



**TEACHING SPEAKING USING PICTURE STRIP STORY TO THE TENTH GRADE
STUDENTS OF MA SEJAHTERA PARE
IN THE ACADEMIC YEAR OF 2019/2020**

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ABSTRACT

Speaking ability is an interactive process of constructing meaning that involves producing and receiving and processing information. While, speaking ability is expressing ideas, opinions, or feeling to other by using words or sounds articulation in order to inform, to persuade and to entertain. In speaking learning the students get problems. Some of students sometimes cannot communicate well in English language and they get difficulties in speaking test. The problem comes from the element of speaking, accuracy, fluency, coherency, pronoun, and spelling. Therefore, the teacher should have a good method to make the students will not fell bored and improve their speaking ability. In this research, the researcher used Picture strip story. Picture strip story also can help a teacher more effective to teach their students such as delivering the material. The material in this research was recount text. Recount text is one of the example of story genres in recount text, it reconstructs past experience. It means that recount text tells about something that has happened. Its function is to entertain or amuse the readers.

This research, the used true experimental design. And quantitative approach to know the student's speaking ability. The data obtained were analysed using statistical formula. In this case, the researcher used t-test. The population of this research was the tenth grade students of MA Sejahtera Pare, of purposive which students consisted of 25 students with equal speaking ability.

The research was carried out from June 2019 up to January 2020. After collecting the data, the next step was analyzing them by using SPSS vs 23.0 especially using paired sample t-test to know is there any significant effect of picture strip story to the students' speaking ability. The result showed that the students' speaking ability increased after being taught using picture strip story. It was proven by the mean after being taught using picture strip story (0.11707) was higher than that before being taught using picture strip story (11.707). The result report that the t-test was higher than the table sample ($11.707 > 0.11707$) it means that H_0 was rejected and H_a was accepted. In the conclusion, picture strip story is an effective media used in teaching speaking. It can help the students to speak up without being afraid of making mistakes.

Keyword: Speaking Ability, Strip Story, Recount Text.

Speaking is a productive skill that is important for us. Harmer states (2007:275) "Productive skills of writing and speaking are different in many ways, we can still provide a basic model for teaching and organizing them". It mean speaking and

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writing is productive skill that have different way in teaching. Speaking is a way producing words to express meaning. According to Brown (2001: 267), is an interactive process of constructing meaning that involves producing and

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receiving and processing information. Speaking is a very good process of interacting and communicating, through speaking we can get new information or we can share our idea with other people. It is in line with Brown (2001:257) stated that speaking is a productive skill, which consists of producing systematic verbal utterance to convey meaning.

In mastering speaking skill, students face many problems. Teacher seems to dominate talking too much in teaching speaking. Teaching speaking is a process of teaching on how to speak, how to express the idea orally, and how to interact with the other people. So it is clear that in teaching speaking the teacher should give opportunity to students to participate by doing some activity for example discussing a topic, and giving comment from the topic given.

The students of MA Sejahtera Pare Kediri still have problems in learning speaking because the teacher dominates talking when she was teaching speaking. Consequently, the students become passive, they only sit quietly and listened rather than speaking. It seems that it is difficult to be active. So, their speaking ability is bad, and they couldn't speak fluently. The problems faced by students are, first the words are different with the way to pronounce so they are afraid and

unconfident to speak English. The second, they are lack of vocabulary. Because of it they are shy speak English so they never practice and always use their mother language in the classroom. Besides that, English is not their mother language. So the teacher has to motivate the students to learn English in the class and the teacher should know a suitable technique of teaching speaking in her class as well as have a good capability in speaking English. To make the students easy to get ideas, the teacher should give some media as tool of helping the students develop their creativity in speaking.

So the students will feel relaxed and be free in using English in classroom.

There are many kinds of media that can be used in teaching speaking, for example: song, games, picture and strip story. Picture is one media that can be used to teach speaking. There are many interpretations can be made in a picture. Traditionally picture media is still very useful because picture can be combined and used with the techniques in teaching speaking. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add the students' interest to the topic learnt. One of visual instructional media in speaking that is going to be used in this research is strip story. Strip story are aids that can help the

teachers in the teaching learning process. The teachers to use pictures effectively because the media are very useful for the teaching especially in speaking process.

In this research, the researcher wants to identify the application of picture strip story also to identify how the teacher teaches speaking using strip story to the Tenth Grade students of MA Sejahterah Pare Kediri. By using strip story, it is hoped that the teacher will be able to explain the material as well as to improve students' interest in speaking English. Hopefully, English teacher of MA Sejahterah Pare Kediri is more creative in teaching speaking by using picture strip story. According to her, using picture strip story have many advantages. First, students more motivate because the teacher not monotone when she teaches speaking. Second. The students feel enjoyable when they are taught using picture strip story. The last, the students can increase their vocabulary and interested at teaching speaking by using picture strip story.

II. METHOD

The approach used in this research is quantitative research that data is in the form of number. The researcher gives score after the picture strip story treatment. Furthermore, the data which has been

collected will be analyzed by using appropriate statistical formula.

