

The Application Of Picture Media In Speaking Skill

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Abstract

In this digital era, the use of image media is believed to be able to help students master speaking skills. This study aims to see how picture media can improve students' speaking skill as well as increase student learning participation, and student responses to the application of picture media. This study uses qualitative approach with classroom action research design. The research was conducted in two cycles and involved 40 students. The data were obtained using observation, interviews, and tests. The findings of this study indicate that the application of picture media can improve students' speaking skill as evidenced by an increase from cycle I to cycle II. In addition, the application of picture media is also able to increase student participation in learning. The students also gave a positive response to the application of picture media to learn to speak. Teachers can integrate image media as an alternative learning media both in online learning, offline or both.

Keywords: speaking skill, picture media, learning participation

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INTRODUCTION

Speaking is an interactive process of constructing meaning that involves the production of receiving and processing information. When a person speaks, he interacts and uses the language to express his ideas, feelings, and thoughts. He also shares information with others through communication. Sulistiano (2013) said, speaking is a productive skill which in principle cannot be separated from human life. The same thing was also stated by Suparlina, Yundayani & Herlina (2019) that speaking is a skill in conveying messages that are arranged and developed according to the needs of listeners. Not just saying the words, but emphasizing the delivery of ideas. In the context of the 2013 curriculum based on competencies related to the application of the four spiritual aspects, attitudes, knowledge and skills, speaking skills occupy an important position because students are required to be able to speak actively in order to communication with others (Curriculum 2013).

Unfortunately, the ability of seventh grade at SMPN 246 Jakarta in speaking English is not good and students have not mastered speaking. Based on the results of observations, students' in ability to speak English is caused by several factors. First, students do not have a lot of vocabulary. Second, students have low mastery of grammar and pronunciation. Third, the students are afraid to make mistakes, because they never practice speaking English formally or even informally with their friends. Fourth, students feel shy and sometimes string words together to make a good sentences or dialogues. Moreover, they feel insecure: therefore, self-confidence relates to something that is said or told. This is major factor in influencing students' speaking skill and has an important contribution to speaking skills.

To overcome this problem, the researcher provides as solution using image media, the authors hope that students are able to involve the emotional power to find new knowledge and motivate students to be active in class and increase their confidence in English, especially in speaking skill. It is hoped that this research can be a reference for English teachers to teach in an interesting and fun way because then students can improve their speaking skills. In addition, with image media, it is hoped that students can be stimulated to think creatively in collecting ideas and learning enthusiastically.

A number of studies have proven how picture media contributes to the development of students' speaking. Ike Husniyawati (2020) has investigated the significant impact of picture media on students' speaking performance. Similarly, Armida (2017) found that students who learn languages using picture media show better results. Diah Wulan Sari et al (2019) have proven the positive effect of picture media on learning activities. Maimunah et al (2019) found that picture media also increased students' speaking motivation.

The research listed above has proven how image media has an impact on students' speaking skill. However, it does not comprehensively pay attention to student participation during the use of picture media and students' perceptions of the integration of picture media into their classrooms. On this basis, this study only aims to improve speaking skills through the use of picture media, but also to see the increase in their participation during the learning session, and also to find out how students respond to the use of picture media in the classroom.

METODE PENELITIAN

The objective of this research is to see how picture media improve students' speaking skill and student participation, as well as students' responses to the use of picture media in class. This study uses a qualitative approach with classroom action research methods. This research was conducted in two cycle. Each cycle is carried out in four stages: planning, implementation, observation and reflection.

The subjects involved in this study were 40 students in the seventh grade of SMPN 246 Jakarta. To collect the data, researchers used observations, tests and interviews. Observation were made in two cycles. The tests is given in the form of a posttest at the end of each cycle. While the interview is done after the learning cycle is complete. Students were interviewed in groups to represent students with low, medium and high abilities.

