

The Implementation of Folktales Picture Series as a Visual Media in Teaching Speaking of Narrative Text for Tenth Graders

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Abstrak

Gambar seri cerita rakyat adalah bagian dari media visual yang bisa digunakan dalam mengajar naratif teks. Dalam pembelajaran naratif teks siswa sebagian besar diminta untuk menceritakan sebuah cerita, itulah mengapa dalam hal ini penting bagi siswa untuk mengorganisasi cerita mereka. Dengan demikian, dalam penelitian ini, peneliti akan mendeskripsikan cara guru dalam menggunakan gambar berseri cerita rakyat dalam mengajar berbicara teks naratif, masalah yang dihadapi dan cara mengatasi masalah tersebut. Peneliti melaksanakan penelitian dengan menggunakan penelitian kualitatif. Penelitian ini diambil di SMAN 1 Badegan. Untuk subjek penelitiannya adalah guru dan siswa. Instrumen penelitiannya yakni catatan observasi lapangan dan interview. Selain itu, dalam menganalisis data, data tersebut disusun dan dibiasakan, dikoreksi dan direduksi, dan ditafsirkan kemudian direpresentasikan. Hasil dari penelitian menunjukkan bahwa dalam penggunaan gambar seri cerita rakyat ada tiga tahap dalam mengimplementasikan media ini. Tahapan tersebut ialah pre activity, whilst activity dan post activity. Disisi lain, terdapat beberapa hambatan yang terjadi seperti gambar yang membingungkan, gambar yang tidak jelas, dan terlalu banyak gambar. Cara mengatasinya, guru memertimbangkan gambar yang sesuai dengan kriteria dalam pemilihan gambar, lalu mendistribusikan gambar berwarna dan memilih untuk menggunakan LCD proyektor untuk menampilkan gambar. Dengan demikian, peneliti menyarankan kepada guru bahasa Inggris untuk lebih memperhatikan dalam hal menyiapkan dan menyeleksi media. Selain itu, untuk peneliti selanjutnya, mereka harus mengeksplor penggunaan media ini dengan cara yang lain.

Kata Kunci: *Gambar seri cerita rakyat, Media visual, Mengajar Berbicara, Naratif teks*

Abstract

Folktales picture series is part of visual media that can be used in teaching speaking narrative text. In learning narrative text students are mostly asked to tell a story, that is why it is important for students to organize their story. Thus in this study, the researcher will describe the way how teacher use folktales picture series in teaching speaking of narrative text, the obstacles, and the way to overcome it. The researcher conducted this research by using qualitative research. The setting was taken at SMAN 1 Badegan. For the subjects of study were the teacher and the students. The research instruments were field notes observation and interview. Moreover, in analyzing the data, it was organized and familiarized, coded and reduced, and interpreted and represented. The result showed that in using folktales picture series there are three phase in implementing this media. Those phase are pre activities, whilst activities and post activities. On the other hand, there are some problems occurred such as confusing pictures, unclear pictures and too many numbers of pictures. For the way in overcoming the obstacle, teacher considered pictures that was suitable with criteria in selecting the pictures, distributed full color picture to each student and preferred to use LCD projectors in showing the pictures. Thus the researcher suggests to the English teacher to be more pay attention in selecting and preparing the media. Besides, for further researchers, they must explore the use of this media in different way.

Keywords: *Folktales Picture Series, Visual Media, Teaching Speaking, Narrative Text*

INTRODUCTION

Speaking is a communication activity in order to deliver message, idea, or information to listener. According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Nunan (2003) stated that speaking is productive oral skill. It consists of producing systematic verbal utterance to convey

meaning. Based on definition above, it can be inferred that speaking is a process of expressing ideas in the spoken language. In language teaching and learning, speaking belongs to productive skill which the purpose is to enable the learners use the target language to communicate. Thus, the ability in using English as spoken communication is the main reason many people attracted to study English. For that reason, teaching

speaking is important to guide people needed to be able in using English to communicate directly.

In teaching and learning English especially for speaking skill, there are some problems that occurred in classroom activities. Most of EFL (English as a Foreign Language) students speak very little or not at all. The students' participation in classroom activity was low or uneven. It occurs because they are fearful in starting conversation or expressing their idea. Thus, they are less practice in speaking which is important to master English as oral communication. Sayuri (2016) in his research showed that students problems in speaking were not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, and nothing to say. Those problems belong to psychological problem which interfere human emotions. Thus, psychological problems may affect students speaking performance.

