

An Analysis of Students' Speaking Skill in Giving Suggestion Through Picture Series in Eleventh Grade Students of SMK Negeri 5 Padang

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Abstract

This research is motivated by the low ability of students to speak English. The purpose of this study was to determine the ability of students to speak English through Picture Series. The method used in this research was descriptive analysis method. In this research, the population was the second-grade students of SMKN 5 Padang, the number of the population members was 70 students. The sample of this research was class 2 Design of Building Information and Modeling 2, and the size of the sample was 18 students. In this research, researcher use cluster random sampling. Instrumentation that used in this research was text giving suggestion through picture series. This data was obtained from the results of test given to students, the authors found the value of five criteria of speaking skills in giving suggestion through picture series, vocabulary, grammar, pronunciation, fluency, and comprehension. It can be concluded that the ability of students is moderate, obtained from a score 1 and a score 2 that there are 13 people from 18 students who got moderate (72,2%), and 3 people from 18 students got high scores (16,6%). Based on the research analysis, the researcher was suggested that English teacher give students' more practice and pay attention especially in speaking. And pay attention for aspect to be used in speaking test, so students understand about the material especially in giving suggestion.

Keywords

speaking skill; suggestion; picture series.



I. Introduction

In the indicators of achievement competence in syllabus that used in the eleventh grade of SMK N 5 Padang states that students are expected to be able to distinguish transactional, oral and written interaction texts, short and simple, which involve giving and asking for information related to suggestions and offering. So, suggestion is one of the materials that must be taught to the students. In addition, Mahrukh Bashir (2017:4) says that suggest means to give a suggestion that is to introduce or propose an idea or plan for someone's consideration. Suggestion is the statement for giving suggest or advice to make someone better next time. Suggestion is abstract and can be in form of solution, advice, plan and idea. It can be accepted or refused and social function of suggestion is to facilitate interpersonal communication between different people. The learning is aimed at reconstructing students who are looking for information and finding out knowledge that is able to solve problems, cooperate, and tolerate diversity. If the desire is successful in a satisfying way, it will increase students' self-confidence as well as a high sense of responsibility and civilized humans who can identify themselves with stable, independent personalities and have emotional stability with intellectual knowledge. (Pradana, D. et al. 2020)

Based on the researcher experience during teaching practice (PPLK), students faced many problems during the learning process. First, most of the students did not have willingness to use English. They tend to use mother's language in daily communication. Second, the students had limited vocabulary. It makes them difficult to produce sentence both in oral or written. It can be seen from the students' performance in giving their idea when created a dialogue using suggestion in front of the class. They also confused to tell the differences between expression in giving suggestion and opinion. The Third problem was pronunciation. When the students had a conversation in using expression by giving suggestion they cannot speak clearly to their partner and make miscommunication for each other. Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally or indirectly through the media. In this communication requires a reciprocal relationship between the delivery of messages and recipients namely communicators and communicants. (Hasbullah, et al. 2018)

Regarding the problem above, researcher attempted to analyze the students' speaking skill in giving Suggestion by using picture series. Picture series is one of the media that help the students to recall their imagination into a realistic idea to create an oral form of information and make the student easier to use expressions in giving suggestion.

Picture series can be used to guide the students' ideas to stimulate in learning process by delivering the content of teaching material, so that the construction of the sentences becomes easier. Picture series that can be used for teaching and learning speaking that provides activity contained one scene with many different objects. The most useful picture series is that can build students' vocabularies and ideas. The picture which consists of a person's activity. Here, the researcher will use picture series that consists of many pictures. Series is group of related things, events, etc. The researcher chooses picture series as a technique for making the learning process more interesting and understandable.

II. Review of Literature

Picture series, according to Sadiman, et al (2006:26), is a type of media That is very interesting to study especially the various pictures. The function of this media gives message from source information to received message and the most important function of picture series is to interest, understand idea, illustrate or give variation when the students forget something.

Learning by using picture series can make the students' more active especially when it leads them to speaking English in the class. Picture series can make the students' will be interested in answering all questions about the picture. The picture series in teaching and learning process is to motivate the students' specially to speak.

