

UTILIZING PICTURE SERIES AS MEDIA TO ENHANCE STUDENTS' SPEAKING AT THE SECOND GRADE STUDENTS OF SMP NEGERI 1 TANIMBAR UTARA

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ABSTRACT

Speaking is a crucial language skill encompassing the ability to pronounce words, convey ideas, thoughts, and opinions effectively. Despite its significance, many students exhibit a preference for their native language, such as Indonesian, over English. This study investigates the efficacy of utilizing picture series as a tool to improve students' English speaking proficiency at the second grade level of SMP Negeri 1 Tanimbar Utara. The research question addressed is whether picture series as a medium can enhance students' speaking ability. The objective is to explore how picture series as a medium can facilitate students' speaking skill development and improve their English language learning experience. This study adopts an experimental and quantitative research approach with a sample population of 50 students. The research instruments include a Speaking Skill Test and a Rating Scale of Speaking Skill Test. Data collection methods consist of Pre-Test and Post-Test assessments. The findings reveal a significant correlation between the use of picture series as a media and the enhancement of students' speaking skills. The validity test conducted through SPSS 25 confirms the suitability of the questionnaire items for research purposes. Overall, the results suggest that employing picture series as a teaching aid can effectively bolster students' speaking abilities, particularly for second-grade students at SMP Negeri 1 Tanimbar Utara.

Keywords: Speaking skills, English Language Learning, Picture Series

PEMANFAATAN SERI GAMBAR SEBAGAI MEDIA UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS DUA SMP NEGERI 1 TANIMBAR UTARA

ABSTRAK

Berbicara merupakan keterampilan bahasa yang penting yang mencakup kemampuan mengucapkan kata-kata, menyampaikan ide, pemikiran, dan opini secara efektif. Meskipun pentingnya, banyak siswa cenderung lebih memilih bahasa ibu mereka, seperti Bahasa Indonesia, daripada Bahasa Inggris. Penelitian ini menyelidiki efektivitas pemanfaatan seri gambar sebagai alat untuk meningkatkan kemampuan berbicara bahasa Inggris siswa pada tingkat kelas dua SMP Negeri 1 Tanimbar Utara. Pertanyaan penelitian yang diajukan adalah apakah seri gambar sebagai media dapat meningkatkan kemampuan berbicara siswa. Tujuannya adalah untuk mengeksplorasi bagaimana seri gambar sebagai media dapat memfasilitasi perkembangan keterampilan berbicara siswa dan meningkatkan pengalaman belajar bahasa Inggris mereka. Penelitian ini mengadopsi pendekatan penelitian eksperimental dan kuantitatif dengan sampel populasi sebanyak 50 siswa. Instrumen penelitian meliputi Tes Keterampilan Berbicara dan Skala Penilaian Tes Keterampilan Berbicara. Metode pengumpulan data terdiri dari penilaian Pre-Test dan Post-Test. Temuan menunjukkan adanya korelasi yang signifikan antara penggunaan seri gambar sebagai media dan peningkatan keterampilan berbicara siswa. Uji validitas yang dilakukan melalui SPSS 25 mengkonfirmasi kesesuaian item kuesioner untuk tujuan penelitian. Secara keseluruhan, hasil penelitian menyarankan bahwa penggunaan seri gambar sebagai alat bantu pengajaran dapat efektif meningkatkan kemampuan berbicara siswa, terutama untuk siswa kelas dua di SMP Negeri 1 Tanimbar Utara.

INTRODUCTION

Speaking is a vital language skill encompassing the ability to pronounce words accurately and effectively convey ideas, thoughts, and opinions. Nurgiyantoro (2013) emphasizes that speaking, as a second language activity, holds significant importance in daily communication, following listening. Therefore, it is crucial for students to engage in English conversations to share their ideas and opinions proficiently. However, many students face challenges in speaking English due to lack of confidence and proficiency.

