AN ANALYSIS OF THE FIRST YEAR STUDENTS' SPEAKING ABILITY BY USING PICTURE SERIES AT MAN 2 PADANG

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Abstract

The aim of this research was to find out the ability of the first year students in speaking by using picture series at MAN 2 Padang. The design of this research was descriptive research. The population of this research was 287 students of first grade at Man 2 Padang. In selecting the sample the writer used stratified cluster random sampling. The total number of the sample was 65 students, 25 students are from exact science class, 22 students are from social science class, and 25 students are from islamic class. From the result of analyzing the data, the writer found that the students' speaking ability by using picture series was moderate. It was proved by the fact that 45 students (69.23%) classified as moderate ability, 11 students (16.92%) classified as high ability, , and 9 students (13.85%) classified as low ability. Based on the data it is concluded that the students' speaking ability using picture series was moderate (69.23%). Based on the conclusion the English teachers are suggested to consider the five components : content, grammar, vocabulary, fluency, and pronunciation. The students are suggested to do more practice in speaking English. First, the students are suggested to improve their comprehension about content and grammar. Second, students are suggested to enrich their vocabulary especially by using picture series. Third, the students should improve their ability in fluency when they speak in English to make their speaking better. And the last is pronunciation, the students should do more practice in pronuncing words in English, because most of them tell incorrect pronunciation in some words.

Keyword : Analysis, Ability, Speaking, Picture Series

Introduction

English during the last few years has become a really important tool in order to succeed in every kind of profession; it is the language for business, research, public relation and the internet. In modern life, we have to be able to communicate with foreign language, especially in English. On the other hand, as an International language, English is used to communicate information, mainly in science and technology, internet and also social media. Because of that, English becomes an essential part in communication for many people around the world.

English is an important foreign language that we use in many aspects of our daily life, especially for students at school. Students can do communication or share their ideas with people. In addition, more schools or offices accept employees who are able to speak English very well. People tend to assume that the successfulness of mastering foreign language is by communicating the language, in other words by speaking it. Language learner is supposed to be able to communicate by using the language. They should be able to implement the knowledge of language into its real performance.

In learning English, students should master four language skills namely; listening, speaking, reading, and writing. Beside that, there are vocabulary and grammar as language components which are important to support the language skill. Among the four skills above, speaking is difficult one because our environment is not English. According to Bruce (1985:1), speaking naturally gives useful information about the kind of language that is appropriate in different situation. Brown (2001:267) also agreed that, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing. In addition, Harmer (2007:123) states that speaking is an active productive skill that needs practicing continuously. Nowadays, speaking skill is the first thing that everyone must master to communicate with people in many countries.

Speaking skill is very important to be mastered but the lack of teachers' strategy to improve their students speaking ability makes speaking skill hard to be mastered. For example ; the teacher usually use inappropriate method or strategy in teaching and learning process. Beside that, many teachers use Indonesian language when they teach English in the classroom. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. Those methods can make the students are not accustomed to use English actively and assume that learning English is not interesting. What is emphasized in this study is the students' failure to communicate the language they learn in real-life conversation. Whereas, the main factors of the good speaking ability is practice speaking in daily life. That was what the writer saw when he was conducting his observation to students of the First grade at MAN 2 Padang, the students were great at answering some questions, but when they had to use English in speaking, they found themselves difficult to do so. Their structure was not good. Both their performance and motivation of speaking were not satisfied. It is strengthen by the fact that the writer found from students' information through interview with some students. The writer asked them about the quality of their speaking with several questions; (1) "How is your speaking ability honestly?". Based on the answers of the students, the researcher can get the point about quality of students' ability in speaking. In fact, they can answer it, but they cannot speak with good grammar and flueancy.

According to Rababah in Shafie (2007: 33), there are several crucial problems

faced by the students, such as grammar, pronunciation, vocabulary or internal factor of their self. In curriculum itself, the standard competence of teaching speaking skill is to prepare the students to be able to use English in everyday conversation both transactional and interactional.

