



USING PICTURES TO TELL STORIES IN TEACHING SPEAKING NARRATIVE TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

This paper explains about the implementation of “Using Pictures to Tell Stories” which is one of techniques in teaching speaking to improve the ability students’ in telling stories. This techniques use pictures as media that are provided by the teacher and the students make a story map based on the pictures. The purpose is to make the students easy to produce a narrative text by themselves. In this paper, the writer chooses narrative text that is appropriate with technique using pictures to tell stories. By using this technique in teaching narrative text, the students will have self confidence to produce narrative text orally.

Key words: Management, Classroom, Learning, Effective

A. INTRODUCTION

A school is a formal educational institution that has a role to develop the skills of the students so that the students are able to do their tasks in their life both individually or socially. Students should study more and enthusiastic. Beside the students enthusiastic, the student willing is also needed in the learning process.

The teacher has a major role in learning process. Learning process is a process that has an interaction between teacher and students. In teaching English, especially, the teacher’s roles are also really important because teacher is a person who works teaching, guiding, directing, training, assessing, and evaluating the students.

As a professional, a teacher should be able to manage classroom that is creating and maintaining an optimal learning condition to reach the goal of teaching. The teacher’ role is very important in improving the students learning, the teacher is expected to create an effective learning environment and will be able to manage the class. Good environment is both challenging and stimulating students to learn, giving a sense of security and satisfaction in achieving the expected learning outcomes.

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Evertson and Emmer (2009:20) says that to make the learning activities can be effectively run, the teacher and the students should know how to behave, when and how to move about the room, where to sit, when they may or may not interrupt the teacher, and the amount of noise that is acceptable.

In creating an effective learning, there are several problems that is appeared. Firstly, the teacher still does not choose the most effective instructional strategies. The teacher only uses the traditional strategy in teaching English. The teacher should make list of all of the instructions that is appropriate with the students. Secondly, the teacher does not design the classroom curriculum well. A teacher does not plan the learning activity well. Actually, an effective teacher is a teacher that always designs and plans the curriculum well. Thirdly, the teacher is not able to make the learning environment be safe and comfortable. Students normally would not want to learn in a very chaotic environment. The learning environment should provide pleasant and supportive.

In addition, to make an effective english learning the teacher should pay attention to the role as a classroom manager.

B. DISCUSSION

1. Teaching Speaking

According to Harmer (1998:87), there are three main reasons for getting students speak in the classroom. They are rehearsal, feedback and engagement. Rehearsal is getting students to have a free discussion, gives them a chance to rehearse having discussion outside the classroom. Feedback, speaking tasks where students are trying to use all and any language they know provides feedback both teacher and students. Teacher can see how well their class is doing and what language problems they are having and students can find what they need to improve. Engagement, the teacher should set up the speaking activities in order make the students participate in learning process.

Nunan in Kayi (2006:1) also explained that teaching speaking involve six rules. Firstly, the teacher teaches how to produce the English speech, sound, and sound patterns. Secondly, the teacher uses words and sentence stress, information pattern and rhythm of the language. Thirdly, teacher selects appropriate word and sentences according to the proper social setting, audience, situation, and subject matter. Fourthly, teacher organizes their thoughts in a meaningful and logical sequence. Fifthly, the teacher uses some languages as a means of expressing values and judgments. Sixthly, teacher uses the languages quickly and confidently with few unnatural pauses which is called as fluency.

2. Narrative Text

According to Gerot and Wignell (1994:204), a narrative text is a text that has a function to amuse and entertain. Narrative deals with problematic events which lead to crisis. A narrative text has generic structure: (1) Orientation which sets the scene and introduces the participants, (2) Evaluation is a stepping back to

evaluate the plight, (3) Complication which a crisis arises, (4) Resolution which the crisis is resolved, for better or for worse and (5) Reorientation which is the optional.

Besides, Abbot (2002:13) states, “Narrative is representation of an event or a series of events. It means that narrative’s definition focuses on the sequence. Narrative text tells about some connected incidents which is told in certain sequence. The story can be fiction (stories, fairy tales, folk tales, legends, mysteries, science fiction, and historical fiction) or non-fiction (history, autobiography and news reports).

3. Pictures

Pictures are aids that can help the teachers in the teaching learning process. Callahan (1992:479) suggest the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Brown and Lewis (1964:445) said that teacher should choose the excellence of pictures. They also state five criteria about the selection of pictures as follows: Is the picture sufficiently interesting to catch and hold the attention and interest of students with whom it will be used? Is it sufficiently large and simple to be seen clearly? Is the information portrays important to the topic being studied? Is the information accurate (truthful, up to date) and does it have a basis for needed size comparison? Is the picture well reproduces, realistic and attractive?.

4. Telling Stories

Wilson (2002:5) stated that telling stories is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.

Then, Lipman (1999:11) explained that telling story has been discovered as an art form and professional tool. It is a tool in various kind of work, as therapists, teachers, community organizer, lawyer, etc. From this explanation, it is clear that telling story can be implemented not only in speaking class, but also in various kind of work. Teacher can take this as a creative way in the class to take ‘job’ as its storytelling topic.

