

**STORYTELLING BY USING PICTURE IN ORDER TO IMPROVE SPEAKING SKILL OF  
GRADE X STUDENTS OF SMA NEGERI 1 SEYEGAN**

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# STORYTELLING BY USING PICTURE IN ORDER TO IMPROVE SPEAKING SKILL OF GRADE X STUDENTS OF SMA NEGERI 1 SEYEGAN

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## Abstrack

The objective of this research was to improve the speaking skill of Grade X students of SMA Negeri 1 Seyegan by storytelling using pictures. This research was classified as an action research. It was conducted in two cycle, which was held three meeting in the first cycle and two meeting in the second cycle. The subject of this research were 32 students of class X MIA 1 of SMA Negeri 1 Seyegan. The data were qualitative. The qualitative data were obtained through observations and interview with the students, the English Teacher and the collaborators. The data were in the forms of field notes and interview transcripts. The actions implemented in this research were storytelling using a picture in teaching and learning process of speaking, implementing picture-based activities, giving feedback to the students' performances, accustoming students to opening dictionaries, giving handouts as daily materials, and giving rewards the active students. The result of the research showed that storytelling using pictures in teaching and learning process of speaking was believed to be effective to improve the students' speaking skills. The students motivation increased. They were more active and enthusiastic in learning process. Futhermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking skills. The result revealed that the mean score of the students' speaking performance increased from 25,88 in the cycle 1 and 27,82 in the cycle 2.

**Keywords:** picture, storytelling, speaking skill

## Abstrak

Sasaran penelitian meningkatkan kemampuan berbicara pada kelas X SMA N 1 Seyegan dengan storytelling menggunakan gambar. Penelitian ini di klasifikasikan sebagai penelitian tindakan kelas. Penelitian ini sudah dilaksanakan dalam 2 siklus yang diadakan 3 pertemuan pada siklus pertama dan 2 pertemuan pada siklus kedua. Sasaran pada penelitian ini ada 32 siswa pada kelas X MIA 1 SMA N 1 Seyegan. Datanya adalah kualitatif. Data kualitatif diperoleh dari observasi dan wawancara dengan siswa, guru bahasa inggris dan kolaborator. Data dalam bentuk catatan dan transkrip dari wawancara. Tindakan yang diterapkan dalam penelitian ini adalah storytelling (bercerita) menggunakan gambar pada pembelajaran kemampuan berbicara, menerapkan gambar dalam aktivitas pembelajaran, memberikan timbal balik kepada penampilan siswa, membiasakan siswa untuk membuka kamus, memberikan materi untuk pegangan siswa, dan memberikan hadiah atau pujian pada siswa yang aktif. Hasil dari penelitian ini ditunjukkan bahwa bercerita dengan menggunakan gambar pada pembelajaran berbicara dipercaya bisa efektif untuk meningkatkan kemampuan berbicara mereka. Siswa mempunyai motivasi untuk meningkatkan kemampuannya. Mereka menjadi lebih aktif dan antusias dalam belajar. Selanjutnya, hasil dari penelitian ini di tunjukan bahwa peningkatan pada proses pembelajaran berimbang bahwa meningkatkan kemampuan berbicara siswa. Hasil menyatakan bahwa rata-rata peningkatan kemampuan berbicara siswa meningkat dari 25,88 pada siklus pertama dan 27,82 pada siklus kedua.

**Kata kunci:** gambar, bercerita, kemampuan berbicara

## Introduction

English has become the primary language of communication. In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school. In learning language, the learners need to master for language skills. They are listening, speaking, reading, and writing. Speaking is one of four important skills in English and also speaking is a tool to make communicate with others. To most people, speaking is the most difficult part in learning English because they are afraid make mistakes. They are not confident to speak. According to Rhodry Jones (1989), speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. They are often hesitate to speak because they are afraid of their pronunciation, or don't know the vocabulary, and the students feel really shy to speak English with their friends.

When the students speak English very well and often they may think that they have ability to speak English. This problem may be more important because in fact the students rarely speak English, their speaking skill not be improved a lot. Therefore, if the students do not learn how to speak English in the language classroom, they may soo get bored and lost interesting in learning English. Based on the information obtained from the English teacher at SMA Negeri I Seyegan, Sleman, it was found that many students still had difficulties is speaking. The students still keep silent and don't try to speak in the language classroom, but actually in this classroom can be active and more fun.

