Using Picture Series To Enhance Students' Speaking Fluency

Harta Diba Agdhila, Sujoko, Endang Setyaningsih

English Education Department
Teacher Training and Education Faculty
Sebelas Maret University of Surakarta

Email: harta.diba@yahoo.com

Abstract: The objectives of the research are: (1) to find out whether or not picture series can improve students' speaking fluency; (2) to describe the classroom situation when picture series is applied in teaching speaking. The subject of the research is the students of class X.8 of Senior High School. The research data were collected through observation, interview, field notes, document analysis, photographs, and tests including pre-test and post test. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the mean scores of the pre-test and the post test. The research findings show that Picture Series could improve: (1) students' speaking fluency and (2) classroom situation of English class. The improvement of students' speaking fluency can be seen from students' mean score increased from 60.81 in pre-test into 73.78 in post-test 1 and it improves to 82.97 in post-test 2. The description of classroom situation includes :(a) The students looked very interested and enthusiastic to join the speaking class and (b) the students were more active during teaching learning process.

Keywords: speaking fluency, picture series

INTRODUCTION

In this global era, many people use English as a media of communication and it makes people who come from different countries easier in interacting and communicating each other. Thus, it is necessary for people to have a good speaking skill. Byrne (1997: 9) says that speaking skill covers practice and production stage. The practice stage concerns on accuracy that focuses on the elements of phonology, grammar, and discourse in spoken output. The production stage concerns on speaking fluency. Speaking fluency is an aspect of oral communication to express human idea, feeling, opinion and thought or information which helps people to communicate one another without hesitation, repetition, and false start. Gower, Philips, and Walters (1995:100) state " speaking fluency as the ability to keep going when speaking spontaneously". It means that the speaker can be called fluent speaker if he or she can speak smoothly without broken off from the beginning until the end of speech.

Based on pre-research conducted in the first grade of SMAN in Kebakkramat, the main problem faced by students was the lack of speaking fluency. It can be seen from the indicators like: (1) the students spoke with many pauses, (2) the students could not organize their ideas when speaking, (3) the students produced inaccurate pronunciation, (4) they got difficulties to produce a variety of vocabulary, and (5) most of the students

made grammatical errors in speaking. In this research, the researcher focus on fluency aspect as seen number 1, 2 and 4. But in speaking, accuracy and fluency cannot be separated. Accuracy and fluency are two factors which can determine the success of English language. Therefore, accuracy will also be addressed although it is not the main attention. Then, the researcher also found the problems on the classroom situation, such as: (1) the students did not participate during the lesson, and (2) the students did not pay attention to the teacher. There were some factors why the students got the difficulties in speaking fluency. These factors came from both. The class still dominated by teacher and few students who enjoy the speaking class. It is found that some students do not have any idea to be shared. They were shy and nervous to express their ideas in English. The students sometimes did not give full attention to the lesson. They were afraid to be laughed at by the others. So, they have no courage to speak up in front of the class. Then, the factors came from the teacher's side are as follow the teacher's way of teaching is monotonous. The teacher still uses traditional methods in teaching speaking. The teacher always uses presentation of learning materials or makes small groups' discussion to evaluate students' speaking skill. Teaching and learning process usually uses technique which is centered to the teacher while the students just silent and listen to the teacher's explanation. The students were not active in that teaching and learning process. The teacher usually talks to fast and the voice is too soft. It makes the students seem bored and just chatting with their friends.

Considering the problems in learning speaking faced by the students and the teacher above, the researcher used picture series as the media to improve the students'

speaking fluency. Picture series are pictures which show series of events arranged chronologically. Picture series are used as media in conveying the materials of recount text to make the students interested in the lesson. Andrew Wright (1989: 2) states that pictures contribute to interest and motivation, a sense of context of the language and a specific stimulus. Picture series can help the students expand their imagination to relate one event to another as what the pictures show, then they can make a story from it. Besides, it can motivate and attract their attention and their involvement in speaking class. In addition, student can find ideas presented in the picture fluently. Picture gives a lot of contribution because it is interesting for the students and they have something to look at while teaching and learning process is happening, students not only can hear but also can see the sign which is illustrated by the picture to express of idea.

There were some roles of picture series in teaching productive skills (Wright, 1989: 17), such as: (1) pictures can motivate student and make them want to pay attention to take part, (2) pictures contribute to the context in which the language is being used, (3) pictures can be described in an objective way or interpreted or responded to subjectively, (4) picture can cue responses to questions or cue substations through controlled practice, (5) pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. Based on the theories above, it is assumed that: picture series can improve students' speaking fluency of first grade students of Senior High School.

