The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City

Sherly Gaspersz
sherlygaspersz91@gmail.com

Lulu Jola Uktolseja
lulujola39@gmail.com

Universitas Victory Sorong

ABSTRACT

The purpose of this research is to see the improvement of English speaking ability of students at SMP YPK Syaloom Klademak Sorong City.Sample in this research centered on class VIIB. While the research instrument is serial picture media that is inserted into the learning device and used as a guide in learning. Therefore, an effective learning media is needed, namely serial picture media to hone the mindset and encourage students at SMP YPK Syaloom Klademak Sorong City to enrich vocabulary so that they can communicate using English fluently. This research uses Classroom Action Research (CAR) and uses the research model of Kemmis and Mc. Taggart is made into two cycles in which each cycle the researcher uses planning, action, observation and reflection. Thus the form taken is to look at pronunciation, grammar, vocabulary, comprehension, and fluency. Based on the research that has been done, it can be obtained that the research results have significant changes in the application of this learning media is 31% where the results of the implementation of serial picture media in the first cycle are categorized as good is 44% and the second cycle which is categorized as good is 75%. Thus students have the opportunity to improve their own quality, especially in increasing the ability to speak English with the learning media used by the teacher in the teaching and learning process.

Key words: Serial picture media, English speaking ability

INTRODUCTION

Communication using English is supported through teaching. Teaching English includes four skills including: Listening, Speaking, Reading and Writing (Nurjamal, 2011). In addition, components that support language skills are vocabulary, grammar, and pronunciation (Nunan, 2003). The educational environment expects students to be able to master adequate English language skills so that they can express their ideas, feelings, and desires verbally or in writing. Among the four English language skills, the speaking skills taught are also considered difficult for most students. Therefore, now the process of learning English focuses on speaking skills from a young age. Because speaking is part of

the first language skill in young generation and is the most essential and most often used in communication (Tuan & Mai, 2015).

Teaching English in Indonesia is more difficult, because English is not the first language in our country, but, a foreign language and dominantly as a third language in this country (Riyanto, 2015). This is because English is not the language used by students all the time in their learning environment. In addition, teachers tend to focus on theory, use the lecture method, and do not actively use English in the teaching and learning process so that the learning situation in the classroom is monotonous. Thus, teacher's creativity in developing learning English in the classroom is the most important factor to increase the English learning quality. In the several decades, language teachers tend to use traditional teaching methods, such as introducing a new idea, giving rules deductively, or explaining the lesson directly (Al Jarrah, 2019). The teacher is obliged in guiding and providing learning facilities for students to achieve goals, it is necessary to present learning that attracts the attention of students, in order to focus on receiving subject matter (Slameto, 2010). Therefore, teachers must be active, creative, and innovative in motivating students to learn English. Based on the curriculum of 2013, teaching English should be based on the context. Teaching should be contextual which was related to the phenomenon and events in the real life (Apriyani, 2016).

In fact, the problem often faced by students at SMP YPK Syaloom Klademak Sorong City is they are forced to accept English lessons with techniques or methods that are not suitable for their abilities. Where students have difficulty in implementing direct communication in English without supporting learning media. This is what causes learning outcomes to not run optimally. Therefore, teachers should be more sensitive in the learning needs of their students. Teachers are required to find other learning resources that can stimulate learning process, namely with the help of teaching media such as serial picture media. Picture media is able to provide details in the form of pictures as they are, so that students are able to remember them better than verbal media and image media can solve problems that exist in oral or verbal media, namely in the limited memory of telling stories / explaining something (Indriana, 2011). So that in the teaching and learning process the presence of the media has a very important meaning because it can represent what the teacher says. Even serial picture media is used to study in depth about the application of pictures in improving students' thinking and learning skills specifically in speaking English ability so that serial picture media is considered suitable for students at SMP YPK Syaloom Klademak, Sorong City, because by using this serial picture media hopefully action research it is can help students are predominantly Papuan students in it making it easier in communicating verbally using English.

