

ENHANCING STUDENTS' SKILL IN SPEAKING NARRATIVE BY USING PICTURE SERIES

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ABSTRACT

Although the students have sufficient knowledge in grammar and vocabulary, they still are afraid of speaking. They still have a lot of mistakes in speaking, especially narrative. This classroom action research was done to see the enhancement of students' skill in speaking narrative by using picture series. The research was conducted at the second year science class 1 (XI IA 1) of SMAN 3 Padang Panjang in the 2017/ 2018 academic year. It was done in two cycles. The data were collected through pre-test, formative test and observation. The students were led to tell the stories by using picture series, and then they were guided to tell the stories well. Through observation and formative test, it seemed that the students liked and enjoyed speaking narrative. It could be seen from their achievement improved from cycle to cycle and from their test results. In conclusion, the students' speaking ability can be improved if they know what and how to speak, and the use of the appropriate teaching media is very important. One of teaching aids that can be used to enhance students' ability in speaking narrative is picture series. It is suggested to English teachers to use picture series in teaching speaking narrative.

Keywords : *speaking, narrative, picture series*

A.INTRODUCTION

In learning English as a foreign language, it is seen that it is too hard for students to master it. Why is it so? Because English is not always used at schools, and neither is at home or out of schools. Students still do not realize that English is very important to greet the global era nowadays. What should we as English teachers do to face this problem? The most important thing is to create an atmosphere as good as possible where the students find English interesting and fruitful even the students think and act in English.

The new curriculum stated that the students are expected to be able to use spoken and written English. One of abilities now is speaking. Speaking is one of the skills that should be mastered by English students. They can express their opinion and give argument if they have good speaking.

Based on the standard competence of English curriculum, the students are expected to be able to communicate orally. Thus, English speaking skill should be well mastered, because the

nature of English language teaching is to improve students' communication skill as stated in the curriculum in 2006 and 2013.

In this case, the researcher will apply narrative texts for the research. The reason is, narrative texts are always provided in each semester and each grade (from the first grade till the third grade).

From the learning process done, it was discovered that students are not able to speak. Speaking is such a hard work to do for the students. They are difficult to express their feeling or ideas in speaking. They do not know what and how to say. They find speaking very boring. Various attempts have been done to improve students' speaking skill, but they do not work in other word, students' speaking ability does not improve.

Actually speaking is one of the tools in communication. It is one of the skills that has to be mastered by the students.

Speaking is an oral skill which is very important because it is an instrument in human's communication. It is very useful in interaction between human. Tompkins (in Novi and Ismiati, 2009) states that "speaking is the most important expressive language". In other word, speaking is a way that can be used by man to express their feeling or idea. Speaking is more often used by people. Before reading or writing, everybody always studies speaking first.

Saleh (in Ismiati, 2006) says that speaking in general can be meant a skill that is used to express the idea, feeling and thought). It means that speaking has an important role in communication. Speaking makes communication easier. It can be said that speaking is easy to understand.

Thus, Speaking should be mastered by the students. To come to a sufficient skill, each student has to be active in speaking class. They are taught to have involved optimally in speaking class. All the students should be able to achieve sufficient speaking skill. The students are hoped to have good skill to express their feeling or ideas in speaking.

It was found that students still find difficulties to speak or tell a story (a narrative) they have known. Students still have some problems, such as, choice of words (vocabulary), the use of language features (grammar), class of words, pronunciation and fluency. Because of that the students were afraid of making mistakes while speaking. Moreover, they were not brave to speak in front of the class.

Based on the pre-test done, the researcher got the data of speaking skill (appendix 1). It can be concluded that there was a problem in developing the students' speaking skill in the grade XI IA1 class. The problem should be overcome soon. If not, the purpose of standard competence and basic competence cannot be reached or unsuccessful. Therefore, the researcher tried to use a media called "talking picture series". Why it is called "picture series" because the picture series gave the students inspiration to speak or tell a story directly. In other words by looking at the picture series, the students could tell the story naturally as good as the picture series could talk to students and made the students easy to speak. The picture series could guide the students to speak.

