

THE IMPLEMENTATION OF PICTURE SERIES AS AN ALTERNATIVE MEDIA FOR TEACHING PAST TENSE IN SPEAKING CLASS

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ABSTRACT

The purposes of this research is to find out if there is a significant difference between speaking ability of the second semester's students in class C of STIBA Saraswati Denpasar, taught by and without picture series as an alternative media for teaching past tense in speaking class. This study was designed in the form of classroom action research to 27 students that consists of one cycle and involving four steps in it namely planning, action, observation and reflection. In order to collect the data, three instruments were used those are test, observation and questioner. The data were analyzed qualitative and quantitative based on theory proposed by Brown (2001) and Nurgiyantoro (2010). The data analyses were presented in the table and chart as well as also in descriptive narrative sentences.

The result of the quantitative and qualitative data showed that the use of this media could improve the ability of students in learning simple past tense. It could be seen from the process and product result. Talking about the process, the participation of students in the class was increased. The product result have different class mean from pre test 68,18 becomes 83,88 in the first cycle. There are 17 students (62,96%) who passed the indicator remark for speaking assesment in pre test and there is a significant increasing in first cycle becomes 26 students (96,29%).

Key words: speaking, picture series, media, past tense, teaching, learning

1. Background

Language can be used for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. Because of this reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. English has four basic language skills those are listening, writing, reading and speaking. Teaching speaking is a very important part of second language learning. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language lecturers pay great attention to teach speaking. In conducting teaching and learning process, the lecturer should apply some methods and choosing the right media related with the topic. It can help students easier in understand rather than just apply conventional method. Applying method and media in teaching and learning process can stimulate students more active in the learning process and at the same time make their learning more meaningful and fun for them. Assessment for speaking class should be covered several aspects those are,

pronunciation, vocabulary, grammar, accuracy, fluency and performance. Therefore, those aspects become one strongly integrated and students should give full attention.

Simple past tense becomes the problem for students, because they considered this grammatical has an easy formula, but in the case they made mistakes in applying simple past form frequently. Learning simple past tense probably a boring subject because they have learned it since they were in elementary school and from the result of observation when they got this topic in the class, it just a simple explanation without drill their ability by practice speak about past activities. Less practice in speaking class make the students cannot active in the class. Therefore, to solve that problem, it is better to apply picture series as an alternative media in teaching past tense for speaking class. Picture series were chosen because there is a wise statement says *“I hear I forget, I see I know, and I do I understand”*. This means that if we have learning experiences by observing, drawing, doing and also what our eyes see and catch most of the time will stay long in our memory. It will make a new atmosphere in the class and hopefully it would be helpful for students in understanding formula of simple past tense. The students in second semester of Class C of STIBA Saraswati Denpasar were chosen as a subject for this study because in this class has the lowest achievement score in speaking subject among the other class. Even though simple past tense has been taught for several years, but we cannot be proud of the result yet. The other factor that may influence the students speaking ability is the lack of practicing English in their daily life.

2. Research Method

2.1 Research Design

The classroom action research was used in this study. The design of classroom action research in this study used Arikunto’s (2009) design.

