



Photo Story Usage to Improve Students' Speaking Skill and Motivation

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ABSTRACT: This study is aimed to find out the improvement of students' speaking skill by using photo story. This study used Classroom Action Research (CAR) to solve the students' problem in English speaking. The researchers chose twenty students of the second-grade of MA Darul Aminin NW Aikmual as the participants of the study. Speaking test, interview, and recording were used to collect the data. The data were analyzed by using mix method, namely qualitative and quantitative analyses. The qualitative data were gained by analyzing the interview and observation, and the quantitative data were obtained from the students' speaking score of pre-test and post-test. The results of the qualitative analysis indicated that the students' score of post-test was higher than pre-test. Then, the results of the data analysis in quantitative indicated that there was significant different between using photo story and the speaking skill and motivation of students.

Keywords: Photo Story, Students' Speaking Skill, Motivation.

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INTRODUCTION

English lesson is one of the difficult subjects in students' view. David Nunan (2003:p.48) states that "many people feel that speaking in a new language is harder than reading, writing, or listening for second reasons. First, unlike reading, writing or listening, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing." Based on the statment, the student difficult when they choose the vocabulary. So the student do not feel confident to speak. This problem is assumed to be caused by two reasons, which may come from teachers and students. When the researcher conducted observation, there were a lot of students who did not understand about English because there were some factors that the researcher found. First, lack of student's motivation when they were studying in the class. Second, the problem faced by the students is that the students did not want to practice speaking in English because lack of confident. Then, the problem came from teacher. Teaching method applied by the teachers may not be appropriate for the students. The teachers used traditional teaching methods without using the media, except books that make students felt bored during the teaching and learning process. This may be due to low support facilities such as using a projector and the other facilities. The researchers triggered to find the right techniques which expected to improve students' speaking skill.

The researchers assumed speaking cannot be done only by using theory, but also by requiring practice in effective way. The class may be successful if the teacher can choose the best technique in giving information and teaching materials for the students. The skill of teachers in using techniques was influence the students' achievements. One of the suitable techniques that used by the teacher to solve the problem in speaking was using photo story. Andrew Wright (2004:p.17) has revealed "picture can stimulate and provide information to be refereed to in conversation, discussion, and story telling". In this activity, when the students get a picture, they can stimulate the information from the picture. Then the students can describe the information of the picture into a story. By describing picture, it would be easier for the students to deliver their ideas based on the pictures. It is also believed as a perfect combination between language practice and enjoyment of learning. The researcher was interested in using pictures as a media to improve students' speaking skill and motivation at MA Darul Aminin NW Aikmual.

REVIEW OF RELATED LITERATURE

A. Motivation

Brown (2007:168) states that motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". According to Keller in Brown (2007:169), in cognitive terms, motivation places much more

emphasis on the individual's decision, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect". Besides according to Williams and Burden in Brown (2007:169), a constructivist view of motivation places even further emphasis on social context as well as individual personal choices.

B. Speaking

Speaking is one of the four skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Thornbury (2003, p.1) says speaking is so much a part of daily life that we take it for granted. First, is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

Harmer (2007, p.284) states speaking is skill to speak fluently and presupposes not only knowledge of language features, but also the skill to process information and language 'on the spot'. The essential of language learning through speaking is improving the skill to ask, answer question, make statements and response appropriately. Speaking is different from writing, so the way to response the question will be different too.

1. Aspects of Speaking

Hormailis (2003, p.6) mentions four aspects in speaking skill as follows: Vocabulary is one of the extreme aspects then support speaking activity. Grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible. Pronunciation is the production of speech sound for communication. Fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

2. Micro and Macro skill of Speaking

These are micro and macro-skills of speaking stated by Brown (2004, p.142-143):

1) Micro-skills

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.

- f. Produce fluent speech at different rates of delivery.
 - g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
 - h. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
 - i. Express a particular meaning in different grammatical forms.
 - j. Use cohesive device in spoken discourse.
- 2) Macro-skills
- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
 - b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
 - c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization, and exemplification.
 - d. Convey facial features, kinesics, body language and other nonverbal cues along with language.
 - e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

3. Assessing of Speaking

Brown (Rina 2013) assumes that while speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the real skill and validity of an oral production test. It means that the accuracy and the teacher's/test taker's listening skill become the significant aspects in assessing students' oral production.

There are five categories of speaking assessment tasks proposed by Brown (Rina, 2013).