The aims of this research are the improvements of the students' speaking fluency and classroom situation which are indicated by the increasing of the students' mean scores in each test. Thus, the

researcher is sure to solve the problems of the students' speaking fluency and classroom situation by using picture series.

RESEARCH METHODS

This study was conducted to the students of class X.8 of Senior High School. It consists of 37 students including 28 females and 9 males. The method used in this research is action research. Mills (2000:6) proposes action research as any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. In implementing the action research, the researcher used these four steps, 1) planning the action, 2) implementing the action, 3) observing the action, and 4) reflecting the action.

There are two kinds of technique of collecting data in this research, such as: qualitative data and quantitative data. Qualitative data were taken from results of observation, interview, field notes, document analysis, and photographs. Meanwhile, quantitative data were taken from the result of the speaking test, including the students' scores of the pre-test and post test.

Further, the data were analyzed by qualitative and quantitative ways. The qualitative data analyses were used to analyze the data that are taken during the teaching learning process. There are some processes of analyzing qualitative data in action research. Burns (1999: 156 - 160) mentioned the following processes: (1) assembling the data; (2) coding the data; (3) comparing the data; (4) building interpretation; (5) reporting the outcome. Meanwhile, the quantitative data gained from the tests support the qualitative

data. In this research, the researcher was score by using analytical scoring rubric and gave score for each elements of speaking: fluency, pronunciation, vocabulary, and grammar. After that, the researcher counted the total score and means score of each element, and then compared the mean score between pre-test and post test to know the improvement score of students' speaking fluency.

RESEARCH FINDINGS AND DISCUSSIONS

This research was conducted at the first grade of SMA Negeri Kebakkramat. Before beginning the action, the researcher interviewed the teacher and several students, observed the teaching learning process, and did the pre-test to measure the students' speaking fluency. Based on the result of pre-research, the researcher found some problems that happened in the classroom that related to the students' speaking fluency. After that, to overcome those problems, the researcher proposed to improve the students' speaking fluency by using picture series in implementing the teaching learning process. The research was conducted in two cycles. There were three meetings in the first cycle and two meetings in the second cycle. In each meeting, researcher gave all the material and some exercises. If each cycle was done, the researcher conducted post test to know the development of student's speaking fluency.

Cycle 1 was implemented in 4 stages, namely: planning, action, observation, and reflection. Cycle 1 is divided into three meetings, on the first meeting, the researcher focused on giving a model of using picture series to tell a recount text. The second meeting, the researcher wanted to improve the students' grammar and mentioned the vocabularies. And the last, the researcher did revision for

the students. After that, the researcher asked the students to make a outline of recount text with their own words before they present it in front of the class. After implementing the first cycle, the researcher conducted post test 1.

After analyzing the observation result and test result in cycle 1, the researcher found the students' progress in speaking fluency. The result of observation showed the improvement of students' speaking fluency by using picture series. The first improvement could be shown on the increasing of fluency aspect from pre-test and post test in cycle 1. The mean score of fluency increased from 60.81 in the pre-test to 73.79 in the post test of cycle 1. The all students' average score in pre-test was 62.30 then improved into 71.89 in post-test 1 and 78.51 in post-test 2.

