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Implementation of Picture Series to Improve Speaking Skills

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ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas penerapan rangkaian gambar untuk meningkatkan kemampuan berbicara siswa di INSTIKI. Partisipan penelitian ini adalah 22 siswa Bahasa Inggris I Kelas B. Ini adalah penelitian campuran yang diukur secara kuantitatif dan kualitatif. Metode yang digunakan adalah penelitian Aksi Kelas (CAR) yang dilaksanakan dalam 3 siklus, yaitu pra-siklus (observasi), siklus I, dan siklus II. Hasil penelitian menunjukkan bahwa pada siklus 1, data menunjukkan bahwa pada siklus I, tanpa rangkaian gambar, siswa membuat 3 jenis kesalahan, yaitu: 1) kesesuaian subjek dan kata kerja (20 kesalahan); 2) kata penghubung (15 kesalahan); dan 3) ungkapan waktu (9 kesalahan). Sedangkan pada siklus II dengan pembagian kelompok, kesalahan yang dibuat berkurang dibandingkan dengan kelompok kedua (dengan rangkaian gambar), yaitu: 1) kesesuaian subjek dan kata kerja (8 kesalahan); 2) kata penghubung (5 kesalahan); dan 3) ungkapan waktu (2 kesalahan). Di sisi lain, kelompok pertama (tanpa rangkaian gambar) tidak menunjukkan banyak peningkatan. Kelompok pertama melakukan kesalahan sebagai berikut: 1) kesesuaian subjek dan predikat (17 kesalahan); 2) kata penghubung (12 kesalahan); dan 3) ungkapan waktu (7 kesalahan). Penerapan dua tes dua sampel (pembagian dua kelompok) telah menunjukkan perbedaan di antara keduanya. Dapat disimpulkan bahwa penerapan rangkaian gambar dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: penerapan, rangkaian gambar, kemampuan berbicara

ABSTRACT

The research aims to examine the effectiveness of the implementation of the picture series to improve the speaking skills of the students in INSTIKI. The participants of this research are 22 students of Bahasa Inggris I Class B. This is mixed research that measured quantitatively and qualitatively. The method used was Class Action research (CAR) which was implemented in 3 cycles, which are pre-cycle (observation), cycle I, and cycle II. The results of the research showed that in cycle 1 The data showed that in cycle I, without a picture series, the students made 3 kinds of errors, those are: 1) agreement of subject and verb (20 errors); 2) connectors (15 errors); and 3) time expressions (9 errors). While in cycle II with the group division, the errors made were lessened compared to the second group (with picture series), those are: 1) agreement of subject and verb (8 errors); 2) connectors (5 errors); and 3) time expressions (2 errors). On the other hand, the first group (without picture series) did not have much improvement. The first group made errors as follows: 1) agreement of subject and verb (17 errors); 2) connectors (12 errors); and 3) time expressions (7 errors). The implementation of two two-sample tests (two-group division) has shown the differences between them. It can be concluded that the implementation of picture series can improve students' speaking skills.

Keywords: implementation, picture series, speaking skills

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INTRODUCTION

There are four language skills (listening, speaking, reading, and writing) that constitute the basis of most English Language Teaching (ELT) practices around the world. The sub-skills as grammar, vocabulary, and pronunciation, are also emphasized while teaching English, as they form an integral part of the four main skills and their development. (Burns, Anne & Siegel, 2018). Furthermore, these four language skills are the fundamental abilities for complete language proficiency, and they are

interconnected and best developed through practice and integration. Listening skills involve understanding and interpreting spoken language. Speaking is the verbal expression of your thoughts and ideas. Reading is the skill of understanding and interpreting written text. Writing skills involve putting your thoughts into the text with the correct structure and flow. These skills are then categorized into receptive skills: listening and reading involve receiving and comprehending language, while productive skills are speaking and writing that involve producing language. The English language is one of the languages spoken all over the world. According to (Statista, 2023), in 2022, (Statista, 2023)there were around 1,5 billion people worldwide who spoke English either natively or as a second language, slightly more than the 1,1 billion Mandarin Chinese speakers at the time of the survey. Hindi and Spanish accounted for the third and fourth most widespread languages that year.

