ABSTRAK

OPTIMIZING STUDENT'S SPEAKING SKILL ON NARRATIVE STORY THROUGH PICTURE SEQUENCES

OLEH: AYU ISTIANA SARI SPd MPd

Tujuan Penelitian ini adalah untuk mengoptimalkan kemampuan berbicara melalui media gambar berseri siswa kelas I SMA Martia Bhakti Kalijambe Tahun Pelajaran 2009/2010. Bentuk penelitian ini adalah penelitian tindakan kelas dengan menggunakan tiga siklus. Tiap siklus terdiri dari empat tahapan, yaitu perencanaan, pelaksanaan, observasi dan refleksi. Sebagai subyek penelitian adalah siswa kelas SMA Martia Bhakti Kalijambe Tahun Pelajaran 2009/2010. Teknik Pengumpulan data menggunakan tes, observasi, wawancara dan dokumen. Teknik analisis data menggunakan teknik analisis model interaktif yang terdiri dari tiga komponen analisis yaitu reduksi data, sajian data dan penarikan kesimpulan atau verifikasi.

Berdasarkan hasil Penelitian Tindakan Kelas ini dapat disimpulkan bahwa terdapat hasil optimal pada kemampuan berbicara siswa melalui media gambar berseri pada siswa kelas I SMA Martia Bhakti Kalijambe Tahun Pelajaran 2009/2010, hal ini dapat dilihat dari kemampuan berbicara siswa yang meningkat dan juga peningkatan pada keterlibatan mereka di dalam proses pembelajaran. Hal ini dapat dilihat dari nilai siswa pada kondisi awal yaitu mulai dari siklus yang pertama, hanya 15 % dari para siswa memperoleh nilai yang lebih tinggi atau sepadan dengan KKM yaitu 61. Sementara itu di siklus yang kedua 90 % dari para siswa memperoleh nilai yang lebih tinggi atau sepadan dengan 61 dan di dalam siklus yang ketiga 96 % siswa.

Berdasarkan simpulan, dapat diajukan suatu rekomendasi bahwa melalui media gambar berseri dapat mengoptimalkan kemampuan berbicara pada siswa kelas I SMA Martia Bhakti Kalijambe Tahun pelajaran 2009/2010.

Di samping itu, di sarankan kepada peneliti dimasa mendatang untuk melakukan suatu penelitian yang serupa dengan menggunakan Gambar berseri tetapi dengan menggunakan setting dan subjek yang berbeda untuk menentukan apakah Gambar berseri juga efektif dan dapat diterapkan untuk meningkatkan kemampuan berbicara siswa.

Kata kunci: Optimalisasi, Berbicara, Gambar, Naratif

INTRODUCTION

Speaking is important because speaking and human being cannot be separated from each others. Speaking is used to express the ideas and to communicate in civilized world. "Many experts provide restrictions on speech, in which Tarigan (1981:15) says that speaking is the ability to utter articulate sounds or words to express and convey thoughts, ideas and feelings. In line with Tarin, Anton M. Moeliono et al. (1988:114) says that speaking is speak, gave birth to the word opinion. Likewise Tarigan (1998:34) says that speaking is the skill of conveying messages through spoken language. Of these three opinions we can say that speaking is the ability to convey thoughts, ideas and feelings using spoken language.

Many people believe that "*speaking skill*" is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. Speaking skills is one type of proficiency to be achieved in the learning of modern languages, including English. Speaking is the primary vehicle for fostering mutual understanding, mutual communication, and using language as a medium. However most people learning a language have a goal to be able to speak so that they can communicate.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency and comprehension.

Nunan says that Student's speaking skill in a second language concern with their ability to communicate in daily activity informally (1991:35).

Generally speaking exercise goals for the students is to communicate in a simple verbal in English. Therefore, the learning must be able to inspire and motivate students to speak and have the courage to put it into practice. Ideally, the graduates of Senior High School are hoped to have the following competence standard in speaking:

> "Siswa mampu Berbicara/Berisyarat, Mengungkapkan makna secara lisan/isyarat dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari (Permendiknas No. 23, 2006:55).

The difficulties that are faced by the students appeared because of some factors. First, the students feel ashamed and afraid to make some grammatical error in speaking, so they never practice and use target language and they always use mother tongue in the classroom. They never practice speaking in English at home, at school or other places.

Another factor is that most of the students are lack of facilities and fund. It is difficult for them to optimize education outside the school. It is something impossible for them to maximize their English skill by joining a course or private studying. The school is the only place where they can get English lesson. To get the other data, the researcher tries to do an informal interview with some students dealing with their lack in speaking ability.

According to the student, speaking represents the most difficult subject matter in English. Hence, in the speaking lesson, the teacher claimed to be creative in using the sources of

learning. In this case the writer tries to use kinds of picture as a source of the student's inspiration. In the speaking lesson, the students invited to talk by describing what they see. This matter is believed will give new atmosphere and can give student inspiration in peeping out its ideas to converse.