The data obtained was then analyzed using the data analysis procedure proposed by Miles et al (2014) which consists of data reduction, data description, and data verification. In the data reduction stage, the researcher sorted the completeness of all data collected from observations, tests, and interviews. In the next step, the data are classified based on the focus of this research. In data verification, the researcher interprets the findings and compares the results with existing theories and relevant previous studies. The data were validated using the triangulation technique as suggested by Cresswell (2014).

RESULT AND DISCUSSION

The results of the test conducted in cycle I and II, showed a significant increase in scores. The average score in the cycle was 78.3. In cycle II, the average score increased to 85.5.

Cycle I

a) Planning

The planning step of first cycle of the research was carried out on May 20th 2021. In this first cycle the researcher made a preparation by making a lesson plan. The researcher made a lesson plan based on syllabus and standard competence of 2013 Curriculum. The standard competence of the cycle one in speaking is arrange an oral text to explain, ask, and response about a self with look the social function, the structure text and its language based on the context. The time allocation is 2 x 40 minutes.

The researcher needs more preparation, because in 2013 curriculum the teacher should be active and creative in teaching. So beside the lesson plan, took pictures from internet about the lesson to show them in the class by paper was chosen to be speaking material in this cycle one.

b) Acting

The acting step of first cycle of the research was carried out on May 20th 2021 in the 7th grade at 10 am. The topic lesson was about describe people based on the picture media. The researcher starts by giving the students a motivation and explained how important learning English especially in speaking ability. The researcher presented the picture media to studying English that will be improved in this class. The researcher explained to the students the objective of the lesson, in the teaching process the picture, its advantages, its weakness, and the implementation of the picture through WA Group. These are some action as follows:.

1. Warming Up

The researcher explained a goal and activities of this lesson. The researcher asked the students what kinds of personal information that they know to get information about people used Voice Note through WA Group. Then the researcher share some picture into WA Group. And also share an video how to describe people as a material of this lesson. The researcher guides the students how to describe the picture media using these material.

2. Main activity

The researcher share through WA Group a picture and asked the student to describe for observing used Voice Note. The researcher asked the students “would like to describe that picture?”. The first student said that handsome man, the second student said that the hair is brown, the third student said that use white T-shirt, the four student said that use white trousers. The researcher made the students’ answer became a correct sentence. The first word is handsome man. The researcher said that the word not complete. The correct sentence is he is a handsome man. Second is the hair is brown. The correct sentence is his hair is brown or he has brown hair. Third is use white clothes. For clothes we have to use “wear” not ‘use”. So the correct sentence is

he wears white clothes. The researcher concluded all students' answer. Then the researcher gave students explaining about what descriptive text is and the using of simple present tense. Do not forget to use simple present tense in describing. We identify the sentence together every sentence. The researcher explained the pattern. The pattern of simple present tense was subject plus verb one or infinitive and plus object. The subject was I, you, they, we, he, she, it. The researcher gave example of simple presents tense from the students' answer about handsome man in the picture media. The researcher analyzed one by one the sentence. The researcher explained the first sentence he is a handsome man, he as subject, is as verb and handsome man as object. The researcher explained second sentence is he has brown hair, he as subject, has as verb and brown hair as object, etc. After explaining simple presents tense the student can describe with good sentence.

3. closing

The researcher gave a students task. The students practiced to describe about this lesson or topic at home. The researcher gave an example about personal information. The researcher also asked the students one by one about what they have from the lesson. Then the researcher gave motivation back and asked the students to write the new vocabulary that they got through WA Group used Voice Note.

