

# PICTURE STRIPS AS THE SPEAKING SKILL ENHANCER IN TEACHING CONDITIONAL SENTENCE WITH SUGGESTION

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**Abstrak:** *Artikel ini membahas tentang penggunaan rangkaian gambar untuk meningkatkan kemampuan berbicara siswa dalam mengungkapkan saran yang menggunakan kalimat pengandaian. Sebagaimana diketahui, beberapa guru masih menggunakan teknik gaya lama dengan menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris. Hal ini bukanlah sebuah kesalahan. Beberapa siswa mampu menjawab soal ataupun pertanyaan dalam kalimat pengandaian tersebut tetapi mereka tidak mampu mengungkapkan saran dengan kalimat pengandaian berdasarkan kasus ataupun konteks yang telah diberikan. Sementara, sebagian siswa yang lain hanya berkonsentrasi pada tipe-tipe kalimat pengandaian. Penulis menitikberatkan percobaannya dalam menggunakan rangkaian gambar, yang merupakan bagian dari teknik pendekatan komunikatif yang terkenal sebagai pemecahan untuk masalah yang telah disebutkan. Berdasarkan penelitian ekperimental kecil yang telah dilakukan pada kelas 12 SMK, 'picture strips' mampu membantu siswa dalam menuntaskan kompetensi dasar mengungkapkan saran dengan menggunakan kalimat pengandaian sebanyak 100% dari jumlah siswa. Peneliti berharap penelitian yang singkat dan ringkas ini mampu memberikan kontribusi dalam bidang Teaching English as the Second Language.*

**Kata kunci:** *Rangkaian Gambar, Pembelajaran Komunikatif, Grammar Translation Method, Conditional Sentence, Behaviorist*

**Abstract:** *This article discusses the use of picture strips for encouraging students in their speaking skill of conditional sentence with suggestion. As the researcher's has experienced, some teachers were still using an old-schooled technique by translating the language. It is not a fault but, the problem was some students were able to answer the questions of conditional sentence, but they were not able to produce any sentence related to the case or context. Meanwhile, the other students even only focused on conditional sentence's types. The writer focused his experiment in using the picture strip as the part of the famous communicative approach for the solution of the problem. Based on the simple experimental study which was done in 12 Grade of vocational high school, picture scripts were able to succeed students in 100% of completion in producing conditional sentence with suggestion based on the given cases. The researcher hoped that this brief and simple study would give a bold contribution in Teaching English as the Second Language field.*

**Keywords:** *Picture Strips, Communicative Learning, Grammar Translation Method, Conditional Sentence, Behaviorist*

## INTRODUCTION

As everybody knows that the education in Indonesia is run by the regulation of the Indonesian Ministry of Education and Culture. The Department of Education and Culture will design the syllabus for every subjects taught in all level of school. This system is objected to make a

competitive atmosphere among the students to pass the national standard of education.

The Ministry's syllabus contains some prominent basic parts. One of them is *Kompetensi Dasar* or can be interpreted as Basic Competence. The syllabus has several basic competence related to the level of education. In this study, the basic competence that I'd like to discuss is analyzing and

arranging conditional sentence followed by order or suggestion.

According to the *Standar Kompetensi Lulusan* (Graduation Competence Standard) which was stated in *Pasal 35 ayat (1) Undang-undang Nomor 20 Tahun 2003*, one of the competence that must be experienced by students is (3.10) Analyzing social function, text structure, and language features for stating and asking conditional sentence with order/suggestion, appropriate with the context. (2) Arranging social function, text structure, and language features for stating and asking conditional sentence with order/suggestion, appropriate with the context.

The spirit of this based competence is assisting students to be able to produce conditional sentence both spoken and written based on the daily context. Conditional sentence, according to Djuarie, is a form of sentence which stated supposition. It is different to Bahasa conditional sentence which is not limited by rule of statement. English conditional sentence has possible and impossible conditional sentence.

Generally, most teachers will focus on helping students to understand the grammar features. As we know that conditional sentence has three types and known as Conditional Sentence Type 1, Conditional Sentence Type 2, and Conditional Sentence Type 3. Some teachers will focus on helping their students to answer or finish the questions on the changing of verb in If Clause and Result Clause. This method will imply only in students ability in answering, let's say, the examination questions.

