

The Use of Sequence Picture to Improve the Students' Speaking Skill at SMK Negeri 1 Sei Kepayang

Dewi Wulandari^{1*}, Cici Handayani², Sharina Amanda³

^{1,2,3} Politeknik Unggul LP3M Medan

*Corresponding Author: dewiwulandari1984@gmail.com

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Abstract: This research aimed to improve the students' speaking skill by using the sequence pictures. Classroom action research constituted the method used in this research which was conducted at SMK Negeri 1 Sei Kepayang, Asahan. The research data was obtained by conducting the research for the tenth grade students of SMK Negeri 1 Sei Kepayang which consists of 25 students. The data was analyzed as quantitative and qualitative. The quantitative result showed that there were 76% students who had better English for speaking after using the sequence pictures as the learning media in learning English. Meanwhile, the students' motivation and interest for learning English was increasing. It was as the qualitative data. Therefore, it can be concluded that the use of sequence pictures as the media learning in English subject was effective to increase the students' speaking skill for the tenth grade students at SMK Negeri 1 Sei Kepayang, Asahan. It is suggested for the English teacher to use this media to improve the students' speaking skill for English subject.

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan gambar urutan. Penelitian tindakan kelas merupakan metode yang digunakan dalam penelitian ini yang dilakukan di SMK Negeri 1 Sei Kepayang, Asahan. Data penelitian diperoleh dengan melakukan penelitian untuk siswa kelas sepuluh SMK Negeri 1 Sei Kepayang yang terdiri dari 25 siswa. Data dianalisis sebagai kuantitatif dan kualitatif. Hasil penelitian kuantitatif menunjukkan bahwa terdapat 76% siswa yang memiliki bahasa Inggris lebih baik untuk berbicara setelah menggunakan gambar urutan sebagai media pembelajaran dalam belajar bahasa Inggris. Sementara itu, motivasi dan minat siswa untuk belajar bahasa Inggris semakin meningkat. Itu sebagai data kualitatif. Oleh karena itu, dapat disimpulkan bahwa penggunaan gambar urutan sebagai media pembelajaran dalam mata pelajaran bahasa Inggris efektif untuk meningkatkan kemampuan berbicara siswa bagi siswa kelas sepuluh di SMK Negeri 1 Sei Kepayang, Asahan. Disarankan bagi guru bahasa Inggris untuk menggunakan media ini untuk meningkatkan keterampilan berbicara siswa untuk mata pelajaran bahasa Inggris.



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INTRODUCTION

There are four skills that the learners should master in learning English. The four skills are listening, speaking, reading, and writing. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening, one of the means of language communication is used most widely in people's daily lives. In

addition, teaching the learners a lot of listening activities is a good way to enlarge their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Interactive speaking situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non interactive, such as when recording a speech for a radio broadcast.

Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities bet-

ween two people. It can create a fresh environment for speaking language. The two way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the speakers want to give the correct response, he has to think hard, the sentence is not easily forgotten which is created by themselves through thinking, sometimes with the teacher's hint. They can talk freely and express themselves as well as they can.

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time. So, learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits. They should read phrase by phrase. Do not blink eyes so often and shake head. Just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material.

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the

development and presentation of thoughts in a structured way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. So, he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely.

The four skills should be mastered by the students who learn English. In Indonesia, the students have been taught English since primary school. If it is calculated, the Indonesian students have been learning English for twelve years. It is expected that the Indonesian students have mastered English well and spoken fluently with the long duration. But the fact is different with the expectation. Though the Indonesian students have been learning English at school for ages, it is found that there are still many Indonesian students who do not master English. Most people perceive that English is difficult to master because it is not our mother tongue. This perception is getting worse when the learning method or technique used at school is categorized as uninteresting and monotone method. This causes the students' willingness and motivation become low. With low willingness and motivation, students are lazy to study English seriously so that they can't master English particularly in speaking skill.

This case is often found at schools particularly at government schools. At first, most schools consider that it is not serious problem. But when the era is getting develop with high technology which needs English as one of the skill, the schools try to improve their students. At cities, it is easy to improve the students' English skill. They can take English course as the solution. But it is different with the students who live in a remote area which has no English course as the place to improve their English skill. One of the schools which have this problem is SMK Negeri 1 Sei Kepayang located in Sei Kepayang Kiri, Asahan. This school is one of government school that is far from Medan as the capital of North Sumatera. There is no English course or tuition class in this area at all. The students get English at school only and with monotone and boring learning system. It causes their English becomes worse. With this situation, the students have no confidence to speak English. It is weird when a junior high school student can't speak English at least 50 words to express or to describe something.

By seeing this condition, the researcher will try to apply a technique to improve the students' speaking skill. The technique that will be used in this research is the use of sequence picture to improve the students' speaking skill. The sequence picture will be used as the media to explore the skill of students. This research will focus on pushing the students to explore their idea and imagination by speaking confidently and creatively.

