SERIES PICTURES AS ALTERNATIVE PROJECT-BASED LEARNING MEDIUM TO ENHANCE STUDENT'S SPEAKING SKILL

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Abstract

Communication remains one of the ultimate objectives of learning any language. Speaking is one of the most basic language skills that should be well mastered by foreign language learners. It is considered one of the most complex aspects of language learning, especially for EFL learners. The use of pictures in language has been accredited to immense success and improvement in language learning. Therefore, this study aims at investigating the use of series-picture as alternative medium in improving the speaking skills of the tenth 4 graders of SMA Negeri 1 Kedungwuni. In order to collect data, a combination of two methods was used namely, observation and a questionnaire designed for the purpose of examining the implementation of PBL Method by using series pictures as a teaching aid. The findings of this study confirmed that series picture medium is an indispensable component in improving speaking skills immensely. The analysis revealed that the subjects of this study reported better results after pictures used.

Keywords: PBL, Series pictures, Speaking skill

INTRODUCTION

In today's world, English has become a primary source in language communication for different fields such as science, technology, industry, business, and education. English, considered as the global language of the 21st century, has been also widely spread in the majority of countries around the world. Consequently, it has turned into a necessary tool for native and more importantly for non-native speakers to comprehend and negotiate meaning in a conversation.

For this reason, besides of other skills in English such as reading, listening, and writing. Speaking is one of the most difficult skills to manage. Being able to speak in English is not only know the language, but know how to use it (Saville-troike, 2006). It includes speaking in context by taking into account facts such as the scene, participants, and social factors that go beyond any grammatical competence. However, English as a foreign language (EFL) teachers insist on applying traditional methodology which impedes students learn how to use the language and develop the speaking skill.

Speaking English is one of the most important skills for students to manage and develop. However, there are causes and effects that lower the development of effective communication in the classroom. The first cause is the overuse of traditional teaching methods. Traditional teaching is still used in the English class nowadays. Students are required to learn grammar and vocabulary by using repetition and memorization techniques as part of their learning process. Therefore, students become bored and lose interest in learning English. Teachers focus on grammar-translation method and vocabulary repetition because they assume students do not have the capacity to work on

different activities that develop their productive skills.

Kurikulum merdeka is a modern curriculum that includes a range of extracurricular activities. The content is designed to be more comprehensive, giving students sufficient time to explore concepts and improve their skills. Teachers have the flexibility to choose from a variety of teaching tools to accommodate the diverse learning needs and interests of students. This curriculum includes projects to enhance the achievement of the *Pancasila* students' profile, based on themes established by the government. There are several phases to the curriculum, with the tenth grade of senior high school referred to as phase e.

Most of traditional methodology focuses on the teaching of grammar and vocabulary patterns in isolation by repetition, drilling, and memorization. That is the reason this study was done because it presents Project-Based Learning (PBL) as a mechanism to enhance speaking skill in English. Besides enhancing speaking skill, PBL intends to increase students' independency, confidence, group, and communicative skills. Students also develop a final product or project by engaging them through curiosity, problem solving, investigating, and creativity as part of the "learning by doing" education (Van lam, 2011).

Sometimes, PBL is confused with problem-based learning due to its acronym. However, problem-based learning only focuses on a problem itself, it looks for a way to solve it through research of theories and information. Meanwhile, project-based learning follows a continuous process in which learning is shown by a final product or project (Walker, Leary, Hmelo-silver, & Ertmer, 2015). In other words, project-based learning is a student-centered approach focused on the development of skills at oral and written exposure of language, problem

solving, planning, investigating, collaborating, and reporting which are used for the fulfillment of various projects or tasks. That, includes multimedia presentations, interviews, documentaries, musical and theatrical performances, research papers, and other kinds of interactive activities. It looks for getting specific objectives such as students' construction of knowledge, exploration of challenges and real-world problems based on twentyfirst century skills.