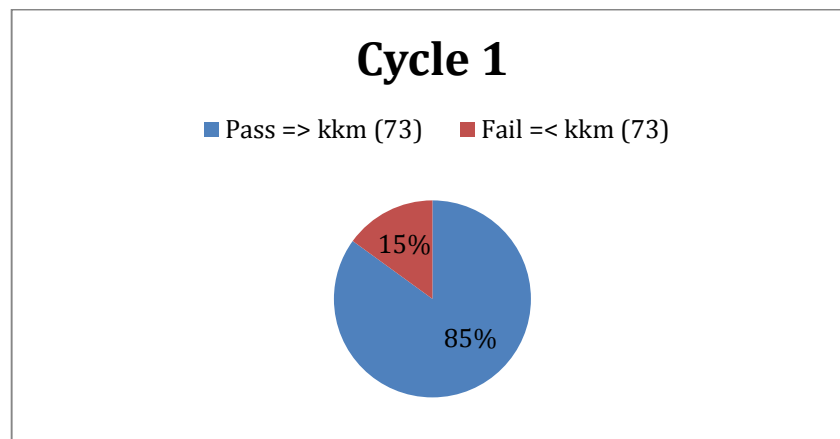
c) **Observing**

During the studying process, the researcher observed the learning and teaching process and the students' activities by using observation sheet that has been prepared. The researcher observed there are several matter as side finding looked carefully. They are: The situation and condition of classroom did not work well. It happened because there were some students who are not active to speak English Based on observation in cycle one. It implied that most of students were not enough to practice English, to pronounce well, poor in vocabularies, still confusing and arrange sentences grammatically still many mistakes and need to improve in cycle two.

d) **Reflecting**

Based on the observation, it reflected that there were found some problems on teaching and learning activity. The students' enthusiast and interest studying speaking English using picture media was good, but they did not know English words and accustomed to speak English. Several students have lack of grammar and poor in pronunciation.

The Result is good enough the average score is 78.3 and the students reach the standard score minimum competence, the percentage score is 80%. And in cycle one the percentage is 85% from the target. So, in cycle two the percentage score get the target percentage. The researcher would give new material to get a better lesson plan to be presented on the cycle two. The researcher must give more attention and motivation to the students to brave in speaking English and improve their speaking ability.

Picture 1. The students improvement chart of the seventh grade in cycle 1.

It can implied that based on the observation from cycle one could be explained that most students were more active to practice English speaking ability by using picture media. The teacher has to guide the students to be better with responsibility. It can be improve that picture media increased the students speaking ability.

Cycle 2

a) Planning

The planning step of second cycle of the research was carried out on May 30th 2021. In cycle 2 the researcher makes the planning of acting based on the reflecting in cycle one. The topic subject of the lesson is describing animal based on feature and characteristic. The researcher share the pictures which related. Then researcher be more attention to the students, giving motivation , and push the students in any ways to try speak English through WA Group used Voice Note.

The standard competence of the cycle 2 is still the same as cycle 1. The aim or the indicator of this cycle 2 is the students be able to describe animal by features and characteristics and way know to describe.

b) Acting

The action of the cycle 2 was done on Mei 30th 2021.

1. Warming Up

The researcher explained about the topic lesson plan and lesson plan. The researcher share some video of information to speak to describe animal based on features and characteristics.

2. Main activity

In the first meeting, first, the researcher asked students to mention about kinds of pets through WA Group. The researcher share an example video describing animal. Using simple, adjectives, and researcher share one picture media into WA Group for students to describe. The researcher asked some question used Voice Note. The question contained to know information about the picture. The researcher asked that she would give one picture for describing. You had to describe what animal is that? The first students said it's a cat. The second students said it's a beautiful cat.

The researcher told that all of answer was good. Also, the researcher remembered again about using correct structure for describing. And the researcher remembered that pattern of simple presents was subject plus verb one plus object. The researcher asked the students to describe a pets based on next picture.

c) Closing

In the closing, the researcher gave feedback to the students after finishing their performance. The researcher gave motivation back and asked the students to write the new vocabulary. The researcher appreciation to the students for their attention and participation. That they got at last, the researcher gave general conclusion. That is about material that has been done by the students in the description animal.

