

INCREASING THE STUDENTS' SPEAKING ACHIEVEMENT BY APPLYING PICTURE STORY GAME OF GRADE X

Sahla Rizqina

Prodi Pendidikan Bahasa Inggris, FKIP, Universitas Alwashliyah, Medan
Email: prodienglisheducation@gmail.com

Iskandar Zulkarnain

Prodi Pendidikan Bahasa Inggris, FKIP, Universitas Alwashliyah, Medan
Email: iskandarzulkarnain1277@gmail.com

Wiki Tedi Rahmawati

Prodi Pendidikan Bahasa Inggris, FKIP, Universitas Alwashliyah, Medan
Email: weequeefun@gmail.com

ABSTRACT

This research aimed to elaborate the increasing students' speaking achievement using picture story game. The research design applied was classroom action research. There were two cycles conducted to accomplish this research. Each cycle was conducted through four phases. The subject was all students of grade X with total number of 30 students. The instruments used for collecting data were speaking test, observation sheet, diary notes, and interview sheets. The techniques for collecting data were orientation test and treatment by teaching the students using picture story game. Data analysis showed that in quantitative data, the mean score obtained in orientation test was 42.6 and none of the students achieved equal or higher than 75 as the passing grade score. In 1st meeting of Cycle I the mean score was 45.6 or 0% of the total students got >75. In 2nd meeting of Cycle I the mean score improved to 54.4 with 2 students (6.66%) obtained score >75. In the 1st meeting Cycle II the mean score kept improving to 72.0 with 14 students (46.66%) got >75. In 2nd meeting of Cycle II the mean score improved significantly to 87.0 with 28 students (93.33%) got >75. The improvement could be seen through the activity in each cycle. Thus, it is concluded that the picture story game increased the students' achievement in speaking of grade X students.

Keywords: picture story, speaking, game

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan peningkatan pencapaian berbicara siswa menggunakan picture story game. Desain penelitian yang digunakan adalah penelitian tindakan kelas. Ada dua siklus yang dilakukan untuk menyelesaikan penelitian ini. Setiap siklus dilaksanakan melalui empat fase. Subjek penelitian ini adalah seluruh siswa kelas X SMA Al-Husna Marindal Medan dengan jumlah 30 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, catatan harian, dan wawancara. Teknik pengumpulan data menggunakan tes orientasi dan pemberian perlakuan dengan mengajar siswa menggunakan picture story game. Data analisis menunjukkan bahwa secara kuantitatif, skor rata-rata yang diperoleh pada tes orientasi adalah 42,6 dan tidak satupun siswa mencapai nilai sama atau lebih dari 75 sebagai skor kelulusan. Pada pertemuan ke-1 Siklus I skor rata-rata adalah 45,6 atau 0% dari seluruh siswa yang memperoleh nilai >75. Pada pertemuan ke-2 Siklus I skor rata-rata meningkat menjadi 54,4 dengan 2 siswa (6,66%) memperoleh nilai >75. Pada pertemuan ke-1 Siklus II skor rata-rata terus meningkat menjadi 72,0 dengan 14 siswa (46,66%) memperoleh nilai >75. Pada pertemuan ke-2 Siklus II skor rata-rata meningkat signifikan menjadi 87,0 dengan 28 siswa (93,33%) memperoleh nilai >75. Peningkatan dapat dilihat melalui aktifitas pada setiap siklus. Dengan demikian, disimpulkan bahwa picture story game meningkatkan pencapaian berbicara siswa kelas X.

Kata kunci: picture story, berbicara, permainan

A. Introduction

Speaking is one of four language skills that plays important role in mastering English. Speaking also is an important tool to express the idea that composed an improved on the basis of the spoken needs. Novianda (2017) inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain. Rostam (2019) wrote that speaking is one of the complex skills needed to be trained continuously and surely in conductive situation. Harmer (2007) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Hosni (2014) in Rostam (2019) wrote that speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Added more by Novianda (2017) speaking provides opportunities for students to use oral language in communication, for processing the negotiation of meaning and for extending conversation exchange.

According to Rostam (2019), teaching speaking is not like teaching other language skills and development. Teaching speaking requires a real communication and needs to be practiced often. Novianda (2017) added that the goal of teaching speaking should be to improve students' speaking skills. Therefore, the students are obviously must learn and practice more to speak in order to be able to communicate and express themselves to adapt the social and cultural rules available in every communicative circumstance.

Like any other language skills teaching, of course problems occur during the teaching learning of speaking. Problems such as students cannot speak English because of not knowing how to say correct words (lack of vocabulary), do not understand grammatical sentence, make mistake in pronunciation, lack of self-confidence.

This research also identified problems that the students' ability in speaking is low, do not interest in learning English, lack of vocabulary, do not know to speak inside their

mind, feel shy in front of others, and tend to be silent because of not wanting to expose their weakness of not being able to speak English.