From the problems that occur in speaking, giving folktales picture series to students can help them in speaking. Folktales picture series is composite pictures which related each other and it represents legend story. A folktale is not something new for Indonesian students. Indonesia is a multicultural country which has rich of folk literatures. Students are mostly familiar to legend story that had been retold through generations. Folktales also includes in narrative text which has chronological events. In research that is conducted by Indriati (2016) showed that the use of picture series could help students in comprehend narrative text. Students were more motivated after taught by using picture series. They were easier to understand the text by reading the pictures. It also works to enhance students' motivation to speak in class by stimulating the students for attractive thing, and it makes them feeling easy and enjoy in expressing what they want to say.

Besides, in narrative text, understanding of sequence events is important to know the whole story. Thus, when students tell the story, they should think how to make systematic sentences. In order to make sequence sentences in narrative text, folktales picture series are needed. The sequence pictures help students in constructing the chronological events in narrative text by representing the events in form of pictures. Besides, folktales picture series also offers something to talk by giving an idea to deliver in speech.

The similar studies proved that the use of picture series could increase students' ability in reading, writing and speaking. For teaching speaking, the effectiveness of picture series also had been proved by the research of Zainatuddar (2015). The data of t-test (the t -obtained $(4.136) > t$ -table (2.0)), showed significant different of experimental group and control group. Students in experimental group who were thought by using picture

series showed better in speaking ability. From the previous studies, the previous researches did not mention the specific kind of pictures that used by the teacher in teaching speaking. It is very important to give an overview about the type of pictures that related to speaking of narrative text. Thus in this study, the researcher describes the use of specific picture series, especially for folktales picture series in teaching speaking of narrative text.

In addition, teaching learning process sometimes runs out of expectations. Unexpected things may happen during the implementation of picture series. Thus, the researcher preferred to seek the problems that may occur in the classroom. Besides, the researcher also tried to find out the problem solving that was done by teacher..

Based on the background of the study above, the researcher formulated the following research questions, those are:

1. How is the implementation of folktales picture series as a visual media in teaching speaking of narrative text for tenth graders?
2. What are the obstacles occurred during the implementation of folktales picture series as a visual media in teaching speaking of narrative text for tenth graders?
3. How does the teacher overcome the obstacles in the implementation of folktales picture series as a visual media in teaching speaking of narrative text for tenth graders?

RESEARCH METHODOLOGY

This study described the implementation of folktales picture series as a visual media in teaching speaking of narrative for tenth graders. It also described the obstacles and the way in overcoming the obstacles that happened in classroom activities. It meant this study focused on the process of teaching learning activities in classroom. Thus this study was in line with qualitative research which focused on understanding the phenomenon (Ary et al., 2006). Qualitative research is a research that investigates the quality of relationship, activities, situation, and materials by verbal and observation rather than number.

The subjects of study were the English teacher and tenth grade students. The researcher chose the English teacher of SMAN 1 Badegan. It was because the English teacher already used folktales picture series since 2015. Meanwhile, the tenth graders were chosen as another subject of the study because according to basic competence in curriculum, narrative was taught in this grade. Therefore, the researcher also used X MIA 4 class. It was chosen based on the consideration that this class was the most active class among eight classes of tenth graders.

This study conducted at X MIA 4 at SMAN 1 Badegan. The reason of the researcher chose this school was because the teacher of this school had implemented folktales picture series in teaching speaking narrative text.

The data of this study were verbal explanation and non-verbal explanation. Verbal data was a data that expressed in spoken form both from teacher and students. In the opposite of verbal, non-verbal explanation data was a data that gained from body language, for instances, facial expression, body movement, gestures and voice from teacher and students. Thus, the source of this study was taken from both of teacher and students.

The research instruments were field notes observation and interview. To get the data of all research questions, the researcher observed the teaching and learning process. Then, the researcher interviewed the teacher after teaching learning activity to make seek deeper information based on observation field notes.

After gaining the data, the researcher analyzed the data through some steps. Since this research was framed in qualitative research, according to Ary et al (2006), there are three phases that should be done. Those are familiarizing and organizing, coding and reducing, and interpresenting-representing. First, familiarizing and organizing, in this phase the researcher familiarized with the data through reading and rereading notes and transcripts. Besides, the data were organized and managed. The second phase the researcher made any coding and reducing by looking for units of meaning such as words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important. The label of coding must be understandable in order to make the researcher easier to sort the data to find out both of differences and similarities in the data. Then data was described, classified, and interpreted. The last, the researcher represented the data. This was the last stages where the researcher made generalization of the data that had been coded and analyzed before.