There are four previous researchers on picture series. The first research entitled "Improving the Speaking Skills by Using Picture Series" (Julaihah, 2021). The research is an effort to determine which technique is suitable to be used in teaching speaking. Teaching a foreign language is considered to be one of he most challenging teaching practices. In Indonesia, students are usually afraid that learning a foreign language is difficult to be learned because most of them don't know where to start or what to say and express. The implementation of picture series is effective in improving students' skills, especially in descriptive texts that are shown in pre-test and post-test. The results of the pre-test were 64,83% to 76.83% (experimental group), and 65,67 to 67,00 (control group). The second research was done by (Haryanto, Haryanto & Melinda, 2022), entitled "Retelling Stories Through Picture Series to Improve Students' Speaking Skill." This research shows the concept of speaking skills, the implementation of picture series for speaking skills, and the advantages and disadvantages of the retelling story technique. The method of collecting data is through library research and documentation that was collected through books and manuscripts. The analysis of the data used quantitative data analysis using Miles and Huberman's data process by organizing the information. The results of this study show that retelling stories is useful to improve students' speaking ability by using picture series.

The third research was done by (Rahmadania, Mutiara & Ma'rifatulloh, 2023), entitled "The influence of Picture Series in Teaching Speaking Recount Text." The purpose of this research is to determine whether there was a significant difference in using picture series. The participants of this research were 215 students in six classes. The research used Quasi Quasi-Experimental Class Method to obtain the score data. A normality test was conducted to see whether the data is normal or not. Based on the data normality tests that had been carried out, it shows that sig. -tailed is 0,000, which means the data is normally distributed. Based on the testing of the hypothesis terms, if the score of t is sig<0,05. HA is accepted, and H_0 is rejected. In the Mann-Whitney test calculation, the data shows sig.(2-tailed) 0.000. The data is lower than 0,5, which means that H0 is rejected and Ha is accepted. The fourth research was done by (Pradnya Sari, Komang Bela. Dewi, Ni Luh Putu Eka Sulistia. & Marsakawati, 2023), entitled

"The Effectiveness of Picture Series in Teaching Speaking." In this research, picture series are expected to help students in speaking. This is quantitative research, and the participants were the tenth students at SMK TI Bali Global. This research analyzed the data with SPSS. There was a significant difference in speaking skills between before and after treatment. This research encourages teachers to apply effective strategies, such as using picture series in teaching speaking.

In teaching English, educators will use media. According to (Abi Hamid, M., et al, 2020), media in the learning process is an intermediary or introduction between the original message and the intended recipient, encouraging thoughts, feelings, attention, and will, so that they are encouraged to actively participate in learning. In addition, Gagne' and Briggs in (Arsyad, 2017) grouped the media into seven, namely: objects to be demonstrated, oral communication, print media, still images, motion pictures, sound films, and machine learning. Furthermore, according to (Kusnadi, Cecep dan Bambang, 2013), picture media is a medium that functions to convey messages through images involving the sense of vision. Furthermore, (Wilson, 2019), stated that picture series is a compelling instrument to improve students' composing execution. It also demonstrated that the ESL instructor gave positive input on the significance of visual guides in the research hall and the capacity of picture arrangement as an educational tool in the classroom.

Using appropriate techniques can motivate students' interest in the subject matter. To address the problems, therefore, it would urgently need an appropriate technique. The researcher carries out a picture series on teaching techniques. (Nunan, 2003) states that many communication activities can be stimulated through the use of pictures. Moreover, picture series gives some inspiration to students when they begin to write. (Harmer, 2007) argues that pictures could also be used to create a situation or context in the classroom. In the teaching and learning process, picture series can provide many benefits and give a real impression to the students. Picture series can help the students to ease them into comprehending the meaning of a word, a sentence, a text, or a concept. By using picture series, the students can imagine the objects or the situations.

METHOD

This is mixed research because it will measure the effectiveness of picture series through students' scores, where 76 is the passing score, and it states the errors of the students in speaking practice. According to (Creswell, John W., Creswell, 2018) Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone. The quantitative data will be analyzed using a t-test. According to (Nuryadi et al., 2017) A t-test is used

to compare two groups. It is often used in hypothesis testing to determine whether a process of treatment actually affects the population of interest, or whether two groups are different from one another. It will use a paired sample test because it is a within-group design where all participants take part in every condition.