In short Conditional Sentence can be explained as in the following table.

TYPE	IF CLAUSE	RESULT
<b>1</b>	If + simple present	Modals present/simple present/command
<b>Possibility</b>	If the weather is nice	go to Surabaya
<b>2</b>	If + simple past	Modal past + infinitive
<b>Unreal in present</b>	If the weather were nice	We would go to Surabaya
<b>3</b>	If + past perfect	Modal past + have + past participle
<b>Unreal in past</b>	If the weather had been nice	We could have gone to Surabaya

Table 1: Types of conditional sentence

Some teachers usually combine the cloze text questions with a translation question. I mean, a teacher will write down the Indonesian term then ask students to translate it into conditional sentence. This method then we know as Grammar Translation Method.

The Grammar Translation Method has been used in early language teaching. It is also called as Classical Method since it was used in teaching classical language like Greek and Latin. The purpose of this method is to help students to read and appreciate foreign language literature, "It was also hoped that through the study of the grammar of the target language, the students would become more familiar with the grammar of their native language and that this familiarity would help speak and write their native language better" (Larsen-Freeman, 1985: 4).

Some teachers are using translation method in their teaching of conditional sentence. Based on the Larsen-Freeman theory above, this method will help students to understand more the grammar. And some students may able to use the grammar or answer the examination papers perfectly. Meanwhile, some other students are still focusing on understanding the grammar of conditional sentence types. The example of this type of method is explained in following chart.

Translate into Conditional Sentence Type 1, 2, and 3.

1. *Jika saya punya uang, saya akan membeli iPhone 6.*
2. *Jika saya kamu, saya tidak akan pergi berkemah.*
3. *Mereka tidak akan datang ke pesta jika dia (perempuan) tidak diundang.*
4. *Rumaysya bisa berangkat tepat waktu jika dia tidak sibuk.*
5. *Jika ayah menyetir mobil semalam penuh, dia akan tidur di pagi hari.*

What the students have to do next is change the 5 sentences into conditional sentence type 1, 2, and 3. They may able to change all the sentences. But if we take a look at number 2, the context of this sentence doesn't work for type 1. The spirit of this sentence is a suggestion to cancel a camp. However, conditional type 1 is supposed to state a possibility.

Another problem that I found in using this method is that students are really difficult to solve a case. As example, when I ask the students to make a suggestion with conditional sentence orally. I mentioned a place, for example, "In the classroom." Then I asked them to make a conditional sentence with suggestion. Only 10 to 15 % students are able to make the sentences. Start from this problem, then I continue to my next method, using the picture strips.

Building students' imagination in language teaching is a short-cut to reach the level of understanding. Teaching language is totally different with teaching Math. We need a discourse analysis to interpret the language. Therefore, student imagination will helpful to improve their understanding of English. Student does not need a strict of textual understanding. All they need is that they understand and able to speak in both Bahasa or English.

Picture is believed has a big contribution in building student image. From the picture, I am able to present the real imagination of place, object, or any related stimulating image to gain my students' imagination of social context. Social context is one prominent aspect that we need to produce

language. "When we communicate, we use the language to accomplish some function. Such as arguing, persuading, or promising. Moreover, we carry out this functions within a social context" (Larsen-Freeman, 1985: 123).

Based from the theory above, I used some pictures of famous places in Ponorogo to encourage the students in speaking. Moreover, the students, I hoped, will focus on the context. Means that the types of conditional sentence will automatically be understood through the picture strips.

In this study, my prominent objective is improving my students' speaking skill in expressing suggestion by using conditional sentence. As I explained in the background that based on my experience, I found that the use of old-style grammar translation method would only helped students' ability in understanding the conditional sentence gramatically. Most of them were difficult in expressing those suggestions based on the given case. However, if we back to the essence of language teaching, the goal of language teaching is to make people are able to communicate with others. Thus, the use of picture strips would be helpful in solving the language teaching problem.

## METHOD

As a teacher, I will use experimental reearch method which will be done in his class. I divide my class into two experimental groups. The first group will be taught by grammar translation method. The second group will be taught by using picture strips. These two group will be treated in sequence. Moreover, the objective of this classification is maintaining the succeeded level of treatment.

