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Improving the Students' Narrative Monologue Skills at the Grade XI-IPS 2 of the Public Senior High School 7 Malang by Using the *Picture Series* Media

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ABSTRACT

The English Curriculum 2013 of Senior High School requires the students to be skilful in the narrative monologue. The existing model of teaching narrative monologue so-called text memorization applied by the English teachers proves boring to the students. Such model assigns the students to memorize the text provided by the teacher and retell it. This Classroom Action Research (CAR) aimed at describing the model of teaching narrative monologue by using picture series media for both overcoming the problems faced by the students when they presented narrative monologue and improving the students' skills of narrative monologue. Based on the collected data, the use of picture series media for teaching narrative monologue proved effective in both improving the students' skills of narrative monologue and motivating the students to present a narrative monologue.

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1. Introduction

According to the 2013 SMA English Curriculum, one of the language skills that the students must master is presenting a narrative monologue. One method of learning the narrative monologues, which is still applied in today's class, is memorizing the narrative texts that are provided by the teacher, then the students retell the contents of the text in front of the class. This learning model tends to be boring and does not reflect the students' true monologue abilities because there is no involvement of the students' authentic ideas and creativity that are conveyed naturally. Accordingly the students find it difficult in expressing ideas in an acceptable and smooth manner when facing a spontaneous and natural communication situation.

It is suspected that this problem is caused by the lack of the use of instructional media that are able to attract and foster the students' motivation in learning narrative monologues. According to the *Active, Innovative, Creative, Effective and Enjoyable Learning Strategy*, one of the ideal learning criteria is fun learning. Fun learning occurs because of not only the exciting learning environment but also the students' curiosity. Fun learning requires a good classroom management and appropriate learning media, tools, and resources. Fun learning also occurs because the learning process is designed in such a way that it is in line with the students' learning characteristics (Abimanyu et al. 2008: 8-15 in Trian: <http://rimatrian.blogspot.com/2013/11/strategi-dan-model-model-pembelajaran.html>).

Based on the above problems, the researcher implemented an innovative learning model using Picture Series media which is thought to be able to improve the students' narrative monologue skills in a Classroom Action Research (CAR). Thus, the results of the following previous studies prove that the use of picture series media is very effective for improving the students' narrative monologue abilities. The use of picture series was successful in improving not only the students' participation in the teaching-learning process but also the

speaking ability of the students in terms of retelling a story or in this case, students' score and their interest in learning English. The success was indicated by the achievement of the criteria of success which deal with the students' involvement in the teaching-learning process; it was found that 84% students were actively involved in the teaching-learning process. Concerning the students' scores, it showed that 81% of the students already achieved scores greater than 75, and 89% of the students showed good responses to the media (Purwantiningsih, 2015).

The use of picture series could improve the students' speaking skill in telling a story (narrative text) and the classroom situation of speaking class. The speaking skills included the students' vocabulary, pronunciation, understanding of grammar, and fluency. The improvement of classroom situation included a more alive class because the students actively participated in the speaking class, the students' motivation to speak English, and the students' good attention to the teacher's explanation? (Windihastuti, 2013)

2. Method

This research is a Classroom Action Research (CAR) that aims at improving the students' narrative monologue performance by using the picture series media. This research involved two stages, namely preparation and implementation. At the preparation stage the researcher conducted some activities as follows: (1) the identification of the problems faced by the students when they presented the narrative monologues with a method of memorizing; (2) analysing the quality of the found problems; and (3) the selection of which problems to be solved by using the picture series media for presenting the narrative monologues.

At the implementation stage the research was carried out by using cycles to solve the problems that were found. Each cycle consisted of planning, implementing, observing, and reflecting phases. In the planning phase the researcher prepared several things needed to carry out the narrative monologue learning process by using the picture series media. The things prepared by the researcher included making a course outline which contained the following: (1) explaining the materials about the narrative monologues and the picture series; and (2) explaining the procedures of learning the narrative monologues by using the picture series media. The procedures involved the following: (a) the researcher distributed a series of jumbled pictures to each student; (b) each student arranged the jumbled pictures based on their own interpretation and understanding; (c) each student made a narrative monologue based on the pictures they arranged. During this activity the students were allowed to use their dictionaries; and (d) each student presented their narrative monologue in front of the class.

Another thing prepared by the researcher in the planning phase was determining the indicators of success of learning the narrative monologues by using the picture series media. The indicators were as follows: (a) the number of the narrative monologues with well-organized ideas (coherence) and with the score of 4 was at least 60%; and (b) the number of the narrative monologues which were presented fluently and got the score of 4 was at least 60%. Both indicators were accessed by the researcher and the collaborator based on the results of the narrative monologue presentation by using the narrative monologue rubric assessment.

Besides determining the indicators of success of learning the narrative monologues the researcher determined two indicators of success of motivating the students to work on the narrative monologues using picture series media as follows: (a) the students did the tasks gladly; and (b) the students were enthusiastic in doing the tasks. Both indicators were accessed through observations made by the researcher during the learning process.