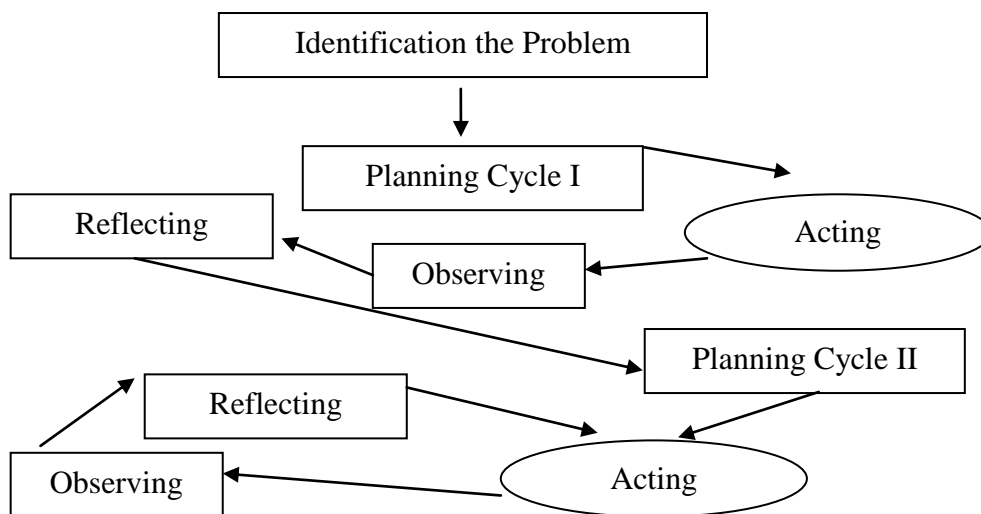


Figure 1 Arikunto’s Classroom Action Research Design

2.2 Data Source

The study was conducted at Sekolah Tinggi Bahasa Asing (STIBA) Saraswati Denpasar carried out for three weeks. First meeting started on 1st April 2015, second meeting on 8th April 2015, and the last meeting on 15th April 2015. Class C in second semester was selected which consists of 27 students as the subject of the study. This class was chosen because mostly of the students in this class already have a job and their job related with guest and using English as the communication, unfortunately in this class has the lowest achievement score in speaking subject among the other class. It can be seen from the score that there were instability score between one student and the other students.

2.3 Research Procedures

The research was conducted based on these following procedures:

1. Planning Phase

After identified the problems through observation, and then continued to prepare the implementation of picture series as an alternative media. The preparation consists of designing lesson plans, preparing the instruments and setting indicator remarks for the using of this media were success. The indicator of action can be seen from the student's achievement score. The action will be stopped if 70% students get assessments score more than 55. It will be the indicator to stop the action because the goal is reached.

2. Acting Phase

The action were implemented in cycle depends on the indicator. The pre test was conducted on 1st April 2015. Meanwhile action in first cycle was conducted on April 8th and 15th 2015.

3. Observing Phase

In this phase were used to analyze the data and decide whether the solution was successful or not.

4. Reflecting Phase

This is the phase to think about the problem. If the problem unfinished in the first cycle it will be continued to the second cycle those are re-planning, re-acting and re-observing.

2.4 Data Collection

The techniques of collecting data in this study were derived from observation within the physical activity in the classroom, gave questionnaire and test in which the test consists of pre test and post test.

2.5 Data Analysis

Qualitative and quantitative methods were used in analyzed the data. Meanwhile, to answer the research question, the data were analyzed from the test and questionnaire. In assesing the spoken language, lecture should pay attention to several criteria. In this study, the data were analyzed based on criteria to assesst the spoken language modified from analitic rubric proposed by Nurgiyantoro (2010) and Brown (2004) those are:

Table 1 Analytic Rubric for Spoken Language

No	Aspect	Criteria	Score	
			Lowest Point	Highest Point
1.	Mechanism	Fluency	5	15
		Accuracy	5	10
2.	Language Use	Grammar	5	20
		Vocabulary	5	15
3.	Pronunciation	Easy to understand and the accent like native speaker	5	25
4.	Performance	Topic, gestures and expressions	5	15
Total			30	100

The rating scale used for measuring the improvement of the students's speaking skill. It was taken from the assesment's guideline of STIBA Saraswati Denpasar, those are as follow:

Table 2 Rating Scale and Indicator Remarks

Interval	Criteria	Indicator Remarks
85 –100	A (Excellent)	Pass
70-84	B (Good)	Pass
55-69	C (Fair)	Pass
45—54	D (Less)	Failed
0—44	E (Poor)	Failed

Source: adaption from Assement’s Guideline in STIBA Saraswati Denpasar

After knowing the student’s individual score continued by analyzed mean of students’ score per action within one cycle by using the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

\bar{X} : mean
 X : student’s score
 N : number of student
 Σ : quantity

To get class percentage who passes the indicator by using the formula:

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage
F: total percentage score
N: number of students

Lastly, to get the improvement score from the pre-test up to posttest score in cycle it uses the formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

P: Percentage of student’s improvement
y: Pre-test result
y1: post test

2.6 Finding Presentation

Formal and informal method were used in present the findings, those are shown in form of tables and descriptively explained to give a clear explanation.