For the teacher, they do not use variety of teaching media such as visual aids. The teacher is lack and poor role models for the students. The teacher also dominates the lessons, often speak too fast and not understood by most students. The teacher also give the compulsory test at the end of each term that are linked to the text book material so completing these test become the objectives in teaching English. The teacher also do not use the audio visual materials even at the level of cassette player, CDs or DVDs. So the teacher has to motivate the students to learn English in the class, and create the method of teaching. So the students will feel relaxed, and freely in using English in the classroom.

Another problem of teaching faced by the teacher is that how student can fully comprehend of what taught by the teacher in English learning process. Low achievement of speaking ability of the student will cause the difficulty in learning process. One of the causes was the students less interest to the material presented by the teacher. To stimulate the interest of the student, the teacher needs to be creative in planning the teaching learning process.

Learning to speak must be oriented aspects of the language, not the rules of use. Based on this, learning to speak in class should be directed to create and encourage pupils to express opinions, tell stories, conduct interviews, discuss, ask questions, and make a speech.

The writer as a teacher concerned when the students tend to be passive and less respond in every activity in the classroom. The students found some difficulties in conveying their idea

the speaking activity. Especially in the first grade students of SMA Martia Bhakti Bhakti Kalijambe, Sragen Academic year 2009/2010 , in which according to the perception of the writer, their ability in speaking English needs to get attention. The case mentioned, remember that they less in getting the opportunity to exercise and the monotone instruction in learning process. For that reasons, it is necessary to make a form or model which can create an active, creative and fun atmosphere in the learning process.

The researcher in cooperating with collaborator determined the elements which would be focused in making and scoring criteria. They were five elements to mark. They were Content, Organization of idea, Grammar, Pronunciation and Fluency. The score of each element rank from 10-100. Final score was the total score of five elements multiplied by two and the Complete Minimized Criterion (KKM) in English Lesson is 61.

Based on the speaking assessment that is done by the researcher and her collaborator, known that from the five elements to mark their average score of Content was 55, 83; Organization of idea score was 55, 11; Grammar score was 55, 05; Pronunciation score was 54, 72; Fluency score was 54, 72.

From this result it can be shown that the students have difficulties in five elements of speaking English and didn't achieve the passing grade of speaking skill score. They didn't pronounce the word correctly, they didn't use grammar and vocabulary correctly, they didn't speak English fluently, and they didn't organize the ideas well.

The availability of speaking material is very helpful for the students. Increasing speaking ability using picture sequences is the way to support the teacher in solving the student's

problem in memorizing the English vocabulary. The writer tries to optimize the student's speaking skill. Besides she also tries to reduce the student boredom. Furthermore she will try to increase the student's motivation in the speaking activity. The writer uses picture sequences because pictures are motivating and fun. According to Wright (1989:2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. He also stated that picture can be useful on emphasizing the teaching of writing and speaking, listening and reading integratedly.

Using pictures really appeals to visual learners who may lack in a speaking and listening. Picture also offers an opportunity for movement and a multi-dimensional perspective of learners. It means that Pictures will make the lesson much more dynamic as imaginations are aroused. This is especially useful with those students who find it difficult to use their imaginations.

Based on the background and the explanation above, the problem statements can be formulated as follows: 1. how is the effectiveness of picture sequences in optimizing the students of the tenth grade of SMU Martia Bhakti Kalijambe in speaking English? 2. How is the improvement of the student's participation of the tenth grade of SMU Martia Bhakti Kalijambe in speaking English?

The purposes of the study are formulated as follows: 1. To describe the effectiveness of picture series in improving the student's speaking skill. 2. To describe the improvement of the student's participation in speaking class using picture series.

REVIEW ON RELATED LITERATURE

A. The Nature of Speaking

Speaking has historically been viewed as a skill, not only in language testing, but in virtually all other areas of applied linguistics, and has been defined in different ways, depending on the particular perspective of the researcher. All of these definitions, however, view speaking as an aspect of language ability that is learned or acquired, on the one hand, and something language users can do, on the other. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In terms of language, listening and speaking are categorized as oral language skills. In terms of communication, listening and speaking are classified as verbal communication. Through speaking people communicate information via speech to others Speaking activities are always followed by listening activities or listening activities must be on the speaking activities. Both functional for oral communication, both are inseparable.

In a language teaching process in which the goal of teaching is to enable learners to communicate, the learners need to be given a lot of chance to practice using the language learned. It is only through practices that the ability of learners to speak can increase. Offer (2001:2) convinces us that the only way to acquire English speaking skill is through practices. The learners who want to be skillful at speaking English must practice to speak using English. For this reason, speaking can be regarded as the ability to express ideas and feelings that can be acquired through practices.