In the implementing phase the process of learning narrative monologues using picture series media was carried out in the classroom based on the schedule set by the school. The researcher had to follow the given schedule and keep the atmosphere of teaching and learning processes natural so that the students did not feel they were being used for the research subjects. During the implementation of learning the researcher served as a facilitator to whom the students consulted. In the observing phase the researcher collected data by using the instruments, namely an interview and a narrative monologue assessment rubric which was filled up by the researcher based on the students' presentation. In the reflecting phase all the collected data were analyzed, then the results of the analysis were compared with the indicators of success.

3. Results and discussion

3.1 Results

Cycle 1

The researcher carried out the teaching and learning process of narrative monologue using the picture series media in real activities in the classroom based on the course outline. The activity was held on October

20, 2017 which was attended by 26 students, October 24, 2017 by 27 students, and October 27, 2017 by 28 students. The researcher assigned the students to develop a narrative monologue by using the picture series media. The results of the presentation of the narrative monologue carried out by the individual students are shown in Table 1.

Table 1 Result of Presentation of Narrative Monologue Using the Picture Series Media in Cycle 1

NO	ASPECTS TO BE EVALUATED	SCORE (%)			
		1	2	3	4
1	Developing ideas (coherence: orientation, complication, resolution, and reorientation)	0	3.6	39.3	57.1
2	Conveying messages (fluency: smooth uninterrupted)	0	7	57	36

The table means the following.

- (1) from the aspect of developing ideas (coherence), it showed that there were 1 student who got the score of 2 (10.71%), 11 students with the score of 3 (89.29%), and 16 students with the score of 4 (57.1%); and
- (2) from the aspect of conveying the message (fluency), it showed that there were 2 students who got the score of 2 (7%), 16 students with the score of 3 (57%), and 10 students with the score of 4 (36%). The average value of the class in narrative monologues using picture series media in cycle 1 was 82.6.

Atmosphere of the Narrative Monologue Learning Process by Using Picture Series Media

The atmosphere aspect of the narrative monologue learning process by using picture series media that has been observed by the researcher showed the attitudes of the students as follows: (1) being enthusiastic; (2) using a dictionary; (3) making discussions with their friends; (4) developing good ideas; (5) showing excellent fluency; (6) apparently showing good expressions; (7) having good diction; (8) showing a good start of monologue; (9) having problems in using grammar; (10) having creatively good ideas; and (11) having good imagination.

The atmosphere of the learning process of narrative monologues by using picture series media was also accessed based on the students' opinions of the use of the picture series media in learning the narrative monologue in an interview with the researcher. The opinions showed two groups, namely positive and negative ones. The students positively thought that the picture series media enabled them to do the following: (1) performing the narrative monologue easily because it enabled them to be creative; (2) creating their imagination easily without being out of the storyline; (3) expressing their ideas freely; (4) thinking easily; (5) performing the narrative monologue easily because they did not need to memorize the text; (6) performing the narrative monologue easily because they could use their own words; (7) performing the narrative monologue easily because it was just a matter of creating imagination and making up stories; (8) performing the narrative monologue easily because they did not need to follow the story exactly the same as the text; (9) performing the narrative monologue easily because they did not need to be stuck on the text, but they should be creative; (10) performing the narrative monologue easily because they did not need to memorize the text, yet they just made imagination; (11) performing the narrative monologue easily because they used their own imagination; (12) performing the narrative monologue easily because in just 5 minutes the narrative monologue completed; (13) performing the narrative monologue easily because they developed their own ideas and were not stuck on the text; (14) performing the narrative monologue easily because what would conveyed had been prepared, so the students became confident; (15) performing the narrative monologue efficiently because they were not stuck on the text, yet they created their imagination; (16) performing the narrative monologue easily because they were helped by the pictures when losing ideas; (17) performing the narrative monologue easily because they just needed to interpret the meaning of the pictures first, and they were free to develop the story; (18) performing the narrative monologue easily because they could imagine freely; (19) performing the narrative monologue easily because they could develop their own ideas; (20) performing the narrative monologue easily because the words were not necessary to be exactly the same as the text; (21) performing the narrative monologue easily because they could use their own imagination; (22) performing the narrative monologue

easily because they did not need to be stuck on the text; (23) performing the narrative monologue easily because they did not need to be stuck on the text, yet they could use their own imagination; (24) performing the narrative monologue easily because they did not need to be stuck on the text, so they could tell stories; (25) performing the narrative monologue easily because they developed their own ideas; and (26) performing the narrative monologue easily because they could freely tell stories and easily memorize the story line. On the other side, there were the negative opinions of the use of the picture series media as follows: (1) the shortage of vocabulary made the students find it difficult to tell stories; (2) it was difficult to arrange words; (3) it was difficult to use vocabulary; (4) it was difficult to construct sentences; and (5) having new pictures that were different from the previous ones made the students work on a narrative monologue again.

