

Improving Students Speaking Ability Through Picture at Junior High School

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Abstract

English plays an important role as international language among other languages. Speaking as one of important English skills is considered important to be taught. Speaking is skill that taught with other language skills. In fact, speaking is not an easy skill to be mastered. Most of junior high school students are unable to speak English well. One of alternative to help teacher to create natural communication is by using picture. The design of this research is classroom action research (CAR) which aims at solving problem experienced by classroom teacher to increase the students' speaking ability by using describing as technique (Aqib 2006), as cited in research Clark (1972). This research has done in two cycles. The objective of this study is to describe how wholesome describing picture can improve speaking ability of seventh grade students in SMP Wahid Hasyim Malang. The researcher hopes that the result of this study useful either theoretically and practically to motivate students and teacher creative in learning process especially in speaking class. the teaching and learning process becomes much better. Before implementing picture technique the students have low self-esteem, fear of making mistakes, shyness and lack of motivation. After implementing the technique they feel confident, did not shy again, and talk with high voice. It also brings good impact on increasing the learning process and they can work as a group. The result on language function showed that in describing picture they speak with occasional hesitation, use adequate vocabulary, use comprehensible pronunciation, and use complex sentence in asking responding.

1. Introduction

In Indonesian students are obligated to learn English as a foreign language. It is taught from elementary school up to university level. The goal is to equip the school graduates with an international language so that they compete with other school graduates from other countries. Besides, English is used as international communication. English consists of four skills such as: listening, writing, reading and speaking. Speaking is a crucial skill that should be implemented in English because the competence of English can be visible if students already master in speaking and be able to speak English fluently (Gillis, 2013). In order words speaking is important to help student increase their language proficiency.

According to Turk (2003) as cited in Faqih (2018) about the importance of speaking as the main point of communication in spoken English, most of people believe that ones are good in English because of their speaking fluency. The success of students speaking skill can be seen from their speaking activity in class. Through that case, I believe that students are able to master their English when they are able to speak English well. More over in this globalization era, whole of people in the world compulsory to learn and able to speak English to make them easier in gain experiences and compete with others especially in job vacancies. Those argumentation was supported by Brown, 1994 & Joyce, (1997).

In the importance of speaking in junior high school especially in speaking class, the students are easier to communicate in English well based on their speaking class they can be confident to make English speaking activity in their daily because they had already accustomed to speak English. It also easily teachers to improve their students speaking ability and measure their students speaking. (Brown, 2004:140). Therefore, Indonesia government obligate to

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implement English speaking to be learned in junior high school based on curriculum 2013. In spesific purpose, it prepares students before they face national examination. In order words, it can make students be able to reduce their difficulties in speaking.

This study is designed to answer the following research questions:

How does describing picture improve students' English speaking skill at seven grade students' in junior high school of Wahid Hasyim Malang?

This study is aimed at finding out on, how describing picture improves students' speaking skill at seven grade students' in junior high school of Wahid Hasyim Malang.

Based on pronouncement to above of the problem, the objective of the study is to describe how wholesome discribing picture can improve students speaking skill of the seventh grade students of SMP Wahid Hasyim Malang.

The researcher hopes that the result of this study is useful either theoretically and practically. Theoretically, it can be useful for educational field particularly for English subject to develop students' speaking skill. Practically, it can be used to motivate English teacher to be more creative in teaching speaking to his or her students. This study help the teacher to improve the learning activity in speaking class and increase the student's speaking ability. It also give theoritical contribution deal with strategy that more effective in speaking. In this study, the researcher concentrates on improving speaking fluency of describing picture. The students only focus on speaking fluency. This research only discribing picture as a technique is that maybe suitable to encourage students speaking fluency. The researcher conducted this classroom action research by using series picture in seventh grade students of SMP Wahid Hasyim Malang. The researcher wants to improve students' speaking fluency Keriteria Ketuntasan Minimal (KKM-Minimum Mastery Criterion. In English lesson the KKM is 80 (eighthy). Meanwhile, mostly speaking skills are limited by vocabularies, pronunciation, and fluency.