2.7 Validity of Data

The data is said to be valid if it measures accurately. In this research the writer uses the criteria that was suggested by Brown (2004), those are:

- Democratic validity, the data presents an accurate representative of the multiple perspectives of those involved.
- Outcome validity, the data leads to resolution of the problem under investigation.
- Process validity, the data is conducted in a “dependable” and competent manner.
- Catalytic validity, the data lead to understand, action and transformation.
- Dialogic validity, the data is peer reviewed as part of the process.

3. Discussion

3.1 Speaking as a Language Skill

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test. There are five basic types of speaking. They are:

1. Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
2. Intensive. This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.
3. Responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.
4. Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships
5. Extensive. Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

3.2 The Understanding of Simple Past Tense

According to Azar (1993), the simple past tense describes an action or situation that began and ended in the past. The use of simple past tense refers to definite time in the past such as:

1. The event past is used with dynamic verb sense to refer to a single definite event in the past;
2. The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur;
3. The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.

Simple past tense is classified into two types; those are simple past in regular verb and simple past in irregular verb. Each type consists of three parts, affirmative, negative and interrogative. The explanation as follows:

1. Simple Past in Regular Verb

The form of all regular verbs take an – ed ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

- a. If the simple form of verb ends in –y after a consonant, change the –y to i and add –ed. Examples: try/tried;
- b. If the simple form of one syllable verb ends in consonant +a vowel +a consonant, double the final consonant and add –ed. Examples plan/planned;
- c. If the simple form of a two syllable verb end in a consonant +a vowel +a consonant, double the final consonant only if the syllable is stressed. Examples occur/occurred.
- d. If the simple form of a verb ends in –e add only –d example change/changed. Add –ed to simple form of all other regular verbs, example want/wanted.

Below are the formulas to make simple past tense sentence:

Formula of Positive Sentence uses formula as following:

S+V2+O+Adverb

Example: She helped her mother in the kitchen this morning.

Formula of Negative Sentence uses formula as following:

S+ did not+V1+O+Adverb

Example: She did not help her mother in the kitchen this morning.

Formula of Interrogative Sentence uses formula as following:

Did/didn't+S+V1+O+adverb

Example: did she help her mother in the kitchen this morning?

2. Simple Past in Irregular Verb

Verbs that have irregular past tense form follow the sample pattern in affirmative, negative and interrogative. Here is the example of irregular verb as following:

Table 3 Examples of List Irregular Verbs

No.	Notes	Simple Form (Examples)	Past Tense Form (Examples)
1.	The simple and the past forms of some verbs are the same.	Cut Hit	Cut Hit
2.	With some verbs the simple form end in -d and the past form end in -t.	Build Spend	Built Spent
3.	Some verbs have other consonant changes or add a consonant in the past tense.	Have Hear	Had Heard
4.	Many verbs have vowel changes in the past tense.	Begin Drink	Began Drank

3.3 Implementation of Picture Series as an Alternative Media

One of visual instructional media that is going to be used in this study is picture. Pictures are aids that can help the lectures in the teaching learning process. 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 add interest of the topic for the students. Wright (1983) recommend some considerations that must be emphasized in selecting a picture:

- 1) Appeal
The content of the picture should capture the interest and imagination of the class members.
- 2) Relevance
The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be to the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.
- 3) Recognition
The significant features of the picture should be within the students' knowledge and cultural understanding
- 4) Size
A picture to be held up before the class should be large enough to be seen clearly by all. The detail of picture should be visible from the back of the room.
- 5) Clarity
A crowded picture can confuse and distract. Student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

From some explanations above, it can be concluded that pairs of pictures or pictures in series provide for a variety of guided and free speaking exercises. It makes the students not only hear but also see the sign that expresses the words or idea. The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and pictures can also improve the students' idea in speaking compared

with just listening to the teacher's explanation. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the speaking class will be more effective.