It can be concluded that Speaking is not just pronouncing the sounds or words. Speaking is a means to communicate ideas organized and developed according to the needs of the listener .Speaking is an instrument that reveals the listeners almost directly whether or not the speaker understood the material well.

In order to achieve the purpose of the technique in developing the speaking skill, there are some activities which can promote the student's speaking skills and one of them is Storytelling by using picture sequences. It will be used by the writer to optimize the student's speaking skill on narrative on the first grade of SMA Martia Bhakti Kalijambe Academic Year 2009/2010.

B. The Nature of Picture

Picture plays an important role in facilitating the teaching and learning process. Wright (1989:29) states that pictures are very important to help students to retell experience or understand something since they can represent place, objects, people, etc. Brown (1983:184) stated some research results on using pictures. The results of the research show that (1) pictures stimulates students' interest, (2) well-selected and adapted pictures help the students understanding and remembering the content of presented materials, (3)

simplified pictures or still drawing which contain simple line drawings are more effective as information transmitters than shaded drawings or real rile photographs, (4) the colorful pictures will reduce the teaching value of the pictures if the instructional materials do not involve color, (5) a sequence of still picture is more effective than a single picture whenever we want to teach concept involving motion, and (6) the use of arrows or other marks as symbolic cueing can clarify the message to be communicated.

Pictures are used in a very predictable way in the classroom, usually as a starting point for a narrative speaking. Picture can also be of key importance in the communicative and interactive classroom. Pictures as visual aids will attract students' attention, and motivate them to learn. Most students like looking at pictures and they bring variety into lessons because each picture is different the language produced by each is different.

RESEARCH METHOD

This study was carried out under an action research method. It is done by systematically collecting data on one's everyday practice analyzing it in order to come to some decisions about what your future practice should be. Bogdan and Biklen (In Burns, 1999:30) says that action research is the systematic collection of information that is designed to bring about social change.

The writer conducted classroom activities under an action research method which covers observations, analysis and adjustment where the educators involve their selves in action to come into the goal of understanding teaching and learning process in the classroom and to bring about a better change in classroom practice. She firstly conducted a pre research to know what problem that the students had and then she conducted meeting in her trial of solving students' problem. She observed and investigated occurrences and

changes happened during the classroom activities to know what should be maintained and what should be revised to adjust students' necessity in improving their speaking competence.

There are two kinds of data that the researcher collected. The first one is quantitative data and the second one is the qualitative data. Quantitative data refers to the students' speaking scores which she took both in pre test and in post test. She collected quantitative data by using document collection. As it is stated by Anna and Hood, document analysis sets out document relevant to the researcher context, e.g. course overviews, lesson plans, student's profile, students' records, classroom materials, assessment tasks.

Qualitative data deals with any occurrences and changes happen during classroom activities. Student's behaviors, classroom situation, the process of the classroom activity are the example of qualitative data. The researcher collects the qualitative data by using observation. Field notes, recording, and interview. Observation is closely watching and noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another teacher's classroom (non participant observation).

If the data have been collected, they have to be analyzed. Data analysis in action research involves moving away from the 'action' components of the cycle, where the main focus is on planning and acting, to the 'research' aspects, where the focus changes to more systematic observing and reflecting. Davis in Burns (1999: p.153) says that data analysis is the point where statement or assertions about what the research shows are produced. During the process of action research, this study collected the following group of data:

transcript of the interview result, pre-research observation report, field notes, photograph of teaching and learning process and speaking test, research documents consisting lesson plan, list of students' pre-test and post test results. The data which will be analyzed are: 1. Transcript of the interview result 2. Pre-research observation report 3. Students' speaking score 4. Field notes 5. Photograph of teaching and learning process.

Quantitative data which is students' score of speaking is analyzed by searching for its average score of each aspect of speaking competence. Then she also counted the average score of students' speaking for the whole performance. At the end she compares the result of students' pre-test score and the post test. Therefore, chances in students' quantitative achievement could be monitored.

RESEARCH FINDING

A. Picture sequences can optimize the student's speaking skill on narrative.

Based on the preliminary reflection conducted on 14 December 2009 in grade X at SMA Martia Bhakti Kalijambe, the number of the students in the classroom was 17; the researcher used three techniques of collecting data. They were test, questionnaire and interview. She gave a test and a modification of analytic score to retelling story. The researcher found that student's average score of the test was 55, 00. The student who got 60 was 1 student. The element of the worst score was grammar 55, 05. The average score of the content was 55, 83. The average score of organization was 55, 11. The pronunciation was 55, 72 and the fluency was 55, 72. Organizations of idea and grammar elements were considered the most difficult element. So, the researcher can summarize that they still could not retell the story well.