In this case, the researcher considered that using picture series was useful and helpful in improving the students' speaking skill especially in narrative text. Hughes (in Rusman Ujang, 1999) says that picture series could be used to elicit a narrative. Even, picture series provide information and ideas from which the students to speak up with the correct orders of thought. Furthermore, the picture series are meaningful. Thus, the students had a lot of ideas and opinions to speak. They were able to speak chronologically based on the correct arrangement of the

pictures reflecting a sequence of the events ,for example, which picture came first, second, third, and fourth. In conclusion, the picture series could improve the students' skill in speaking narrative text at the second year science class 1 (XI IA 1). It can be said that the students' skill in speaking narrative is increased.

By using the picture series, It is believed that what are drawn from the story is able to improve the students' skill in speaking narrative. Through picture series, the students can speak easily and well. The students will speak better if they know *what and how to speak*. Enjoyable and challenging teaching aids should be prepared well, so that the students' can develop their ideas of what and how to speak better, orderly and systematically.

B. IDENTIFICATION OF THE PROBLEM

The second year science students 1 (XI IA 1) of SMA N 3 Padang Panjang are difficult to speak or tell a story in narrative. This is caused the students do not know what and how to speak or tell a story in narrative. For example, when the students are asked to tell a story, they look confused and even they are not able to speak. Most of them do not know how to start the story in narrative and how to tell the story in good order. This condition make the students find English is complicated, boring and frightening. Indeed, they feel that English is not interesting. As a result of this condition, what the curriculum wants the students to get fails.

C. FOCUS OF THE RESERACH

Based on the above identification of the problems, the researcher needs to clarify the research focus. The problem to be researched is an effort to improve students' skill in speaking narrative.

D. THEORETICAL REVIEW

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994: 24). Furthermore, Herbert in Richard and Renandya (2002: 201) says that speaking usually involves two or more people using language for interactional and transactional purpose. It means that there are at least one speaker and one listener in this activity. When the speaker speaks, she/he expresses her/his attitudes, feelings and interests towards the topic being talked with the listener. Thus, it may be concluded that people as social creatures tend to interact each other in order to share information, ideas/opinion, and express feelings through speaking skill.

Further, Nelasco (1987: 42) explains what people actually do when they are speaking. They are as follows:

- a) They share meaningful information
- b) They take turn
- c) They use body language and gesture to emphasize
- d) They use stress and intonation

In other words, people try hard to convey their feeling, ideas and arguments by using non- verbal language, such as: gesture, body language, stress and intonation.

Finoocchiaro and Bonomo (1973:32) say that there are 6 important things considered in speaking:

1. To decide what speaker wants to say
2. To select word that falls into the pattern that they are going to use
3. To select word that falls into the pattern conveying the meaning
4. To use correct arrangements of words
5. To make sure the appropriate situation
6. To place tongue and lips in certain position to produce sounds

It means that there are some aspects involved in speaking, such as: content, vocabulary, grammar, pronunciation, and culture. Those aspects should be well mastered in order to have good speaking ability.

In speaking people involve and interact. They construct meanings, use language for interaction and transaction, share information and take turn. Even speakers will use strategies in communicating to emphasize certain expressions such as, use stress, intonation, body language and gesture. Even, speakers have to consider the elements of language such as, select word, use correct arrangement of words, place tongue and lips in the correct position, choose the topic and situation correctly. It concludes that, doing speaking is interesting because the speakers are involved creatively, actively and communicatively.

It is believed that speaking is the hardest skill for students to do. The problem faced by the students are being afraid of making mistakes, pronouncing words, expressing ideas, and speaking fluently and being laughed.

To face this problem, picture series are the best way. It is believed that ideas can be developed. The students can speak easily as well.

Picture series is a set of picture containing of events, characters and setting of narrative. Moreover, Raimes (1983: 15) explains that sets of pictures in sequences which provide a subject matter for narrative text and for speculating about the story beyond the picture in the strip; a set of parallel pictures which show a similar scene of a story which provide material that offer guidance of vocabulary and sentence structure.

Skrzypozynska (1992) found that pictures can be helpful and valuable for active use of language. Besides, pictures offer the opportunity for the students to tell their reaction and responses. At the end, they can use the language itself.

Bryne (1983: 26) argues that picture series are useful because the learners generally respond favorably to tasks which relate to some kinds of visual context. He adds that all types of the pictures can be given individually and some sets of them (series).