The big problem found in that school was many students got difficulties in their learning process especially in learning speaking. Although most of students had already learned English since they were in elementary school, students still cannot be able to apply their English speaking ability in the classroom. Most of the students gave up to learning English because they had bad assumption about English and also did not interest to learn English. That is a serious problem that should be overcome by teachers to make students become more interested in learning English and practice to speak in the classroom. The problem was not only coming from students but also it was coming from the teachers. It may because the teachers could not use appropriate method in their speaking activity in the class. Through problem that faced by students and teachers significant evidence inidicated that students score in speaking is lower than 65 not achieve learning speaking asesment (KKM- Minimum mastery criterion).

Researcher intentionally choose picture as a media to improve students speaking ability at Seven Grade students' in Junior High School Wahid Hasyim Malang because that media has many advantages to emplying picture in teaching and learning process mainly in speaking activity, (Henrich, 2010:11). The beneficial of picture as a media for the students help them to find out their idea to speak based on the picture that was shown by the teacher, so that they are easy to speak English as they can. This media should be considered by teachers to apply in their speaking class in order that learning atmosphere of speaking class more attractive for students. It also can make the students gaining their idea to describe the picture and speak what they want to speak based on the picture itself. It provides students special opportunities to demonstrate their idea in speaking (Geerlach & Elly: 1994).

Through that media students can translate abstract ideas and obtaining new vocabulary on the picture and also can increase students spirit then attract the students' attention because by using picture students not only listen to what is said and tough by their teacher but also see notice the object of picture directly, Supriyono (1995). When we are communicating with others, it means that we are transferring meaning with other. In communication, beside the message, we need speaker and hearer of listener. Someone is called as speaker when he or she wants to say something, has a communicative purpose, and select the language he will use from a language store. And someone is called hearer when he wants to listen to something in communicative

purpose and process a variety of language. In order to be understood by hearer, the speaker must speak to the hearer through oral language. It is stated that no language is studied without a purpose to speak.

Gatenby in Lamasiara (2004) argues that essential in learning of language is that language that being studied should be as far as possible the sole medium of communication in any given environment. This implies that whenever the communication takes place it involves speaking and whenever speaker occur it must belong to a certain language. Those argumentation stated by Blacer and Seabury (1965) in Lasmira (2004). So that to understand the nature of speaking, we should understand the definition itself. Speaking refers to act of a expressing thought, ideas, and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning or message that we convey. While Brown (2001) argues that speaking is an interactive process of constructing, meaning that it involves producing and received and processing information. It is form and meaning are dependent on the context in which it occurs. In line with Brown, Burns and Joyce (1997). State that one of the most crucial aspect of speaking is that always occurs within context. When we speak we are both using language carry out various function and choosing form of language which relate in relevant way to the culture and social context.

Talking about essential part of communication, think, and learning. It allows people to express themselves, to negotiate relationship, to give definition to their thought, and to learn about language, themselves, and their word (Louma, 2003). And by speaking, an individual will be considered that he or she is in rapidly maturation in terms of mental and intellectual, whenever he can produce the language that conveys certain meanings understandable.

Understanding of conventional and cultural specific way to communicate with other, and desire and ability to use speech for a variety of purpose in a variety of form (pragmatic cueing system).

Understanding different structures within various form of oral context. Information about word meaning and pronunciation of words. Students need many opportunities to talk in linguistically rich environment. Pressley (1992) in English language art online (2002) states researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk.