There are two reasons to use pictures series to make the students speak They are: (a) the students can see and speak about action and objects that can be reproduced in the class, (b) another reason is to avoid wasting time and to make the teaching simple and easy.

According to Sudjana (2003:29-30) picture series has some advantages, they are:

1. It is more concrete; it refers to more real.
2. It can limit room and time
3. It can limit our knowledge
4. It can clarify a problem
5. It is easy make, and also cheap.

Based on the Sudjana's opinion it is seen that the picture series is an important to motivate the students in teaching and learning process especially in learning speaking, concerning about giving new ideas and vocabularies to be spoken. The media also can help the teacher in arranging teaching process and utilizing the time. Therefore, by using pictures series the students' will be stimulated to increase their language skill like speaking and writing. Therefore, by using pictures, the students' can improve their speaking.

The picture series can help the students in the process of speaking activity. Therefore, the teacher should be able to select a suitable media for teaching speaking like picture series. Using picture series makes students' easy to speak in the classroom. Besides, the importance of using picture series, a teacher is as a facilitator to guide and to develop their students' language skill. The media is used to increase students' effort in learning English.

Picture series are often used as media in teaching learning process. As the media, picture series are useful for a teacher to guide the students to stimulate their ideas. They were presented as a set of sequence of events or actions that could make the students organize ideas easily. The teacher needed a set of procedures to teach the students to increase their speaking ability.

The procedures of teaching speaking through picture series were as follows:

1. Teacher and 1students discuss about suggestion or advice.
2. Teacher Explain about expressions that are often used to express suggestions.
3. Teacher read the expression in giving suggestion for the students with pronunciation, intonation, and expression.
4. Students' listen to the teacher carefully.
5. The teacher gave picture series with verb as the key word to the students.
6. The teacher asked the students to observe the picture carefully.
7. The teacher then asked the students to make a draft of the story based on the picture series given.
8. The teacher, at last, asked the students to perform in a pair the picture in front of the class.

III. Research Method

The design of this research was descriptive research. According to Gay (2009), descriptive research involves collecting data in order to answer the questions on the current status of the subject of the study. This research discussed in some detail for two major reasons. First, a high percentage of research studies are descriptive in nature. The second, the descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, demographics, practice, and procedures.

Population of this research was three class of second grade students of SMK N 5 Padang. The source of the population is from the data of SMK N 5 Padang. In this research, the researcher uses cluster random sampling. Gay (2009) states that cluster sampling randomly selects groups, not individuals; identify clusters and randomly select them to reach desired sample size. He also says that this sampling is efficient, clusters are most likely to be used in school research; do not need names of all population members, reduces travel to sites. Gay (2000) says the total techniques is a way to select all of population as sample if the population less than 40 people. It means the total number of members in sample were 18 students. The researcher used the sampling class 2 Desain Permodelan Informasi Bangunan 2 (2. DPIB.2).

IV. Result and Discussion

There are some problems faced by the students' related to the teaching speaking process in this analysis. First, most of the students did not have willingness to use English. They tend to use mother's language in daily communication. Second, the students had limited vocabulary. It makes them difficult to produce sentence both in oral or written. It can be seen from the students' performance in giving their idea when create a dialogue using suggestion in front of the class. They also confuse to tell the differences between expression in giving suggestion and opinion. Limited vocabulary gives big influence for many students. In fact, so many students' is not interested with speaking subject in the classroom. The Third problem was pronunciation. When the students' have a conversation in using expression in giving suggestion, they cannot speak clearly to their partner and make miscommunication for each other. It happens because their pronunciation is different from native speaker so another students' is difficult to understand.

Based on the problems faced by the students', it shows that students are lack of practicing speaking, and also have low knowledge about English language. So, the teachers need to use another technique that can interest them by creating enjoying situation, interactive media, and an easy way to send their words. It can make them enjoy the learning process, so they will be easier to express their ideas, sharing and exchanging information into words without need to worry about doing mistakes or broke their image in front of teacher and also their classroom's peers.