An effective model of learning can be derived from the practice of knowledge through the implementation of real projects that commence with a problem to solve a problem. Hosnan (2014) asserts that PBL is a pedagogical approach that employs projects/activities as a medium. Instructors assign students to explore, evaluate, interpret, synthesize, and create various forms of learning outcomes by utilizing problems as the starting point for gathering and consolidating new knowledge based on practical experiences in real activities.

This research deals with the implementation of picture series in procedure text to develop students` speaking ability. Picture is one of the visual aids used by the teacher in teaching learning process. Pictures which are used to teach such as picture, picture series and so on. Utilizing series pictures are such creative yet simple medium in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently.

METHODS

The research design used in this research would be Classroom Action Research (CAR). Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data to improve their teaching practices. The subject of this study are the tenth 4 graders of SMA Negeri 1 Kedungwuni in 2022/2023 academic year. There are 36 students in this class of X-4 SMA Negeri 1 Kedungwuni.

The researcher divided the cycle of this research into two cycles, where each cycle consisted of four phases, planning, action, observation, and reflection. The research instrument that used to collect the data were observation sheet and speaking test. The data collection held through interviews and speaking test. In this research, the researcher held the interview with several random students after the cycle II. In the first session, they were interviewed about their problems in speaking. They were interviewed about their respond or comments about the implementation of project-based learning in procedure text.

Techniques of data analysis that is used to show the result of this research is the rubric for evaluating students speaking skill by Heaton.

RESULTS AND DISCUSSION
Results

The data of this study are qualitative and quantitative data. The qualitative data were taken from interviews with the teacher and several random students of class X-4 SMA Negeri 1 Kedungwuni and observation sheet. The quantitative data were taken from the mean of students score in speaking test. This research ware involving 36 students of class X-4 SMA Negeri 1 Kedungwuni.

The researcher used a collaborative classroom action research on improving the students' speaking skill by using Project-Based Learning model to conducted this

research. The purpose of this research is to know the use of Project-Based Learning model through series pictures improve the speaking skills of students in class X-4 SMA Negeri 1 Kedungwuni.

This research was accomplished in two cycles. In each cycle there are four phases which has been done on August until October in 2022/2023 academic year. The first phase was planning, second is action, the third is observation and the last is reflection. The first cycle including pretest conducted in two meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken speaking test as the posttest which consist of posttest I for cycle I and posttest II for cycle II.

Before conducting the study, the researcher observed the situation of the classroom which shared by the English teacher of SMA Negeri 1 Kedungwuni. He said that student of class X-4 were still poor in speaking although they were good at writing. This is because the lack of motivation of students to learn how to speak clearly in front of other. For this reason, the researcher would improve the students' ability in speaking by using series pictures in procedure text to teach speaking skill.

After observing the class situation, the researcher prepared the instrument that would be used in the teaching learning process. On this occasion, the researcher used the ATM method to prepared the instruments. ATM method is the shortened of *Amati Tirukan Modifikasi* which means the creative process to transform something that already existed into something new and unique. The instruments are the material, medium, syllabus (*Alur Tujuan Pembelajaran* is the model of syllabus which use in *Kurikulum Merdeka*), lesson plan (*Modul Ajar* is the model of lesson plan which use in *Kurikulum Merdeka*), and the speaking test. In speaking test, the researcher gave a project to the

students which focused on students' ability in speaking. This project is a core of the ProjectBased Learning model. This test evaluates the student's ability in speaking which were broken down into some indicators, those are fluency, accuracy, and comprehensibility.
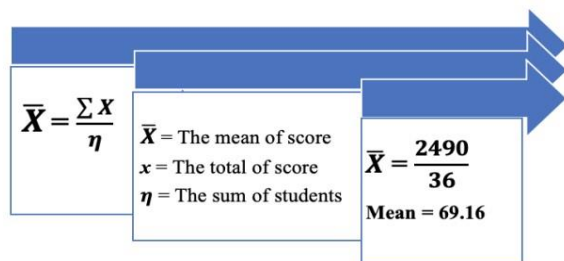
$$\overline{X} = \frac{\sum X}{\eta}$$

