The Student's Speaking Ability of the Tenth Grade Gtudents of SMA 2 Genteng Through Picture Series

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Abstract

This study employed Collaborative Classroom Action Research design in which the researcher together with the classroom teacher. This classroom action research consisted of two cycles. The increasing can be seen from the changing of the students' behavior in the teaching and learning process and from their score. The changing of behavior including activeness, dare, independent, and the reach of score increasing step by step. The increasing also shows in the students' score before conducting the research and after conducting the research. The result of the speaking test in the first Cycle, the students' percentage score was 41.0% the student can achieve the target score and in the second cycle, the students' score was 88.00% who achieve the target score. It means that the result of the students' speaking test improved in the second cycle and fulfilled the target of this research.

Keywords: Picture Series, Improve, Speaking Ability

INTRODUCTION

There are three objectives of teaching English which instated in the institutional level Curriculum (KTSP). The first is to develop the communication competency, both spoken and written form to reach the level of functional literacy. The second objective is to raise awareness of the nature and importance of English as one of the efforts in increasing competition of global nation. In addition, the last objective is to develop comprehension about the relation between language and culture.

From the explanation above, English contains full of knowledge, for example, we can share our culture with another person. There are four language skills that the students should master in English, namely: listening, speaking, reading, and writing. One of the English skills is speaking. In our daily life, we speak more than write. Speaking is a fundamental to human communication. According to harmer (1998:01), speaking has so many parts of daily life. Therefore, speaking plays an important role in communication. Speaking is oral communication that is used to express ideas, feelings, and thought among people. Bryne (1998:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. It means that with speaking, it can improve other language skills like listening, reading, and writing indirectly. For example, after we observe the picture series and we describe orally. Our partner can listen to us and find the message from the picture.

As most teachers know, the main purpose of teaching speaking at senior high school level is to help students have good ability to communicate the ideas or opinions in spoken language. The learners should be able to master three areas of speaking. First, mechanics of speaking (pronunciation, grammar, and vocabulary). Second, the function of speaking (when clarity of message is essential) and third, social, culture rules and norms of speaking (understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason) if the students can master the three areas of speaking, they will be fluent in speaking and expressing their

ideas in oral communication.

In fact, many students of senior high school find that speaking is one of the difficult skills. Speaking a foreign language is one of the challenge activities to enter the global era. Therefore, the teachers in Indonesia must be able to make students fluent in speaking, so that they can compete with other people. Sometimes, they feel difficult to say something in English and they do not know how to start speaking. In other words, they cannot deliver their ideas in spoken form since they are afraid of making mistakes. Further, they sometimes do not have enough chance to speak up and they have no adequate vocabulary in their mind about English. From the explanation above, the teachers must find interesting media or techniques in the teaching-learning process to make the teaching-learning process interesting and challenging. And also from this class condition is necessary to be solved so that the students are active in learning English especially in speaking English in the classroom. One of the ways is to use media such as pictures.

Based on the preliminary study has known that the students still had difficulties in learning speaking. It could be proved when they had speaking class, they did not know how to express their ideas with good grammar, appropriate vocabulary and some of the students tended to speak Indonesian rather than to speak English. The lack of vocabulary also become the reason that they were afraid of making mistakes. They could not speak fluently as they did not have the appropriate vocabulary and they did not know the meaning of many words. Finally, the active students only dominated the class and the class was so passive and monotonous.

Actually, the English teacher said that she always prepared the material that would be used in teaching, she usually took the material from many kinds of books and from the internet. However, she seldom provided media in teaching English and she never made group discussion and unique technique or method in the teaching-learning process especially in speaking class. It means the teacher never gives a technique or method that can stimulate the students in following the speaking class.

From the explanation above, the researcher was inspired to find the best solution in order to make the class more alive and to create more interesting atmosphere. Though, a classroom action research by giving media of pictures (picture series) in teaching speaking, which was expected to help students to be more active in using English was applied.

The way to overcome the problems is that the teacher should have a good creativity in teaching speaking to motivate the students in speaking skill. In this research, one of teaching media in the form of picture series was used in the teaching-learning process to improve the students' speaking achievement and to improve the students' active participation, besides that pictures can motivate students to take part in the lesson. In other words, it is very important to use pictures in teaching speaking. By using pictures, the students will be helped to produce ideas to speak and they will not be afraid of lacking idea to speak. It was supported by a previous research conducted who focused in speaking skill through pictures at SMA 2 Genteng the result showed that the application of pictures made the students more interested in learning and understanding the material through pictures. The students looked more interested in joining the lesson and also gave positive by the teacher about the pictures.