After all cycles had done, the researcher finally got the result. All the result of each cycle can be seen in the table below:

Elements of Speaking	Score			
	Post test	Cycle 1	Cycle 2	Cycle 3
Contents	55,83	67	71	75
Organization	55,11	64	70	73
Grammar	55,05	56	68	69
Pronunciation	54,72	55	59	60
Fluency	54,72	55	56	57
Average score	55,08	59	64,8	66,8

From the table, it shown that there was an improvement of each elements of speaking skill. The improvement to fulfill the score of 61 of KKM (Kriteria Ketuntasan Minimal) or Minimum Completeness Criteria ended in the cycle 3.

B. Picture sequences can increase the student's participation in speaking activity

The improvement of the student's participation can be seen during the process of teaching and learning process in the classroom, they are very happy to get some colorful picture series. By using the picture sequences, the students can be more active and creative in making the story, it helps them to explore their ideas easily. In addition, picture can improve their relationship among the students, especially in discussing to arrange the jumble picture series into a good order. Besides picture can make the students who want to give pay attention and take part to the lesson (Andrew Wright, 1989: 17).

In addition, before the strategy is applied, the students have low motivation. They were noisy, passive and careless with the lesson while the teacher was explaining and implementing the speaking activity in the classroom. However, the condition was changed after the writer applied the use of picture sequences in the speaking activity. The changing of the student's behavior can be seen from their activity during the teaching learning in the classroom or outside. They become active and creative in discussion in their group after the strategy is applied, they tried to finish the tasks on time, and attend the English classroom more enthusiastic.

Beside the improvement of the students' speaking score, the finding also shows that the students are active and enthusiastic in teaching and learning process. Speaking activity becomes enjoyable and interesting activity for them. The implementation by using picture sequences in speaking activity on narrative also obtains positive response from the students. These kinds of activity are fine for a bit of fun but they are serious activities because the writer found them very effective ways of practicing language.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Picture sequences can optimize the student's speaking skill effectively, especially in constructing narrative texts. Using picture in teaching learning, it can develop the mastery of writing narrative text. It happens in the process of writing narrative text, especially in the genre-based approach including BKOF, MOT, JCOT, and ICOT.

In addition, before the strategy is applied, the students have low motivation. They were noisy, passive and careless with the lesson while the teacher was explaining the subjects of of

speaking activity in the classroom. However, the condition is changed, the students become active and creative in discussion in their group after the strategy is applied, and they were more enthusiastic

The improvement of the student's participation can be seen in during of process teaching and learning in the classroom, they enjoyed getting some colorful pictures sequences. By using the pictures sequences, the students become more active and creative in organize their ideas into a good story. In addition, picture can improve their relationship among the students, especially in discussing to arrange the jumbled pictures series into a good order. The improvement of the student's participation also makes the students more interested in learning English. The student's participation also showed when they work in group. Some of the students find it less stressful. Through Pair Work, students can create an atmosphere of confidence and congeniality where each one may take the risk of speaking up without being afraid of making mistakes.

The improvement of language elements shows us significantly as part of the students speaking skill. It could be seen from the student's speaking final performance is better than before. The students find some difficulties to organize their ideas, but after using the picture sequences, they can develop their idea easier and effectively. They know more about what the contents, organization, grammar, pronunciation and fluency. The picture has a significant rule to improve the creativity of the students in organize the idea. The Improvement of the student's creativity is rising in speaking activity. The improvement of their creativity can be seen from their activity in creating the story based on the pictures sequences. By using picture sequences they have opportunity to tell a story more acceptable, vivid, and effectively.

Finally, the student's improvement speaking skill can be seen from the result of the students' pre-test and posttest, which has been done in the end of each cycle. There is improvement in student's achievement in speaking narrative text in teaching learning using picture. The average of the students score in the cycle 1 is 59, cycle 2 is 64, 8 and cycle 3 is 66, 8 so there is a progress than before. It happens after the writer or the researcher uses the picture series as a teaching media. It can conclude that there is a significant improvement of the student's capability in speaking narrative text based on the picture series in teaching and learning.

B. Suggestion

Based the findings, It was strongly suggested when the picture was applied there, should be crusted in condition as following:

(1) The students should have to set in groups and pictures would have advantages and comfortable if the picture were applied in group activities;

(2) The English teacher should use various und colorful pictures that the students increased their motivation and focused in topic of the lessons;

(3) The picture implementing should be supported by reading texts, which related with the pictures, the text could explore them about the objects in the picture;

(4) Some pictures criteria should be considered if they were applied, they should be easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of language.

(5) It would be better for the teachers to use the rule in speaking, in this case is the steps in speaking when they teach speaking in order they can increase the students' achievement in speaking. They also should help their students' when their students have difficulties in speaking.

(6) The English teachers who apply this strategy to give clearer instructions to the students, to manage the time as effective as possible, to give more control and guidance in group working, and to select topics and picture sequences which are close to the students' life.

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