From students' point of view, the cause is related to their language performance, interest and motivation. Students have no adequate knowledge in presenting language in oral way, in other words they have lack of grammar, ideas, pronunciation, and vocabulary. Perhaps, students' low motivation and low awareness of how important of mastering speaking ability, and self-esteem has become the indicators which can be seen clearly. The reasons why speaking is difficult for students because when the students master it, it can be seen how they produce language in communication orally and other reasons are; the first, the students do not have habit to use English in daily communication. That is why students have problems because they always use mother's language in daily communication. The second, English has different language system. It can be seen through structure of word and contextual meaning when we speak. Therefore the students tend to make some excuses to avoid speaking. Skeffington (2004:97) says there are some factors that influence students fail in speaking. First, the students often feel afraid of making mistake because they think about the pattern of sentence in English. Second, the teaching techniques are not interesting for students.

To solve the problems above, the teachers should use new method or attractive media, especially in teaching speaking skills. There are several media in teaching speaking such as visual aid, real object and picture series. These media could be an alternative media in teaching speaking. One of the attractive and effective media is picture series. Picture series is a set of pictures that is relevant to each other because a set of picture series consist of 4 until 8 pictures that explain events in a story. Picture series is the best alternative media in teaching speaking process because it can be easy to find in magazine, newspaper and internet or it can be drawn by students. Therefore, picture series can make teacher easier to introduce speaking material in classroom.

The main purpose of the research is to find out the students' speaking ability in using picture series at MAN 2 Padang. And the specific purposes are:

(1) To find out the first grade students' speaking ability in expressing ideas (topic) by using picture series.

(2) To find out the first grade students' speaking ability in using appropriate grammar by using picture series.

(3) To find out the first grade students' speaking ability to choose and use appropriate vocabulary by using picture series.

(4) To find out the first grade students' speaking fluency ability in speaking by using picture series.

(5) To find out the first grade students' speaking ability in pronouncing words by using picture series.

Research Method

This study aimed at describing the students' ability in speaking by using picture series. Relating to this, the researcher used descriptive research. According to Gravetter and Forzano (2012:364) descriptive research typically involved measuring a variable or set of variable as they exist naturally. In this research the researcher described the ability of the first year students' speaking ability by using picture series at MAN 2 Padang.

The population of this research is the first year students at MAN 2 Padang. The researcher chose the first year students as the population because they have studied about narrative and descriptive text. In that topic the students study speaking by using picture series in some moment of meeting, so that the researcher wants to know the students' speaking ability by using picture, especially picture series. The total number of population is 287 students. They are separated into eleven classes. There are four classes of exact sience (MIA) , five classes of social sience (IS), and two classes of islamic.

Because the number of population members was too large, the researcher took a sample. The sample is only a part of the population.

The researcher chose stratified cluster random sampling technique to take sample. Gay (1987: 107) says that stratified cluster random sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. The writer used stratified cluster random sampling technique because the population is divided into three strata, exact science (MIA), social science (IS), and islamic class (PK).

The researcher took three classes (27,2%); one class is from exact science (MIA), one class is from social science (IS), and one class is from islamic class (PK). The researcher wrote the name of each class on them and then they were rolled and mixed up into three box. Then, the writer chose one paper from MIA box, one paper from IS box, and one paper from PK box with closed eyes. The sample was class MIA 1, IS 3 and PK 1. And the total number of sample was 65 students, because 7 students of PK 1 class were having workshop on leadership.

In this research, the researcher used speaking test to collect data. The researcher used laptop as media to record the student's voice while they are speaking using picture series. As the preparation, the researcher prepared four picture series which are taken from internet. Then, researcher asked the students to choose alternative topics provided, as follows:

1. Holiday in Bukittinggi

2. Visiting to the Museum

3. Visiting to the Zoo

4. Holiday in the Beach

The researcher prepared the picture series for each topic. The researcher gave 5-10 minutes for each student to speak. The test was evaluated on the five components such as idea, pronunciation, fluency, grammar and vocabulary.

Before giving the real test, the researcher tried out the test in order to know the allocation of time for students in expressing the idea, and the instruction of the test. After trying out the test, it was found that the students used 2-5 minutes and the instruction of test was understood by the students.

