

THE USE PICTURE SEIRES IN TEACHING SPEAKING TO STUDENT MTS NEGERI 5 BOJONEGORO

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Abstract

This paper discusses English conversation for Mts Negeri 5 Bojonegoro students using picture series in teaching speaking, as one of the ways that will attract students' interest in learning English and assist students in creating speaking support. All skills or abilities in English are summarized in speaking. This is what then makes important speaking skills possessed by students. However, there are still many students who are not proficient in speaking English. Some of the causes are due to the material given and the activities used in the conversation. In using the use picture series, students will be given the latest words or phrases related to teaching material. That way, students will be more interested in learning English, especially speaking in English. This activity is carried out in the form of group work and pairs. Students can collaborate in discussing every activity that is passed. Then students must make a conversation based on what they have understood from the picture then they talk and then display it.

Abstrak

Makalah ini membahas percakapan bahasa Inggris untuk siswa MTs Negeri 5 Bojonegoro dengan menggunakan gambar berseri dalam pengajaran berbicara, sebagai salah satu cara yang akan menarik minat siswa dalam belajar bahasa Inggris dan membantu siswa dalam menciptakan dukungan berbicara. Semua keterampilan atau kemampuan dalam bahasa Inggris dirangkum dalam berbicara. Hal inilah yang kemudian menjadikan keterampilan berbicara penting dimiliki oleh siswa. Namun, masih banyak siswa yang belum mahir berbahasa Inggris. Beberapa penyebabnya karena materi yang diberikan dan aktivitas yang digunakan dalam percakapan. Dalam menggunakan use picture series, siswa akan diberikan kata atau ungkapan terbaru yang berkaitan dengan bahan ajar. Dengan begitu, siswa akan lebih tertarik untuk belajar bahasa Inggris, khususnya berbicara dalam bahasa Inggris. Kegiatan ini dilakukan dalam bentuk kerja kelompok dan berpasangan. Mahasiswa dapat berkolaborasi dalam mendiskusikan setiap aktivitas yang dilalui. Kemudian siswa harus melakukan percakapan berdasarkan apa yang telah mereka pahami dari gambar kemudian mereka berbicara dan kemudian menampilkannya.

Keywords: *pictures series, teaching speaking.*

INTRODUCTION

Nowadays, English becomes the first language that has to be mastered by everyone who wants to communicate globally. It places English as the international language which is used in every field of life, economic, social, politic etc. The point is English is one of many languages that important to be mastered today. Being an international language, English is used in international events and used as the medium of information like science, technology and culture. So, it is not surprise that the teaching of English is carried out in parts of the world. Indonesia for example; treats English as the first foreign language. Nevertheless, in order to make English teaching get success, we have to consider some factors, such as, teacher's quality, student's interest and motivation, school buildings, teaching method, books, etc. The goal of teaching and learning English is mainly to prepare the students to have all language skills like listening, speaking, writing and reading. Those skills must be taught integrated, for instance teaching speaking or writing will influence other skills of English. They correlate one another in the English learning process. The students are expected to master all skills in balance.

English language is one of the most famous languages in the world. English is the most important language, and all around the world, students of all ages are learning to speak English, but their reasons to study English are different gently from one and others. The people use language as means of communication with other people, as a tool to express her ideas. Without language it is hard to imagine how people can cooperate and get along with one another (Ramelan, 1994:1). Nowadays we live in the age of globalization so we need English language because it is the language of this age. Many people learn English because they think it will be useful in someway for international communication and travel because English is one of the widely used international languages.

The students often find problem with speaking when read to English words. It might be caused by some factors. Learning English is very complex since there are many factors that determine the success or failure of learners in language learning. There are two kinds of factors, which affect someone in learning English: internal and external factors come from the learners themselves, such as

motivation, interest, aptitude, and intelligence, while external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching and learning program.

In teaching English for speaking ability, English teachers must be creative to design many communication activities in the classroom that urge the students to speak and to motivate the students to use the language actively and productively. For this, teachers have to be aware that the students are used to inhibit in the way of how many times and how much time they speak in the classroom. The students also do not know what to speak and how they communicate their ideas to others. In addition, the situation and condition in the classroom is still less in normal active speaking. Domination will always go to the active students. That is to say that the teachers mostly focus on who is active.