RESULT AND DISCUSSION

1. The Implementation of Folktales Picture Series as a Visual Media in Teaching Speaking of Narrative Text

These observations took for about three meetings. In each meeting, the teacher used folktales picture series. The stages that used in each meeting were pre-activities, whilst-activities, and post-activities.;

In each meeting, teacher started pre-activities by giving an overview of the lesson that would be learned by the students. Teacher did brainstorming by asking students towards folktales that students know before. In

this phase, teacher also introduced the folktales pictures series. This phase helped students as warming up before going to the main activities of the lesson. The role of this kind of pre activities was to prepare students mentality and to build good environment in classroom. AlMutairi (2015) in his study claimed that pre activities made free and open environment in classroom. It means the communication between the teacher and students done at first stage of teaching learning activities to build comfort environment. So that students feel free and enjoy sharing their thoughts to teacher and other students.

In whilst-activities, teacher began from observing, then describing and performing. In observing phase, the teacher showed the pictures and tried to stimulate students in speaking towards the folktales picture series by asking questions based on the pictures. According to Bowen (1994);

“Learning is a complex process and visual aids are a great help in stimulating the learning of a foreign language.”

This phase made students getting involved in classroom activity. Student attracted to share their thought based on the pictures. They also tried to guess what happened from one picture to others. Teacher gave students more opportunities in exploring the pictures. This activity was suitable with the principle of teaching speaking. Nunan (2003) stated that one of principles in teaching speaking is providing students to talk. It showed that picture series provide an idea for students in speaking. It gave students space to explore of what they thought through the pictures.

In this phase teacher also used pictures series in explaining the generic structure and other elements of narrative text such as intrinsic and extrinsic elements. This phase was in line with the indicator of the lesson plan which was identifying and analyzing the generic structure and elements of narrative text. The use of media in this section also showed that folktales picture series supported the activities in teaching speaking of narrative text.

In whilst-activities of second day observation, at first the teacher divided students into groups. This group made students getting involved in learning activity. It gave more opportunity to students to talk rather than in big class. Ornstein (2000) argued that group work gave positive impact on students by giving students more chance to be more active in learning. When teacher gave students different pictures in each group, it was made students so curious to know the story in which they did not know before. According to Nurseto (2011), media should attract students' attention to make the teaching learning process more interesting. It showed that teacher

was good in choosing an activity by using folktales picture series.

However, in discussion section, most students were difficult in analyzing the pictures because the pictures were unclear, confusing and the numbers of pictures were too many. In this case, selecting media was becoming important thing before conducted media in classroom. Thus, teacher was still less in considering pictures that could help students in learning the text. Paying attention toward criteria of pictures was important before deciding to use particular pictures.

In performing the discussion result, teacher had a limit time. As a result there were only two groups that presented their works. In this case, teacher role still could not control the time for each activity done by students. While in using media, it should improve teaching learning process to accelerate learning objective (Nurseto, 2011).

The last meeting, students should tell the story based on the picture series that they have written in third meeting. In this part, teacher applied picture narrating which could develop learners' creative thinking. Most students came forward and told the story in English, they also pointed at the pictures it meant that they remembered the story by looking at the pictures. They have less preparation to remember the story which was made them look at the pictures all the time. This was strengthens of picture series in teaching, it provided pictures that could make students easily get the idea of the story without remember the story before. It was in line with Cuban (2001) and Arsyad (2013) that people mostly remember of what they see and this is the role of visual aid that could support teaching-learning process, especially for productive skill, including of speaking.

For post-activities, the teacher and students reviewed the lesson that they have learned. Besides, students mentioned the moral of the folktales story in pictures series. It was important for them to get the message of folktales in order to support students character. This was the strengthens of folktales story. Lwin (2015) found that the folktales contained of local value that useful to be delivered over generations.

In conclusion, the way of teacher implementing picture series in teaching speaking of narrative text was follow the step from pre-activities, whilst-activities, and post-activities. In each meeting teacher conducted picture series as media to promote students speaking activity. The use of picture series proved could help students in speaking by stimulating students' idea towards the pictures, remembering the story, and giving students a chance to speak up of what they think about the pictures.

2. The Obstacles Occurred during the Implementation of Folktales Picture in Teaching Speaking of Narrative Text

In teaching and learning process, teacher could not deny that unexpected possibility might be happened. It could happen whenever and wherever including of the use of picture series in teaching speaking of narrative text.

In showing the pictures, there were some pictures that made students confused. In applying picture series in teaching activity, teacher should make sure that the pictures were easy for students to be observed and described. The purpose was to make students get the idea of story. According to Nurseto (2011), the use of media should accelerate learning process, if the media made students more complicated in understanding the material, the teacher have to evaluate the way of using the media. While in applying picture series, observing was the important step in leading students to describe the pictures.