3.4 Student's Participation in Teaching Learning Process

Observation was conducted to get data on student's participation in the teaching learning process. The observation was held into two sections. The first observation was held on April 1st 2015. This is preliminary study. The class started at 06.30 PM and ended at 08.00 pm. The lecture asked some questions about their last weekend. Some students could answer correctly, but mostly were not able to answer in grammatically and completely. Then the lecture explained how to make sentence about past activities based on structure, kind of verb (regular and irregular), and adverb of time. Lecture explained about the criteria to assess speaking ability like fluency, accuracy, vocabulary, grammar, performance and pronunciation. The lecture then asked students perform in front of the class to describe about their past activities on their last weekend. After all students got their turn, the lecture's feedback was given in generally as encouragement and as an instruction for their improvement of future learning. The result of this first observation showed some finding such as only few students responded to the lecturer's questions, the students were not actively involved in teaching learning process and the lecture seems dominated at that time.

Second observation was held on April, 8th 2015 at 06.00 PM until 08.00 PM. As what happened in the previous meeting, after checked the attendance list, the lecture continued reviewed the previous material. Lecturer gives an example of picture series and explained it. The next activity, lecturer gave students another picture series, before asking them to explain it in front of the class without write the text first, the lecture discussed the picture's story with the students in order to stimulate them. After discussing the picture, the lecture instructed the students come to the class individually to explain the picture series. After all students performed, lecturer gave some comments about their performance. The result of second observation showed some finding such as there was slight improvement, most of the students become more active and full paid attention to the picture series, they can use right verb in explained the pictures. They were motivated and enjoyed the learning process.

The result of the observation indicated that the student's participation in teaching learning process was success because by using colorful picture series as a media can attract student's attention and can motivate them.

3.5 Student's Achievement Score in Learning Simple Past Tense

The data on student's achievement score were obtained from student's score of pre test, and post test. Those are illustrated into table below:

Table 4 The Frequency Distribution of the Speaking Ability Taught without Using Media Picture Series

Interval	Frequency	Percentage (%)
85 –100	0	0
70-84	12	44,44
55-69	5	18,51
45—54	9	33,33
0—44	1	3,07
Total	27	100

From the data of the speaking ability in the second semester of class C in STIBA Saraswati Denpasar taught without media picture series, it was found that the highest score is

84 and the lowest score is 43. Mean of the class is 68,18. It means that the student's achievement score of simple past tense before implementing classroom action research is 68,18. Then the calculation to get percentage of student who passed the indicator score was computed by using the formula as follows:

$$P = \frac{17}{27} \times 100\% = 62,96\%$$

There are 17 students (62,96%) who passed the indicator and there are still 10 students got the score below the indicator. Furthermore, to compare the result between pre test and post test 1 can be seen as below:

Table 5 The Frequency Distribution of the Speaking Ability Taught by Using Media Picture Series

Interval	Frequency	Percentage (%)
85-100	8	29,62
70-84	12	44,44
55-69	6	22,22
45-54	1	3,7
0-44	0	0
Total	27	100

From the data of the speaking ability in second semester of Class C in STIBA Saraswati Denpasar by using media picture series, the highest score is 87 and the lowest score is 52. It was found that mean of the class is 83,88. Then the calculation to get percentage of student who passed the indicator score was computed by using the formula as follows:

$$P = \frac{26}{27} \times 100\% = 96,29\%$$

There are 26 students (96,29%) who already passed the indicator and there is still 1 student got the score below the indicator. Then the percentage of student's improvement score could be explained as follow:

$$P = \frac{y_1 - y}{y} \times 100\% = \frac{96,29 - 62,96}{62,96} \times 100\% = 48,88\%$$

Based on the tables above, then the histogram as follows:

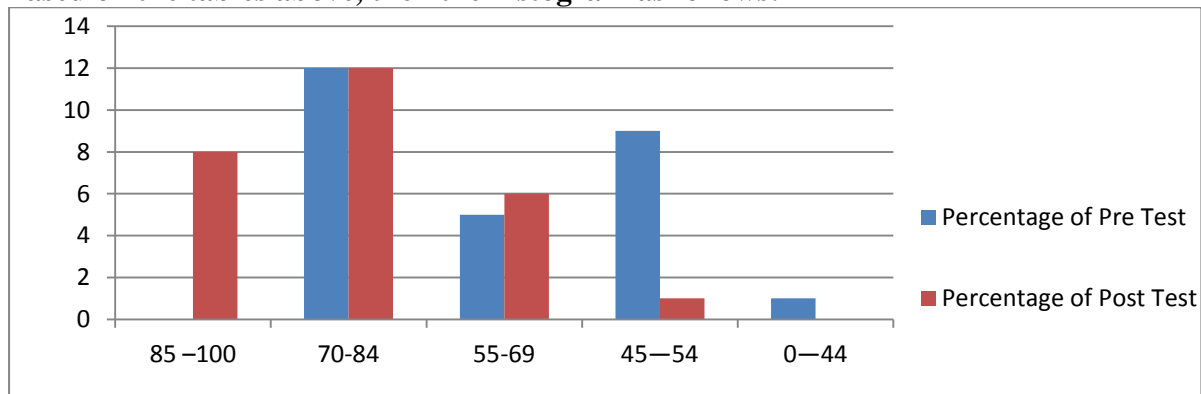


Figure 2 The Histogram of Speaking Ability in Second Semester of Class C in STIBA Saraswati Denpasar

After analyzed the data, it can be concluded that based on the calculation data used picture series as media in cycle one, it could improved the student's ability in using simple past tense. The number of students who passed the indicator, those are if 70% students get score more than 55 it is mean that it has already met the indicator of success, and the treatment stopped in cycle one.

3.6 Student's Responses toward the Use of Picture Series as an alternative media for Teaching Past Tense in Speaking Class.

Questionnaire is administered in order to find out the student's responses towards the use of picture series as an alternative media for teaching speaking of past activities. The questionnaire consist of 10 questions in the form of "yes" or "no" questions. The amount of students who choose an option for each question in reflected in percentage (100%).

Based on the result of pre questionnaire before the implementation of picture series as an alternative media, it was found that 62% (17 students) did not feel satisfied with their English score. Related with learn English grammar, 70% (19 students) did not like learn English grammar, the other crucial statement that was found, 18% (5 students) did not use simple past tense in their life and 62 % (17 students) did not understand the simple past tense easily. There are around 44% (12 students) have difficulty in using different subject in simple tense. Regarding to this result, it can be concluded student's ability and motivation in learning simple past tense have not satisfied yet, so that need implementation in order to improve student's ability.

Based on the result of post questionnaire showed that 74% (20 students) like material of simple past tense after the implemenattion of picture series. Around 81% (22 students) thought that teaching and learning process was better than before the implementation. There are around 81% (22 students) said that the implementation of picture series gave motivated in teaching and learning process. Other statement that was found around 81% (22 students) could remember the formula easier than before. Lastly, 88% (24 students) this media could help the students to implement in their daily life.

After analyzed all the data before and after the implementation, it can be concluded that there was improvement in teaching and learning process. Students gave positive respond and the research met indicator of action success.

4. Conclusion

Based on the research conducted in second semester of class C in STIBA Saraswati Denpasar, it could be concludes that the implementation of picture series as an alternative media is effective in improving student's ability in using simple past tense for speaking class. It can be seen from the result of data gained from the quantitative (questionnaire, pre test result and post test result) and qualitative study (observation result).

Related to the quantitative study, first it is derived from the questionnaire result, it can be concluded that there was improvement in teaching and learning process. Students gave positive respond and the research met criterion of action success. Second it is derived from the test result. Mean score for pre test is 68,18 and pre test gains 17 students (62,96%) who passed the indicator. Meanwhile, mean score for post test 1 is 83, 88 and there are 26 students (96,29%) who have already achieved the target score of indicator in this post test.

Related to qualitative study, it is derived from the observation before and after the implementation. Students seem more enthusiastic in the teaching learning process after the implementation. There are several potential problems occurred when did the research. For example, lecture may rate students unfairly because of some personal subjective reasons, but with careful attention, arrangement and implementation, the problems can be avoidable to a

great length. The implementation of picture series as an alternative media really a good way to apply in teaching and learning process.

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