Therefore, the teachers should have several special tricks to make their students motivated to learn English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example singing English songs can get the students integrated to English. It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, listening and speaking. Picture series is believed to have direct influence on the speaking ability.

Based on the observation of the English teaching-learning process at seventh grade student of MTS Negeri 5 Bojonegoro, the students' activities during the English subject were not different from other junior high schools. The students' speaking skills seemed getting less adequate attention. The class activities of students were dominated by analyzing texts and doing tasks from text book. The teacher did not give the students varied activities in learning English. Therefore, the students felt bored because they had only monotonous activities every time they came to the English lesson, especially in the English speaking class. When the researcher interviewed some students there, some of them answered that actually they wanted to speak English but they did not know how to start to do it. It proved that the students still had motivation to be able to speak English but they did not find facilities to learn it.

Because of the reason above, the writer tries to do a research about “the use of picture series in teaching speaking to student mts negeri 5 bojonegoro”

In order to make a systematic approach in solving the problems, the statement of the problem are: (1) How is the implementation of pictures series in cooperative learning method in teaching speaking for seventh grade student of MTS Negeri 5 Bojonegoro? (2) How are students responses in the implementation of pictures series in cooperative learning method in teaching speaking at seventh grade students of MTS Negeri 5 Bojonegoro?

This research is intended to find out complete data and information about : (1) To describe the implementation of pictures series in cooperative learning method in teaching speaking for seventh grade student of MTS Negeri 5 Bojonegoro. (2) To review the students responses in the implementation of pictures series in cooperative learning method in teaching speaking at seventh grade students of MTS Negeri 5 Bojonegoro.

The result of this research is expected to give some theoretical and practical significances: This research provides beneficial and referential contributions in giving general knowledge of the way to improve the students’ speaking skills. The result of this research can be used as the reference for those who want to conduct a research in English teaching and learning process. The finding of this research will enrich the theory of students’ speaking ability.

The result of this research is beneficial to the following parties: This research becomes useful information for English teacher, particularly in improving their teaching. It hopefully can help the teacher in teaching English speaking and the teacher will get additional knowledge in speaking ability. It is useful for English teacher in order to apply cooperative learning with time token Arends type in the classroom especially in teaching speaking skill. It is useful for students by teacher’s help to develop their speaking skills in learning English.

METHOD

This research is a qualitative research. The subject of the study are seventh grade student of MTS Negeri 5 Bojonegoro. The study employees data collection techniques,

namely questionnaire, interview, and document analysis. After the researcher collected the data the researcher analyzes the data using percentage descriptive analysis. This scoring is aimed to giving description of the students’ improvement in English verbs.

FINDING AND DISCUSSION

This chapter explained the process of the research, preparation, main activity, and evaluation. The teacher is going to focus on speaking the activities done during the study.

1. The implementation of pictures series in cooperative learning method in teaching speaking for seventh grade student of MTS Negeri 5 Bojonegoro

The focus of this study was the students of Class VII-A. The writer asked the students to read the words take from the pictures series used in the research. The objective of this test is use to know the students’ achievement in speaking English words before they take the program.

a.Preparation

Before using pictures series in their English teaching learning activity, teacher making lesson plan according to the subject material. Preparing and choose the pictures series to teach speaking. Making observation sheet to observe during the research. The teacher prepare everything which has relation with pictures series, start from: picture, frame etc. The teacher let the students to hang on the blackboard or on the wall, then the teacher explains material of pictures series.

1). Silabus

Here the teacher makes a syllabus as a guide for developing learning tools for students, ranging from planning, training in learning activities and learning development.

The syllabus is useful as a guide in further learning development, such as making learning plans, managing learning activities, and developing the Learning system. Syllabus is a learning plan, an invisible learning plan for Competency Standards and Basic Competencies.

