

USING PICTURE SERIES FOR COOPERATIVE LEARNING TO IMPROVE STUDENT'S SPEAKING ABILITY

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Abstract

Cooperative learning is a way of teaching methods in which the students work together with their friend in small groups for helping each other by giving idea and sharing in learning a certain lesson material. Picture series is one of media in teaching English, picture series is a type of media that is very interesting to study especially the various pictures. Speaking is one of the skills that the students should mastered in learning English, speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency. The research, uses classroom action research (CAR) design through two cycles. Each cycle has one meeting and consist of four stages: first is planning, the second is acting, the third is observing, and the last is reflecting. The research was conducted in eleventh grade at SMA Islam Batu - Malang. Based on the research of test in cycle I and cycle II, the average score of preliminary study is 47 and the class percentage that got by students is 26%. The mean score in cycle I is 60 and the class percentage that got by students 36%. The mean score in cycle II is 62 and the class percentage that got by students is 73%. It mean that the students always have improvement from preliminary, cycle I until cycle II. Based on the result, the researcher thinks that by using picture series can improve speaking ability for student. The students' can relax if learn with cooperative learning with picture series because the students' more be enjoy on teaching and learning process. The implementation of cooperative learning method also can use for teaching speaking.

Keywords: Cooperative Learning; Picture Series; Speaking

INTRODUCTION

In Indonesia English is a foreign language and people understand that learning a new language is more difficult than learning a first language or learning mother tongue so that in Indonesia English is taught in all level of education.

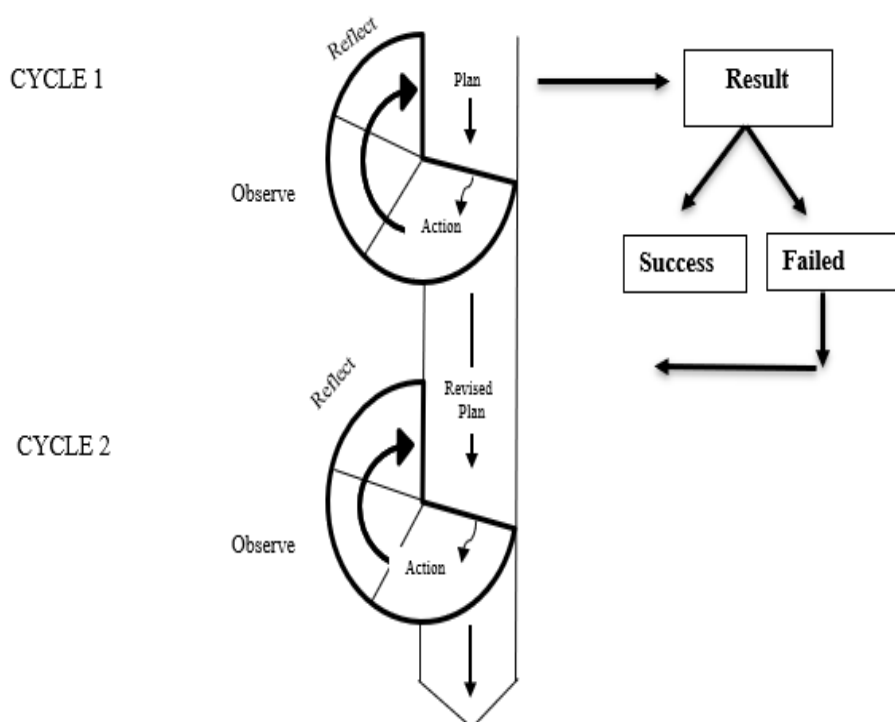
As English is widely used all over the world and also called by international language, there is a need for learners to acquire the communication skills to get success in their respective fields (Rao, 2019). Speaking skills had always been the most challenging skill among the pupils in language learning (Santhanasamy & Yunus, 2022). In this situation, Considering speaking ability is one of the important in learning English. However, most of student speaking ability is under standard. It is raised by several factors, one of those factors is affective factors (motivation, anxiety, and self-confidence) (Illyin et al., 2021).