Teaching speaking skills is important in order to make students able to express various kind of meanings (interpersonal, idealistic, and textual). Nunan in Nizar (2005) states that learning to speak in foreign language will be facilitated when the students are involved actively in the activity of speaking the language generating their own sentences. When teaching speaking, the teacher should use teaching techniques to provide students with many opportunities for communicative interaction in which they interact freely in English. According to Brown (2001) states that most of effort of students in oral production come in the form of conversation , or dialogue. They include mini exchange dialogue, mini conversation like imprompt oral question and prepared question, role playing, oral description, prepared talk and oral games.

Klippel (1984) says there some technique that can be applied to the teaching of speaking. They are interviews, guessing games, jigsaw tasks, ranking exercises, discussion, value clarification, problem solving activities, role play and simulations. Furthermore Klippel (1984) says that learning is more effective if the learners are actively involved in the process. Ur (1996) explains for characteristics of a successful speaking activity. First, " learners talk a lot", means that learners have to talk as much possible in the period of time allotted to the activity. Often most of time is taken up with teacher talks or pauses that gives learners few opportunities to speak. Second is, " participation is even" talkative participants do not dominate classroom discussion so that all learners get a chance to speak and contributions are fairly evenly distributed. Third is " motivation is high". It is indicated by eagerness of learners to speak. Learners are interested in the topic, have something new say about, or want to contribute to achieving a task objective. The last is, " language is of an acceptable level ". It means that learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Brown (2001) explains the difficulties in teaching of speaking and the factors that make difficulty in speaking. The first affective factors. One of the major obstacles have to overcome in learning to speak is anxiety generated over the risks blurting things out that are wrong, stupid, or incomprehensible. Learners are reluctant to be judged by hearer because of the language ego that inform people “ you are what you speak”. The last one interaction effect. Learners find difficulty in attempts to speak because of the interactive nature of communication for the learners, the matter of how what to say is often eclipsed conventions of how to say things, when to speak and others discourse constrains. The teaching and learning process is said to be livelier if the learners are actively involve in and motivated to take part in the activities. To make the teaching and learning process livelier, teachers need to use media. Media can be instructional if they carry messages with an instructional or teaching objective. In order words, the use of instructonal media is very important in learning and teaching process since it helps teachers to make students easily understand the lesson.

The application of pictures is activities of stimulating many ideas that students have into good outlines and should be preceded by a chance for students to choose a topic based on their interest, knowledge, and experience. Picture can motivate students to pour idea freely as well. O’ Malley and pierce (1996) state that using pictures, the teacher should select the picture that were appropriate for the age and level of students. They also suggested that teacher applied appropriate strategy in using picture technique. Moreover, the teacher should give students a chance to choose the picture they want to talk about. As a guide and facilitator, the teacher should givea chance to brainstorm and to make outline. By making an outline the students are expected to be able to have more well organized ideas.

In preliminary study, researcher observed the class and got students’ score from the teacher to know the students to make sure the students’ speaking ability were low and identify students’ problem in speaking ability. The researcher found the average score of students was relative low, the average score is 68.8. After researcher found students’ speaking ability which are under the criteria of minimum score from school, the minimum score is 75. The researcher needed to improve students’ speaking ability through picture. The criterion to measure the success of the activity is the average score of students in speaking reach at least 70 point. This more spesific in describing the degree qualification. In this case, the research is successful when 50% students get score 75 above. The score was taken from pre-test and post- test. It was analyzed by comparing score before implementing the method creating the own students through pair- work obtained from post-test. Then, to know the significant improvement on the students’ average score of speaking in describing picture, the score was analyzed by using sample test. If improvement significant the cycle will be stopped. On the other hand if the improvement is not significant, the cycle will be continued to the next cycle by revising plan.

2. Method

The design of this study is Class Action Research (CAR). The design is chosen because it deals with classroom setting and study was directed to improve the students’ speaking ability in expressing their ideas using a picture as media, the researcher acted as the one who impemented the technique and the other English teachers acted as the collaborator.