5. The Implementation of Using Pictures to Tell Stories

a. Preparation

1) Preparing material

Firstly, the teacher should choose type of text based on the syllabus. In this case, the text is narrative text. Since telling narrative text is difficult for the students, the writer suggests “Using Pictures to Tell Stories” as an alternative in teaching speaking narrative text. By using this technique, the pictures that

are provided by the teacher will help the students to tell the stories. Then, the students will create a story map based on the picture given by the teacher. After that, the teacher prepares the story that are suitable with the students.

2) Preparing the media

After choosing the story, the teacher should choose a media to present the pictures. In this case, the teacher can present the pictures by showing them in front of the classroom by using some electronic devices such as laptop and in focus. The pictures that are provided by the teachers will lead the students to produce the narrative text orally. The media should be prepared well so that the process of teaching and learning will run well too.

3) Preparing Lesson Plan

After selecting the material and preparing the media, the teacher needs to prepare a lesson plan. Lesson plan is a guideline for teacher so that the lesson runs systematically. In making a lesson plan, a teacher should consider about several things such as the time allocation, material, media etc.

b. Procedure

1) Pre-Teaching Activity

In this stage, the teacher should prepare the students, both psychologically and physically to join in the learning process. The teacher can start by greeting the students and asking their condition as she enters the classroom to catch their first attention. It is important to catch build relationship with them. Then, the teacher checks the students' attendance. Then, the teacher introduces the topic and explains the purpose and the basic competence that must be reached.

2) Whilst- Teaching Activity

Whilst-teaching part is the most important part because the teacher will apply the technique in this part. This is the core activity during the process of teaching and learning. According to scientific approach (2013), this part is divided into five phases that are: observing, questioning, collecting information/experimenting, associating and communicating.

1. Observing

The teacher activity in observing is presenting the context through picture. By showing pictures related to the story, the teacher can stimulate and build the students' background knowledge about the story. Then, the teachers lead the discussion in the classroom by asking some questions in order to make the students easy understand the text.

2. Questioning

In this phase, the students can ask the teacher or their classmates about the information that is not understood from what is observed. For instance, in the picture there are some pictures that students do not know in English, such as *kapal*, *badai*, and *mengutuk*. Therefore the teachers can mention the words in English.

3. Experimenting

After the teacher explains what is not understood by the students about the text, the teacher can build the students' vocabulary. Teacher can write the difficult words on the whiteboard then ask the students to predict the meaning or to look for the meaning on their dictionary and teach them how to pronounce those words.

After the students understand most of the difficult words in the text, the teacher explains the definition of the narrative itself. The teacher can start by explaining the definition of narrative text. Then, the explanation can be continued about the social function and the structure of the text. The teacher explains which part are the orientation, complication, and resolution. Then, the teacher explains about story map to the students that will be used when they are telling stories later. The picture below is an example of story map that will be created by the students.

4. Associating

This phase is the core part in which the strategy will be implemented. Since this strategy needs pictures as a tool, the first thing should be done by the teacher is introducing the use of pictures to the students. The teacher needs to explain the use of pictures when they are telling the stories, and explain what the students should do.

Then, the teacher divides the students into a group. Each group consists of four members. After that, the teacher asks the students to create a story map based on the pictures. The story map consists of characters, setting, and plot of the story. This activity will help them to follow the chronology of the events in the text, so that they will easy to tell the story later.

5. Communicating

When the students finish make the story map and discuss their result in group, the teacher can go to the last phase, called as communicating. In this phase, the teacher evaluates the students' comprehension by ask the students to tell the story in front of the class. The teacher can ask the students about the story and the students will tell the teacher based on the pictures and story map. By doing this activity, the teacher can assess the ability of the students especially the ability of speaking narrative text.

3) Post-Teaching Activity

In this part, the teacher can give feedback, motivation and reinforcement about the whole lesson in the form of oral, written, gesture or gift. This is very important to let the students know that their effort during the teaching and learning is appreciated. Besides, the teacher also can inform material for the next meeting so that they can prepare themselves. After that, the teacher ends up the lesson by greeting them.

C. CONCLUSIONS AND SUGGESTIONS

Pictures are media used by the teacher in teaching learning process. Pictures are very useful for the teaching because many interpretations can be made in a picture. In the process of selecting pictures for teaching learning process, the teacher must pay attention to the criteria of the pictures. They are easy to prepare, easy to organize, interesting, meaningful and authentic, sufficient and amount of language.

A teacher can use pictures as media in teaching speaking narrative to Senior High School which activity telling stories. Telling stories is an activity that can be defined very simply as that which is done by storytellers. Teacher can use telling stories as a technique in teaching learning process.

This strategy will bring some advantages to the students. Pictures can provide the motivation for talking. Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language. Pictures can stimulate expression and develop understanding. Picture will help the students in telling stories. Besides, pictures are plentiful and inexpensive.

Based on the conclusion above, it is suggested that the teacher should have an alternative technique to encourage and motivate the students to speak up. That strategy should be interesting, effective and efficient both for teachers and students. One of the techniques that can be used in speaking is telling stories by using pictures, especially in speaking narrative text. Using pictures to tell stories, especially to tell the legend of Malin Kundang will be interesting because the students more interesting to see the pictures than read a long text. Therefore, this technique can be a way to lead the students to produce a narrative text orally.

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