The other obstacle in term of the number of pictures that given to students made them confuse in ordering the story. They spent much times, out of teacher lesson plan. This became an obstacle since it inhibited students in learning speaking.

Another one, in pictures that had distributed tended to black and white color. It was not in line with the criteria of what pictures that can be brought to teaching process. According to Morgan and Bowen (1994), the pictures that used should be in clear tone of color in order to avoid ambiguity in catching the idea of the pictures. These kinds of colors provided unclear pictures with were hard to be interpreted. It was significantly influence on students' attention. It impacted in finding the order story from folktales picture series. Some students argued that if the pictures that conveyed were clear, interesting, and understandable could make them easier to express their idea toward the pictures they had seen

3. The Way in Overcoming the Obstacles

Selecting appropriate pictures as learning media was the way in solving the problem of confusing pictures and the number of pictures that used. Media has important role in learning process. In applying media for learners, teacher should make some considerations towards which media could be effective to help learners reach the learning objectives. Media was designed in order to make learners easier to reach the learning objectives. There were key factors to consider choosing instructional media. The first, media should be practical. This consideration is about the availability of the media whether it easy to use or not to support learning. Second, the media should suitable with learners' characteristics

because what they thought of the media will affect on learning. Last, media should be good means to present certain learning activities. Thus, in selecting the pictures teacher should make any consideration before brought it in class.

There is another important thing that necessary to be deliberated, it was distributing clear pictures, both in color and the features of pictures. The pictures were chosen by teacher should make students easy to understand. Morgan and Bowen (1994), pictures that used in teaching learning activities should follow the criteria, such as recognition and clarity. In those criteria, a clear picture was important to be provided (Arbain, 2018). It helped students in reach the goal of learning more efficient. Students who got unclear pictures would difficult in observing and describing, which was important in understanding the story in picture series.

Another way that teacher had done in providing clear pictures was using technology in displaying the material, it was LCD (Liquid Crystal Display). This technology helped teacher in displaying the material. It dealt with the problem that occurred in classroom when provided unclear pictures. Teacher could set the size of pictures in order to make students easier in observing the pictures. Furthermore, Teshita (2016) added that the utilization of LCD also made students' were engaged in classroom activities and did not wasting too much times in teaching. It also provided more colorful displaying pictures.

CONCLUSION AND SUGGESTION

Conclusion

Based on previous chapter which talked about the result and discussion, the researcher concluded that folktales picture series as a visual media gave various activities in teaching speaking of narrative. The result showed the stages in the implementation of folktales picture series in teaching speaking of narrative text were pre-activities, whilst-activities and post-activities. In pre-activities teacher introduced folktales picture series to gain students attention towards the lesson. In the whilst-activities, teacher conducted observing, describing and presenting to lead students in speaking activity. Last, in post-activities, the activities were reviewing and concluding the lesson. Besides, students also could mentioned the message of folktales stories

Even this media could make students pay attention to the lesson, there were some obstacles occurred in teaching learning process, such as the confusing pictures, too many number of pictures, and unclear pictures. In conducting the media teacher did such consideration to conduct the pictures that made students easier to get the idea from the pictures. It included of purpose, students

level, and characteristics of media, time, cost and availability.

In order to overcome the obstacles, teacher reselected the folktales picture series that was used in teaching speaking of narrative text to provide appropriate pictures for students. The pictures should be in context meaning. Besides, distributing clear pictures also became one of way in overcoming the obstacles when students got difficulties in describing unclear pictures. Another way in providing clearer pictures, teacher also used LCD in displaying the folktale picture series. It helped teacher in displaying clearer the pictures. The clear pictures made students easier in observing and describing the pictures.

Sugesstion

In this part, the researcher will give suggestion based on the analysis in the last chapter. The result of this research described the implementation of folktales picture series in teaching speaking of narrative text. In teaching process folktales picture series helped students in narrate the story based on pictures with various activities that done in whilst-activities. However, the researcher suggests that teacher should be able manage the time in line with the lesson plan, so that all students have an opportunity to deliver the speech.

Moreover, in implementing picture series in class, teacher found some obstacles in conducting the media such as confusing pictures, too many pictures and unclear pictures. In this case, researcher should consider appropriate pictures before conducted in classroom. The researcher suggests that teacher can browse the pictures in internet which it is special for learning. Furthermore, teacher should evaluate teaching activity to make better in teaching.

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