A good test should be valid and reliable. It means that, a test is valid if it measures what is supposed to be measured. In order to see the validity of the test, the researcher use content validity. Arikunto (2002; 67) states that one of the characteristic of test validity is content validity. It means that, the test is valid if it fixes with the syllabus and teaching materials that have been given to the students.

Reliability is the degree to which a test consistently measures whatever it is measured (Gay, 1987; 135). In order to get reliability of the test, researcher was used inter rater technique; the test was scored by two scorers. The first scorer is Wendi Riyanda Putra and the second scorer is Riza, S.Pd. Riza, S.Pd is an English teacher of MAN 2 Padang. To find out the correlation index of two scorers, the researcher uses Pearson Product Moment

formula suggested by Arikunto (2012:87) as follows:

$$r_{xy} \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\}\{(n \sum y^{2)} - (\sum y)^2\}}}$$

Where:

rxy = the coefficient correlation between
        variable x and y

x   = the score from the first scorer

y   = the score from the second scorer

n   = the total number of the students who
        follow the test

∑xy = the total scores of cross product xy

The researcher used degree of coefficient correlation based on Arikunto's idea (Arikunto, 2005: 75)

0.81 – 1.00   = very high correlation

0.61 – 0.80   = high correlation

0.41 – 0.60   = moderate correlation

0.21 – 0.40   = low correlation

0.0   – 0.20   = very low

Based on the result of data analysis, the coefficient corelation realiability index of this test between two scorers was 0.63. It was categories high correlation. So the test was reliable to collect the data.

The data of this research are students' scores in speaking. To collect the data the researcher followed the next step;

1. The researcher gave some alternative topics to the students then gave 2-5 minutes for speaking in front of class orally.

2. The researcher listened and recorded the students' speaking by using tape recorder or cell phone.

3. The researcher gave recording to the second scorer to check students' ideas, grammar, vocabulary, pronunciation, and fluency.

4. The researcher and second scorer played recording and gave score based on the following criteria.

In analyzing the data, the writer used the descriptive technique. The step are as follows ;

1. To get the raw score, the writer sums the score from each components and to obtain the final score.

2. Presenting the raw score for each sample by using the following formula

Student's score

$$= \frac{score\ from\ scorer\ 1 + score\ from\ scorer\ 2}{2}$$

3. Calculating the average ability (M) by using this formula (Arikunto, 2012: 289):

$$M = \frac{\sum x}{N}$$

Where:

M = Mean

$\sum x$ = The total score of the students

N = Number of students

4. Calculating the Standard Deviation (SD) using formula below (Arikunto, 2012: 289) :

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

SD = Standard Deviation

$\sum x$ = The total score of the students

$\sum x^2$ = The total of x

N = Number of students

5. To classify the students' ability into high, moderate, and low by using the criteria below;

\>M + 1 SD = High

(M – 1 SD) → (M + 1 SD) = Moderate

< M – 1 SD = Low

6. Find the percentage of students who has high, moderate, and low ability by using the following formula:

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

Where :

P = percentage of the students' who have high, moderate and low ability

F = the sum of the students who get high, moderate, or low ability

N = the sum of the students.

Findings

1. Data Description

The data consisted of the results of the ability of the students by using picture series given to 65 students (three classes) as the sample of the study. The highest possible score

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was 100, the lowest one was 0. And the lowest score was 25, the highest score was 72.5.

The mean score was 53.23. The number of students who got grade above and equal to average (M) 33 students (50.76%) and the students who got less than average were 32 students (49.23%). Based on data analysis, the students' grade can be classified into three categories. The range of the students' score were as follows : >61.66 was high ability, 44.8 → 61.66 was moderate ability, <44.8 was low ability. There were 11 students (16.92%) classified as high ability, 45 students (69.23%) classified as moderate ability, and 9 students (13.85%) classified as low ability. So, the highest percentage was 69.23% (moderate ability). It can be seen in the following table :

Table. 1

The Percentage of Students Speaking Ability by Using Picture Series in General

Score	Classification of Ability	Members Of Students	Percentage
>61.88	High Ability	9	13.85%
44.8	Moderate Ability	49	75.40%
→61.88	Low Ability	7	10.75%
>44.8			