Sunarya (2018) asserts that speaking serves as a means to express meaning for mutual understanding, highlighting its essential role in everyday interactions. Nonetheless, students often struggle with self-doubt, preferring to write rather than speak in English. This reluctance stems from a perceived lack of proficiency, hindering their speaking skills development.

Teaching speaking in the classroom is not without obstacles. Despite the international prevalence of English, many learners encounter difficulties due to traditional teaching methods that fail to engage them effectively. Susanti (2019) emphasizes the importance of creating a supportive environment where students feel confident to speak without fear or shame.

To address these challenges, innovative teaching strategies are necessary. Utilizing picture series as a teaching medium offers a dynamic approach to enhance students' speaking skills. By visually representing various scenarios, students are encouraged to express themselves creatively, fostering engagement and confidence.

The researcher's pre-observation identified several factors contributing to students' lack of interest and confidence in speaking English, including monotonous teaching methods and insufficient classroom speaking practice. To combat these issues, the researcher plans to conduct an experimental class utilizing picture series to stimulate students' speaking abilities.

The goal is to empower second-grade students at SMP Negeri 1 Tanimbar Utara to communicate confidently in English. By

implementing this innovative method, the researcher aims to cultivate a stimulating and active learning environment, ultimately enhancing students' self-confidence and speaking proficiency.

LITERATURE REVIEW

The theoretical foundation can be understood as systematically organized statements with robust variables. It encompasses theories and research findings, serving as a framework to guide the researcher in completing the study.

Picture series, as a learning media in English language instruction, is highly suitable for honing composition and verbal expression skills, particularly speaking and storytelling abilities. Arsyad (2014) underscores the advantages of using learning media, such as increased engagement, varied teaching methods, and enhanced student activity during learning sessions. Picture series can be displayed on whiteboards for whole-class viewing or distributed on drawing paper for individual students, facilitating clear visualization of each sequence.

Speaking is a complex human behavior influenced by various factors, including physical, psychological, neurological, semantic, and linguistic aspects. It serves as a primary tool for social interaction and control. Consequently, speaking activities involve transforming thoughts or emotions into meaningful verbal expressions. It is not merely uttering words but effectively conveying ideas or feelings through spoken language.

Utilizing picture series as a teaching strategy aims to enhance students' speaking skills by providing a conducive learning environment. This approach is designed to foster student engagement and alleviate boredom, thereby facilitating effective English language acquisition. By incorporating visual aids, students are encouraged to participate actively, leading to a more enjoyable and relaxed learning experience.

Speaking proficiency is a fundamental aspect of language learning, enabling students to communicate orally in the target language. Mastery of speaking skills is essential for

practicing and utilizing the international language effectively. Therefore, it is imperative for students to develop fluency and confidence in speaking English, allowing them to engage in real-life conversations and communication scenarios with ease.

RESEARCH METHODOLOGY

In this study, the researcher employs the experimental method, which aims to investigate the effects of treatment under controlled conditions. According to Hamdayana (2017), the experimental method involves providing opportunities for individual students or groups to undergo training or experimentation. It is regarded as the most comprehensive quantitative research approach. Sugiyono (2018) defines quantitative research as a method based on the philosophy of post-positivism, specifically phenomenology, wherein the researcher serves as the instrument for data collection and analysis. This approach involves data in numerical form and utilizes statistical analysis. The research design comprises pre-test, treatment, and post-test phases for two groups: the experimental class (Class A) and the control class (Class B). This setup allows the researcher to compare outcomes between the two groups. The purpose of employing the experimental method is multifaceted. Firstly, it aims to enable students to search for and address various questions or problems through their own experiments. Additionally, it serves to train students in scientific thinking processes. By engaging in experimental methods, students gain practical experience in validating theories and hypotheses they encounter in their studies.