In the first group, I will start the class with a brief and detailed exlanation about giving suggestion. I will explain the gambits which are used in expressing suggestion such as would, could, or should. Then I will give my students some exercises and writing some suggestion. Next, I will lead my students into discussion of conditional sentence type 1. Then, as always, I will give a chance for my students to do some exercises and write some conditional sentences.

The second group will be treated by film strip media. I will start the class with similar way in the first group, but, I will use the picture strips in the next teaching activity. I will a very simple and familiar picture of some local object to be observed by students. They, then, will try to give suggestion for his friend in those several local object. Of course, the suggestion will be expressed by using conditional sentence.

My objective of this method is maintaining and proofing the succeed of language teaching by using picture strips. I will proof that picture strips is much more efficient in teaching expression if suggestion by using conditional sentence.

## FINDINGS AND DISCUSSION

I started my class with general opening activities, such as, greeting the students, asking their news, checking the attendance, and giving short motivation. Then I present a big sentence of Conditional Sentence and stimulate the students to ask some questions. In the end of the first presentation, I will ask wether the students have ever study the conditional sentence.

Starting my lesson, I ecncouraged the students spirit of studying. I helped my students to be focus and ready to absorb the knowledge. Then, in my first group, after I gave a short movie about giving suggestion and asked my students to observe and imitate the expressions, I started explaining conditional sentence.

I explained the conditional sentence by giving the basic form and then gave my students a sort of sentence in Bahasa Indonesia. I asked my students to rewrite the sentences into English version. After all of my students reach their completion in rewriting the sentences, I gave my students some cases. I gave them a short imaginative situation which needed a suggestion. What my students have to do is make a short dialog and give suggestion by using conditinal sentence tye 1.

The result of this activity was not really satisfying. Only 20% students are able to comlete the last step. It means that only 20% students were able to express suggestion with conditional sentence. The main obstacle, as I reviewed, was

they had difficulties in understanding the situation. It was because they didn't see or didn't have a good imagination in creating the dialog.

Meanwhile, on my second group, I gave some pictures of famous places in Ponorogo, such as Ponorogo City Center (a Mall), *Ngabel* Lake, and *Pletuk* water-fall. The reason why I put those pictures was most students had experience with those places. This situation would help me to stimulate the students imagination. Starting the language teaching from what the student has experienced can develop the interest. Thus, they unconsciously motivate themself to learn the language.

From the pictures, I asked the students some questions which are objected to give suggestion or command. The example of questions are (1) What is the name of this place? (2) Have you ever been there? (3) What are you usually do in that place? (4) What is the most interesting thing at that place? (5) What should we do in that place?

The next step which I took was I gave the students the form of Conditional Sentence type 1 with a very simple and same If Clause by using the term of "If I visit (place) I will/can/shall (activity)." After that, I gave another example of giving suggestion to others by using "If you visit (place), you shall/may/can (activity). This drilling method was helpful to develop the form in the students mind without remembering any single formula of conditional sentence,

After the students busy with their activity in creating suggestion with conditional sentence, finally, I gave the students some other pictures of famous places in the world like Mecca, Paris, Amsterdam, Bali, etc. The students then used their imaginations to create some sentences as they were thinking about their dream to visit those places. Of course, this situation was the situation which I really need. A situation where the students busy with their activities of learning grammar without any pressure of focusing in the formula.

The result of this activity was really satisfying. I put 3 criteria of completion, (1) The precision of grammar using (maximum 40 points), (2) Pronunciation (maximum 35 points), and (3)

Creativity in sentence developing (maximum 25 points). From the 32 students in my class, all of them had passed the minimum criteria of completion, 78. There were only 5% students passed with 79, then 30% of students passed with 82, 45% students passed with 85, while the rest 20% students passed with the highest score 88.

## CONCLUSION

From the experience I can conclude that the use of pictures is strongly recommended to develop the students ability in making suggestion and command with conditional sentence. The pictures should be interesting and familiar to the student. It means that actually the language teaching learning process should be started from what the student knows. This session will help teacher to stimulate the student's imagination. Thus, I hope this step will help student to find an interesting way of understanding and producing suggestion with conditional sentence.

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