Picture as one of the media that can be used to present materials is used to develop students' interest in learning English. According to Bailey (2005), there are three principles that should be considered in teaching speaking which can influence and inform our decisions as we teach speaking to beginning and false beginning learners. The principles are: provide something for learners to talk about, create opportunities for students to interact by using group work or pair work, and manipulate physical arrangements to promote the speaking practice. Those principles should be considered in choosing the method or technique that will be used in teaching speaking. One of the techniques considered that can cover these principles of teaching speaking is the Picture Series Technique (PST). PST can stimulate students to talk. It also gives them an opportunity to speak in pairs or in group discussions. Bailey (2005) says that pictures provide something to talk about. They can take

the focus off the language learners and put it on the picture being discussed.

Wright (1989:2) states that picture series as one of the visual aids can help not only to improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. In practice, the explanation using picture series would lead the students to view more curiously and meaningfully on the subject given. Besides, teaching speaking by using picture series is more meaningful than teaching speaking without using media because with the use of such media students can learn and remember the teaching materials more easily. Based on the research The objective of this research is to describe how picture series improve the speaking ability of the tenth grade of students at SMAN 2 Genteng.

METHODOLOGY

The research that would be conducted was classroom action research. The purpose of the action research is to solve a specific classroom problem or to make a decision at a single local site. After interviewing the English teacher of SMAN 2 Genteng, was interested in the problem that the teacher encountered in her teaching activities of SMAN 2 Genteng still had difficulties in speaking. It could be seen during the process of teaching and learning in the classroom. They had difficulties to express their ideas. Thus, they were not active to participate in the classroom. Because of the problem above, the researcher being helped by the English teacher conducted classroom action research collaboratively, in order to improve the tenth-grade students' ability in speaking through picture series.
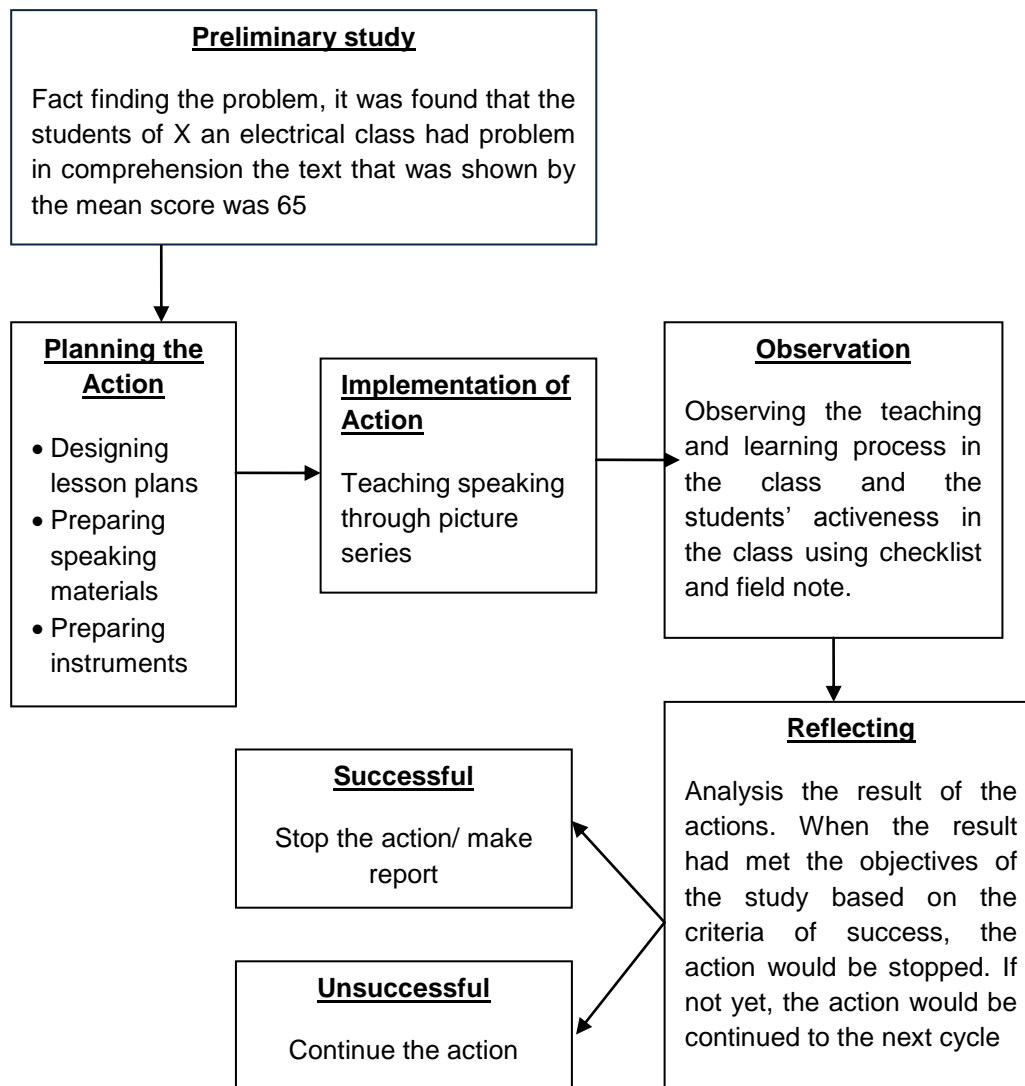
In this classroom action research, the action had been conducted by the researcher collaboratively with the English teacher. Besides that, the teacher also helped the researcher make the reflection after each cycle. This action was implemented in two cycles.