RESULTS AND DISCUSSION

The results of the discussions in this study are crucial for documenting various findings throughout the research process. Recording these results facilitates tracking responses such as opinions, criticisms, suggestions, or questions raised, which can aid in problem-solving. Data collection in this research involved pretests and posttests administered to both the control and experimental classes. Before administering

these tests, the items were validated by the researchers to ensure their suitability.

For testing the hypothesis, the questionnaire and post-test scores of all students from both classes were analyzed. The obtained significant value was 0.001, while the comparative value was 0.05. Since $0.001 < 0.05$, there is a significant influence of variable X on variable Y. With 50 respondents, the t-table value is 1.676, while the obtained t-value is 6.839. Since $1.676 > 6.839$, it indicates a significant influence. Thus, H_a is accepted, and H_0 is rejected, signifying that the picture series media can enhance students' speaking skills in the learning process.

To further ascertain the usability of the media, a validity test was conducted on the questionnaire. The results showed that the obtained r-count $>$ r-table = 0.2732 at $\alpha=0.05$, indicating that questions 1 to 16 are valid for research use.

Subsequently, a reliability test was performed, yielding an r-count of 0.288, which is greater than the α value of 0.05. Therefore, the questions are deemed reliable.

In conclusion, the media images used in this study can effectively enhance students' speaking skills, fostering confidence, creativity, and active engagement in the classroom.

CONCLUSION

In the classroom teaching and learning process, both students and teachers play pivotal roles in daily education. One common issue is the underutilization of media, with teachers often relying solely on textbooks. In response, the researchers of this study aimed to develop methods and strategies to enhance student engagement in the teaching and learning process. This experimental class study was conducted in Class VIIIa and Class VIIIb at SMP Negeri 1 Tanimbar Utara, with Class VIIIa designated as the experimental group and Class VIIIb as the control group. The primary focus was on improving language skills through the use of picture series as a teaching medium. Collaboration with English teachers at SMP Negeri 1 Tanimbar Utara School ensured alignment of study materials.

The research commenced with a pre-test administered to both Class VIIIa and Class VIIIb to assess their initial speaking skills. Subsequently, the teaching and learning process commenced in Class VIIIa, utilizing picture series as the primary instructional tool. To evaluate the outcomes, a post-test was conducted for both Class VIIIa and Class VIIIb.

Data collection involved pre-tests and post-tests in both the control and experimental groups, with test items verified for accuracy prior to administration. Hypothesis testing utilized a significant value of 0.001 and a critical value of 0.05, where $0.001 < 0.05$ indicates a significant influence of variable X on variable Y. Normality testing was conducted to ensure data validity, with significance values of 0.200 and 0.105 indicating normal distribution. Additionally, a validity test was performed to confirm the suitability of questionnaire items. The obtained validity test result of 0.288, with $0.288 > 0.05$, confirms the reliability of the questions.

Overall, this research endeavor aimed to leverage media such as picture series to enrich the teaching and learning experience, fostering enhanced language skills among students.

Based on the research findings, the study appears to have proceeded smoothly. Nevertheless, it would be beneficial to offer some suggestions aimed at furthering educational advancement, particularly in improving speaking skills. The following recommendations are proposed by the researchers:

Schools are encouraged to enhance their facilities and infrastructure, particularly in terms of learning media, to support the improvement of student achievement, specifically in enhancing speaking skills.

Teachers can enhance students' speaking skills by incorporating picture series as a teaching aid. This approach stimulates student engagement and encourages them to ask questions, thus preventing boredom during the teaching and learning process.

Active participation in learning is essential for students to enhance their speaking skills and communication abilities with both teachers and classmates. Students are

encouraged to actively engage in classroom activities to facilitate skill development.

Drawing from the data obtained in this research, which demonstrates the effectiveness of utilizing picture series to enhance students' speaking skills, future researchers are encouraged to explore innovative approaches using this media. It is hoped that future studies will focus on making learning experiences as engaging as possible to captivate students' interest, thereby ensuring the smooth and successful execution of research endeavors.

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