d) Observing

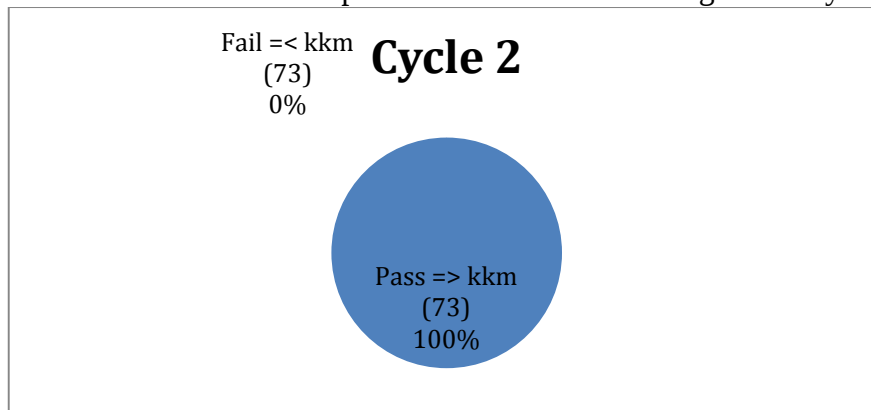
The researcher carries a test to measure the understanding of the students regarding the topic by an oral test. And the result of the test better than cycle one. And the situation and condition of classroom was very well. The students more focus on material presented, they looked more confidence and brave in improving speaking ability in the class. And most of the students understand about material given and feel comfort and fun studying using picture.

e) Reflecting

Based on the data observation result in cycle two is gotten some points, those are most of the students are able to make their own description using their own vocabulary and they can speak English fluently and have good comprehension.

The result is satisfied, the average score is 85,5 and the students reach the standard sc minimum score, the target percentage score in cycle two is 100%. And cycle two the percentage is 100%. So, in cycle two the percentage score get the target percentage.

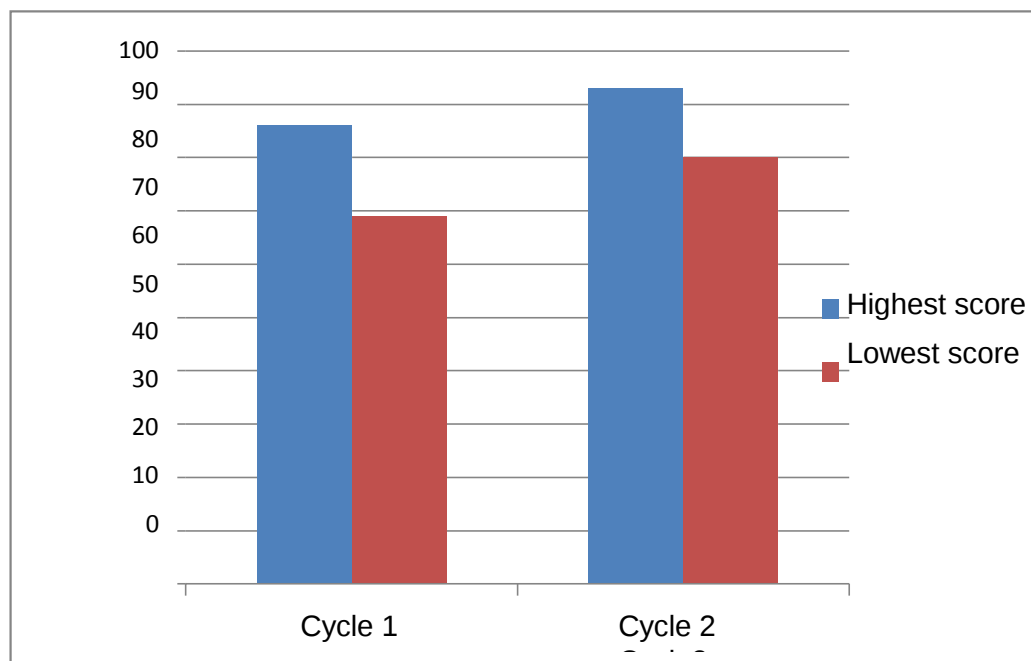
Picture 2 The students improvement chart of seventh grade in cycle 2



After the researcher has finished two cycles in the research at seventh grade of SMPN 246 Jakarta, the researcher tries to analyze some cases during the learning process which consist of planning, acting, observing, and reflecting. From the observation that have been carried out found the problem of students' speaking skill, because of many students do not have the brave to speak English in front of the class. Then, picture media is a suitable way to process of learning skill. By the picture media the students have opportunity and courage to speak in the class in front of their friends.