LITERATURE REVIEW

Previous Related Study

Research entitled, "The Use of Picture Series in Teaching Writing Recount Text" (Apsari, 2017). The objective of the research is to investigate the kind of activities take place during the process of teaching writing recount text through picture series and to identify the benefits that the students obtained from writing recount text through picture series. This research used a qualitative descriptive research method. The respondents of the research are an English teacher and seven grade students of Mts Nurul Hidayah Batujajar. The data were obtained from observation and interview. The results of the study revealed that the teaching writing by using picture series can improve students' ability in writing recount text. Specifically, they showed some improvement on process of writing and vocabulary. Moreover, the data from observation and interview showed that there are some benefits, which are the development of students' writing ability, the increasing of students' participation in the class, fun learning's atmosphere and the increasing of students' writing interest.

Second research by (Wulandari et al., 2019) entitled, "The use of Role Play to Improve Students' Speaking Skill". The objective of the research is to improve Speaking skill using Role Play technique. This research used Classroom Action Research. Role play can be trusted to help students speaking ability. The population of the research were the students at SMKN 3 Karawang in Academic years 2017 – 2018. The total population of students in this academic years is 300 Students. The number of sample was 30 students. The data was gathered from test and observation. The average score of test was Cycle I 58.08 and Cycle II 58.06. After the implementation of Role Play activities in every cycle, the students' speaking score were getting better. It can be seen from the result of students' average score Cycle I was 83.07 and Cycle II was 77.08. It can be concluded that Role play can improve students' speaking skill.

Serial Picture Media

Media is anything that can be used to transfer messages from the sender and receiver so that it can stimulate thoughts, feelings, interests and attention in such a way that the learning process occurs (Sadiman, 2002: 6). Serial picture media is a learning medium that presents sequential images so that it can present real and complete information (Hidajati, 2013). Serial picture media helps students in compiling an essay because it has been arranged sequentially from the beginning of the activity or event to the end. This picture serves to help student understanding and direct students' writing. Students do not need to be confused in starting words. It is hoped that with the help of serial pictures the level of student creativity in communicating English will increase (Inengsih & Samad, 2013). Procedures in teaching serial picture media can be done by planning learning in this case making learning tools,

carrying out actions, making observations, and reflecting. This is done by using serial picture media which is shown to students, then students begin to think and compose sentences properly (Herawati, 2016).

Speaking Ability

Speaking is a functional oral language skill in everyday human life. Speaking is a productive ability. Speaking cannot be separated from listening (Rokhayani, 2015). Speaking ability in English are a person's skills to convey their desires and thoughts to anyone orally using English (Anggreni & Antara, 2019). The purpose of language learning is for speaking ability. The language learned includes receptive or productive abilities. Language learning is obtained through visuals (reading and writing) and audio (listening and speaking). Speaking is a complex skill requiring the simultaneous use of number of different abilities that develop at different rates. There are five components generally recognized in the analyses of speech process such as: pronunciation, grammar, vocabulary, fluency and comprehension (Yuliana, 2018). The meaning of speech process are: pronunciation is a way to speaking, grammar is very useful to develop students' speaking ability, vocabulary is range of word, fluency is an extend of a speaker when speaking in English, and Comprehension is an understanding of a person when use English in each skills.

METHOD

Design and Samples

Classroom action research (CAR) is a form of research that is reflective by taking certain actions in order to improve or improve learning practices in the classroom professionally (Masnur, 2011). The methodology has a very important role in every scientific research because it determines the quality of research results. The method of this research is a qualitative method. he qualitative to explain the condition before and after the action. The quantitative to count the score of the students. This study was designed in the form of Classroom Action Research (CAR). Population of the research was seventh grade students at SMP YPK Syaloom Klademak Sorong City. The sample used was class VIIB, amounting to 32 students.

Instrument and Procedure

The research instrument used in this study was to prepare serial picture media that had been compiled in a lesson plan as a material for measuring students' speaking ability. Based on the type of research conducted by researchers, in this case classroom action research (CAR). The classroom action research used by the researcher was divided into two cycles designed according to Kemmis and Mc. Taggart.
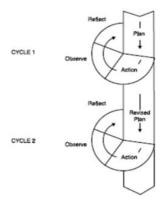
Figure 1. Classroom Action Research Cycle (Kusamah,2009)

