

Using Picture Strip Story in Teaching Speaking Skill

¹Mukmin, ²Nurwahidah

¹Universitas Muhammadiyah Luwuk,

Email: mukminnayya@gmail.com

²Universitas Muhammadiyah Luwuk

Email: nurwahidah.ida.0911@gmail.com

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Abstract.

This research is aimed to find out whether students' speaking skill can be increased by using picture strip story or not. This research employed pre-experimental design. The variables of this research were the picture strip story as the independent variable and the students' speaking skill as the dependent variable. The population of this research was the XI grade of SMK Daerah Luwuk which consists of thirteen students. The technique sampling was total sampling, which means that all population was taken as the sample of this research. The researcher use test as the main instrument in this research which is divided into pre-test and post-test. The data analysis of this research used was statistic calculation. The result of the research, the mean score of pre-test was 67.76 while the mean score in post-test was 75.73 and the testing hypothesis, the t-counted score was 5.533, while t-table for degree of freedom 12 and the level of significance = 0.05 was 1.782. It indicated that the hypothesis was accepted because picture strip story had increased the students' speaking skill.

Keywords: *Speaking Skill, Picture Strip Story.*

A. INTRODUCTION

Four essential skills in English that students must concern about which are speaking, listening, reading and writing. Speaking and writing are known as the skill of productive because through these skills students are able to convey their various ideas, opinions or information. While listening and reading are known as the receptive skills because through these skills

students are able to obtain several and more information. In fact, all skills are equally important. But in language learning, the goal is capable to communicate using the language being studied and that requires speaking skill. Speaking is very significant as media to make students easy to convey their opinion and share information to their teachers, friends, or another people. With increasing students' speaking skill, students will be more freely in

express their opinion in academic activities or in daily life.

Although basically, learning foreign language is more difficult than the first language. There are some points that students must pay attention to, such as vocabulary, pronunciation, fluency, comprehension, and also grammar. It is always being the cause of learning English that considered as a difficult subject in Indonesia because there are still many students in many schools who are not interested in learning English.

Based on the researcher's experience when doing teaching practice (Magang 3) for more than two months in grade XI SMKS Daerah Luwuk, the basic problem in speaking is the lack of students' interest because of there was not used of media in teaching English especially speaking. It causes a learning process is not enjoyable or boring for students. Students feel difficult to absorb the lessons in speaking caused of English is a foreign language moreover boring classroom condition can make students feel under pressure. Logically, when students enjoy learning they will relax and be able to absorb the lesson without coercion especially the lesson about some components that must be teach to students to increase students' speaking skill.

Furthermore, the researcher tries to find out a technique used that can solve the problem in speaking skill that is lack of students' interest. Therefore, the researcher decides to use the technique of picture strip story to increase student' speaking skill.

Picture is a media that used to attract students' interest and also facilitate students in learning. Picture strip story is a technique using series of pictures that contains story sequences. The researcher believes that picture strip story will certainly be able to increase students' interest in speaking class as already stated by (Wright, 1989) that pictures are very essential in order to make students are able to retell or interpreted something because they able described places, objects, people, etc. Therefore, the researcher believes that pictures can help students to more easily remember the words in the story that make students can speak easily.

In relation to the explanation above, the researcher conduct research entitled Increasing students' speaking skill by using picturestrip story in grade XI of SMKS Daerah Luwuk. The research question formulated does picture strip story increase students' speaking skill in grade XI of SMKS Daerah Luwuk. In relation to the research question above, the objective of this research is to find out whether students' speaking skill in grade XI of SMKS Daerah Luwuk can be increased by using picture strip story or not. Lastly, the researcher draw a hypothesis of the research that there is an increase of students' speaking skill by using picture strip story.