Based on the result above, it indicated that the first grade students' speaking ability by using picture series at MAN 2 Padang in general was moderate. It was provided by the evidence that 69.23% of them can speaking by using picture series.

a. The Students' Speaking Ability in Expressing Ideas (Content) by Using Picture Series

The highest possible score was 20 and the lowest possible score was 0. The highest students got 18, and the lowest students got 5. In terms of expressing ideas (content) by using picture series, there were 17 students (26.16%) who got high ability, 34 students (52.30%) who got moderate ability, 14 students (21.54%) who got low ability. It can be seen in the following table :

Classification of Students' Speaking Ability in Expressing ideas (content) by Using Picture Series

Classification of Ability	Members Of Students	Percentage
High Ability	17	26.16%
Moderate Ability	34	52.30%
Low Ability	14	21.54%

This showed that the students' ability in expressing ideas (content) by using picture series was moderate, because after the writer

classified all of the students percentage based on the criteria stated at the end of the chapter III, there were 52.30% of the students had been classified in moderate ability in expressing ideas (content) by using picture series.

b. The Students' Speaking Ability in Using Appropriate Grammar by Using Picture Series

The highest possible score was 20 and the lowest possible score was 0. The highest students got 15, and the lowest students got 5. The students' speaking ability in using appropriate grammar can be described as follows, there were 9 students (13.85%) who got high ability, 44 students (67.70%) who got moderate ability, 12 students (18.47%) who got low ability. It can be seen in the following table :

Classification of Students' Speaking Ability in Using Appropriate   Grammar by Using Picture Series

Classification of Ability	Members Of Students	Percentage
High Ability	9	13.85%
Moderate Ability	44	67.70%
Low Ability	12	18.47%

This showed that the students' speaking ability in using appropriate grammar by using picture series was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of the chapter III, there were 67.70% of the students had been classified in moderate ability in using appropriate grammar by using picture series.

c. The Students' Speaking Ability in Using Appropriate Vocabulary by Using Picture Series

The highest possible score was 20 and the lowest possible score was 0. The highest students got 15, and the lowest students got 5. The students' speaking ability in using appropriate vocabulary by using picture series as follows, there were 9 students (13.85%) who got high ability, forty-nine students (75.40%) who got moderate ability, 7 students (10.75%) who got low ability. It can be seen in the following table :

Classification of Students' Speaking Ability in Appropriate Vocabulary   By Using Picture Series

Classification of Ability	Members Of Students	Percentage
High Ability	9	13.85%
Moderate Ability	49	75.40%
Low Ability	7	10.75%

This showed that the students' speaking ability in using appropriate vocabulary by using picture series was moderate ability, because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 75.40% of the students had been classified in moderate ability in using appropriate vocabulary by using picture series.

d. The Students' Ability in Fluency by Using Picture Series

The highest possible score was 20 and the lowest possible score was 0. The highest students got 15, and the lowest students got 5. In terms of fluency by using picture series, there were 11 students (16.92%) who got high ability, 48 students (73.84%) who got moderate ability, and 6 students (9.24%) who got low ability. It can be seen in the following table:

Classification of Students' Speaking Ability in Fluency By Using Picture Series

Classification of Ability	Members Of Students	Percentage
High Ability	11	16.92%
Moderate Ability	48	73.84%
Low Ability	6	9.24%

This showed that the students' fluency by using picture series was moderate because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 73.84% of the students had been classified in moderate ability criteria in fluency by using picture series.

e. The Students' Ability in Pronuncing Word by Using Picture Series

The highest possible score was 20 and the lowest possible score was 0. The highest students got 15, and the lowest students got 5. The students' ability in pronuncing word can be described as follows, there were 10 students' (15.38%) who got high abiliity, 50 students (76.92%) who got moderate ability, 5 students (7.70%) who got low ability. It can be seen in the following table :

Classification of Students' Speaking Ability in Pronuncing Word By Using Picture Series

Classification of Ability	Members Of Students	Percentage
High Ability	10	15.38%
Moderate Ability	50	76.92%
Low Ability	5	7.70%

This showed that the students' ability in pronuncing words by using picture series was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of chapter III, there were 76.92% of the students had been classified in moderate ability in pronuncing word by using picture series.

