

## **SPEAKING IN PROCEDURE TEXT BY RETELLING USING PICTURE SERIES**

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### **Abstract**

The main objective of the research was to know the effect of speaking of procedure text by retelling using picture series on students' speaking achievement of MTs Miftahul Jannah Palangka Raya. Quasi-experimental research was done in randomized control group pre-test post-test design to the answer of the research problem. The population was the students of grade 7 of MTs Miftahul Jannah Palangka Raya, and the samples of grades 7A and 7B were taken randomly from the population to be the control and experimental groups. The data were obtained from the scores of speaking taken from the samples of the research. To test the hypothesis of the research, statistical calculation was done using t-test. Based on the result of hypothesis test calculation, it was found that the value of  $t_{observed}$  was greater than the value of  $t_{table}$ . i.e.  $20.019 > 1.671$  that  $H_a$  was accepted and  $H_0$  was rejected. It means picture series gave effect on the speaking achievement of retelling of students of MTs Miftahul Jannah Palangka Raya.

***Keywords : Picture series, retelling, speaking achievement***

## INTRODUCTION

Language is an important tool and a very useful thing for human being to communicate with other people. By using language, people are able to talk and understand each other. Language also plays an important role in improving students' intelligence and social affairs. Language helps students gain success in every subject at school. By learning language, students are expected to be acquainted with themselves, others, their cultures.

English becomes increasingly important as a medium through which students can share their experiences and knowledge of globalization. Therefore, mastering English is one of the important things in order to be able to survive in this modern era.

In relation to the teaching and learning process of English, Harmer (2007:45) stated that "students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions." Therefore, the students should learn how to speak English correctly and fluently because the function of speaking is conveying the ideas and thoughts.

Richard (2008:29) stated that "There

are two core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kind of speaking skills the class will focus on. The second issue is to identifying teaching strategies to "teach" (i.e., provide opportunities for learners to acquire) each kind of talk.

In learning speaking at MTs Miftahul Jannah Palangka Raya, the the 7<sup>th</sup> grade students often find some problems. The problem frequently found is that their native language causes them difficult to use a foreign language like English. The students are seldom to practice speaking because they are afraid of making mistakes.

Prior to this research, preliminary observation to the school has been conducted. An English teacher was interviewed to know the teaching learning activities in speaking class, she stated that students lacked of understanding in applying micro skills that is communicative functions according to situations, participants, and goals. She also stated that they could not reach the standard minimum score of 75 stated in the curriculum that it was a hard to reach.

Picture series can be an effective media because for its usefulness for teaching English. Many interpretations can be made

in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to make the topic more interesting for young learners like the 7th grade students.

Based on the background above, the research tried to answer the problem as follows: do the students achieve better

speaking ability of procedure text after being taught by retelling using picture series? Based on the problem of the research, the objective of the research is to know the students' achievement in speaking of procedure text after being taught by retelling using picture series at MTs Miftahul Jannah Palangka Raya.

## LITERATURE REVIEW

There are some previous research related to this research. Wahyunitarti (2013) stated that her research showed a significant effect in using picture series for teaching speaking to the first grade students of SMAN 1 Kampak. Second, at another senior high school level, Windihastuti (2012) stated that the use of picture series combined with drilling technique and teacher's explanation could improve the students' speaking skill in telling a story (narrative text). Her research findings on speaking skill includes: 1) the use of picture series enriched students' vocabulary; 2) the use of picture series combined with drilling technique stimulated students' pronunciation; 3) the use of picture series in the teacher's explanation stimulated students' understanding of

grammar; 4) the use of picture series improved students' fluency. The improvement of classroom situation includes: a) the class was more alive because the students participated actively during the speaking class; b) the students were motivated to speak English; c) the students paid good attention to the teacher's explanation.

The last, Ilmi (2011) proved that there was a significant effect of using picture series on the eighth year students' speaking achievement at SMPN 1 Pohjentrek Pasuruan in the 2010-2011 academic year. Therefore, it is recommended to the English teacher to apply picture series to prove students' speaking achievement.

## Teaching Speaking

Kayi (2006) stated that teaching

speaking means to teach English language learners to produce the English speech sounds and sounds patterns. It is important to use words and sentence stress, intonation patterns and the rhythm in producing the sounds. Selection of appropriate words and sentences should be based on social setting, audience, situation and subject matter to be organized in a meaningful and logical sequence. Few unnatural pauses, which is called fluency, should also be considered in speaking.

Richard (2008:29) stated that there are two main issues to be addressed in planning speaking activities in an English class. They are kinds of speaking skills the class will focus on and teaching strategies to teach, that is, to provide opportunities for learners to acquire each kind of talk.