One of the learning models that can facilitate in speaking ability is cooperative learning model. Cooperative learning refers to instructional methods in which students work in small groups to help each other learn (Slavin, 2015). The cooperative learning model is part of a learning structure that has a broad scope. Inside there are approaches, strategies, methods and techniques (Purwanto et al., 2020). In language learning, speaking is one of the important things to have, but the students are lack to speak up in English class. The way to teaching English can be solve by using media that can improve the students achievement in speaking class (Rambe, 2018).

According to (Munir et al., 2018) in his article about Flipped classroom with cooperative learning as a cornerstone said that cooperative learning improved that students' communication skills increased and more than 90% of students agreed that flipped classroom with cooperative learning enabled them to extend their skills. There were two previous study such as (Episisasi et al., 2015) said in the Effectiveness of Using Pictures To Improve Students' Speaking Skill Based on the result of data analysis, it can be concluded that it is significantly effective to teach speaking skill by using pictures. And according to (Zuhriyah, 2017) in the article of Storytelling to improve students' speaking skill showed that there was a significant improvement on students' speaking skill by their comprehension, fluency, vocabulary, grammar, and pronunciation. And now the research in this article use picture series to improve student's speaking ability in cooperative learning. By using the different method the researcher found the same result to improve speaking ability.

METHOD

Classroom Action Research (CAR) has a function to solve the problem than raise in the classroom and also as the tool to in srvice-training, which is the teacher used their skill and try new to prove their analytic skill (Khasinah, 2013). Here the researcher uses classroom action research by two cycles, in every cycle consists of one meeting. The implementation of action research uses the spiral activity, which consists of planning, acting/implementing, observing and reflecting But, before doing four steps above, the researcher does preliminary study.



Planning

Start by planning, here the researcher is not only prepare a lesson plan, format of observation of the lesson plan, but also preparing the score sheet and field note that will be used while the observation conducted. Furthermore, the researcher and the teacher have to decide for the choosing topic.

Acting

Acting means instructional activities done by people. The presence of picture series as media in using Expression of procedure text significant progress toward their speaking ability used picture series for each cycle.

The strategy learning picture series:

1. The teacher explains about the learning objective or the basic competencies.
2. The teacher makes the students into some couples.
3. The teacher gives explanation about some examples of procedure text the students.
4. The teacher show picture series using picture..
5. Aftershowpicture,the teacher ask the students to make short conversation with their couple using procedure text about the picture series using word that consist in their hand books.

Observing

Observing is conducted during the process of action given to the students. Observation is done by making field notes as the crucial writing. The researcher goes to see around to each group to observe the activity in the class. the researcher will discuss and share to the English teacher in order to improve teaching and learning process in the next cycle.

Reflecting

These next steps are carried out by researchers and teachers to assess student behavior and progress in the learning process. The results of the retrospective are used to find some weaknesses that should be corrected, and the corrections are aimed at improving the teaching and learning process in the next cycle.

Data Collection

The Data collection is very needed by the researcher to improve this research from the beginning. This equipment was used by personnel to compile data. Data for this study consisted of field notes, observations and test.

Observation

During this phase, researchers use field notes and cameras to capture images that they use to observe and learn about situations and activities in the teaching and learning process. Researchers want to see how classes are going and what students are doing using the field notebooks and cameras used.

Field Notes

Field notes record important things that happen to the process of cycle 1 and cycle II. provide a broad overview of the process obtained in the classroom.

Interview

Interview is a dialogue carried out by Interviewer to obtain information from the interviewer, interviews were conducted by researchers to assess a person's condition, for example to find data on student background variables, parents, education, attention, and attitude towards something. Physically the interview can be distinguished by structured interviews and unstructured interviews. In this research the researcher used unstructured interview to know more about the condition of the students, teaching and learning process, problems faced in that school, etc.

Test

Test is used to measure the students' basic ability and achievement. To get the data the researcher did the test that consists of cyle I. The function of Cycle I is to determine, prior to implementation, how much a student's speaking ability improves with the use of a series of images. The function of the test is to detect improvement in speaking ability after using the image series media. In Cycle 1, the method is applied to recognize the nature of the difference in students' speaking ability before and after the lesson.