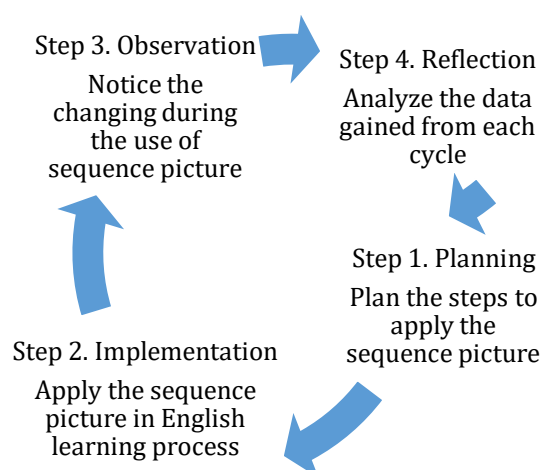
Sequence picture is one of the techniques which using a series of picture to tell a story or an event. There are many definition of sequence. Spivey (2005) explain that picture Sequencing is cut several sequential pictures from magazines, picture books, comic books,

or the comics section of the newspaper. Make sure the pictures have an obvious order. Also, Heaton, (1991:142) states that a picture or series of picture not only provides the students with the basic material for their composition but also stimulate their imaginative power. He also says, if the stimulus in a situational composition is purely verbal, the testes often tend to reproduce the phrases and sentences contained in it. The aim of the use of sequence picture is to let the students use the vocabulary that they have to tell the idea that they get from the sequence pictures shown. It is expected that the students would tell a series of activities that they see in the pictures correctly. The objective of this research is to find out whether there is an enhancement of the students' speaking skill after applying the sequence picture.

METHOD

Classroom action research is the design of this research. This research focuses on answering the students' problem concerning with the students' speaking skill which is still low. This classroom action research uses Kemmis & Mc. Taggart cycle.

This design is adapted from Kemmis & Mc. Taggart cycle in Latief (2014) which consists of four steps namely: (1) Planning, whereby the researcher planned the steps that would be done to apply the sequence picture technique in English learning process, (2) Implementation, in this step, the researcher instructed the English teacher to apply the picture sequence technique in teaching process, (3) Observation. During the teaching learn-ing process, the researcher observed how the sequence picture technique influenced the students' speaking skill in English, (4) Reflection. In this section, the researcher analyze whether the sequence picture technique had given some changes to the students' speaking skill or not yet. In this research, there were two cycles which had been conducted by the researcher. Each cycle consisted of three sessions. The first cycle had not given more changes to the students' speaking skill because there were not less than ten students who participated actively during the English learning process which used the sequence picture technique. Therefore, the researcher continued the second cycle.



The procedure conducted during the first and the second cycle can be seen by the following table:

Table 1. The Procedure of Using of Sequence Picture

No	Activity	Cycle 1				Cycle 2	
		1	2	3	4	5	6
1	The teacher showed a sequence picture to the students. The teacher asked the students for guessing what activity or things that the students could see in the picture. Then the teacher guided the students how to describe the sequence picture sentence by sentence.	√					
2	The teacher divided the students into some group in which every group had four students. Each group got a sequence picture. After that the teacher asked the students for telling what they saw in the sequence pictures.	√	√				
3	The teacher divided the students into some group in which every group had four students. Each group got a sequence picture. After that the teacher asked the students for telling what they saw in the sequence pictures.			√			
4	The teacher divided the students into some group in which every group had four students. Each group got a sequence picture. After that the teacher asked the students for telling what they saw in the sequence pictures.				√		
5	The teacher divided the students into some group in which every group had four students. Each group got a sequence picture. After that the teacher asked the students for telling what they saw in the sequence pictures.					√	
6	The teacher distributed the sequence pictures to each student. The sequence pictures were the ones which had been given to the students for four sections. It was the post test for the students to see the students' ability to tell about the sequence pictures. Then, the teacher asked each student to tell about the sequence picture. Meanwhile, the researcher observed and noted the improvement of the students' speaking skill.						√

There were two kinds of research instruments used in this research namely evaluation sheet and field note. Evaluation sheet was used to evaluate the students' speaking skill during the learning process occurred. There were three essential factors which became the focus of evaluation; the skill of telling the story, the pronunciation skill, and the fluency skill. For field note, it was used to describe the situation which occurred during the learning process. Also, it was used to note the things that were not mentioned in the evaluation sheet.

After having two cycles, it can be concluded that the use of sequence picture was effective to improve the students' speaking skill. It was proved by the evaluation sheet which indicated that 85% of the students of SMK Negeri 1 Sei Kepayang had higher score than the minimum completeness criteria of English subject. The Minimum Completeness Criteria for English subject is 75. Meanwhile, the evaluation sheet of this research indicated that around 85 % of the students of SMK Negeri 1 Sei Kepayang got score 80-90. It meant that there had been an improvement of the students' speaking skill. It was absolutely significant than the result at pre test which indicated that the students' speaking skill in English was still low, 40-50.