Setting and subject of the study

The setting of the study is SMAN 2 Genteng, which is located in Jl. Pandan-Kembiritan Genteng, Banyuwangi city, East Java.

The subject of the study would be the students of SMAN 2 Genteng the tenth grade (X). There were 31 students consisting of 7 male and 24 female students.

The Classroom Action Research Procedure for the Students of Genteng Banyuwangi**:**

Preliminary study

Fact finding the problem, it was found that the students of X an electrical class had problem in comprehension the text that was shown by the mean score was 65

Planning the Action

- Designing lesson plans
- Preparing speaking materials
- Preparing instruments

Implementation of Action

Teaching speaking through picture series

Observation

Observing the teaching and learning process in the class and the students' activeness in the class using checklist and field note.

Reflecting

Analysis the result of the actions. When the result had met the objectives of the study based on the criteria of success, the action would be stopped. If not yet, the action would be continued to the next cycle

Successful

Stop the action/ make report

Unsuccessful

Continue the action

(Adapted by Lewin, as quoted by Elliot 1991:70)

Research procedures

There are some procedures that must be passed by the researcher in conducting the techniques. It is composed of two cycles then it would be observed and evaluated to identify all facts including the success and the failure of the action. It means whether the action should be stopped or continued and revised.

Based on the procedure above, the research started with the problem identification, planning, implementing, observation, and reflection.

Preliminary Study

Classroom action research is a research which tries to develop or find the strategy of teaching technique to help the students mastering English (Nunan, 1994: 229). Before doing the classroom action research, the researcher did preliminary studies to identify the problem found in the classroom, to analyze the problem whether it was a serious problem or not, to choose the problem that would be solved, and to make the criteria of success for the problem. In doing the preliminary studies, the researcher used interview and documentation to collect the data. It was done in class X of SMA Negeri 2 Genteng.

Arikunto (1998: 231) defines that interview is a dialogue for getting the information from the interviewe. Further, Interview can be in the form of unstructured, semi-structured, and structured. In the unstructured-interview, the initiative for raising the relevant topics and issues is left to the interviewee. While, a semi structured, the interviewer asks certain preset questions but allows interviewee freedom to digress and raise their own topics as the interview progress. This research

applied the structured interview.

Frankel and Wallen (2000: 509) note that the structured interview consists of a series of questions designed to elicit specific answers on the part of respondents. In this interview, the interviewer asked a set of questions to the students. The results of all interviews were served as very useful information for describing, interpreting, and explaining the research finding. While, documents can provide information, which is relevant to the issues and problems under investigation. The data that was collected from documentation in this research was the list of students' name in class X, the English Curriculum, and the teaching learning facilities.

The problem found in the classroom was that the students' speaking ability in recount text was still low, that was 60 while the passing grade is 65. It was because the students were still hard to explore their ideas. Because of that reason so the researcher defined that the students' speaking ability in recount text had to be improved. In this case the researcher used picture series to solve the problem. The criteria of success in this classroom action research was the improvement achieved by the students concerning with the speaking ability in recount text. The criterion was based on the score in speaking test which is at least 65 that can be reached by 85% of the research subjects.

Planning the action

This section discussed the activities focusing on the planning of action cycles. At this stage, the researcher preparing the lesson plan, preparing the instruments for obsevation , and prepared the criteria of success.

Preparing the Lesson Plan

The lesson plan contained the basic competence and the instructional objectives that were expected to be achieved by the students. It also contained the procedure of presenting the lesson in each meeting. The model of teaching speaking using picture series was designed by the researcher. The model of teaching had been included in the lesson plan which contained the instructional objectives and the steps of teaching. The model of lesson plan.