RESULTS AND DISCUSSION

Results

There are some problems which found in the English teaching and learning process can be seen below.

- 1) Students are still difficult to pronounce words when the teacher asks them to speak, they have confidence and often be shy and just keep silent during the teaching learning process.
- 2) Students lack English vocabulary because they are passive users of English. Also, they don't open their own dictionary and always ask the teacher to find the word in the dictionary. In fact, the teacher ordered them to bring it.
- 3) The biggest problem for students to speak at SMA Islam Batu - Malang is to constructing expression in speaking.

From the problems list above the researcher can concluded that there were some aspects that the teacher did not do in teaching and learning process include the use of media. The teachers just take the reference of the material from students' handbook. In teaching English, the teacher need creativity to explore the class. To substantiate the data observations, the researchers also conducted interviews with English teachers about the state of English teaching and learning processes. This allowed researchers to find more information about teaching and learning issues in the classroom. These interviews were conducted prior to observation.

The problem became clear from the interview. Students had some difficulties in learning to speak. B. Poor or no vocabulary management, incorrect pronunciation. Most of them also did not actively participate in classroom activities. They are afraid of making mistakes and still find it difficult to express themselves when speaking English. I added that I didn't pay attention to the class in the process.

In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through preliminary study, cycle I, cycle 2. The results descriptions of all cycles as follows:

The Table of Students' Speaking Test Preliminary

NO	NAME	TOTAL SCORE				TOTAL OF STUDENT'S SCORE × 5	FINAL SCORE x
		P	V	F	G		
1	Student 1	3	4	3	2	12	70
2	Student 2	1	4	2	1	8	40*
3	Student 3	1	3	4	2	10	50*
4	Student 4	2	4	4	3	13	75
5	Student 5	1	3	1	1	6	30*
6	Student 6	1	2	1	3	7	35*
7	Student 7	1	2	1	4	8	40*
8	Student 8	1	4	2	3	10	50*
9	Student 9	2	3	4	3	12	70
10	Student 10	1	2	2	1	6	30*
11	Student 11	3	2	1	1	7	35*
12	Student 12	1	2	1	1	5	25*
13	Student 13	3	2	2	3	10	50*
14	Student 14	3	4	2	3	12	60*

15	Student 15	1	1	1	3	6	30*
16	Student 16	1	3	1	2	7	35*
17	Student 17	1	2	1	1	5	25*
18	Student 18	2	4	3	3	12	70
19	Student 19	2	4	4	4	13	75
Total							Σ x895

NB:*Failed

P:Pronunciation

V:Vocabulary

F:Fluently

G:Grammar

Finding of Cycle I

1. Planning

In this phase, the researcher determined the selected material and exercises into a lesson plan by using cooperative learning method with picture series media. The researcher also make compare within preliminary study and cycle I.

2. Acting

The first cycle was done on wednesday, 15th December 2022 from 07.00-08.30 a.m. The researcher presented a material with title procedure text by using cooperative learning method with picture series media. Beside that the researcher prepared some books as reference and prepared material that will used in teaching English by using cooperative learning method with picture series media. After that, the researcher gave the test as a post-test of cycle I. The researcher make fourgroup , every group consist of for students (1,2,3,4,5). The test was the students were given some pictures about “how to make tea” and then asked to answer the question in front of the class.

3. Observing

In this phase, related to the students response from class situation, sometimes from each students still makes a mistakes and they not fluency to speak English well. At the end of teaching learning process, here also carried out the result from test of cycle I by fulfilling the field notes. And the result of the action in the first cycle can be seen.

4. Reflecting

In this phase , there were (36%) of students in the class could not pass the Criterion Minimum Score (KKM). In contrast, cycle 1 there were only 7 (36%) students who passed the Criterion Minimum Score (KKM). The students` did not enthusiastic in the class seriously on the researcher explanation, the students` did not have confidence to practice and also the students` confused still difficult in describe word, sometimes some of the students` did not pay attention on the researcher explanation so that sometimes the students` do a mistake or misunderstanding. Although there were some problems that should be solved. From the reflection stage, more effort is needed to improve students' language skills through collaborative learning.. It needed to be increase again in the next cycle.