In this case, the researcher presented the result of the research on students' speaking skill in expressing suggestion of class XI DPIB 2 at SMK N 5 Padang. Based on the previous purpose, the researcher showed the finding of the researcher as follow:

4.1 Students' Speaking Skill of Choose the Appropriate Vocabulary in Giving Suggestion

In term of choosing the appropriate vocabulary the result of the data analysis showed that the highest score was 20 and the lowest one was 8. Data analysis also demonstrated the mean 16,2 and standard deviation 3,24. The data analysis showed that there were 2 students had high ability (11,1%) 14 students had moderate ability (77,8%) and 2 students' (11,1%) had low ability. It can be seen from the chart below:

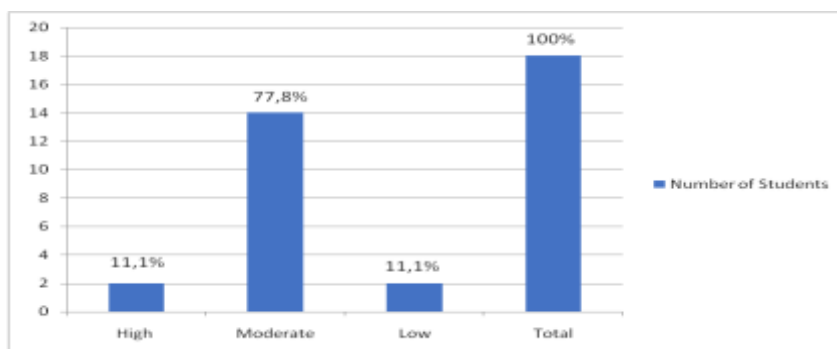


Figure 1. Students' Speaking Skill of Choosing the Appropriate Vocabulary in Giving Suggestion

It can be said that the students' skill of choosing the appropriate vocabulary in giving suggestion was moderate.

4.2 Students' Speaking Skill of Using Grammar in Giving Suggestion

Based on the calculating of the students' speaking score, the highest score of this component was 20 and lowest one was 13. Data analysis also demonstrated the mean 16,4 and standard deviation 2,35. The data analysis showed that there were 4 students had high ability (22,2%) 12 students had moderate ability (66,7%) and 2 students' (11,1%) had low ability. It can be seen from the chart below:

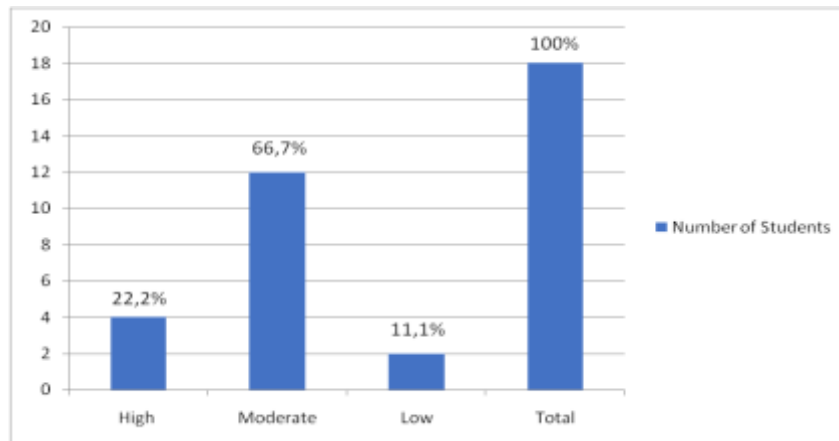


Figure 2. Students' Speaking Skill of Using Grammar in Giving Suggestion

4.3 Students' Speaking Skill of Pronouncing the Word in Giving Suggestion

In term of pronunciation, the highest score of this component was 20 and the lowest one was 7. Data analysis also demonstrated the mean 15,8 and standard deviation 3,75. The data analysis showed that there were 3 students had high ability (16,6%) 14 students had moderate ability (77,8%) and 1 student (5,6%) had low ability. It can be seen from the chart below:

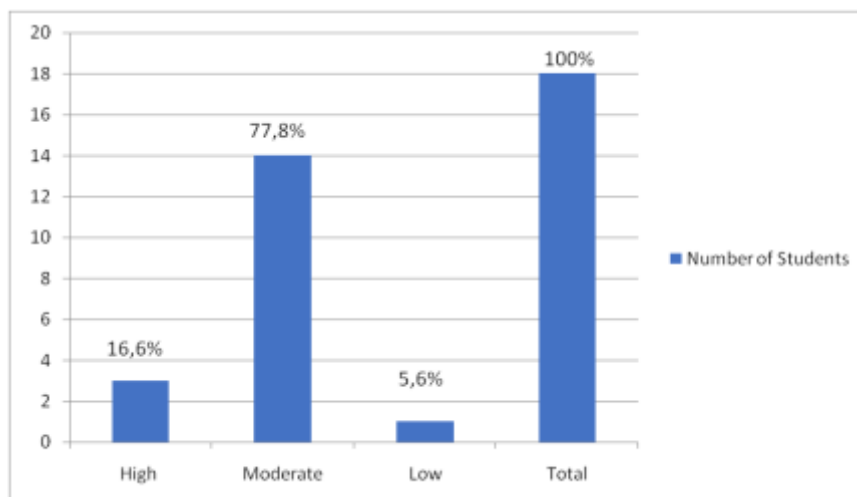


Figure 3. Students' Speaking Skill of Pronouncing the Word in Giving Suggestion

From the chart above show that the percentage of students' speaking skill of pronouncing the word in giving suggestion was moderate.

4.4 Students' Fluency in Giving Suggestion

In term of students' fluency in giving suggestion, the researcher found that the highest score of this component was 20 and the lowest one was 1. Data analysis also demonstrated the mean 16,7 and standard deviation 2,37. The data analysis showed that there were 1 student had high ability (5,6%) 15 students had moderate ability (83,3%) and 2 students (11,1%) had low ability. It can be seen from the chart below:

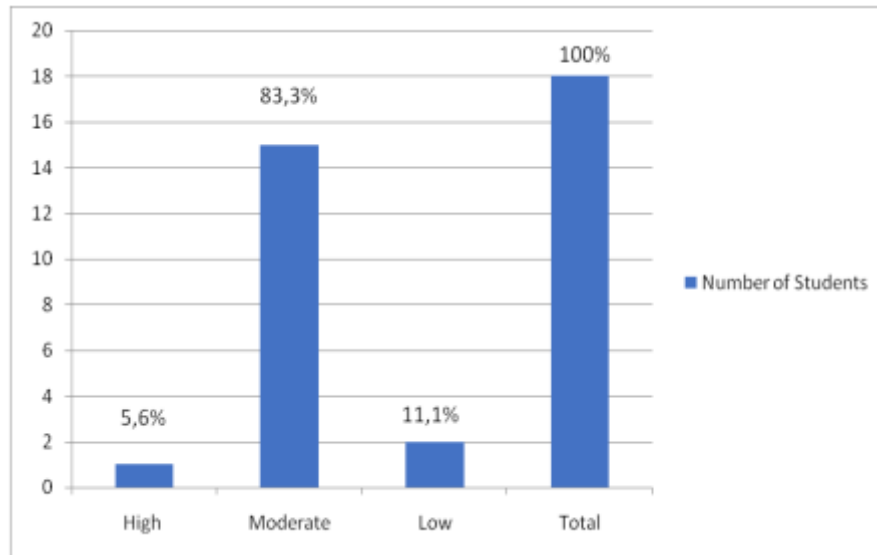


Figure 4. Students' Fluency in Giving Suggestion

From the chart above show that the percentage of students' fluency in Giving Suggestion was moderate.