Hughes (1999:84) also says that a picture series can be elicited narrative. He also adds that it make the form of quite realistic transfer of information. It can improve comprehension and logic skill by arranging the pictures and text, by doing this strategy each emphasizing a particular comprehension skill, sequencing, cause and effect, main ideas, drawing conclusion, predicting and transfer of information.

E. CONCEPTUAL FRAMEWORK

Initial condition that has been identified revealed that the learning activities did not show students' ability in speaking. The students had low speaking ability. Based on this fact, a series of planning and action should be done to improve students' ability in speaking narrative. There were several activities done at the planning stage namely designing lesson plan, preparing teaching aid (picture series), and designing observation instruments. Then, the implementation (action) was carried out in cycles. This action research was planned in two cycles.

Cycle 1

1. Planning

The researcher planned the activities on applying picture series in teaching speaking skill. Before coming to the classroom, the researcher did the following things:

- Preparing the lesson plan of teaching speaking by using picture series.
- Preparing picture series in teaching speaking.
- Preparing a research instrument (observation sheets, field note, a test of speaking)
- Arranging the research schedule.

2. Acting

In this phase, the researcher did the action by applying the scenarios of teaching that had been designed in planning phase. The researcher also collected the data while the process of action was going on. The researcher also gave final test at the end of cycle of action.

3. Observing

While doing the action, the researcher and observer observed the teaching and learning process, the activities done by the students and the teacher herself.

The researcher took field note for each step in teaching and learning process and the observer filled out the observation checklist. Taking photographs and video are also done by the researcher with other data resources. This was to see the classroom events and interactions.

4. Reflecting

In this last phase, the researcher discussed and interpreted the data with the observer. There were two kinds of data: quantitative (speaking test) and qualitative data (observation). The researcher and observer analyzed both data and make the conclusion. Finally, the researcher and observer reflected and interpreted the result and discussed the weakness of the process to make an improvement for the second cycle.

Cycle 2

In cycle two, the activities were rather the same with the first cycle, but there were some emphasis based on the revised plan.

Since there were several things had to be done to deal with in improving students' speaking skill, cycle 1 focused on two things. First, students are given a set of picture series, and asked to say what the story is about. Students are asked to find the characters in the story on the talking picture series. Second, students are asked to tell/ conclude what is the story of the picture series by using their own sentences. Teaching and learning processes during cycle 1 were observed as a reflection for the second cycle. Based on the result of cycle 1, it was revised the plan for action at cycle 2.

Besides reviewing cycle 1, cycle 2 elaborated in details about picture series. Students were asked to say a sentence (Simple past) from the picture series and then discuss with other students.

Based on the result, it is believed that having passed the two cycles, students are expected to have mastered the correct tense for narrative (Simple Past Tense). But, in speaking a narrative there is another important thing necessary namely generic structure of a narrative text. So, there are two things are emphasized at cycle 2. First, identifying the generic structure of a narrative text and second speaking a narrative or telling a story freely.

F. RESEARCH METHODOLOGY

1. The subject of the research

The subject of this research is the second year science students 1 (XI IA 1) of SMAN 3 Padang Panjang, West Sumatera. This class was chosen because of the following reasons: Firstly, the students in this class do not have motivation in speaking or telling a story in narrative. This can be seen from their ways in learning English and their English marks. Secondly, the students are not able to speak in good ways. They are afraid of speaking or telling a story. Thirdly, the students in this class are more interested in science subjects.

2. Research Setting

This classroom research was done at SMA N 3 Padang Panjang, West Sumatera.

3. Reseach Design

The first thing to do was to give pre-test to the students. The students were asked to tell a story that they have known. The result of these tests was analyzed, and these become input for designing the learning process at cycle 1. Next, this research was designed to pass through two cycles (cycle 1, cycle 2). Each cycle consisted of three meetings.

Because the title of this research is **“Enhancing students’ skill in speaking a narrative text by using picture series at the second year science class 1 (XI IA 1) of SMA N 3 Padang Panjang”**. There were a number of things which should be provided. First, picture series which were drawn by the students contained a story. Besides, a number of picture series were also provided. The picture series provided were given to help the students understand the story and speak a narrative. These are some activities done by the students at each cycle.

Cycle 1

To create a good speaking with received English, the students need to be provided with appropriate choice of words, class of words, and also grammar. The first cycle is focused on the mastery these components. It is started by asking the students to tell a story/ narrative based on the picture series.