This research used two cycles with the aim of using serial picture media in the teaching and learning process to help improve students' speaking ability in English. In both cycles, there are several stages that are carried out including: 1) Planning, which is the researcher plans the actions that will be taken to improve the learning system in the form of teaching equipment and material readiness; 2) Action (Action), which is the researcher makes improvements in which the researcher carries out teaching in the classroom; 3) Observation, which is the researcher carries out the process of observing the results or impact of the action using serial image media in the teaching and learning process carried out to students; and 4) Reflection, which is the process of assessing, observing and considering the results or impacts of actions against various criteria. The use of serial media to improve students' English speaking skills is also assessed by paying attention to several indicators such as: 1) Pronunciation; 2) Grammar; 3) Vocabulary; 4) Comprehension; and 5) Fluency.

Data Analysis

After going through several steps in the research, the researcher will analyze the data to see the level of English speaking ability of students at SMP YPK Syaloom Klademak Sorong city using the percentage formula as follows:

P = F/N x 100%
Note:
P   = Prsentation of students'level in English speaking ability
F   = Frequency of students'level in English speaking ability
N   = Total of students

After calculating the percentage, the researcher grouped the students' English speaking ability into a range of values which had been divided into four categories as shown in table 1.

Table 1. The Category of Speaking Ability

No.	Category	Range Value
1	Very Good	85 – 100
2	Well	70 – 84
3	Enough	55 – 69
4	Less	0 – 54

(Uktolseja, 2019)

RESULT AND DISUSSION

The research was carried out in Class VII SMP YPK Syaloom Klademak Sorong City using the classroom action research method. The research results are described as follows. Cycle I as the first stage. At this stage the researcher took the first step, by giving simple pretest speaking to students to speak English in front of the class by describing a picture that the researcher gave in front of the class in turn. Furthermore, based on the stages in the first cycle of research, the researcher carried out detailed teaching steps to the end. Thus the research results in the first cycle can be seen in table 2.

Table 2. The Result of Cycle 1

No.	Category	Range Value	Frequency	Percentage (%)
1	Very Good	85 – 100	6	19
2	Well	70 – 84	8	25
3	Enough	55 – 69	7	22
4	Less	0 – 54	11	34
Total			32	100

Table 2 illustrates the results of the research in the first cycle, which is 19% or 6 students received a very good score, 25% or 8 students received well, and 22% or 7 students received enough. While the less dominant category is 34% or 11 students. This first cycle percentage model can also be seen in figure 2.
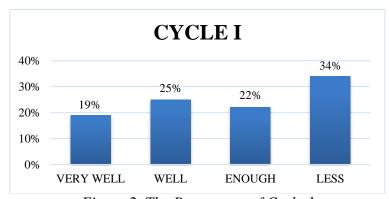

Figure 2. The Percentage of Cycle 1

After going through the stages in the first cycle, the researcher continued the research in the second cycle. At this stage the researcher carries out teaching activities according to the previously planned stages using serial picture media by using different theme. Researchers conducted research in this second cycle also considering that the minimum completeness criteria in learning English was still not maximally achieved by what was determined from the school thai is 70. Based on research conducted by researchers in the second cycle, the results were as listed in table 3.

Table 3. The Result of Cycle 2

No.	Category	Range Value	Frequency	Percentage (%)
1	Very Good	85 – 100	13	41
2	Well	70 – 84	11	34
3	Enough	55 – 69	5	16
4	Less	0 – 54	3	9
Total			32	100

The results of the research in the second cycle showed a significant increase, about 41% or 13 students got very good, 34% or 11 students got well, 16% or 5 students got enough and 9% or 3 students got less. This indicates an increasing change in students' English ability. The second cycle percentage can also be seen in Figure 3.
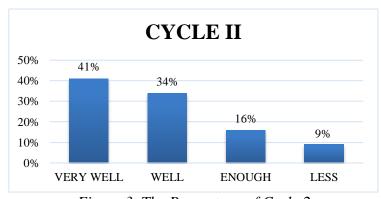