The research method applied in this research is Class Action Research (CAR). According to (Suharsimi Arikunto, 2006) The steps in CAR need to be repeatedly processed until they get results better than before. In this research, the researcher used CAR to implement a strategy for writing activity. According to (Clark, J. at el, 2020) It is a reflective process in which instructors gather empirical data to improve their teaching practices. CAR helps educators explore new initiatives, or even strategies, with an openness to learning, evaluating, and reflecting. The participants of this research are 22 students in Class I of Bahasa Inggris I. The research used two steps of research they are pre-test and post-test. First, before conducting the test, the researcher conducted a pre-implementation to assess the ability of the students before giving the pre-test. After receiving the results of the pre-test, the researcher implemented the picture series techniques and gave the explanation needed by the students to improve their writing ability of descriptive text. According to the model of Kemmis and Mc. According to Taggart (Arikunto, 2017), Action research is divided into four components, which are planning, action, observation, and reflection. The cycle will be repeated until the aims have been completed. The figure of the four components is described in Diagram 1 below:

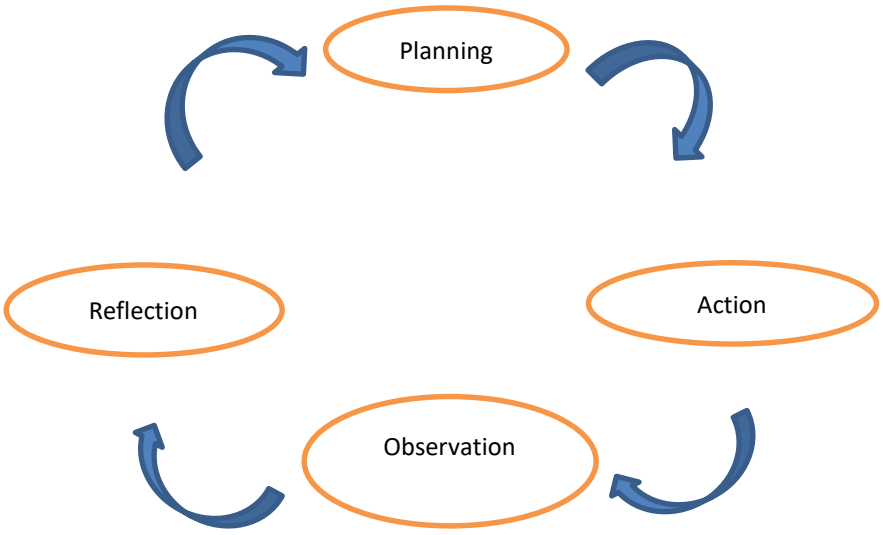
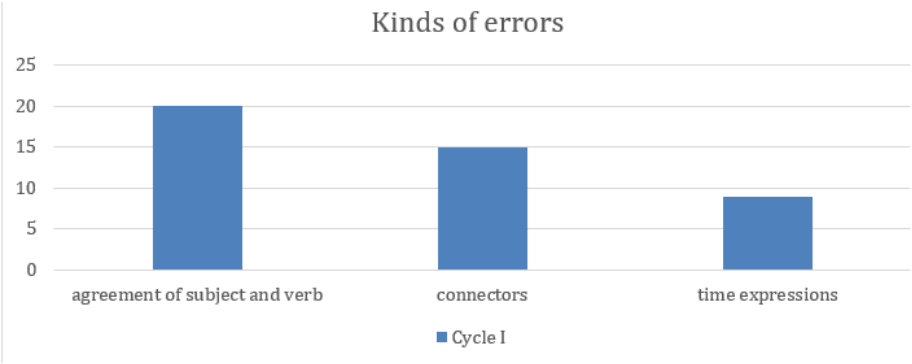


Diagram 1. Four Components of CAR of each cycle

FINDING AND DISCUSSION

The data were taken by using pre-test and post-test, which were calculated in the form of mean scores. In addition, the research findings were gathered through collecting data in the pre-cycle, cycle I, and cycle II. The participants were divided into two groups: with and without the implementation of