This research designed used quantitative approach, and the method is experimental research using one – group pretest – posttest design. In this design the researcher manipulates the independent variable, while the dependent variable is controlled by the purpose of determining the effect of the independent variable on the dependent variable.

To find out whether or not picture strip story method affects the students' speaking ability, the researcher used one group pretest – posttest design. Pretest is given before the students taught speaking using picture strip story method. While posttest is given after the student taught speaking using picture strip story method. The following steps are used to get the data of this research:

- a. Giving pre-test to the students
- b. Giving the treatments to the students by using picture strip story method in teaching speaking.
- c. Giving post-test to the students

This school has some facilities, include: classrooms, headmaster room, teachers room, administration office, OSIS room, library, UKS, canteen, LCD projector, boarding house LAB computer and mosque. The reason of the researcher chose MA Sejahtera Pare as place of

research, because this school is central of kampung inggris, but some of the students have problem in speaking ability.

III. FINDINGS AND DISCUSSION

The result of students speaking ability before and after being taught picture strip story. Based on the experiment, the design is one group pre-test and post-test. Therefore, the researcher analyze the students speaking ability from the pre-test and post-test using T-test to find out the effect of picture strip story on student's speaking ability.

The researcher give the pre-test before gave the treatment. The material use recount text about story "Titanic" consists of one question. In this activity the researcher gives the students text then students had to retell recount text about it.

The students minimum score of English subject in MA SEJAHTERA was 55. The students who got score less than 55 did not pass the pre-test; it means the students low in the field element of speaking. And for the students who got the score more than 55 or more 55, they have already passed the pre-test.

It can be described that the lowest score that student's achieve is 40 of content are fluency (1), accuracy (1), performance (1), generic structure (2). While the highest score is 55 of content are

fluency (2), accuracy (3), performance (2), generic structure (3) The total score is 1315. Whereas, the mean score is 65, with the mean of content are 4, fluency 2, Accuracy 2, Performance 2, and Generic structure 2. Later, the percentages of each aspect are Fluency (40%), Accuracy (34.86%), Performance (35.43%), and Generic structure (37.14%).

Possible highest score obtain by the students was 100. While the possibility of lowest the value was 0. A value obtained from speaking ability, then categorized into four categories fluency, accuracy performance and generic structure. The criteria of scoring are: very good (5), good (4), enough (3), poor (2), very poor (1).

To know the students speaking ability after using picture strip story, the researcher conducted the post-test. The score of post-test was used to analyze the students' ability after being taught by using picture strip story. The form of post-test was similar to the pre-test form, the students' were asked to speak clearly about recount text from the title "Bandung Fire".

From the total score of pre-test and post-test showed that post-test score better than pre-test score. It can be concluded when students' being taught using picture strip story could help them understand the material easily and make their speaking better. It can be described that the lowest

score that students achieve is 55 while the highest score is 90. The total score is 1315. Whereas, the mean score is 52.6 with the mean of content are 4, fluency 4, Accuracy 4, Performance 5, Generic structure 4. Later, the percentages of each aspect are Fluency (83.43%), Accuracy (81.71%), Performance (89.14%), and Generic structure (81.14%).

Based on the data explained above, it can be describe that two students (8%) got 40, nine students (12%) got 45, three students (28%) got 50, ten students' (28.6%) got 40, seven students (20.0%) got 45 and one students (2.9%) got 55. It means that most of the students got poor score in the pre-test.

Based on the datum that had been analyzed by using SPSS using version 23.0 above, the purpose of the researcher was to find out the answer of question study were how the students speaking ability before and after being taught using picture strip story and the significant effect of picture strip story on students speaking ability at the tenth grade students' of MA SEJAHTERA.

The first finding showed the result of students speaking ability increased after being taught using picture strip story. It is proven by the mean of post-test (52.6) is higher than that of pre-test (70.2). Then it can be seen the table of pre-test that before

being taught using picture strip story the students got the highest score 55 with the content are fluency (3), accuracy (3), performance (2), and pronunciation (3). While the post-test score after being taught using picture strip story the students get highest score 100 with the content are accuracy (5), fluency (5), performance (5), and pronunciation (5).

From the data analysis above it can be concluded that there was significant effect between picture strip story and students speaking ability. The use of picture strip story in classroom could be guiding the students' activities in an interesting way. Picture Strip story also make a particularly powerful contribution to both the content and the process of teaching especially contribute to interest and motivation.

IV. CONCLUSION

In this part, the researcher presents the conclusion of the research. After analyzing the result of the research got the data about students' speaking ability before being taught using picture strip story, the result showed that most of students got poor score in the pre-test. It was supported by the mean score of pre-test. It means that the students' speaking ability before being taught using picture strip story was low.

It showed that there was a significant effect of picture strip story on students'

speaking ability to the tenth grade students' of MA SEJAHTERA in academic 2019/2020.

Based on the result above the researcher concluded that the picture strip story was appropriate media for interesting the students' speaking ability, because picture strip story could help the students improve the fluency in speaking much better. Most of the students could speak clearly which consist of some indicators of speaking ability such as identified generic structure and language feature of recount text.

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