IMPROVING EFL LEARNER SPEAKING ABILITY
BY USING DIGITAL SERIES PICTURES

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Abstract: Improving the students to speak English is challenging. Frequently, the students got high score theoretically but it is not accompanied by their practice, in speaking for example, most students understand what the speaker says and respond it well, in contrary, when they are asked to stimulate the conversation seem find difficulties. Based on the experience the writer presents the alternative strategy to encourage the students to speak English by applying the electronic media especially cellular. Since the using of gadget is very popular among the teenager presently, thus the writer try to expose the media to optimize in teaching learning activity. The short description of the strategy are; the students are assigned to make a series digital pictures telling about their activities individually, the document is completed with the crew who involved in the making of product, next they present it in front of the class, the audience may give respond about the pictures, watching different pictures will be very interesting and the most important thing is the goal to make the students speaking is achievable.

Keywords: Improving ESL Learners, Speaking ability, Digital series pictures

Introduction
The purpose of teaching speaking as stated in English Curriculum for the eighth grade students are enable the students to interact with closest surrounding. The writer observes that speaking skill is still become a burden for the students to build communication. Although they achieved good score in English it is not guarantee that he/she can speak English fluently. Some factors that my lead to this problem are; 1. As second language learner, English is almost never used in daily communication, 2. In teaching learning activity English teacher tend to use first language rather than English to interact with the students, 3.less awareness the importance of English as an international language.

Speaking perhaps the most fundamental of human skill and because we do it constantly, we do not stop to examine the processes involve. Yet, having simple conversation is anything but a simple process—particularly if someone speaking a new language, Bailey (2002).

Mastering foreign language (as foreign language in Indonesia) means having capability in expressig it through speaking activity. Experts agree that speaking become a primary indicator of language competence. The discussion in the nature of speaking begins by distinguishing between spoken and written language. Burns and Joyce (1997) state that when speech is written down it appears far more disorganized and chaotic than written language. Yet, in real spoken interaction, speakers are readily able to understand and respond to each other. This suggest that speech, far from being disorganized, has its own systematic pattern and stuctures.

In teaching speaking there must be some problems encountered by both the teacher and students. These what inhibit them to be actively speaking in the classroom. Specifically, different age and level have different problem. That’s why the goals and the techniques for teaching speaking are extremely diverse, depending on the students, teacher and overall context of the class Brown, (2001:267). Trying several techniques is a wise solution in finding the most appropriate activity fits to the students’ condition.

Relating to the problems of speaking activities, Ur (1996:121) classifies them as (a) inhibition, (b) nothing to say, (c) low or uneven participation, and (d) mother- tongue used. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say. We sometimes also find that only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Students find it difficult to talk freely in the classroom this happens when they do not know how to organize their thoughts (Wyatt, 1989:113) . in addition, they feel uncomfortable in discussion because they are afraid ( or they know from experience) that others will misinterpret what they are saying or that they will get lost in their own argument and lose their train of thought.

Based on the phenomenon, it is obvious that there is a gap between expectation, reality and the content of curriculum. There must be some reasons that can be taken into account . many aspects that influence the success of speaking English in Indonesia. The most dominant aspect is the teacher. As reported by kweldju
The activity raised the students' knowledge of how to operate the technology especially the camera and the creativity to make series pictures interesting to be presented technology of gadget or cellular phone today is booming, none can be separated by such media, the features provided in the gadget make it possible for the students to explore more than what they need.

The use of media especially digital camera or cellular phone is really effective in teaching-learning activities as well as the other factors that support the learners in learning or acquiring English speaking skill. The teacher technique commonly monotonous, tends to the teacher centered in teaching activities frequently using the text book or find pictures from the printed media then the students are asked to tell what is the picture about. This activity is not suitable with what the students expectation presently, it is too traditionally since there is no variation. As the effect, the students joined the teaching process passively.

Body

The simple description of the task are as follow; First the students are asked to choose their mate preferable if their houses are near to each other for the effectiveness. Second, they decide what kind of series picture they want to make, since it is stated in the content standard of English Curriculum that the teaching material of recount text is in the second semester of eighth grade, then the teacher lead them to make a series picture of their activities in holiday. The students often eagerly to tell his/her experience so that it they enjoy when they do this assignment. Third, they arrange the pictures they took into chronological order, including some terms; 1) Starting from the journey to reach the destination, 2) activities in the location, 3) what is the special moment when they explore the location.

Fourth, the students have to arrange the pictures chronologically by giving the comments in bubbles or call outs to each picture. The whole series of picture then wrapped in such a motionless movie product by including the members of the crew involved in the process of making the pictures.

Fifth, the product must be filed in a CD or flash disk and submitted to the teacher. In presentation, the students in turn present their product in front of the class. The teacher set the classroom in order the situation makes it possible to watch the pictures on the screen together, it is interesting and fun because it just happens and the students feel proud since they can make such a simple movie. This activity enhancing students to speak as well as raised their self-confident to speak front of the public.

Ur (1996:120) indicates four characteristics of a successful speaking activity: (a) speakers talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. It may seem obvious, but often most time is taken up with teacher talk or pauses, (b) participation in even. Classroom discussion is not dominated by a minority of talkative participants: all students are speaking, and contribution are fairly evenly distributed, (c) motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, (d) language is of an acceptable level, learners express themselves in utterances that relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Some indicators that lead for the effectiveness of the implementation of the strategy are as follow; a) the students’ vocabulary increase, b) the students can present the topic chronologically, c) the students courage to speak in public in acceptable level and d) teaching learning activity were enjoyable. The most important thing that this strategy contributes to enrich the teaching speaking skill.

Conclusion and Suggestion

The result of the implementation of Digital series picture to improve EFL learners has been achieved. As it is described in the previous section, it can be seen that the students’ product can improve the students skill in speaking.

Based on the findings, it can be concluded that: (1) Improving EFL learners speaking ability by using digital series pictures could improve the ability in speaking (2) the application of digital series pictures was able to encourage the students to be more active in speaking. (3) the activity raised the students creativity to operate and create the product by implementing technology, and (4) the use of the technique made the students enjoy speaking activities.

The practitioners and English teachers especially, are suggested; (1) to give much more opportunities for the students to explore their knowledge by implementing the technology in teaching-learning activity. (2) to use the alternative strategy to improve the students’ speaking ability or teaching other language skills and language components.
References