Preparing the Instrument for Observation

Instrument used in this study were observation checklist. The observation checklist was used to collect the data about the students' activities when the model of teaching speaking using picture series was applied. The aspects observed were students' willingness in asking and answering questions, students' attention to the lesson, and students' willingness to speak in front of the class. The students were categorized in active or passive the four aspects.

Criteria of Success

To determine whether the action was successful or not, the researcher set criteria of success. In this study, there were two criteria of success. The first criterion is the student's participation during the speaking activities, and the second criterion is the result of the student's speaking test.

The first criterion was analyzed on the basis of the information gained from the observation check list and field notes, which has two major components. The first component is students' attitude during the teaching and learning activities. The description of this component covered the students' to the teacher's explanation and instructions, and the students' responses to the teacher's instruction. The actions were considered successful when the students' attitudes during the teaching and learning activities increased.

The second component was the students' achievement during the speaking ability through picture series. The researcher also observed the students' participation in the collaborative learning. The actions were considered successful when the students were not dependent on the collaborative learning conducted during the activities of comprehension the text through picture series.

The second criterion was the result of the student's reading test. From the result of the

student's reading test, the researcher determined the data of the mean score (60), the highest score (75), and also the lowest score (40). The actions were considered successful when there was improvement in the score obtained by the students.

The Implementation of Action

The implementation of this research would be carried out during the school hours. The action would be implemented not more than one month. In order to achieve the objectives, the researcher implemented this research based on the planned programs that were proposed, that was using picture series to help the students to improve their speaking ability in recount text.

First, the teacher greeted the class, told the objective of lesson, and informed to the students that she would apply picture series to help them in speaking recount text. Then, the teacher built up the students' background knowledge. And then, she gave picture series and modelling. After that, she asked the students to tell story in recount text based on the picture series given in group.

The next meeting, the teacher did the same thing as in the first meeting, she gave students picture series and asked them to tell story in recount text based on the picture series given but it was done individually.

Observation

There are two kinds of observation; they are participant observation and stimulant observation. Participant observation means that the observer participates in the activities of getting the data. Meanwhile, in stimulant observation, the observer can stimulate his/her respondent to give the information or data that would be taken. In this research, participant observation had been used since the researcher participated in the teaching learning process and had been helped by the collaborator. During the implementation of the actions, the researcher also observed the process of the implementation of collaborative learning in helping the students generates their ideas using picure series. The data of the research were taken from the result of the observation checklist and field notes. The data obtained by using observation checklist and field notes are classified as qualitative data since these data appeared as words rather than numbers.

In this classroom action research, the observation was guided by an observation guide to make it more focus and manageable. The aspects observed were:
1. The students' willingness in asking question
2. The students' willingness in answering question
3. The students' attention to the lesson
4. The students' willingness to speak in front of the class

The data about the improvement of the students' speaking ability was obtained from speaking test. The test was given in each cycle after the action had been given. This test result was used to evaluate the action. The action is considered successful if at least 85% of the students achieve the score of speaking test at least 65.

Test is a set of questions of exercises or instrument that is used to measure the skills, knowledge and intelligence owned by the individual person or group (Arikunto, 1998: 6). In addition, Hughes (1989: 9) states that a test is used for obtaining information. Thus, in this research, the speaking test was conducted to measure the students' speaking ability through picture series covering pronunciation, grammar, vocabulary, fluency, and content.

In this research, achievement test was used in order to know how successful the individual student had achieved the goal in speaking skill. In line with this, teacher-made test was applied. It means that the researcher collaborated with the English teacher to construct the test for the eighth level students.

Hughes (1989: 22) states that a good test should have validity and reliability. A test is considered valid if it measures accurately what is intended to measure. Meanwhile, a test considered reliable if it gives consistent result wherever the same test is administered at different time (Frankel and Wallen,

2000: 128). The content validity would be used because the content of the test material will be constructed by considering the indicators to be measured. In this case, content validity was established. The students' speaking test was scored as follows:

Final score = $\frac{\text{Raw score}}{\text{Maximum score}}$ X 100

Analysis and Reflection
Analysis
The collected data was analyzed by using percentage. The main data of the students' speaking ability obtained from the test was computed quantitatively. Then, the result of this data were analysed qualitatively to answer the research problems, and the supporting data was presented descriptively. The percentage formula applied was as follows:

Reflection
The researcher and her collaborator did the reflection after analyzing the process and result of the first cycle. This reflection was intended to know whether the actions that had been done in this cycle still had weaknesses or not, and identifying what points were well done. After doing the reflection, the researcher and the English teacher discussed in more detail to find another solution to solve the problem encountered by both the students and the English teacher, which was used as the consideration to conduct the second cycle.