Then, the students will do various and challenging tasks related to the picture series they drew. Finally, the students are asked to tell the story/ narrative.

This cycle would emphasize on the grammar (tense) used in speaking a narrative. It is known that to speak a narrative or tell a story from the picture series are quite difficult. In speaking a narrative, Simple Past tense is mostly used.

Cycle 2

After passing the first cycles, the students are expected to master language components and tense (grammar) used to write a narrative text by applying the appropriate choice of words, tense/ language features (Simple past tense) and class of words.

In this cycle, what has been done at cycle 1 is reviewed. Cycle 2 would emphasize on the language component (the generic structure of a narrative text). In this cycle, the students are hoped to know what to write and how to write narrative. The students were given various narrative text and asked them to identify the generic structure of the text. At the end of cycle 2, the students were given a test by asking them to tell a story or a narrative by using picture series based on the picture series they drew. This test was to see if any enhancement in the students' skill in speaking a narrative by using the teaching aid," picture series".

4. RESEARCH INSTRUMENT

Speaking test was used to identify students' speaking skill. The researcher used speaking rubric scoring based on Harris (1969: 84). There are five components:

- 1) Content
- 2) Pronunciation
- 3) Grammar/ structure
- 4) Fluency
- 5) Vocabulary

Speaking Instrument

Note:

- Con** : content
Pro : Pronunciation
Gram : grammar (language rules used)
Flue : fluency
Vocab : vocabulary (choice of words)

Besides using the above instrument, the students' activities in speaking were also observed by arranging paragraphs to produce a good narrative text.

The observation sheets were used to see direct activities done in teaching and learning process. To know about any progress done. Gay and Airasian (2000) say that observation is useful to see the information about teachers' actual teaching activities. This observation was also used to know the speaking skill of the students and classroom activities by using picture series.

Because the objectives of this research were to enhance the students' skill in speaking a narrative, the students' activities in speaking were observed. These things were observed the students activities in speaking a narrative by using picture series, how to start (an orientation) and what to be had in an orientation. The students had to be able to tell a story or speaking a narrative in good order based on the pictures series they drew.

For example : Long ago, there lived a girl named Putri Reno Nilam who was very beautiful in a small village.....

The next things observed were the students’ activities to continue their speaking a story/ narrative and do the next step (**speaking a complication**). How the students relate the first paragraph to the next paragraph by using their picture series.

For example: One day, an old man saw her and fell in love with him.....

And the last ones were the students’ activities to continue their stories/ narratives to do the next step (**speaking a resolution**). How the students relate the second paragraph to the next paragraph. How to end the story

For example : But she didn’t love him. It made him very upset and furious.

5. Data analysis

There were several things to be considered concerning data analysis. The data that were analyzed were the result of pre-test, and the result of formative test (the test given at the end of each cycle). The analysis used percentage.

Then, the result of the mean score of the students’ speaking skill was interpreted to the speaking level based on Harris (1969: 134)

NO	RANK OF QUALITIES	RATING QUALITIES
1.	80% - 100%	EXCELLENT
2.	60% - 79%	GOOD
3.	50% - 59%	FAIR
4.	0% - 49%	POOR

G. RESEARCH FINDINGS AND DISCUSSION

1. Research Setting Description

The first condition when the action done showed that most students of class XI IA 1 could not tell or write a story they knew well by using spoken or written English language. They got serious problems when they were asked to speak or tell a story even a single sentence telling a story, for example: Once upon a time, there lived a very beautiful lady.

The second, the students had low motivation in speaking or telling a story (a narrative). It seemed that they did not want to tell or write a story (a narrative) they have known. They found speaking a difficult or hard work. They did not know how to speak or tell a story and what to speak or tell a story. They were bored and incapable of speaking.

2. Research Findings

Using picture series as a teaching media can make learning activities interesting and easy to students. Elaborating what is drawn in the story will make students eager to speak or tell a story of the picture series. Their eagerness can be seen from the test result of each cycle.

The students began to speak or tell a story what they had although at first they could not speak or tell a story in a sentence. This ability gradually improved from cycle to cycle. This improvement can be seen from the following table.