According to Rostam (2019), to overcome those problems, teachers of English are demanded to be more active and creative in preparing and presenting the speaking material. Moreover, they should apply appropriate media, method, or strategy to fulfill the need and interest of the students. Thus, one way to solve the problems of teaching speaking is using picture which tells story in a game.

Quoting from meriam-webster.com online dictionary, "PICTURE" is defined as (1) a design or representation made by various means (such as painting, drawing, or photography) and (2) a description so vivid or graphic as to suggest a mental image or give an accurate idea of something the book gives a detailed picture of what is happening. Another definition from dictionary.com is (1) a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc., (2) any visible image, however produced: pictures reflected in a pool of water, and (3) a particular image or reality as portrayed in an account or description; depiction; version. Taken from britannica.com dictionary, definition of picture is (1) a painting, drawing, or photograph of someone or something, (2) an idea of how something or someone looks, of what something is like, etc. usually singular, and (3) a general situation. More from collinsdictionary.com defines picture as (1) a picture consists of lines and shapes which are drawn, painted, or printed on a surface and show a person, thing, or scene and (2) a picture is a photograph.

The word "STORY" itself has various definitions as well. According to meriam-webster.com story is (1) an account of incidents or events, a statement regarding the facts pertinent to a situation in question, anecdote especially: an amusing one, (2) a fictional narrative shorter than a novel specifically: short story, the intrigue or plot of a narrative or dramatic work. Quoting from dictionary.com definition of story is (1) a narrative, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader; tale, (2) a fictitious tale,

shorter and less elaborate than a novel, (3) such narratives or tales as a branch of literature: song and story, and (4) the plot or succession of incidents of a novel, poem, drama, etc. Taken from collinsdictionary.com the definition covers elaboration such as (1) a story is a description of imaginary people and events, which is written or told in order to entertain, (2) A story is a description of an event or something that happened to someone, especially a spoken description of it. Added from britannica.com dictionary, the definition is (1) a description of how something happened, (2) a description of imaginary events that is told as a form of entertainment, the series of events that happen in a story.

Concluding all those definitions of “PICTURE” and “STORY”, the “PICTURE STORY” can be described as a visible image (painting, drawing, or photography) of certain representation of a person, object, or scene which is portrayed in real image or description and contains events or situation that can be stated and described spoken or written form. Thus, “PICTURE STORY GAME” is described as a picture game in which a piece of picture is shared to the students and they try to act a role play in pairs to make dialogue about the picture.

Some advantages of using picture are elaborated by Karsono (2014). Picture gives a significant impact in teaching learning process and creates an interesting situation in the classroom. Brown and Lewis (1964) in Fantika and Ratmanida (2016) mentioned that there are five criteria to select pictures as teaching media: (1) the picture should sufficiently interesting to catch and hold the students’ attention and interest, (2) the picture should sufficiently large and simple to be seen clearly by the students, (3) the picture should portray important information about the topic, (4) the picture should provide accurate information, and (5) the picture should have a basis for needed size comparison, well reproduces, realistic and attractive. As also stated by Rostam (2019) that using picture is one way to explain a real situation because picture is a very common thing and easy to find in everyday life. Thus, teacher is supposed to be able to use picture in teaching because picture is media that easily found and

can make the students enjoy the lesson in the classroom.

There are many researches with the same topics or interest using picture as learning material or media to assist teaching learning process. Mostly the emphasis is the use of pictures combined with various techniques or strategies or even games. A research conducted by Wulandari (2012) also took a liking in using picture to improve students’ speaking ability of grade XI students. There were three problems found: lack of facilities in presenting the materials, lack of input in speaking activities, and lack of media to motivate students’ in speaking. Through the research activities such as using power point to present the material, applying listening activity in speaking session, and using picture to assist students to speak. The result showed that the students were more motivated and interested in involving English lesson. Their fluency, pronunciation, accuracy, and vocabulary increased. It was easier for the students to perform speaking using picture. The students’ average score also increased. Thus, this research concluded that there was improvement of students’ speaking ability taught using picture.

Another research carried out by Rostam (2019) who concerned on using storytelling with picture series to improve students’ speaking skill. It was found out that the students’ speaking skill at the second year was low. Through the research conducted, it showed that in Cycle I and Cycle II, the students’ scores in speaking test were different significantly. An improvement was seen at the end of Cycle II that the level of speaking skill of second year students moved to a higher level. This indicated that the implementation of storytelling through picture series improved students’ speaking skill. Therefore, it was concluded that applying storytelling through picture series strategy can be an effective and interesting way to teach speaking skill.

B. Research Method

The research was conducted at SMA Al-Husna Marindal in Medan. The research applied classroom action research. The subject was Class X consisted of 30 students.