B. RESEARCH METHOD

The methodology of this research was quantitative research to gathering and evaluating data. Prajitno, (2006) defines that quantitative is a method in research for

collecting, analyzing, and presenting data in numerical form than narrative. The researcher used pre-experimental as the design of this research. Creswell, (2012) defines experimental research is finding out to decide if a particular treatment affected a research result. The researcher used pre-test and post-test design to investigate the effect of increasing students' speaking skill by using picture strip story before and after given treatment.

The population of this research was XI grade students of SMKS Daerah Luwuk Banggai. While the sample was the second grade of SMKS Daerah Luwuk there was only one class that consist thirteen students and the researcher took all of the students as the sample or total sampling.

There were two variables in this research which were independent variable (X) and dependent variable (Y). Independent variable (X) is a variable that can function by itself and can support other variables to achieve the results as expected by the researcher. Picture strip story was the independent variable in this research. Dependent Variable (Y) is a variable that trying to be increased with the support of the independent variable or variable that cannot function itself. Students' speaking skill was the dependent variable in this research.

The researcher used pre-test and post-test design as the forms of instrument which used to measure the extent of students' ability. the researcher used a rating scale indicated by

Harris, (1969) that the scoring rubric of the test given to measure the performance quality based on several criterias: pronunciation, grammatical, vocabulary, fluency and comprehension.

C. RESULT AND DISCUSSION

The findings of this research were obtained based on the data that has been counted using several formulas above. Data were obtained by giving pre-test and post-test in the form of an oral test to determine the students' speaking ability before and after being given treatment using the picture strip story technique.

The students' pre-test scores were obtained by giving an oral test. The researcher asked students to retell a story about "The Magic Mirror". Then, the researcher assessed students based on five aspects that included in speaking, that are vocabulary (V), pronunciation (P), grammar (G), fluency (F) and comprehension (C).

The result of pre-test mean score was 67.76 which showed most of students' speaking score had fill the standard even more than the standard score, but still needed an increase because there still many students got score below the standard score than students who got score above the standard.

After applying the picture strip story for some meetings, the researcher gave the post test. The students' pre-test scores were obtained by giving an oral test. The researcher asked students to retell a story about "The

Magic Mirror". The researcher found the post-test mean score was 75.73. Based on the finding above, the students got the higher score after the researcher gave picture strip story as the treatment. On the pre-test, more students got score below the standard. But all students achieved score above the standard on the post-test. It was shown by the mean score between pre-test and post-test. The pre-test mean score was 67.76, while the post-test mean score was 75.73. It was because in the treatment students were trained to understand the story through picture strip that contain every event in the story in order to attract their interest and they could easily understand the story.

Furthermore, it also can be seen from the testing hypothesis, the t-counted score was 5.533, while t-table for degree of freedom 12 and the level of significance = 0.05 was 1.782. It indicated that the hypothesis was accepted because picture strip story had increased the students' speaking skill. Picture strip story has some advantages. Vernon, G & Donald, (1980) picture strip story are widely available. It also can provide a common experience for the whole group. Then, Visual details can make the subject being studied clearer. Lastly, Picture strip story help students to focus attention or attract interest and develop critical judgement. teaching using picture strip story can encourage students to speak according their initial knowledge about something they have learned, and also they will be more interested and motivated to speak. Then, through picture

students' can imagine about the events that occur in the story, so that makes it more real. Furthermore, there are still many students have difficulty in understanding the story, but through the scene in the picture will help students to correct misunderstanding. The last, picture can be a support for students' to remember the words used in the story and make them easy to convey the story using their own language.

D. CONCLUSION

This research is concerned with the increasing of the students' speaking skills by using picture strip story especially for students grade XI of SMK Daerah Luwuk. Based on the research finding and discussion, it could be draw a conclusion as follow:

1. There was an increasing on students' speaking skill by using picture strip story as already explained above. As the proof could be seen from the score of pre-test and post-test, and also from the testing hypothesis which H_a was accepted because t-counted score was higher than t-table score.
2. Picture strip story not only increased one aspect of speaking but all aspects including vocabulary, pronunciation, grammar, fluency and also comprehension.

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