NO	ASPECT	CYCLE 1	CYCLE 2
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1.	Content	79%	90%
2.	Pronunciation	63%	86%
3.	Grammar/structure	64%	87%
4.	Fluency	64%	89%
5	Vocabulary	84%	86%
	Sum	354%	438%
	Mean	71	87

3. Discussion

It was found that using picture series as a teaching media could improve students' skill in speaking a narrative. Picture series could help and encourage students tell a story or speak a narrative they had known. The activities on how to make use of picture series in speaking class can be elaborated in the following research cycles. In order to be able to tell a story or speak a narrative well, there are several things concerning language competence the students should keep in mind. The most important aspects are content, pronunciation, grammar, fluency and vocabulary. By mastering at least the five aspects, the students are expected to be able to improve their ability to tell a story or speak a narrative.

Cycle 1

Cycle 1 focused on the students' activities to fill in drawing. The activity started by divide the stories through pictures drawn by students. The students were asked to understand the stories they had.

It was discovered that the activities could make the students enjoy and encourage them to speak based on the pictures they drew. Some students already knew how to speak a narrative although it was still simple, such as, once, there lived a beautiful lady named Putri Reno Nilam. She is a kind lady.

Since speaking is difficult and it needs mastery on several aspects, the enhancement from cycle to cycle moves slowly and the learning process should be handled systematically. Cycle 1 showed a slight enhancement (71 % in average). Pronunciation shows the least enhancement because pronunciation is the most complicated aspect among the other four aspects.

The other aspects (content, grammar, fluency and vocabulary) were still in problem. In vocabulary, some of the students still found it hard to do.

Cycle 2

Cycle 2 focuses on the use of the correct four aspects (grammar, fluency, vocabulary, and content) . When writing a narrative, we must use *simple past tense* (not simple present tense. It was found out that the students did not master simple past tense well, even though they had learnt in the previous semester. The students were exposed by asking one of the students to come to the front and correct an error of each sentence on the white board. Discussion was done while checking their answers.

This step could make the students aware of their mistakes in applying what they discussed and correct it. They began to write a narrative in the correct grammar, the good choice of words and content. By continuous practice, their weaknesses/ mistakes could be solved.

To sum up, cycle 2 brought students some courage and competence to enhance their skill to speak a narrative text. This can be seen from their test result which shows significant enhancement (87 in average).

H. CONCLUSION AND SUGGESTION

The Enhancement of students' skill in speaking narrative so far faces serious problems since the students did not know and understand "what and how to speak or tell a story". This means that the steps of speaking a narrative text was not clear enough for the students. The students never got enjoyable and challenging speaking materials. In fact, these problems can be solved by various techniques and media. In other word, the students' skill in speaking narrative can be improved by using various technique and media.

One of the media is picture series. Picture series help and motivate students to speak or tell a story better, especially in speaking a narrative. Picture series are enjoyable and interesting for students. It makes the students understand and know how to express their ideas into speaking. The students know what and how to speak or tell a story (narrative) well. This aim can be reached if the learning process using picture series are handled well in accordance with the steps of teaching speaking or telling a story (narrative).

It was revealed that the learning process using picture series could enhance students' ability in speaking or telling a story (a narrative) at the second year science class 1 (XI IA 1) of SMA N 3 Padang Panjang. It could be seen by data got. The enhancement could be proven and shown by the percentage of their achievement from each cycle. At first, the students found speaking or telling a story (a narrative) difficult to do. After drawing the picture series, the students found that speaking or telling a story (a narrative) interesting and enjoyable. The students could enhance their own ability in speaking, especially in telling a story (a narrative).

This research report can give us a proof that students' language skill can be improved from time to time if we know the students' problems. Speaking is one of the skills to be improved. For that purpose, my suggestions are: First, enhancing students' skill in speaking should be managed systematically in order that the students know what and how to speak or tell a story (a narrative). Second, a collection of teaching aid/ media should be available, interesting, enjoyable and fruitful. Third, the ways in teaching speaking or telling a story (a narrative) should be more various (not monotonous) so that the students have high motivation in the learning process. Speaking tasks should be challenging, interesting, and enjoyable. The last one is students' speaking works should be shown on the class events, so it gives an appreciation to the speakers of the speaking tasks and make them proud of themselves. For other students, they can hear various stories from various speakers.

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