2). Lesson Plan

The purpose of making Lesson Plans is to facilitate the teaching process in the classroom. This lesson plan can make the teaching process in the classroom run more effectively than the instructor does not make. With this lesson planning, it can make the

course of the lessons more structured and organized.

How to make Lesson Plan? First, the teacher should determine the topic of discussion to be taught in class. After determining the topic, the teacher makes an idea or question that will be discussed or developed in class. Second, after that the teacher creates a game activity in the classroom related to the topic of the lesson previously explained.

The lesson plan that has been made by the teacher must be related to the textbook used in class. Text books used by teachers are usually the books chosen by the school. The material here can also be in the form of materials or other tools, for example if in a lesson plan, the teacher will discuss a series of drawings, the teacher will prepare materials such as pictures.

After all prepares have completed, then the teacher explained about pictures series. In explaining it, the teacher explains picture or real object one by one, so that the students are easily to understand it. Example: "take a bath". When the teacher told it, she shows the picture with her hand. Moreover, the students also imitate of words whose are voiced by their teacher.

Students here are required by the teacher to choose one picture that is appropriate. After students work on the problem, the teacher explains even more clearly about the picture series in the picture. Then the teacher gives answers and talks together.

When the assignment is done, there are still some students who understand about this picture series. And there are also some students who don't understand. Likewise there are students who feel happy about this picture series, and really understand the daily activity task. There are also students who still feel difficulties and do not understand.

Here students are told to fill assignment 2 about daily routines. And tick one of the appropriate answers. Certainly students in addition to checking the appropriate answers, students will understand the picture series that relates to the activities carried out every day. Here, almost students have started to understand about picture series.

a. Main Activity

The students' activeness and enthusiasm in first activity. They could

speaked pictures series. Students looked interested with pictures series, but many students gave opinions that the pictures series was fast and the word from the pictures series was not clear. They did not understand about the message of the pictures series. The students could explain speaking, remember about speaking, and how to speak it. The students ability to answer the test was enough.

In second activity, the attention of students in the classroom during teaching learning process and all of students gave their attention to the teacher was good. The students' could analyze the word from the pictures series. The students' could analyze the difficult word from the pictures series. In this activity most of students could explain and analyze the pictures series better than last meeting.

The problems faced by the teacher in using pictures series such as: facilitate of pictures series is limited; some students are difficult to see pictures series. The problems are faced by students in using pictures series such as: they are sometime difficult to obtain material of pictures series, size of pictures series too small, so difficult to be seen by the students, particular the students sit on the last row.

The findings of the research indicate that student perspectives on beliefs and attitudes toward using pictures series in learning speaking are mostly positive. This might relates to what teachers have said about the advantage of using pictures series which can bring enjoyable experience and relaxed atmosphere in a class. As for example, the more relaxed the students, the more receptive to learning they are.

b. Evaluation

The teacher observed students' activeness and enthusiasm in the classroom. The teacher observed the students ability on speaking to pictures series. She look students interest with pictures series, but many students give opinions that the pictures series was fast and the word from the pictures series was not clear. They did not understand about the message of the pictures series. The teacher observe the students ability on explain speaking, how much they remember about speaking, and how to speak it. And many students forgot with the meaning of speaking because they were still confused to speak.

The teacher observed the attention of students in the classroom during teaching

learning process. All of students gave their attention to the teacher because it was first time she taught them. They look shy to ask when they didn't understand. So they ask their tablemate.

Before the teaching learning using pictures series as teaching media. Students speaking skill about the pictures series is poor enough, but after they speak the pictures series and from the explanation from the teacher, their speaking skill about the pictures series is good.

Students shy to ask the teacher. They also afraid make mistake. They will answer the teacher questions if they feel the answer was correct. This situation see when teacher ask the question to the students. But now they don't shy again to ask to the teacher. The example they don't afraid to answer the question from teacher although they didn't feel their answer was correct.

2. The students responses in the implementation of pictures series in cooperative learning method in teaching speaking at seventh grade students of MTS Negeri 5 Bojonegoro

Students anxious to the lesson because using pictures series as teaching media to teach speaking. Students enjoy the lesson during the pictures series explain. Using pictures series as teaching media was increase the student speaking mastery.