$\overline{X}$ = The mean of score
x = The total of score
η = The sum of students

$$\overline{X} = \frac{2490}{36}$$

Mean = 69.16

Figure 1 The Mean Score of the Students in Project 1 (Cycle I)

Based on the result above, the students' score was 69.16 and the category was average. The specification of the capability from 36 students: fourteen students were good and twenty-two students were average. Although the category score of this cycle was average, but the individual score and the mean students' score were sharply increased.

The individual students' score has improved, but the score category remains low and the result of cycle I have not reached the minimum expected score. Therefore, the researcher did cycle II to make some improvement.
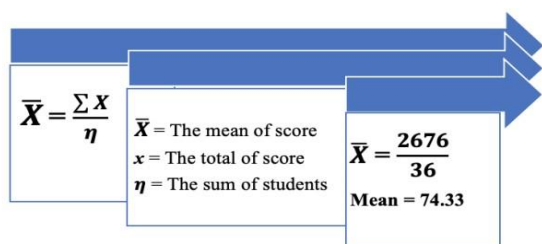
$$\overline{X} = \frac{\sum X}{\eta}$$

$\overline{X}$ = The mean of score
x = The total of score
η = The sum of students

$$\overline{X} = \frac{2676}{36}$$

Mean = 74.33

Figure 2 The Mean Score of the Students in Project 2 (Cycle II)

Based on the result above, the researcher concluded that the mean score of the students' project 2 was 74.33 and the category was good. In the second cycle, the students had a significant improvement in each element. The specification of the

capability from 36 students: four students were very-good, six students were average and the other were good. This proves that the research was successfully done.

Discussion

The major problem which faced by the student was the lack of speaking ability, this was known from the beginning of the research. In order to overcome this problem, the researcher offered the use Project Based Learning model through the Series Picture in Procedure text. The result of the pre-test at the beginning of the research showed that the majority of the student category was poor. Therefore, the use of series picture in learning procedure text in order to improve students' ability in speaking skill was needed.

On the first cycle, the mean students' score was sharply increased. The students' score was 69.16 and the category was average. However, the category score of the first cycle was average and has not reached the minimum expected score. Due to this the researcher decided to conduct the second cycle to make some improvement.

The second cycle was conducted on Tuesday, October 4th 2022 and this time the student are asked to discuss the material in smaller group without a noticeable role form the teacher. The result has shown that the mean score of students was significantly increased from 69.16 to 74.33 at the second cycle. In summary, the using of Project Based Learning model through series pictures able to improve the students' speaking skills.

CONCLUSIONS

The Project Based Learning model used in this research was the series pictures project in Procedure Text. The students were given the full explanation by the teacher at cycle I and later on completed the project in group, but from this cycle the mean score for the students still not reached the expected

score. Therefore, the second cycle was conducted, this time the teacher did not control the class and let the students discuss the material in smaller group. The project then was successfully completed and the expected score was reached. Moreover, from the students' response toward the teaching learning process during the research, can be concluded that the students more enjoyed their learning process in this student approach learning strategy.

The Project Based Learning model through series pictures activity can improve students' speaking ability showed by the score the students had. It proven by their participation in the class conversations, discussions, performance in the front of the class, pronunciation, fluency and comprehension. The students were more active and participated in the teaching learning process of speaking skill. This can be shown by the result that indicated the pre-test score was lower than the cycle I and cycle II. The researcher concluded that from the pre-test and on, the students' score was better than the previous test score. By the end at the cycle II, the students score was 74.33 with the category was good. This score is beyond the minimum expected score which was 71. In conclusion, the students of SMAN 1 Kedungwuni which has been taught using the series pictures got better grade than without using it. This means that the students were able to improve their speaking skill.

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