RESULT AND DISCUSSION
In this section, the researcher presented the findings of the research that was already done.in this findings segment, explained the result of the research.

Findings from Cycle I
The Students' Speaking Ability
The English test of cycle 1 consisted of describing thing and every student describes based on picture series. The following is the result of the first oral test achieved by the students in the first cycle. The students that achieved students' speaking test score at least 65 were only 13 students or 41% of students. So, in this case, the score was not achieved yet, that at least 65 % of students must achieve a score at least 65. It means the first cycle was not successful. So it was continued to the next cycle.

The Students' Active Participation
In the first action, the students had low motivation and interest to picture series because they were not very familiar with the picture series yet. Then they looked so surprised because it was the first time for them to describe the thing of picture series as media in speaking. But actually, students had understood after the teacher give an explanation about the function is. And then, while the teacher explained that media there were only 19 students who looked interested because they supposed that picture series is very easy to learn especially for explain.

Step by step the classes become more interesting in learning and understanding to this method. The students looked more serious to join the lesson. It seems that describing thing from picture series as media can motivate the student have confidently to speak. By looking at the picture series, they could easily produce English words and sentence orally. The following is the result of the observation checklist in the first cycle.

In the first cycle, there were still many students who kept silent and said nothing about the main point of the picture series given because they looked so embarrassed that they cannot speak well about what they have described. Even some students had a misinterpretation of the expression given. that's why the researcher before giving the opportunities to the students to speak, the researcher

explain first to describe a thing by looking picture series with themselves.

A student is considered to be active if they can fulfill at least 3 of 4 indicators to find the percentage of the students who are active, the following formula is applied:

In the first cycle meeting 1, we have 19 students or (61.29%) were inactive category, and the rest is 12 students or (38. 70%) were in passive category. And in the first cycle meeting 2, we have 22 students or (70.96 %) of students active category, the rest is 9 or (29.03%). So the writer concluded that in first cycle meeting 1 and 2 the student's participation increased from 19 or (61.29%) to 22 or (70.96 %).

Revision of the Strategy Implemented in the First Cycle

The planning of the cycle was made by considering the following aspects:

a. The researcher needs to improve some modifications on the procedure
b. The researcher needs to revise a rule to make the students used the target language in order they can deliver their opinion freely.
c. The researcher must prepare the time tightly in order to make the activities in learning teaching process.

Findings from Cycle II
The Students' speaking ability

In the first cycle, the result shows that the learning process had been successful and it was better than before it can be looked at the development of students' speaking ability, after the second cycle has done, the data showed that the students' speaking ability were increase compared with the data (oral test scores) before action. Then, the students were fully convinced and much interest to describe thing from picture series because the teacher used proyector to watching picture series to the students.

The result showed that in second cycle the students which achieved score at least 65 were 27 students or (88 %) of students. it means that the result of the students' speaking achievement was better than that in first cycle. Students were categories fulfill criteria success that the target score at least 65 and reached by 65% of students speaking achievement was achieved.

The Students' active participation.

In the second cycle Step by step, the classes become more interesting in learning and understanding to this method. The students looked more serious to join the lesson, and they often give responses given the oral test by the teacher about the picture series material. By looking at the picture series, they could easily produce English words and sentence orally. The following is the result of the observation checklist in the first cycle.

In this second cycle, students' active participation A student is considered if they can fulfill at least 3 of 4 indicators to find the percentage of the students who are active moreover, In the second cycle at meeting 3 we have 26 students or (83.87%) were inactive category, and the rest is 5 students or (16.12%) were in passive category. And in the second cycle meeting 4, we have 28 or (90.32%) of students active category, the rest is 3 or (9.67%). So the writer concluded that in second cycle meeting 3 and 4 the students' participation being increased from 26 or 83.87 % to 28 students or 90.32%.

CONCLUSION

Based on the result of the study from the first cycle, it was found that the amount of the students passing the speaking test was increasing. There were 13 students from 31 students who passed the speaking test. However, it did not achieve criteria of success since the average in the first cycle was still 41.00. in the second cycle, the researcher found that the students' score was more increased. The result of the second cycle was 27 students passed the speaking test. It means that

88% passed the speaking test. Therefore, the picture series technique could improve students' problem in speaking ability significantly.

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