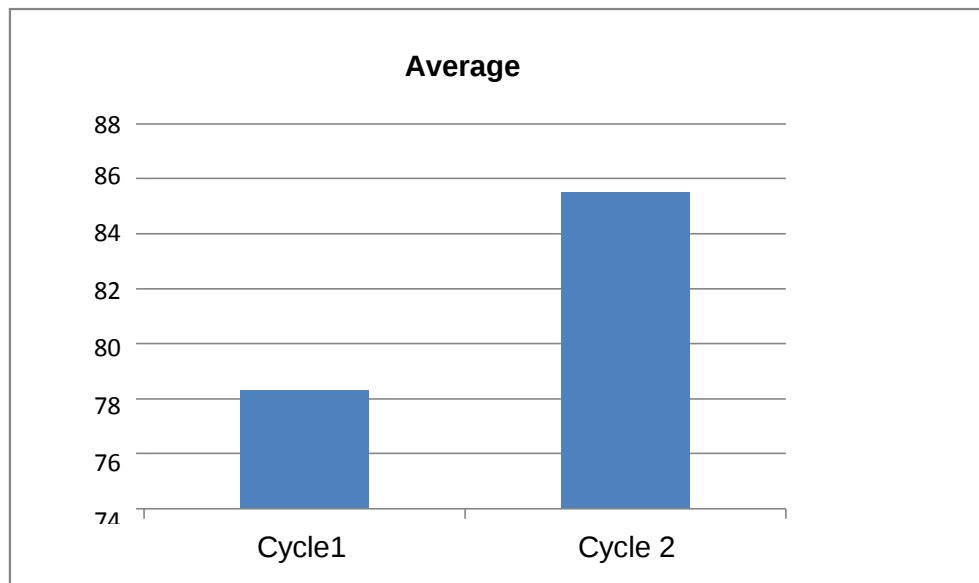
The researcher interviewed the students to get the authentic data. The students said the learning speaking using picture is fun and make them more active to learning speaking though for the first time they fell nervous but next step they feel comfort in English class. They feel happy to speak in front of class. The researcher conduct a classroom action research using picture media and consist of two cycle. Speaking test was done into cycle, in cycle 1, some students got improvement, yet and some others still have no improvement for most of the students. Finally all students get better score because the researcher and the students work together to improve their speaking skill.

Picture 3 The student improvement graphic of the seventh grade of SMPN 246 Jakarta.



From the data above, it can be seen that there is a progress in students' speaking skill through picture to motivate and attract the students to speak English. In cycle 1 the highest score is 86, in cycle two the highest score is 93.

Picture 3. Average Score



From the graphic above, it can be seen that the average score of students every cycle is improved. In the cycle one the average score is 78.3 only 85% from the target percentage score 80%. In cycle two the average score is 85.5, 100% from the target 100%. In the cycle two the percentage score got the target.

According the data above, the improving of students' speaking skill was appropriate with Brown theory who stated that picture can elicit students' oral language performance. It could be seen how the students pronounce describing people and animal. The students saw to be easy to describe using picture. It could be seen from the teaching and learning processing the classroom, the students was enthusiastic to study.

CONCLUSION

The researcher concludes that the application of picture media in speaking can improve students' speaking skill. This is evidenced by the test results in each cycle which shows a significant increase. In addition, this study also received a positive response from students, they felt more confident, enthusiastic and more creative in learning English, especially speaking skills.

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