Figure 3. The Percentage of Cycle 2

Based on the results of the two cycles, it can be seen that there are significant positive changes using serial image media. This can be proven by an increase in the number of students in the very well and good categories from the first cycle and the second cycle which is 31%, where the first cycle is 44% and the second cycle is 75%. The display of changes in both cycles can be seen in Figure 4.
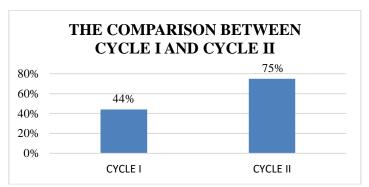
Figure 4. The Comparison Between Cycle I dan Cycle II

Figure 4 shows that there is a significant change from the application of serial picture media in improving students' speaking ability. Research that has been carried out in the first cycle obtained a presentation of 44% which shows that the learning outcomes have not been achieved in accordance with the minimum completeness criteria in English subjects. This makes researchers try to reflect on the activities carried out in the first cycle. The drawback that was obtained in the first cycle was the lack of confidence in some students to speak English. Thus, researchers provide freedom and enthusiasm to students for their potential, and arrange learning tools and prepare themes that show confidence in serial picture media. Then, in the second cycle there was an increase beyond the minimum completeness criteria in English that is 75%.

CONCLUSION

This study intends to inform readers about the use of serial picture media that can help for improving English speaking ability of students at SMP YPK Syaloom Klademak, Sorong City. Based on the research that has been done, it can be concluded that: 1) students have the opportunity to learn better so that they are able to become agents of change in the future of the nation; 2) the use of serial picture media has a positive impact on the improvement of students' English speaking ability which is significant by 31% which is categorized in either group in the first cycle is 44% and the second cycle is 75%; 3) the role of educators is to bother preparing effective and efficient learning media that can support the success of students.

REFERENCES

Al-Jarrah, J. M., Waari, O. T., Talafhah, R. H., & Al-Jarrah, T. M,. (2019). Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem. *International Journal of Academic Research in Progressive Education and Development*, 8 (1), 75-86.

Herawati, S. (2016). *Proses tidak proses atau tahapan-tahapan . Proses yang dilakukan dalam pembelajaran menulis di SD disesuaikan dengan tingkat*

kelas dan tingkat kesulitan , serta jenis atau bentuk tulisan yang diajarkan . Dalam Kurikulum Tingkat Satuan Pendidik. Widyagogik, 3(3).

Hidajati, R. L. (2013). The use of Serial Image Media to Improve Narrative writing skills for class IV Students at SDN Putat Gede II/95 Surabaya (in bahasa). *Jurnal Unesa,* 1 (4).

Honang A. R. (2015). *Improving Speaking Skill through Small Group Discussion.* A Graduating Paper E Repository IAIN Salatiga.

Indriana, D. (2011). *Variety of Teaching Media (in bahasa)*. Jogjakarta: Diva Press

Inengsih, M., & Samad, A. (2013). The use of serial image media to improve the writing skills of grade IV SDN 16 Sendoreng (in bahasa). *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(4).

Kusamah, W., & Dwitagama, D. (2009). *Knowing classroom action research (in Bahasa)*, Jakarta: PT. Indeks.

Masnur Muslich. (2011). *Implementing CAR is Easy (in bahasa)*. Jakarta: Bumi Aksara.

Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw-Hill.

Nurjamal, dkk. (2011). *Speaking Skill (in bahasa)*. Bandung: Alfabeta .

Rokhayani, Atik and Agung Dwi Nur Cahyo,. (2015). Improving Student Speaking Skills Through English technique (in bahasa). *Refleksi Edukatika : Jurnal Ilmiah Kependidikan,* 5 (1), 1-12.

Sadiman. (2002). *Education Media (in bahasa)*. Jakarta:PT.Raja Grafindo Persada Rosdakarya.

Siska Apriyani,. (2016). Improving Students' Speaking Ability Using Chain Story Technique in Recount Text For Grade VIII of SMP N 1 Wates In Academic Year 2016/2017. *English Language Teaching Journal*, 5 (9), 1-5.

Slameto. (2010). *Learning and The Factors Affect (ib bahasa)*. Jakarta: PT. Rineka Cipta.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3 (2), 1-23.

Wulandari, W., Ayuningtias, D. O., & Yana, Y. (2019). The Use of Role Play To Improve Students' Speaking Skill. *PROJECT (Professional Journal of English Education)*, *2*(3), 416. https://doi.org/10.22460/project.v2i3.p416-420