4.5 Students' Speaking Skill of Comprehension in Giving Suggestion

To know the students' skill in comprehension of suggestion, the researchers firstly counted the students score. The highest score of these components was 20 and the lowest one was 15. After calculating the mean and standard deviation, it was found that the mean was 17,6 and standard deviation was 2,32. The result of the data analysis showed that there were 4 students had high ability (22,2%) 13 students had moderate ability (72,7%) and 1 student (5,6%) had low ability. It can be seen from the chart below:

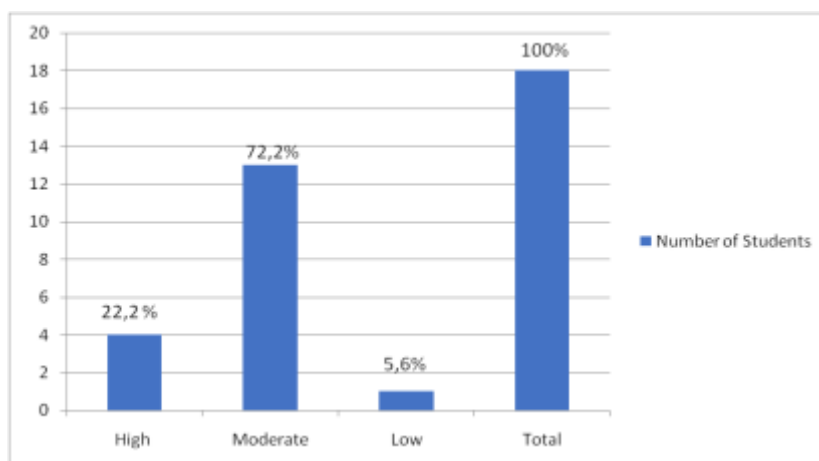


Figure 5. Students' Speaking Skill of Comprehension in Giving Suggestion

Based on the finding the researcher found that the students' speaking skill in giving suggestion from each element was moderate. It was indicated by the scientific fact that 3 people from 18 students had high ability (16,6%), 13 people from 18 students had moderate ability (72,2%) and 2 people from 18 students had low ability (11,2%). From the speaking test they had trouble for each element of speaking.

First, in the aspect of using appropriate vocabulary the students also got the moderate ability because 77,8% students had been classified into moderate ability. students' 2 said '*I recommend that you should join in English course* but the correct one is /...recommend.../. Students' 2 said '*I strongly advise you to tell her about it*' and the correct one is /...advice../ and it was the part of existing mistake.

Second, in the aspect of grammar they also moderate ability because 66,7% students categorized in moderate ability. Some of them did not understand how to organize right sentence. For example: the students say '*I suggest to doctor*' but it should be '*I suggest you to see the doctor*'. And still the students 2 said '*you would tell the security to search you wallet*' but its should be '*you would better tell the securities to help you to find your wallet*'. There were other mistake about this element.

Third, for the time of pronunciation the students also had moderate ability because 77,8 % students had been classified in moderate ability. In this case some students did not pronounce the word correctly such as students 3 said '*suggestion*' was pronounced '*sugestion*' but the correct one is '*sajesion*'. students' 2 said '*advice*' was pronounce '*adfis*' but the correct one is '*advies*' and there were many other mistakes.

Fourth, in term of students' fluency, they had moderate ability because 83,3 % students had been classified in moderate ability. Some students spoke very slowly as if there were thinking something, some of them spoke with hesitate and repeated the word that they pronounced.

Last in term of students' comprehension, they had moderate ability because 72,2 % students were categorized in moderate ability. Some of them just say about simple sentence that have less meaning about suggestion. The students did not mention the characteristic of expressing suggestion clearly, they just mention simple word like 14 students said '*I suggest go to doctor*' or most of them always repeat the common word '*I suggest...*'.

V. Conclusion

Based on the finding of the research, the researcher concluded that students' speaking skill of expressing content in giving suggestion was moderate (72,2%) Students' Speaking skill of using grammar in giving suggestion was moderate (66,7%). Students' Speaking skill of choose the appropriate vocabulary in giving suggestion was moderate (77,8%). Students' Speaking skill of pronouncing the word in Giving Suggestion was moderate (77,8%). Students' fluency in giving suggestion was moderate (83,3%).

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