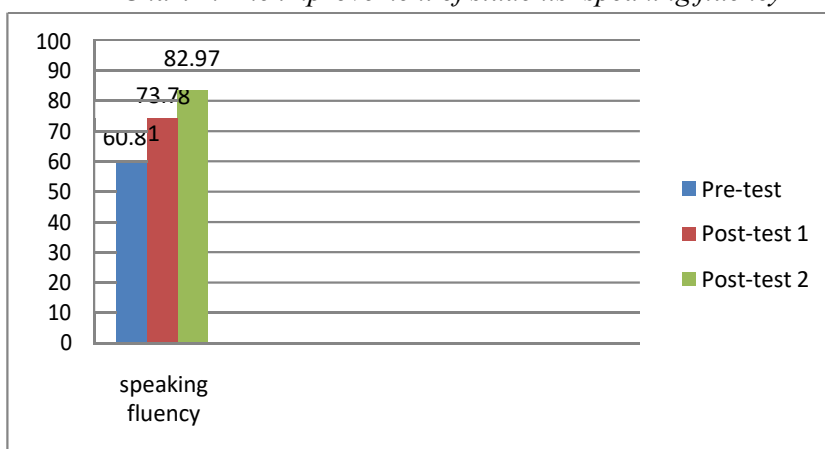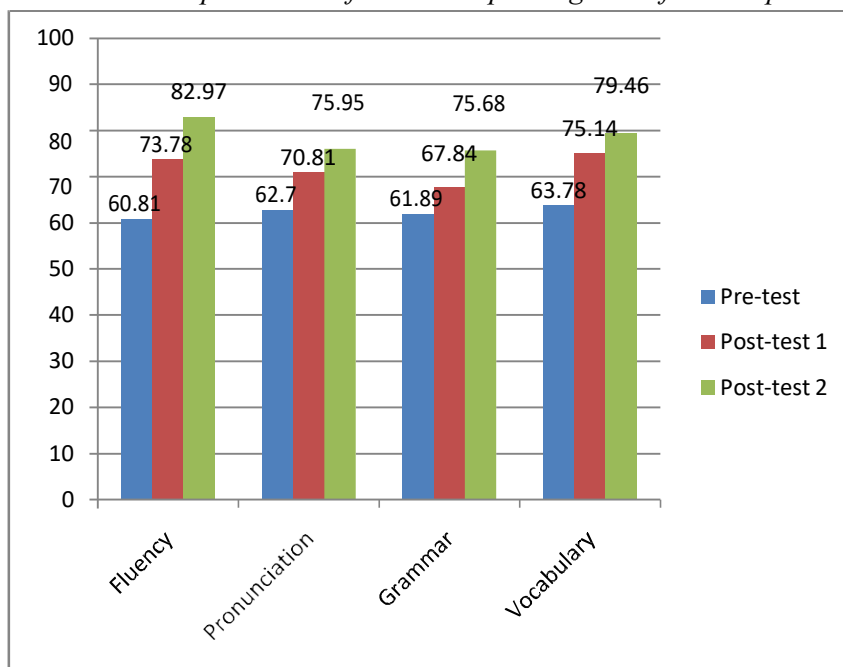*Chart 1. The improvement of students' speaking fluency*

Chart 2. The improvement of students' speaking skill of each aspect

The second improvement could be seen from the classroom situation during teaching learning process. Implementing of picture series in teaching learning process had some strength to improve students' skill in speaking recount text. The students were motivated to join the class. More students paid attention to the lesson and took part in it more actively. When the researcher was explaining the material, the students paid attention carefully and made a note in their book. Moreover, some students came to researcher's desk to ask some difficult vocabulary and the students mention vocabulary actively from the picture series given. It could be concluded that the students had high motivation to be better and they were also interested to join in the teaching learning process.

On the other hand, the researcher still found some weaknesses of the students in speaking based on the experience in cycle 1. The students had some problems in speaking skill stated as follows: the students still found difficulties in make sentences using past tense, and they also still confused to express and develop their idea into good sentences, so it makes the students did a lot of pauses. In class situation, there were also some weaknesses. Some students did not participate actively in their group when did sentence building activity. Sometimes they discussed something which was out of the topic of the lesson. Some of them disturbed other friends and made the class little bit crowded. So, it makes the teacher's management time in the class was not effective. More time was focused on group and less time on students' practicing to speak. As a result, many students could not present their story.

Cycle 2 was implemented in two meetings. The researcher tried to overcome the remaining problems which still occurred in cycle 1. In the cycle 2, the researcher would focus on past tense and improve their skill to express and develop the idea. The researcher would give more tasks about past tense. The researcher gave guidance on how to express and develop their ideas. On the first meeting, the researcher would discuss about new picture series. The researcher would focus on teach how to choose appropriate vocabulary based on the picture series, then she would more concentrate to teach in constructing sentences in past tense form.

On the second meeting, the researcher would improve the students' skill in expressing and developing their ideas into good paragraph. The researcher also asked them to write outline of the story first based on the picture series after that asked them to speak up. The researcher also chooses the good story to make students more interest and gave the picture series in good quality. After implementing the second cycle, researcher conducted post test. The researcher asked students to speak up a recount text with entitled "Titanic"

After cycle 2, there were some improvements of students' speaking fluency by using picture series. The improvement of students' speaking fluency in pre-test was 60.81 then improved into 73.78 in post-test 1 and 82.97 in post-test 2. The improvement not only in fluency aspect, but also in each aspect of speaking, such as : pronunciation, grammar, and vocabulary and classroom situation during teaching and learning process. The mean score of post test 1 was 71.89 from two correctors and the mean score of post test 2 was 78.51 from two from correctors.