- a. *Imitative*. This is types of speaking performance tasks that deal with the skill to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.
- b. *Intensive*. This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.

- c. *Responsive*. This kind of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.
- d. *Interactive*. Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

C. Photo Story

Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49).

According to Sadiman (2009: 29-31) taken from Niken (2016), there are benefits of picture compared to other medias: Concrete: picture is more realistic to show the subject matter than just verbal media. Picture can overcome the limitation of space and time. Picture can clarify a problem or issue.

According to Hamalik (1989: 87), picture is one important tool for teaching and education. Therefore, the picture will be used must meet certain criteria. According to Wright (1989: 2), pictures contribute to: Interest and motivation . A sense of the context of the language. A specific reference point or stimulus 2.

Source of Picture According to Wright (1989: 182-187), there are some sources of pictures:

- a. Newspaper
Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some counties are the main source of free picture material.
- b. Magazines
In many countries these are some major source of useful picture material with high quality, though they are rarely free.
- c. Advertisement & Publicity
Including direct mail leaflets, posters, and advertisements in magazines and newspapers.
- d. Greetings Cards
Greetings cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to "say" something to the receiver.
- e. Post Card

Illustrating subject on postcards. Postcards are associated with writing and thus postcards are not just pictures. So it makes to read.

f. Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

g. Comics and Cartoon Strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used Class Action Research by using Lewin's model. This model chosen by researcher because the steps continuously from planning the activities, action, observing, and reflecting the action. Here was the model of action from Kurt Lewin (Linda 2013) that used by the researcher:

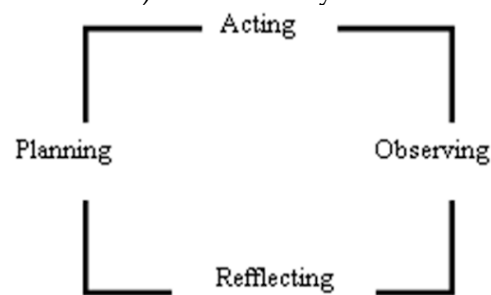


Figure.1

The steps of the research can be illustrated as follow:

a. Planning

All planning included lesson plan, instructional materials, media or teaching aids, and observation sheet. Sometimes, it begins with discussion for the teacher and students, valid data or students' scores that we get from the teacher.

b. Acting

Action is the performance of planning. Based on the model of class action research above, in this planning of the activity, the researcher can change the plans when it is necessary.

c. Observing

Observation is a process of recording and collecting data about any aspect which happen during the implementation of the actions.

d. Reflecting

Reflection is used to prepare planning actions after the application of action before; it is to complete next action that has been planned by the researcher. It is a process of giving judgment and responses toward the action done in the class. Through reflection, the action is evaluation, the result of data has been checked to make draw a conclusion, and if the criteria are success, the action has been finished and if it is not, the action has been continued.

B. Data Collection

1. Speaking Test

The researcher gave the photo story to the students. The students then choose the photo. The photo according to their own choice. The researcher observed the response of the students. The researcher then told the students to give/say anything related to the photo. Then, the researcher used note taking for record/collect the important information from some sources.

2. Interview

The researcher used interview to get the information from the participants once in the end it has supported the data that researcher get from the speaking test. The type of interview used in this study was semi-structured interviews. Semi-structured interviews involved a series of open-ended questions based on the topic areas the researcher wanted to cover. The open-ended nature of the question defines the topic under investigation but provided opportunities for both interviewer and interviewee to discuss some topics in more detail (Mathers, et al, 2002: 2).

3. Recording

During the student interview, the researcher also used the recording technique to be the support instrument and the researcher used mobile phone to record it.

C. Data Analysis

In this study, the data analysis had been analysed by using mix method that was qualitative and quantitative. Mixed method is a research in which the researcher collects, analyzes, and mixes both quantitative and qualitative data in a single study or multiphase program of inquiry (Burke, Anthony & Turner, 2007: 112). Furthermore, according to Creswell (2002), quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches. The researcher chose

this method because qualitative data and quantitative data were mixed in order to corroborate the findings.

Furthermore, the researcher observed and described the phenomena as in the fact as clear as possible without manipulation. The design consisted of three stages; the first stage was giving the photo to some English students at MA Darul Aminin NW Aikmual. The second stage had been done by interview with some English students at MA Darul Aminin NW Aikmual. The interview had been done after the researcher did the observation and gave the questionnaire belong to the photo. In this process of interview, the researcher asked the students about the photo, what they could tell us, to improve their speaking skill. The design of this research were quantitative with speaking test and descriptive qualitative from recording.