Discussions

Based on findings, the writer found that the students' speaking ability by using picture series was moderate since there were 69.23% of them classified as moderate ability.

In more details, the writer described as follows:

1. The students' ability in expressing ideas (content) by using picture series was moderate 52.30% classified as moderate ability. Most of them had been classified as moderate ability by using picture series. It means that 21.54% students were not able to speak well by considering the ideas (content) that they delivered. Example ; *i **take photo** in front of rumah gadang.*
From the example the students did not express the ideas related with picture provided.

2. The students' ability in using apropriate grammar by using picture series was moderate because 67.70% of them classified as moderate ability. It means that 18.47% were not able to use grammar. Example ; *i see six **food traditional** minang kabau.*
From the example above, the students did not master grammar well, the correct one is '*i see six traditional food of minang kabau'*.

3. The students' ability in using appropriate vocabulary was moderate because 75.40% of them classified as

moderate ability. And there are still 10.75% of the students classified as low ability because they have problem in using appropriate vocabulary by using picture series. Example ; *i see four **scale (skull)***
The word 'scale' in the example is not appropriate. The correct one is '*i see four skull'*.

4. The students' fluency in speaking by using picture series was moderate because 73.84% of them classified as moderate ability. there were 9.24% students have low ability in fluency. It they are not able to pronounce the word correctly
Example ; *i see **take aaaa uhmm i see three aaaa i see three people** take photo.*
The correct one is ; *i see three people take photo.*

5. The students ability in applying good pronunciation by using picture series was moderate because 76.92% of the students classified as moderate ability. the students' accent is intelligible though often quite faulty. But there were 7.70% of the students cannot apply good pronunciation by using picture series. And they were classified as low ability because errors in pronunciation are frequent and very hard to understand. Example ; *picture six i see four **scale**.*
/skall/ , this word is not pronounced correctly. The correct one is /skull/.

Conclusions

Having the result of the data analysis, the writer concludes that:

1. In general, the ability of the first year students at MAN 2 Padang by using picture series was moderate, because 69.23% of the students were able to speak by using picture series.

2. The ability of the first year students at MAN 2 Padang by using picture series in considering the ideas (content) which was delivered was moderate. It was proved by the fact that 34 students (52.30%) classified as moderate ability.

3. The ability of the first year students at MAN 2 Padang by using picture series in using appropriate grammar was moderate. It was proved by the fact that 44 students (67.70%) classified as moderate ability.

4. The ability of the first year students at MAN 2 Padang by using picture series in using suitable vocabulary was moderate. It was proved by the fact that 49 students (75.40%) classified as moderate ability.

5. The ability of the first year students at MAN 2 Padang by using picture series in terms of fluency was moderate. It was proved by the fact that 48 students (73.84%) classified as moderate ability.

6. The ability of the first year students at MAN 2 Padang by using picture series in considering good pronunciation was

moderate. It was proved by the fact that 50 students (76.92%) classified as moderate ability.

5.2 Suggestions

Based on finding of the research, the researcher proposes some suggestions as follows :

1. The English teachers are suggested to consider the five components : content, grammar, vocabulary, fluency, and pronunciation when measuring students' speaking ability by using picture or picture series. And based on research, the researcher suggested to English teacher to develop material in English speaking to improve the students' when they expressing ideas and grammar, because based on the result of the research most of students classified as low ability in comprehension about content and grammar. The English teacher can make the students to be more active in speaking English to improve their comprehension about content and grammar.

2. The students are suggested to do more practice in speaking English. First, the students are suggested to improve their comprehension about content and grammar, because based on result of the research there were 21.54% and 18.47% of the students have low ability. Second, to improve the ability of comprehending content and grammar, students are suggested to

learn more about comprehending content and grammar. Third, students are suggested to enrich their vocabulary especially by using picture series, they just do not know about what happen in the picture, but also know about the name of place. Fourth, in part of fluency, the students should improve their ability in fluency when they speak in English to make their speaking better. And the last is pronunciation, the students should do more practice in pronuncing words in English, because most of them tell incorrect pronunciation in some words.

The researcher hoped and suggested to any further researcher to conduct the research with another topic of monolog text in measuring students' speaking ability.

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