The implementation of picture series can improve students' speaking fluency. Picture series are picture which show some actions or events in chronological order.

Underhill (1987:66) states that a picture or cartoon story usually consists of from four to twelve drawings telling a story which is simple but allows the learner to add his own interpretation about the people or events involved. Wright (1997: 2) also states that pictures contribute to interest and motivation, a sense of context of the language and a specific stimulus. It is expected that through series of picture, students can be interested and motivated to join English class. They more active, easier in expressing and exploring their idea and can speak fluently.

The implementation of picture series in speaking could help the students in developing their idea and giving supporting detail based on the picture. They could also organize the recount text starting from orientation, event, and reorientation. By providing series of picture, the students found some appropriate vocabularies and tried to write the sentences in good grammar. Finally, they could improve their speaking fluency.

The implementation of picture series also can improve the classroom situation when teaching learning process. The role of picture series in speaking activities may be motivating and interesting. It can very useful and help to brainstorm the students' idea and stimulate their imaginative power. Wright (1997: 17), states that there are some roles of picture series in productive skills:

a. Picture can motivate student and make them want to pay attention to take part

b. Picture contributes to the context in which the language is being used. They bring the world into the classroom

c. Picture can be described in an objective way or interpreted or responded to subjectively

d. Picture can cue responses to questions or cue substations through controlled practice

e. Picture can stimulate and provide information to be referred to in conversation, discussion and storytelling

Based on the theories above, it can be concluded that picture series could improve the classroom situation. The students gave more pay attention to the teacher during teaching learning process. They were also more concentrate to the lesson, so they never looked sleepy or talked with their tablemates. The teacher gives opportunity to each student to try answering the question, giving opinion, or just asking the difficult word. This condition makes the students participate actively and gave good responses in class. The situation of class is more relax and enjoy. The students looked enthusiastic when joined the speaking class.

CONCLUSIONS AND SUGGESTIONS

This research was conducted in the first grade of SMA Negeri in Kebakkramat. Based on the finding in using picture series to teach speaking, the researcher makes some conclusions. Firstly, the result of this action research shows that the implementation of picture series as teaching media improves the students' speaking fluency. There is some improvement of students' score in fluency aspect. The improvement not only in fluency aspect but also in each aspect of speaking. It is shown that they got good scores in each test. The students can easily in exploring their idea and giving supporting detail based on picture series. They also can organize the recount text and choose appropriate vocabularies.

Besides, the classroom situation when teaching learning process gets better. The students gave pay more attention to the

teacher during teaching learning process. They were also more concentrate to the lesson, so they never looked sleepy or talked with their tablemates. The students were brave to be active student; they gave good responses in every activity during the lesson. The situation of class is more relax and enjoy and all the students looked enthusiastic when joined the speaking class.

The appropriate choice of series of pictures will give good impact in process and result of teaching and learning itself. The implementation of picture series has shown that the media is effective to use in teaching learning process to improve the students' speaking fluency. Picture series can develop the students' imagination to get the idea. Besides, the use of picture series can attract the students' interest to join the speaking class. They are more enthusiastic, active and enjoy when teaching learning process.

After conducting the research, the researcher would like to give some suggestions that can be provided to improve the students' speaking fluency. The role of teacher is very important in teaching learning process. The teacher can be a facilitator, motivator, and evaluator. Besides, the teacher has to control and guidance the students in the teaching learning activity. The teacher is expected to pay attention to the students' problem. Therefore the teacher should be able to identify the students' problems and tried to solve those problems.

The English teachers are suggested to use media in teaching speaking. Picture series is one of effective media that can be used in teaching speaking. The use of picture series as a media to teach speaking will be able to attract students' attention and interest in teaching speaking. The teacher is also expected to bring the classroom into conducive situation and make the students to

be active and enjoy when joined the speaking class.

For the students, they should realize that speaking is important to be mastered. They are expected to follow the teacher's instruction and follow the stages on the speaking process. The students are suggested to motivate themselves to learn English. They should get involved actively in the activities during the lesson. They should also do more practices to speak English either in school or at home to be more fluent in speaking English.

It is needed for institution or school to encourage and support the students and English teacher to improve the quality of teaching learning process. They should facilitate various media and places that needed by both teacher and students to achieve the goals.

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