Class should be conducive during teaching learning process, before teacher started the activity. It found some students shouted making noise. There were students that can't explain the speaking because they forget with the definition of speaking. So the teacher repeated to explain the definition of speaking. When the activity was in progress, it found that some students were passive. They were not understood about the material. The students were still confuse speak the words.

Since the results show positive responds on using pictures series in learning speaking, this may lead in encouraging students to use correct speaking when communicating in English language. Furthermore this will give a positive impact of the teachers or other English language lecturers to continue the study on teaching speaking through pictures series.

The discussion method is an activity of exchanging information, opinions, and elements of experience on a regular basis. The goal is to get a clearer and more thorough

understanding of something together. In addition, to prepare and complete joint decisions.

According to Hasibuan (1985) Discussion is the vision of two or more individuals who are verbally involved and face to face with each other about the goals or targets that have been given by means of transportation of information or maintaining.

Moh. Uzer Usman (2005: 94) Associated with group discussion is a completed process that involves groups of people in an informal face to discuss interactions with various experiences or information, conclusions or solutions to problems.

Moh. Surya (1975: 107) Related to group discussion is the process by which students will get the opportunity to contribute to their own experiences in solving common problems. In this discussion tetanam also responsibilities and self-esteem.

Judging from the results of research on the ability of teachers in learning using speaking learning models with picture seriesconcepts, student activities while using the learning model, before and after use the picture series learning model, as well student responses to the learning model of speaking picture series all concepts show positive indications, this is supported by achievement of student learning outcomes that are completed individually or classically.

From the observations it can be seen that the activities of students during use speaking learning models with picture series take place, students pay more attention to explanations teacher. After the teacher used pictures series to teach English speaking, the teacher got the data from each activity. It was analyzed to get the improvement in every activity, and then the teacher got the result of the case study. The results were as follow:

This section discusses the discussion of research findings. There are two research questions raised in this study. Discussion was asked on finding the two research questions that were put forward. The first discussion is about the strategies implemented by the teacher in teaching vocabulary.

Meanwhile, the second discussion fulfills the way the teacher enters use strategies in teaching English vocabulary to support mastery of student vocabulary. In an effort to make the learning process successful, mostly in vocabulary meetings, the teacher must consider

several factors.

According to Flannigan & Greenwood (2007) there are four factors, namely:

- (1) students they teach,
- (2) the nature of the words they decide to teach,
- (3) their instructional goals in the purpose of each of those words, and
- (4) the strategies they use to apply words. In this case, the teacher of PT.

Before the teaching learning using pictures series as teaching media. Students vocabulary mastery about the pictures series is poor enough, but after they speak the pictures series and from the explanation from the teacher, their vocabulary mastery about the pictures series was good. They can mention the mean of every word in the pictures series.

MTsN 5 Bojonegoro also considered these factors, one of which was considering the strategies he used to teach the draw series. In promoting strategies in teaching vocabulary, he also taught based on agreed principles. The use of the teaching media was effective. The teacher got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could understand the lesson more easily. It did not make the English teaching and learning monotonous. The English learning by using media engaged students, aided students' retention of knowledge, motivated interest in the subject matter, and illustrated the relevance of many concepts.

Wendy A. Scott and Lisbeth H. Ytreberg (2004: 3) young learners have a great ability to absorb language through games and other activities according to their fun. Young learners are more likely to enjoy activities that involve movement and sensing. Thus, the teacher can introduce the proper speaking of words at once by using video, pictures or pictures series as well as small movements that describe the word.

Before the teaching learning using pictures series as teaching media. Students vocabulary mastery about the pictures series is poor enough, but after they speak the pictures series and from the explanation from the teacher, their vocabulary mastery about the pictures series was good. They can mention the mean of every word in the pictures series.

Students didn't shy again to ask to the teacher. They didn't afraid to answer the question from teacher although they didn't feel their answer was correct. For example they

very confident to ask to the teacher and answer the teacher questions.