There is one way to improve their speaking skill is the students have to be more active than the teacher try to make the students keep spirit and confident. It can be try throught story telling. Story telling is the conveying of events in words, sound and/or images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values.

According to Ur (1996:120) states that there are four characteristics of successful speaking activities as follows: The students talk a lot, every students has an even chance to talk, the motivation is high, the language is within students' proficiency level. Form the 4 characteristics above we can teach them how to improve their speaking skill. Don't be shy to speak and try to talk a lot.

According to brown and Yule frame work in Richard (2008:21) there are three different functions of speaking namely talk as interaction, talk as transaction and talk as performance. Talk as performance refers to public talk, that is talk to transmit information before an audience, such as classroom presentations, public announcements and speeches. It tends to be in form of monolog rather than in dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language (Richards, 2008:27).

The researcher choosed a recount text to be used in this research. The reason was that based on the 2013 Curricullum that recount text was one of the text taught in the first semester in Grade X of Senior High Scholl. The researcher decided to use a picture in storytelling has several benefits. Due to the factors which influence speaking, storytelling is implemented to teach narrative speaking in the classroom to encourage the students to speak. As stated by Davis (2007:4) and also According to Wright (1989:2) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essensial part of the overall experiences that the teacher must help the students to cope with. According to Wright (1989:2) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essensial part of the overall experiences that the teacher must help the students to cope with.

## Research Method

This study was action research study and conducted from 5th October until 2th November 2016 in the first semester of the academic year of 2016/2017. The subjects of the research were 32 students of Class X MIA 1 SMA Negeri 1 Seyegan. The researcher collaborated with the English teacher in conducting the research. It is a set of method which used to collect the data. Therefore, the instrument in analyzing the data in this study is the research herself. The data of this research was obtained through several techniques, such as interviews, observations, and documentation. The instruments used in this research study were in the forms of interview guidelines, observation sheets and checklists, speaking rubrics,. The researcher also used a photo-video camera to document the teaching and learning process.

## Finding and Discussion

In doing this research, the reseacrher acted as a teacher and delivered the teaching and learning process. The English teacher acted as the collaborator and observed the teaching and learning process. There were two cycles in this research. In the end of each cycles, the researcher conducted a post-test to see and measure the students' improvement in speaking skill. Before implemeting the action, the researcher got the interview to some students to measure the students's speaking skill. There were action to used in the teaching and learning process of this research. 1) storytelling; 2) using pictures as the media; 3) grammar exercise; 4) vocabulary exercise; 5) answer question; 6) gambits in speaking; 7) line story; 8) past activity; 9) giving feedback to students' storytelling. Some of those action had succesfull effect in Cycle 1. The result of the student's storytelling performance were analyzed into speaking score by the reseacher and collabolators using speaking rubric of proposed by Dick, Gall and Brog (2003:571). The implemetation of storytelling by using picture to improve speaking skill were success. The picture helped the students to improve their skill, motivation and they could share their idea. However, the students till had limited number of share and buit the idea in speaking. This action was continued in Cycle 2 to improve their speaking skill.

The students studied about the grammar with the pictures. This activity can increased their motivation. Sometimes, the students still confused about the past tense. So the researcher still gave the verb and the differences about verb 1 and verb 2. From the picture , the student can made a sentence. The researcher gave the picture card about the past activity. And from this activity could make the students interest. These action were continued in Cyclye 2. Based on the result of students in post-test 1, it can be seen that sill any students confused about it. Therefore, the researcher modified some actions that could improve the students speaking skill.

In Cycles 2, the researcher combined grammar and line story exercise to attrack their motivation. This action success improved their grammar and vocabulary mastery. Also feedback was given to the students through classroom discussion and question and answer. In the cycle 2, the speaking skill of the students could improved significantly. The result of the students' speaking score are presented in the table below.

The Comparison between post-test 1 and post-test 2

Score	Post-test 1	Post-test 2
Mean	25,88	27, 82

## **Conclusion**

Based on the discussion session, it can be concluded that the implementation of pictures in the teaching process of speaking is believed to be effective to improve the students' speaking skill. The result of this research revealed the improvements contributed by the implementation of the pictures in the teaching and learning process of speaking in grade X of SMA Negeri 1 Seyegan. First, pictures were believed to be effective to improve the students' motivation. They were interested with the pictures, with the pictures they could share their ideas. Second, the pictures were helpful in teaching and learning process. This media was successful to make active classroom. The students were happy during the teaching activities. And Third, they were also motivated to speak fluently. They could learn about pronunciation, vocabulary, grammar.

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