The Table of Students’ Speaking Test Cycle I

NO	NAME	TOTAL SCORE				TOTAL OF STUDENT’S SCORE × 5	FINAL SCORE
		P	V	F	G		
1	Student 1	4	3	4	3	14	70
2	Student 2	2	4	2	4	12	60*
3	Student 3	2	3	3	2	10	50*
4	Student 4	3	4	4	4	15	75
5	Student 5	2	4	2	1	9	45*
6	Student 6	3	4	3	4	14	70
7	Student 7	3	4	4	2	13	65*
8	Student 8	4	4	3	4	15	75
9	Student 9	3	3	2	2	10	50*
10	Student 10	1	2	4	2	9	45*
11	Student 11	2	2	1	4	9	45*
12	Student 12	4	4	2	2	12	60*
13	Student 13	3	4	4	4	15	75
14	Student 14	4	4	3	2	13	65*
15	Student 15	4	2	2	4	12	60*
16	Student 16	4	4	4	3	15	75
17	Student 17	2	2	3	3	10	50*
18	Student 18	3	2	2	3	10	50*
19	Student 19	4	3	3	4	14	70
Total						Σx 1155	

NB:*Failed
 P:Pronunciation
 V:Vocabulary
 F:Fluently
 G:Grammar

Finding of Cycle II

a. Planning

The phase of cycle II was implemented into a lesson plan also .The lesson plan which was used still related to the picture series Media in learning section. The researcher needed to give interesting explanation and more interesting picture series from before. The researcher choose tea picture series because it more interesting and easier to understand which consist of simple sentence. Besides that, almost of them who know about tea picture series media because they have ever watched the banana picture series, so that the students are able to more focus and easier to understand because they already know the storyline of the picture series

While look for some example of expression of procedure text that consist of the picture series. And then the researcher also asks them to make procedure text by their own word about the picture series. The researcher asks them to mention some example directly while adding the language feature of procedure text.

b. Acting

The next phase is cycle II was done on Wednesday, December 22th 2022 from 07:00-08:30 am. The researcher explains again the material about procedure text. Meanwhile the researcher played picture series media.

The test was the students watched picture series media and the researcher told the students to pay attention to look for some example of expression of procedure text that consist of the picture series. Next, the researcher asks them to mention some example directly while adding the language feature of procedure text

c. Observing

In this phase related to the students response, sometimes from each students still makes a mistakes and they not fluency to speak English well. After teaching learning process finished, in this phase was also carried out the result from test of cycle II by fulfilling the field notes. And the result of the action in the first cycle can be seen.

d. Reflecting

In this phase this reflections is based on the result of observations during the procedure text in this cycle. The researcher uses a rubric taken from Haris in sarofah (2015:28-29) to measure the students' speaking ability in cycle 2 like in cycle 1. There are pronunciation, vocabulary, and fluency aspects. The outcomes of the mirrored image are as follows.

The first step is to obtain the Cycle II average score. Calculated as follows:

The Table of Students' Speaking Test Cycle II

NO	NAME	TOTAL SCORE				TOTAL OF STUDENT'S SCORE $\times 5$	FINAL SCORE \bar{x}
		P	V	F	G		
1	Student 1	4	3	4	4	15	75
2	Student 2	4	3	4	5	16	80
3	Student 3	4	4	3	5	16	80
4	Student 4	4	4	4	3	15	75
5	Student 5	3	3	4	3	13	65
6	Student 6	3	4	4	3	14	70
7	Student 7	5	3	4	4	16	80
8	Student 8	4	3	4	4	15	75
9	Student 9	4	3	4	5	16	80
10	Student 10	3	4	3	3	13	65*
11	Student 11	2	4	3	3	12	60*
12	Student 12	4	4	3	4	15	75
13	Student 13	2	4	4	4	14	70
14	Student 14	3	5	4	4	16	80
15	Student 15	3	4	4	4	15	75
16	Student 16	3	4	4	4	15	75
17	Student 17	3	3	3	4	13	65*
18	Student 18	3	4	3	3	13	65*
19	Student 19	3	4	4	5	16	80
Total						$\sum x$ 1390	