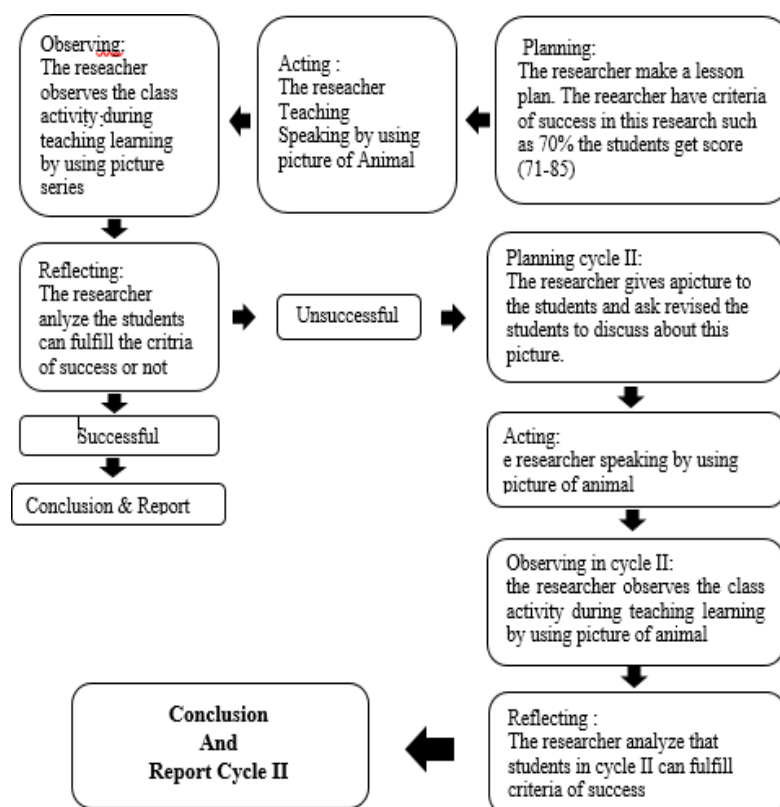


Figure 1 : Classroom Action Reseacerh Procedure (Adopted from Kemmis and Mc Taggart, 1988 : 11)

3. Result and Discussion

The finding of this research were found based on the data in each cycle. The data were collected from pre-test and post-test of students speaking ability. Each cycle was conducted in fourth meeting, the researcher used one cycle and add one meeting because in the third meeting students speaking ability still could not be improved. Therefore, the researcher should be continued their research to help students improve their speaking ability. Based on explanation above, the researcher took four steps in those research, 1) The planning of teaching, 2) the implementation, 3) the observing and, 4) reflecting.

In the first cycle, the researcher has given picture in Teaching English speaking. The main focus of this cycle was finding whether picture can improve the students speaking ability. The implementation of picture technique in teaching divided into three stages; 1) pre speaking, 2) whilst speaking, 3) post speaking. In the pre speaking stage, the researcher gave the explanation to the students about material. In this case, students gave a good attention toward the teacher instruction. The teacher also gave example and nice performance to the students about the way to speak based on picture shown and how to speak as fluently in front of the class. In the whilst speaking stage, the researcher commanded students to make monologue and describe the picture they have. Each student appointed to come in front of the class to be a speaker and the other are listener. And some students voice was not loud enough when they spoke up in front of the class. In the post speaking stage, the researcher gave feedback toward students' speaking performance. The speaking ability was low. Majority of students made mistakes in their pronunciation. Here, the researcher corrected all of students in the end of their speaking performance. During the action research done, the researcher and collaborator observed what happened in all phase. By using observation checklist the researcher observed the students' speaking ability and students' activity in each meeting. The researcher intended to find out students' speaking development in every meeting.