The instruments used to collect data were speaking test containing picture story as quantitative data. Observation sheets, diary notes, and interview sheets were used to collect qualitative data. Speaking test was used to find out the students' preliminary skill and knowledge on speaking. The students were asked in pairs to do role play conversation with picture previously distributed. The rubrics used consisted of accent, grammar, vocabulary, fluency, and comprehension. Observation sheets were used to identify all the conditions happened during the teaching learning process. Diary notes were used to save the observation result during the implementation of research. Interview sheets were used to collect students' information on attitudes, perceptions, and point of views.

The data were collected by applying two procedures: orientation test and treatment. Orientation test was given before conducting the treatment. It functioned to find out the preliminary mean score. The treatment was given to the students by applying picture story game in each cycle. At the end of every meeting in each cycle, the students were given quiz/test to find out their improvement. The data obtained were analyzed separately between quantitative and qualitative data.

The research procedures were implemented in two cycles. Every cycle was completed within two meetings and each cycle consisted of four phases: planning, action, observation, and reflection.

C. Research Finding and Discussion

Based on the data analysis, the result of this research indicated that there was an increasing on students' speaking achievement by applying picture story game. Viewing from the quantitative analysis data, although in orientation test the mean score was very low for each component of speaking rubric, but it kept increasing in Cycle I and Cycle II. The mean score in orientation test was 42.6 for the whole students. In 1st meeting of Cycle I there were still no students (0%) got score equal or above 75 and the mean score obtained was 45.6 while in 2nd meeting of Cycle I the mean score improved to 54.4 with 2 students (6.66%) obtained score above 75. In the 1st meeting of Cycle II the mean score kept improving to 72.0 with 14 students (46.66%) got score above 75. In 2nd meeting of Cycle II the mean score improved significantly to 87.0 with 28 students (93.33%) obtained score above 75. Below table shows the detail increasing of students' score.

Table 1. Summary of Students' Mean Score for each Component of Speaking Rubric

	Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
Orientation Test	7.9	8.0	8.3	9.8	8.5	42.6
Meeting 1 Cycle I	9.2	8.7	9.1	10.9	9.5	45.6
Meeting 2 Cycle II	10.6	10.2	10.4	13.0	10.7	54.4
Meeting 1 Cycle II	14.7	13.7	13.3	15.9	14.2	72.0
Meeting 2 Cycle II	18.1	16.9	17.1	17.6	17.3	87.0

The qualitative data analysis also showed improvement which could be seen through observation sheets, interview sheets and diary notes.

Analyzing from observation sheets, it can be seen that the management of the classroom was effective. The lesson material using picture story game was prepared well. The students were given enough opportunity to ask questions and gave answers. They also were motivated to show their best performances. The students paid attention to

the explanations and instructions given. Most of the students also brought along dictionary to help them finding the words for the role play of picture story game.

Through diary notes, it was noted that in the 1st meeting of Cycle I, the students paid less attention. Almost all the students were lazy to speak and just kept silent. It seemed they were afraid of making mistake and lack of confidence when they were asked to say something in English. In the 2nd meeting, they had already gasped the concept of picture

story game which had been introduced in 1st meeting. Some explanations were added during this 2nd meeting. The students started to be given tasked to practice the picture story game. The topic was about films they like. Some students still were seen did not pay attention in this meeting and they needed to be reminded many time. In Cycle II of 1st meeting, the students' attention already settled. They felt exited to obtain more about the picture story game. During this meeting, they were given task to do role play in turn. The students were divided into groups. The students were definitely involved more with the activities. On the 2nd meeting of Cycle II, the improvement of students was much better. The class was conducive and the students were given the final task of practicing picture story game. The whole students did great in this last meeting.

The response given for interview also changed. From the first interview, the result obtained that the students indicated they did not know how to start the speaking. They had difficulties to speak in front of the class. Mostly they did not feel confidence. At the end of treatment, the interview was given again and they gave good responses. The students indicated that they felt more interested in and more comfortable to speak in front of class.

The steps of phases for each cycle were implemented in order. During the orientation phase, the students were asked to create dialogue in pair and acted in front of the class. But all the students complained because they found it difficult to speak English. They kept asking help. In Cycle I, the planning, action, observation, and reflection were conducted averagely. It did not accomplish the goal determined, thus, it needed conduct Cycle II by revising necessary items. In Cycle II, the result was accomplished. It could be seen from the improvement of students' mean scores and the changes of attitude.

D. Conclusion and Suggestion

Judging from the quantitative data and qualitative data results which have been elaborated in previous part, it was concluded that the picture story game increased the students' speaking achievement.

In line with conclusion, it is suggested that speaking skill should be taught in a fun way with interesting learning material and media. Picture story game can be one option to be applied by teacher to increase the students' interest and achievement in speaking skill.

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