Now many English teachers agree on that students learn to speak in the second language by interacting. Speaking includes both transactional and interactional purposes. When the purpose is transactional, the focus is primarily on the meaning of the message.

According to several experts like Nunan (1995, 2003), Gebhard (2000), Brown (2000, 2001), Harmer (2007) in teaching speaking there are some components to be taught, they are:

## 1. Pronunciation

Pronunciation is the way to produce clearer language for students when they are speaking; the students can communicate effectively when they are having good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way to produce the utterances clearly in speaking. English pronunciation does not only mean to master a list of sounds or isolated words only, but also to learn and practice the specifically English way of making a speaker's thoughts easy to follow. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

## 2. Grammar

In speaking, grammar is also needed to

arrange correct sentences in conversation or oral forms. Grammar is defined as a systematic way of accounting for an ideal speaker's knowledge of the language in a set of rules or principles to generate well-formed or grammatical utterances in the language. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language to be spoken. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context and to avoid misunderstanding in communication. Grammar in speaking is a rule that is needed for the students to combine correct sentences in conversation or oral forms.

### 3. Vocabulary

Vocabulary is also very important for successful speaking, because without an extensive vocabulary, speaking is not comprehensible and communicative. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Vocabulary in speaking means the choice of appropriate diction; knowing many vocabularies will make easier to express ideas, feeling and thoughts conversation in oral form. It means that in

spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to be understood in the spoken discourse. For this purpose, students need to know words, their meanings, how they are spelt, and how they are pronounced. Thus, while teaching speaking, the teachers also teach vocabulary, to make sure that they explain the meaning as well as the spelling and pronunciation.

### 4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. This means that fluency is related to the ability to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. In teaching speaking, the teacher should not correct immediately while the students are speaking, because too much correction might interfere with the flow of conversation.

### 5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse,

to formulate representations of the meaning of sentences. Therefore, in teaching speaking the teachers should make the students comprehend about what are they saying in order avoid misunderstanding of information. This means that the students have to make the listeners easily catch the information from the speakers.

All of these components were used in this research to score the student's ability in speaking of procedure text.

### **Procedure Text**

Procedure text is a common factual genre that provide instructions on how to do something. Anderson et al. (1998) explain that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that students can successfully perform activities in safe, efficient, and appropriate ways.

Procedure text is already familiar in daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination, etc. Based on Anderson et.al's statement (1981), to arrange a good procedure text, there are three things to be followed, they are title/goal, list of material, and steps/method procedures. The generic

structure of a procedure text contains an introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph. And then it is folowed by a list of the materials that will be needed to complete procedure and then sequence of steps in the order they need to be done. Numbers can be used to show first, second, third, and so on. The order is usually important using such words as now, next, and after this. Usually the steps begin with a command words such as add, stir, or push.

### **Picture as Media of Teaching**

One of visual instructional media which is used in this research is picture series. Picture series can help the teachers in the teaching learning process as an excellent tool to illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. With picture series, all students may immediately find the appropriate vocabulary and sentence structure to discuss what they see.

Because everybody likes to look at

pictures, their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides: (1) a shared experience in the classroom; (2) a need for common language forms to use in the classroom; (3) a variety of task; and (4) a focus of interest for students.

Pictures as media of teaching are the best-known visual aids. Visualization is necessary for younger students like the 7th grade students. This is because most activities for young learners should include movement and involve the senses that many pictures will be needed to work with (Brown, 2001).

Another expert, Harmer (1988) says the teacher can show pictures or draw them on the board to ensure the students' understanding of the meaning of a word. It is also stated that pictures in speaking are to motivate the students and make them like to pay attention and want to take part in speaking. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

There are some ways in teaching using picture. A teacher can use a single picture or picture series as a media for the students in explaining something. From the picture, the

students will get the ideas in speaking and stimulate their imaginative thinking. For example, the teacher can stick a big picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture. Besides that, the teacher can also give some picture series to some groups of the students. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given, such as procedure text.

### **Retelling**

Johnson (1983) stated that retelling is the most directly accessing in teaching, and the reaction results the reader from the text to retell. Retelling helps listeners respond to the message. Retelling motivates learners about the text for both integration and personalization that also helps learners view what the content components of the message and how the text related to their experiences.

According to Cohen et al. (2009), retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate (in spoken or written way) to others about what they have learned. Retelling can come in the form of an oral presentation. Retelling involves

having students transform a text into their own words. In other words, the students need to organize information in the text in order to provide a personal interpretation of it. Therefore, retelling indicates retellers' assimilation and reconstruction of text information that reflects their comprehension.