Harmer (2000: 243) suggests two ways to solve the problem about the way in selecting the pictures series to be brought into the class: the first is to have students bring their own favorite pictures series to class. If they do this, however, the teacher may want to have time (a day or two) to speak to the pictures series and try to understand, the second way is to use older pictures series, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose pictures series, which they like and appropriate to the topic and subject matter.

The teacher explained about the definition of Speaking, the pattern and the examples in sentences. The students' were interested but they were still confused because they think this pictures series was so difficult and fast, the speaking of the words not clear. So, they gave opinion to the teacher to choose slow pictures series in learning process in the next meeting. Then the students answer the question in the test was divided the teacher. In the second activity, every group identified the difficult word and analyzed the speaking sentences in the pictures series. After that, they must answer the test question individual.

According to Sadiman, et al. The general form of mediathe picture is summarized in the sense of graphic media. Graphic media is a visual media consisting of symbols, images, points, lines to describe and summarize an idea and events. Image media is a the most commonly used intermediary. Heis a common language, which can be understood and can be enjoyed everywhere.

According to Cecep Kusnandi, et al. Image media is the media that serves to convey message through images that involve the senses vision. The message conveyed was poured through visual communication symbols. Media pictures have the purpose to be interesting attention, clarifying material, illustrating facts and information.

Richard E Mayer stated that the media images are any static or graphic forms dynamic include: photos, graphics, floor plans, illustrations (consisting of two or more images), and also animation or cartoon. Constructive action the relationship between mental and verbal mentality pictorial is an important step in conceptual understanding. Material presented with well-constructed

multimedia should be able to become better at it receive messages rather than just words.

The students did not only do what the researcher asked them to do but also they gave suggestions to her how to create an enjoyable learning. The students started to enjoy the English class. They actively engaged during the teaching and learning process. They became a volunteer without being pointed. They freely asked questions when they did not understand. They were also active in answering questions.

Harmer (2010: 183) states that speaking teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.

The students seemed more active in doing group tasks. The students were more confidence when they work with friends such as in giving ideas, arguing their opinion, giving comments on others' performances, and encouraging each other. During the speaking activities, they were more aware of the importance knowing the right pronunciation of words and the right intonation of saying something.

There were no students who passive in the classroom. They looked very interesting because the teacher making discussion in pairs. So, students can be more concentration to analyze pictures series and totally to finish it. The teacher monitored the students work in a group. Most of students looked enjoy and happy doing their work with their friends.

Using classroom English made students to be more familiar with English expression as the teacher provided them many English expressions shown in the classroom during the teaching and learning process. The students were encouraged by the teacher giving examples of English expression all the time. Then the students were stimulated to respond by speaking using English as well. This means that the students were encouraged to speak because the teacher gave examples and inspiration during the teaching and learning process.

Reminding students to have dictionaries with them was not an easy task. Instead of asking them to bring dictionaries, making them realize the necessity of having dictionaries was a better strategy to encourage students. It implies that making students realize the importance of something is better than only tell them that something is important.

CONCLUSION

The implementation pictures series in cooperative learning method applied in teaching speaking ability for seventh grade student of MTS Negeri 5 Bojonegoro is effective to improve the students' speaking skill. The use of pictures series in the teaching-learning process have some benefit for the students.

The students response toward the implementation of pictures series in cooperative learning method to students' speaking ability at seventh grade student of MTS Negeri 5 Bojonegoro, are most of the students are interested in learning English by using pictures series. It seems that they feel more relax instead of threatened with the theory. Their motivation in learning English increases and they expect that this kind of program will be given regularly and continually.

The school should be expected to add facilitation of media. It is done in order to the teacher and the students cannot be difficult to get media in their learning-teaching activity.

The student's speaking was sometimes wrong and not clear. So, the teacher should write some difficult words on the blackboard and give examples on how to speak them in the beginning of the teaching and learning proces.

There are some suggestions for students:

- a. It was quite difficult to control the noisy and crowded classroom, so the teacher should find ways to overcome this negative class situation.
- b. The teacher should write the vocabulary area used. For difficult words the teacher asks the students to look for them from dictionary.

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