

ABSTRACT

Gusnita, Nurul (2018). *Students' Perceptions on the Use of Pictorial Storytelling to Improve Students' Speaking Skills*. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Speaking is very important in the process of learning and thinking development. However, there are some problems encountered by the students when they are trying to master this skill. Pictorial storytelling is known as one of the media that increases students speaking ability. This study tries to reveal students' perception on the use of pictorial storytelling to improve students' speaking skills.

Based on the research background, there are two research questions: (1) How is pictorial storytelling implemented to improve student's speaking skill? (2) What is the students' perception on the use of pictorial storytelling increase students' motivation to speak?. In order to answer the research questions, a mixed-method research was employed. The respondents of this research were thirty-nine students of the seventh grade in SMP Pangudi Luhur 1 Yogyakarta. There were four instruments used in this research, namely questionnaires, interview, field note and observation.

The implementing of the pictorial storytelling was divided into two steps which were step 1 or teacher presentation and step 2 or students' collaboration. Step 1 explained the reasons for the implementation of pictorial storytelling, which were to make the explanation of the topic became more interesting, to allow the students improved their speaking skill, and to make the examples of recount texts became more interesting. Step 2 explained about how the students did collaboration in the learning process.

The major finding of the study is the students had a positive perception on the use of pictorial storytelling. It could be proved by the mean of pre-teaching score was achieving 51.21 which higher than t-Value 51.5. In addition, the mean of post-teaching score also was achieving 49.69 which higher than t-Value 49.5. Pictorial storytelling also brings some benefits to the students; it improves students' motivation by making a story based on their experience using the lesson materials. It can also improve their ability in speaking. It can be concluded that the use of pictorial storytelling can improve students' speaking skill. It is recommended that pictorial storytelling be implemented using the strategies in other subjects.

Keywords: Pictorial storytelling, students' perception, mixed-method, SMP Pangudi Luhur 1 Yogyakarta

ABSTRAK

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Berbicara sangat penting dalam proses pembelajaran dan pengembangan berpikir. Namun, ada beberapa masalah yang dihadapi oleh para siswa ketika mereka mencoba untuk menguasai keterampilan ini. Cerita bergambar dikenal sebagai salah satu media yang meningkatkan kemampuan berbicara siswa. Penelitian ini mencoba untuk mengungkapkan persepsi siswa tentang penggunaan cerita bergambar untuk meningkatkan kemampuan berbicara siswa.

Berdasarkan latar belakang, ada dua pertanyaan dalam penelitian ini: (1) Bagaimana cerita bergambar yang diterapkan untuk meningkatkan kemampuan berbicara siswa? (2) Apakah persepsi siswa-siswa tentang penggunaan cerita bergambar meningkatkan motivasi siswa untuk berbicara? Untuk menjawab dua pertanyaan tersebut, peneliti menggunakan teknik *mixed-method*. Selain itu, untuk teknik pengumpulan data, peneliti menggunakan lembar kuesioner, wawancara, catatan lapangan, dan lembar observasi.

Penerapan cerita bergambar dibagi menjadi dua langkah, yaitu, presentasi oleh guru, dan kolaborasi murid-murid. Pada langkah pertama, terdapat tiga alasan untuk penerapan cerita bergambar dalam pengajaran teks recount: supaya penjelasan teks recount menjadi lebih menarik, supaya murid-murid dapat meningkatkan kemampuan berbicara mereka, dan supaya contoh dari teks recount menjadi menarik. Langkah kedua menjelaskan bagaimana proses kolaborasi yang dilakukan oleh siswa pada saat proses belajar berlangsung.

Penemuan utama dalam penelitian ini adalah murid-murid mempunyai persepsi yang positif terhadap penggunaan cerita bergambar. Itu terbukti dari nilai rata-rata sebelum penerapan yang mencapai 51,21 lebih tinggi dari t-Value 51,5. Selain itu, terbukti juga dari nilai rata-rata sesudah penerapan yang mencapai 49,69 lebih tinggi dari t-Value 49,5. Cerita bergambar juga membawa beberapa manfaat bagi siswa. Hal ini dapat meningkatkan motivasi siswa dengan membuat sebuah cerita berdasarkan pengalaman mereka menggunakan media pembelajaran yang diberikan. Hal ini juga dapat meningkatkan keterampilan berbicara siswa. Dianjurkan bahwa cerita bergambar akan diimplementasikan menggunakan strategi dalam mata pelajaran lain.

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