RESULT AND DISCUSSION

The Result of Cycle 1

The learning process occurred as the lesson plan. The opening class greet-

ing, praying and checking the students' attendance list were as usual. The English teacher was the collaborator in this research which applied the sequence picture in English learning process. Meanwhile, the researchers were as observer during the learning process. After the introduction, the teacher showed a sequence picture about a daily activity. The teacher asked the students to tell about the activity that showed in the picture. Some students tried to tell the activity in the picture but they tell using Indonesian. Then the teacher guided the students to tell the teacher using English. The teacher was necessary to tell the students about the appropriate vocabulary used. It was normal because the students never learn English attentively. For the first session of the first cycle, the teacher shows four sequence pictures about the activity. For that first session, there were four students who participated actively to tell about the sequence pictures showed. Most students were still passive to tell about the sequence pictures. For the second session, the students looked enthusiasm to tell about the sequence pictures about fable. Though most students still mixed English- Indonesian to tell about the sequence pictures, but the class situation was alive. It can be concluded that at the first cycle, this method was successful to make the class situation become alive and the students felt enthusiasm to tell the about the sequence pictures by using English.

The Result of Cycle 2

The third session was the beginning of the second cycle. At this session, the theme of the sequence pictures was about the cooking recipe. All the students tried to tell the sequence pictures excitedly. The students become more interesting in speaking although some vocabulary used were still inappropriate. But, the researcher observed that

the students had more motivation to speak English and they were not boring to learn English. But the vocabulary was still the problem for the students in speaking skill. It was still found that the students did not know more verbs, adjectives, noun and adverb. They knew how to tell about the sequence pictures but they had lack of vocabulary to express it. But for the researcher, this situation had indicated that the use of sequence pictures was effective to improve not only the students' speaking skill and but also the students' motivation. And for the fourth session, the researcher provided the sequence pictures about a process. For example, one of the sequence pictures showed a process of making a handcraft. For that

fourth session, the students became more interesting in learning English and were getting enthusiasm. The students' vocabulary also improved and more. Therefore, the researcher decided to terminate the research had seen that the students' speaking skill had improved and also, the students become more interesting in learning English.

Next, the researcher gave the post test for the students to remind them about the sequence pictures showed from the first session until the fourth session. Also, the researcher would like to find out the result of the cycle 1 to cycle 2. The result of post test showed that of students could retell the sequence pictures by using English well.

Table 2. Result of Students' Speaking Skill

No	Name	Score						Complete	Incomplete
		Pre-test	1	2	3	4	Post test		
1	AS	28	40	65	70	78	82	√	
2	AS	30	52	63	75	80	85	√	
3	AFR	32	50	68	77	82	84	√	
4	AZ	25	42	65	73	78	81	√	
5	ALL	27	33	60	72	80	83	√	
6	DS	22	34	40	58	60	68		√
7	DS	15	25	40	57	60	71		√
8	DA	35	38	68	75	80	83	√	
9	EKP	18	24	45	56	67	70		√

10	ES	32	3 5	58	68	78	82	√	
11	HA	23	3 0	42	53	60	68		√
12	IS	27	3 3	58	73	81	83	√	
13	IR	33	3 7	60	65	78	82	√	
14	JS	30	3 2	58	67	78	80	√	
15	JH	33	3 7	62	78	81	85	√	
16	MY	26	3 5	59	68	79	80	√	
17	MR	34	3 8	57	65	77	81	√	
18	MT	23	2 9	38	46	57	63		√
19	NH	28	3 0	62	70	79	82	√	
20	NA	30	3 4	60	72	80	84	√	
21	RI	27	3 2	58	76	80	82	√	
22	RJ	32	3 7	60	78	80	84	√	
23	SS	33	4 0	65	75	81	86	√	
24	SR	35	4 0	59	68	75	80	√	
25	UR	28	3 4	44	57	68	73		√
Total							19		6
Percentage							76%		24%

Based on the table above, it can be seen that there was a significant difference between pre test and post test result. On the pre- test, all the students had low score or the score was in incomplete for the English subject. The Minimum

Completeness Criteria is 75 for English subject. At the first cycle, the students' score was still below 75. It meant that the cycle had to be continued until the second cycle. Then, on the second cycle, 76% of students' score achieved the the

Minimum Completeness Criteria. There were only 6 students or 24% of the students failed to get The Minimum Completeness Criteria. By other ways, the research had achieved the target of the research whereby the use of sequence pictures was considered as an effective way to improve the students speaking skill and also the score for English subject. Beside that, the students got more vocabulary when the teacher applied this method in English learning process.

CONCLUSION

The use of sequence picture was considered as an effective method to improve the speaking skill of the tenth grade students at SMK Negeri 1 Sei Kepayang. It was proved by the score that the students obtained. There were 76% students had passed the minimum completeness criteria of English subject. 19 students got score above 75. Meanwhile, the 24% of students had not achieved the minimum completeness criteria or the score was below 75. It meant that the use of sequence pictures could be applied by the English teachers to improve the students' speaking skill particularly for the students who had low motivation to study English.

SUGGESTION

English is still an important subject to learn at school. In addition, the need of English is increasing day by day. It is expected that every English teacher improve the teaching skill by learning the kinds of media which is appropriate to teach English at class so that the students become interesting and have good motivation to learn English and the students have the good speaking skill later.

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