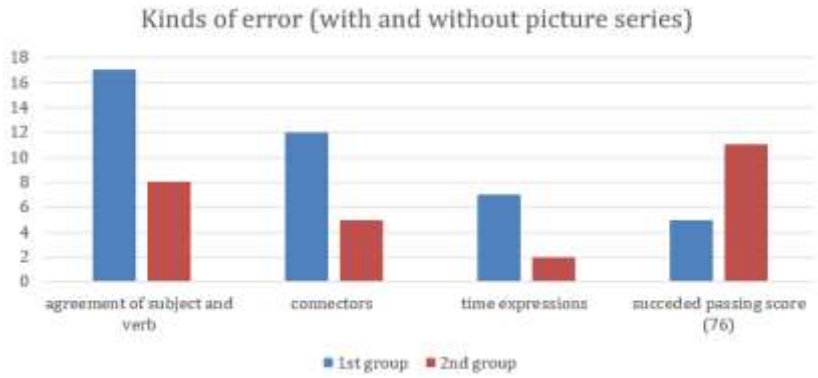
picture series, and later on will be compared using a t-test. The first activity of collecting data was pre-cycle, where the researcher did the observation in the classroom to get the initial data about the level of understanding of the students in speaking English by giving them the pre-test. The data shows that most of the students were reluctant and afraid to speak because lack of vocabulary, understanding the grammar, and low self-esteem/lack of confidence. Based on the data, the researcher conducted cycle I with the topics: Simple Present Tense without using picture series. The researcher explained 2 sentence patterns (subject + to be (am/is/are) + object) and (subject + verb 1 (+-s/es) + object) and the functions of the Simple Present Tense to express general truth (example: The earth is round), habitual/routine (example: I sleep at 9 PM), opinion (example: I am smart/They look happy), expressing feelings (example: I am happy/We are bored), facts (example: Pluto is not a planet), giving instructions (example: Go out!/Don't park here!) and future arrangements (example: The movie starts at 7 PM). The researcher also explained about verb 1 formations if the subject is third person singular (He/She/It/1 name). In cycle I, the researcher only used one picture. The results of the pre-test showed that most of the students found difficulties in connecting the ideas. Besides, the students found it difficult to use the connectors to connect the sequence of the story in the picture. The students still made some mistakes in using verb 1 depending on the subjects. Furthermore, the students made mistakes in using time expressions, for example: now, at the moment, etc. There are three kinds of errors, those are: 1) agreement of subject and verb (20 errors); 2) connectors (15 errors); and 3) time expressions (9 errors). The results are shown in Graph 1 below:



Graph 1. Kinds of Errors in Cycle I

In cycle II, the students were divided into two groups, with and without picture series. The first group was 11 students (without picture series), and the second group was 11 students (with picture series). The researcher explained the same topic: Simple Present Tense, and gave the pictures based on the group division. The first group (without picture series) made errors as follows: 1) agreement of subject and verb (17 errors); 2) connectors (12 errors); and 3) time expressions (7 errors). While the second group (with picture series) made errors as follows: 1) agreement of subject and verb (8 errors); 2) connectors (5 errors); and 3) time expressions (2 errors). The first group still encountered difficulties in connecting the ideas and expressing them due to the limited connectors/sequences they had in the picture. While the

second group could connect the story based on the picture series and grasped and expressed the ideas/opinions clearly. This has shown that picture series can stimulate the students' ideas and express them orderly and correctly. It can be seen in the deduction of the error of the two groups. Besides, all the students in the second group can reach the passing score (76), while the first group where 6 students cannot reach the passing score. The results are shown in Graph 2 below:



Graph 2. Kinds of Errors in Cycle II

CONCLUSIONS

The result of the research showed that the implementation of the picture series has improved students' speaking skills by the reduction of errors between cycle I and cycle II, and the group division (with and without picture series). The data showed that in cycle I, without a picture series, the students made 3 kinds of errors, those are: 1) agreement of subject and verb (20 errors); 2) connectors (15 errors); and 3) time expressions (9 errors). While in cycle II with the group division, the errors made were lessened compared to the second group (with picture series), those are: 1) agreement of subject and verb (8 errors); 2) connectors (5 errors); and 3) time expressions (2 errors).. On the other hand, the first group (without picture series) did not have much improvement. The first group made errors as follows: 1) agreement of subject and verb (17 errors); 2) connectors (12 errors); and 3) time expressions (7 errors). The implementation of two two-sample tests (two-group division) has shown the differences between them.

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