NB:*Failed
 P:pronunciation
 V:vocabulary
 F:fluently

Discussion

The results of the Prestudy, Cycle I, and Cycle II students' improvement in speaking ability are illustrated in the following figures:

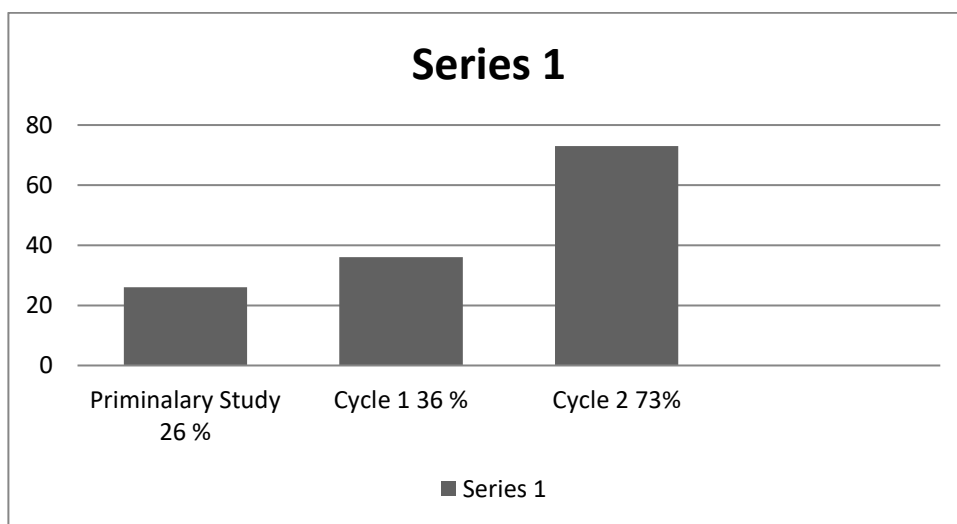


Figure 4.1 Students' Improving Speaking Score

Based on the result of the test of preliminary study, there were only 5 Students who reached the score above the Standard Minimum Achievement (KKM) or passing grade. Meanwhile, the other 14 Students were below the Standard Minimum Achievement (KKM). From the data above, the students who pass Standard Minimum Achievement (KKM) are 7 students of 12 students. The lowest achievement gained score is 60, and the mean scores were 60. And the Percentage Score was 36%. From that analyzing, it could be seen that almost students speaking ability of the second grade at SMA Islam Batu – Malang was still very low.

The result in cycle I for mean score was 6 and the data showed that the percentage students of the test were 36% Based on the observation, it showed that cycle 1 still doesn't do well. Because the some students still did not pay attention and some other students had limited vocabulary to make sentence what will they write. Meanwhile, researcher showed that the teaching learning activities has done well, although there were some problems that should be solved.

The result of the cycle II, the data showed that the percentage student of the test of cycle II was 73% Based on the result test of cycle II, the mean score of class in speaking test gained until 73 and The Percentage score was 73% in which There was 14 students of 19 students who passed the Standard Minimum Achievement (KKM) 70 and there are 5 students of 19 students did not pass reach the Standard Minimum Achievement (KKM). The reflection of Classroom Action Research was carried out after getting the result of observing and test of cycle 2. Researchers and English teachers were satisfied because the effort to improve the language skills of the students was realized. Results Cycle 2 showed that 19 students passed the standard minimum grade (KKM). Therefore, the researchers decided to discontinue the classroom action research (CAR), which was already successful.

CONCLUSION

This research focused on improving the students' speaking ability at eleventh grade SMA Islam Batu - Malang through the use of picture series Media. As stated in the previous chapter based on the result of data analysis. The conclusions are elaborated as follows.

1. The use of picture series could attract the students' attention and motivation in the teaching and learning process. Therefore, the use of cartoon movie made the classroom atmosphere more enjoyable and led the students to speak English.
2. learning to use picture series provides a great opportunity or opportunity for students to explore the abilities they have by expressing their own language
3. The use of the use of picture series can increase students' enthusiasm in learning English because students feel happy with media images.

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