questionnaire result showed that 17 students (77, 28 %) like using picture series in teaching English. The students a greed that picture series are more advantageous for learning and that it is easier to

describe pictures in a description. The following students lack understanding when learning using photographs. Vocabulary increased; they weren't interested and could not express their opinions during a study using pictures. Besides that, 17 students were motivated and found it easier to answer questions when learning English using picture series, and three students got bored when learning English using picture series. As a result of the data obtained from the performance of class action, the data of 22 students to be collected turned out to be only 20 who had to complete the data to analyze. The incomplete data and the two students are not present at the second meeting of cycle I and the third meeting of cycle II. In the test result of cycle I, the data show nine students achieved   more or equal value,   with   70 students lacking understanding when learning using picture series.

This is because students need help to finish the task based on the steps of the picture series. Then, the reflection on the cycle indicates a lack of flexibility associated with the learning process involving students' activity, which, in students' learning, students still dominate question and answer. In contrast, others are passive and serious in learning. Thus, it was concluded that   there has not been an improvement   in students' speaking ability in this cycle. After reflecting on the cycle, I realized there are some things to take care of and improve on in the next cycle..

CONCLUSION

Based on the findings and discussion, it could be concluded that using a picture series with a type describing the picture increased the ability of the VIA grade students at SMP Negeri Weet to speak. Therefore, the use of picture series was an effective strategy, and it could be used as an alternative way of teaching speaking because the technique was easy to implement in the class and an exciting technique that was very close   to   the   student's   learning   activities.   The   students were involved actively in the teaching-learning process. It made the students more able to understand   the   material   and   could   improve   their   students'   abilities. This could be seen from the result obtained after action execution on cycle I: 68,19% of students reached KKM. Then, performance in cycle II increased to 77% and 28% of students reached KKM. Students' implementation of picture series type describing the pictures to teach English is exemplary. It was supported by the result of the questionnaire, where students liked implementing picture series type describing pictures to teach English (speaking), and students agreed that picture series are more helpful in learning and make students more straightforward to understand when describing pictures in speaking. Picture series increased my motivation, and I found it easier to answer questions when learning English using pictures.

First, for the teacher who wants to implement picture series in the teaching and learning process in speaking skills, the researcher suggests that they consider students before implementing it. It is important because the students' abstudents'l affect their understanding of the pictures. So, being aware of students' abilities is essential. Second, the researcher wants to suggest the students keep enriching their vocabulary and practice their speaking and writing abilities through picture series in pairs or groups to help each other. The researcher will be thankful to everyone who wants to conduct the same research in the future. They can use picture series to be implemented in different skills, such as reading and writing, to see whether this technique can be effective. The essential thing that should be considered for those who   want   to   conduct   the same research using   the picture series technique is

the way we choose the picture topic. It considers choosing comprehensible
pictures since the students have various abilities to understand the pictures. Next, it is
about   pictures that   will be   used because,   based on the research,
it was pretty hard to find pictures based on the topic..

REFERENCES

Arends, Richard. 2012. Learning to Teach. NY: McGraw-Hill

Anderson, Mark and Kathy Anderson. 1997. Text Types in English.1. South Yarra:
MacMillan Education Australia

Burns, A. (2010). *Doing Action Research in English Language Teaching: A.* New
York: Routledge

Dignen, S., Elsworth, S., & Walker, E. (2007). Grammar practice for intermediate
students: with key. Liu Yong.

Ge, Z.-G. (2021). Does mismatch between learning media preference and received
learning media bring a negative impact on Academic performance? An experiment
with e-learners. Interactive Learning Environments, 29(5), 790-806.

Moore, R., Lopes, J., 1999. Templat kertas. Di TEMPLATE'06, Konferensi
Internasional Pertama tentang Pembuatan Template. SCITEPRESS.Smith, J., 1998.
Buku, Perusahaan Penerbitan. London, edisi ke-2.