1. Quantitative Data Analysis

In this part, the researcher explained how to analyze the data. The data used quantitative and qualitative data analysis technique. The quantitative was analyzed by using statistical computation called SPSS from computer and for the qualitative data was analyzed descriptively.

In quantitative data analysis, the researcher used the results of the interview test to see if there is influence of the teach by using photo story or not. In quantitative data, the researcher used t-test to analyze the data. The data were converted by using a computer software called SPSS Program.

If, the result of the sig2-tailed is lower than the the significant level, then the hypothesis is accepted. It meant that the use of photo story is effective in teaching speaking for student in the level of SMA.

2. Qualitative Data Analysis

The qualitative data of this research consisted of interview and recording. These data were used to analyze data by descriptive technique.

The hypotheses are:

Ho: "There is no correlation between using photo story with the speaking skill and motivation of the students".

H1: "There is correlation between using photo story with the speaking skill and motivation of the students".

The level of significance established in this test was 0.05 with $df= 19$. Based on the statistical analysis illustrated on the table 05, it explained that the significance value or Sig (2-tailed) is lower than 0.05 or $0.00 < 0.05$. The result ensures that the null hypothesis

(Ho) is rejected and the H1 is accepted. Therefore, there is significant effect between using photo story with the speaking skill and motivation of the students.

the quantitative data was analyzed by using statistical computation called SPSS from computer. The result of data analysis is presented in following table.

Table 1. Paired Samples Test

		Paired Samples Test							
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-18.150	5.678	1.270	-20.807	-15.493	-14.295	19	.000

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From the results of data analysis in qualitative and quantitative, it is found that photo story can improve the speaking skill and motivation of students. It is also can be seen from the results of post-test. The students' scores of post-test were higher than pre-test. The mean of the pre-test score was 56. The mean of the post-test score is 76. The score was higher after the researcher gave the treatment to the students using photo story. It improved the speaking skill and motivation of the students. Moreover, from the quantitative analysis, the result also indicated that there is correlation between using photo story with the speaking skill and motivation of the students.

DISCUSSION

In this discussion section, the researcher described the results of the research obtained by the researcher regarding to motivation and photo story. As previously explained in the findings section, the results of this study had been inferred from qualitative data and quantitative data. The researcher found that used photo story improved the motivation of students. It seen from the results of post-test. The students' scores of post-test were higher than pre-test. The mean of the pre-test score was 56. The mean of the post-test score was 76. The score were higher after the researcher gave the treatment to the students using photo story.

Moreover, from the quantitative analysis, the result also indicated that there was correlation between using photo story with the speaking skill and motivation of the students. It improved the speaking skill and motivation of the students. It is also in a line with what Wright (1989) stated that pictures contribute for the students to give interest and motivation, a sense of the context of the language, and a specific reference point of stimulus. The results of this study also indicate the same results with the previous related study in this research. As the studies of Zida Malichah (2013/2014) under the title: "Improving the Speaking Skills by Using Picture Series at the Eight Grade of MTs Wahid Hasyim Yogyakarta in the Academic Year 2013/2014" and Puguh Karsono (2012/2013) under the title: "Using Pictures in Improving the Speaking Ability of the Grade Eight-A Student of SMP Negeri 1 Anggana." They found that using picture series can improve the speaking skill of students.

CONCLUSION AND RECOMMENDATION

In implemented the research, the researcher used photo story as media of teaching to improve speaking skill. The results of the qualitative and quantitative data analyses showed that the implementation of using photo story to improve students' speaking skill and motivation in the second-grade students of MA Darul Aminin NW Aikmual can improve students' speaking skill and motivation.

The result of qualitative data analysis indicated that the students' score of post-test were higher than pre-test. The mean of the pre-test score was 56. The mean of the post-test score was 76. The score was higher after the researcher gave the treatment to the students using photo story.

In addition, the result of quantitative data analysis indicated that there was significant different between using photo story and the speaking skill and motivation of students. It seen from the

result of the significance value or Sig (2-tailed) is lower than 0.05 or $0.00 < 0.05$. The result ensures that the null hypothesis (H_0) is rejected and the H_1 is accepted. Therefore, using photo story can improve the speaking skill and motivation of the students.

FOR FURTHER RESEARCH

The result of this research could be applied as the reference for the other researchers who intend to conduct further research on the same field.

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