### **The use of story retelling in the classroom**

Students who do not have any experience on story retelling might face the problem in retelling process. Morrow (1985) found that children have difficulty in retelling, but doing practicing in retelling a story could be helped. Teachers should teach how to retell a story (in this research, a procedure text) before asking the students to do retelling it.

Morrow (1984; 1985) moreover, also stated that teaching instruction also depends on the retelling target; for example teachers should focus on instructing intention or chronological story of procedure text by asking students to pay attention to what happens first, second and next.

## **METHODS AND PROCEDURES**

### **Data**

The data needed in this research were collected from the students' speaking scores

of procedure text of pre-test and post-test of the control group and experimental group.

### **Instrumentation**

In order to get the sufficient data needed for the research, there was one instrument used in this study, it is a test. According to Ary et.al. (2006) tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The test was in form matching pictures with the words that were based on a package book ENGLISH ON SKY 1 for junior High School Students Year VII used at MTs Miftahul Jannah. The tests were conducted to know the effect of using picture series and retelling on the students' speaking ability of procedure text at seventh grade students of MTs Miftahul Jannah Palangka Raya.

### **Population and Sample**

According to Ary et.al. (2010: 647) population is the larger group to which a researcher wishes to generalize; it includes



all member of a defined class of people, events or objects. In this research, the population was the seventh graders students of MTs Miftahul Jannah Palangka Raya of 81 students.

Since sample of the research is smaller than population, not all the members of the population were assessed. Thus, this research only used two classes as the sample of research which were chosen randomly. Sample is the group on whom data are collected and for whom comparisons are made (Sugiyono, 2009). Class 7A would be the control group and class 7B would be the experimental group.

### **Research Methodology**

This study used quasi-experimental design. According to Ary et.al. (2010:316) quasi-experimental design was similar to randomized experimental research in that it involves manipulation of an independent variable but differ in that subjects were not randomly assigned to treatment group. There are many situations in educational research in which is not possible to conduct a true experiment. To observe the data about the students' achievement in speaking skill, the researcher set the data from the results of the students' scores both in pre-test and post-test of procedural text.

This research used scoring rubric adapted from Brown (2001) to score the students' speaking ability of procedure text.

### **Data Collecting Procedures**

In this study, pre-observation was done to know the location, the number of class, the number of teachers, number of student, and xlass activities. After doing the observation, the classes were chosen to become experimental group and control group. Before instruction, the experimental and control groups were given pre-test that consisted of questions covering the speaking topics to be studied. At the end of treatment, the experiment group and the control group were required to take the speaking post-test to determine the effect of the experimental learning on their speaking ability. The post-test mean scores in the experiment group were compared to test scores used for further quantitative analysis.

### **Data Analysis**

The pretest and post-test raw score were converted into percentages. In order to analyze the data, The mean, median, modus, standard deviation and standard error of students' score were computed for the pretest and post-test scores of the experimental and control groups. The researcher used statistical t-test to answer

the problem of the study with The formula of Arikunto (2003:507):

$$t_0 = \frac{M_1 - M_2}{SEm_1 - m_2}$$

To know the hypothesis whether it is accepted or rejected the criterion used are as follows: If  $t_{\text{test}} \geq t_{\text{table}}$ ,  $H_a$  is accepted and  $H_0$  is rejected, and if  $t_{\text{test}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_0$  is accepted.

Since the kind of hypothesis is a non directional hypothesis, the level significance which was used is .05. If the result of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  it means that  $H_a$  is accepted but if the result of  $t_{\text{test}}$  is lower than  $t_{\text{table}}$  it means that  $H_0$  is accepted. Calculating The degree of freedom was calculated by using the following formula:

$df = N - 1$
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To determine the level of significance was done by comparing  $t_{\text{observed}}$  with the  $t_{\text{table}}$ .

## CONCLUSION

After getting the data analysis from the score obtained of speaking test, it could answered the problem of the study that stated "Does the picture series give effect on the speaking achievement scores of seventh

graders students of MTs Miftahul Jannah Palangka Raya?". The result of testing hypothesis could answer the problem of the study. To test the hypothesis of the study, the researcher used t-test calculation with manual calculation. The result of t-tests using manual calculation showed that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at  $20.019 > 1.671$ . This indicated that the alternative hypothesis stating that the picture series give effect on the speaking achievement scores was accepted. Meanwhile, the null hypothesis stating that the picture series will not give effect on the speaking achievement scores was rejected. It implicated that the picture series gave the effect on the speaking achievement scores of seventh graders students of MTs Miftahul Jannah Palangka Raya. It means that the students' score were taught using the picture series higher than without using picture series. It can be proved by the difference between the scores of pre test and post test.

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