Cycle 2

The researcher carried out the process of learning narrative monologue by using picture series media in real activities in the classroom based on the improved planning. The activity was held on October 31, 2017 and November 3, 2017. The learning procedure was the same as the one in cycle 1 where the students were given 5 random pictures that had to be arranged first by each student. Then, based on the arranged pictures the students individually presented a narrative monologue in front of the class. During preparing this narrative monologue the students were allowed to use their dictionaries. But when they presented the monologue, they were not allowed to use any texts; they were only allowed to bring the pictures that they had arranged. On October 31, 2017 there were 28 students who worked on the task of narrative monologue by using the picture series media which had 5 random pictures. This activity was carried out within one hour of the study (for 45 minutes). The assessment was carried out by the researcher. There were only 5 students (17.9%) who successfully completed the task, so the assessment was continued at the next meeting. On November 3, 2017, there were 25 students who worked on the task of narrative monologue by using picture series media which had 5 random pictures. The assessment was carried out by the researcher and the collaborator by using the assessment format provided by the researcher. The results of the assessment are shown in Table 2.

Table 2 Result of Presentation of Narrative Monologue Using the Picture Series Media in Cycle 2

NO	ASPECTS TO BE EVALUATED	SCORE (%)			
		1	2	3	4
1	Developing ideas (coherence: orientation, complication, resolution, and reorientation)	4	0	80	16
2	Conveying messages (fluency: smooth uninterrupted)	4	0	0	96

The table can be explained as follows:

- (1) from the aspect of developing ideas (coherence), it showed that there were 1 student who got the score of 1 (4%), 20 students with the score of 3 (80%), and 4 students with the score of 4 (16%); and
- (2) from the aspect of conveying the message (fluency), it showed that there were 1 student who got the score of 1 (4%), and 24 students with the score of 4 (96%). The average value of the class in a narrative monologue using picture series media in cycle 2 was 85.4.

3.2 Discussion

Based on the data presented in Table 1, learning narrative monologue using picture series media in cycle 1 did not succeed in improving the quality of narrative monologues both in terms of developing coherence and conveying message fluently. There were only 16 students who got the score of 4 (57.1%) for the aspect of developing ideas (coherence), and only 10 students got the score of 4 (36%) for the aspect of conveying messages (fluency). These results did not satisfy the indicators of the success, which was at least 60%. There were 2 main factors that were thought to be the causes of the failure, namely difficulty in interpreting the meaning of the pictures, so it was difficult for the students to arrange the pictures correctly and the shortage of vocabulary mastery.

From the atmosphere of the narrative monologue learning process, the use of the picture series media succeeded in improving the students' fondness, enthusiasm, seriousness, and positive attitudes towards

learning narrative monologues because they could develop ideas, interpretations, creations and imagination freely based on the pictures they received.

Learning narrative monologues by using the picture series media in cycle 2 succeeded in improving the aspect of conveying messages (fluency) compared to the results of narrative monologues in cycle 1. There were 24 students who scored 4 (96%) for the aspect of conveying the message (fluency) (see Table 2). These results satisfied the indicators of the success, which was 60%. This proved that the use of the picture series media was very effective to improve the aspect of conveying messages (fluency).

The use of picture series media in the learning of narrative monologues in cycle 2 succeeded in improving the aspect of developing coherence. Only 4 students got the score of 4 (16%) (see Table 2). These results indicated a decrease compared to the results in cycle 1 in which there were 16 students who got the score of 4 (57.1%) (see Table 1). This proved that the use of the picture series media was not effective to improve the aspect of developing ideas (coherence) because of the difficulty of interpreting the meanings of the pictures, so the students found it difficult to arrange them correctly.

Pertinent to the atmosphere of the narrative monologue learning process, the use of the picture series media proved to be effective in increasing the students' learning motivation which can be seen from their attitudes in the forms of fondness, enthusiasm, seriousness and positivity towards learning the narrative monologues.

4. Conclusion and Suggestions

Based on the analysis of research results in cycle 1 and cycle 2, it can be concluded that the use of the picture series media can improve the narrative monologue skills of the students in class XI IPS 2 Even Semester Year 2016/2017 SMA 7 Malang in the aspect of conveying messages (fluency) but not on the aspect of developing coherence. Further, from the atmosphere aspect of the narrative monologue learning process, the use of the picture series media has proven to be successful in increasing the students' motivation in learning.

Thus, suggestions are addressed to English teachers and students. It is expected that English teachers use the picture series media in teaching narrative monologues because this media has a distinctive advantage, namely providing broad opportunities for the students to develop ideas, interpretations, creations, and imagination in presenting the narrative monologues.

Students are expected to be able to use the picture series media to improve the skills of narrative monologues because this media guide and facilitate them in developing ideas in a coherent manner. Besides this media can increase the students' motivation when presenting the narrative monologues because this media contains interesting pictures or illustrations.

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