Cycle 2 was continued of the cycle one 1. Both of cycle 1 and cycle 2 had same rules but there are some differences. The differences were the material and of the picture. Cycle 2 occurred in 4 meetings. In cycle 2 the researcher focused in how to improve the students understanding in the material using picture. Classroom activities that develop the students' speaking ability to express their idea are an important things of language teaching. Some of characteristic of success in speaking activity are learner talk a lot as fluently, participant is even, and motivation is high. Ur (1996). Picture technique has been proven to have this characteristic and picture are very interesting media that can help students to give imagination and increase their speaking ability based on picture. The picture application is the activities of stimulating many ideas that students have into outlines and should be proceeded by a chance for students to choose a topic based on their interest, knowledge, and experiences. Picture can motivate students to pour idea as well.

According to O'Malley and pierce (1996) argues that the teacher should select picture that were appropriate for the age and level of students in order that students can easily find out their idea. And also suggested that teacher applied appropriate strategy in using media picture. Moreover, the teacher should give students a chance to choose the picture they want to talk about. As facilitator, the teacher should give a chance to brainstorm and to make an outline. By making outline the students were expected to be able have more well organized ideas. The result of the observation checklist and field note showed that the students involvement in teaching and learning process was improved. Before the application of technique application, the students tended to be passive when joined in English class. They felt shy to speak up and express their ideas orally. After implementing the technique in two cycles, the criteria of success had been achieved. The criteria stated that more than 75% students got' good score. And it proved that his application of picture can improve students speaking ability.

In the previous research told about positive result English speaking ability of students in using picture under the title "A Study Effect Of Using Picture And Games In Teaching English On The Students' English Speaking Achievement In SMP Islam Karangploso Malang". The researcher argued that picture is helpful to improve their speaking ability. The researcher used material from picture and game that suitable with the material, after that she commanded her students to describe what is picture about before students begin to having game. She did research by using classroom action research design. She found that picture are combination between language and fun. The research that were conducted from previous research was successful implemented in improving students speaking SMP karangploso Malang. Therefore, the researcher is interested in conducting the same research with different subject. The researcher found some difficulties in applying his research because the subject of the research students in SMP Wahid Hasyim Malang had bad assumption about English.

There are some factors that make students fails to improve their speaking ability in first cycle such as: self-confidence, low voice and awkward in producing a word that related to the picture. The students faced that problem in their speaking activity because they did not have sufficient vocabulary. Therefore, the implementation of picture expected to able stimulating ideas students and provide their speaking chance to be improved than before. After some treatment undertake by researcher, finally, in the fourth meeting of cycle 2 ,the students speaking ability were improved. Before conducting the study, some instruments are prepared. The instruments used in this study are test and observation checklist.

The test is to measure the students' speaking achievement during implementation of the action. The instruments used in tests are pictures. In each test, the students are asked to perform a short monologue or story telling based on the picture. The test done in the last meeting of each cycle. The researcher used a speaking scoring rubric to know students' strenght and weakness in their speaking ability. In addition, it is also used to measure students' achievement and quality of students' speaking ability in the variable of fluency, intonation, and confidence. The speaking scoring rubric is used everytime the students are ask to give monologue or story telling. The researcher also used a criteria of oral asesment as the guideline for the speaking scoring rubric. The observation checklist and field notes are used during the implementation and observation of the action. The students' observation checklist

uses to obtain information about the result of the students' speaking ability using a picture that they perform in the classroom, it showed whether the result achieved the goal of study (Criteria of Success), the field notes are used to make notes related to the data which could not be covered in the observation checklist.

4. Conclusion

Based on the result of the students' performing during cycle 1 and cycle 2, it can be concluded that picture is very appropriate media to improve students' speaking ability. It can be seen from the result of their speaking performance in pre-test and after that method implemented. The speaking performance hasn't improved yet in cycle1, because it was not students got 75, and achieved the criteria of success. But, after conducted cycle 2, there was a significant evidence about improvement of students' speaking ability than in cycle 1. Majority of students with the amount of twenty, got score 75 and achieved criteria of success. The students were active in the class and they could produce some sentences that related to the picture. This research successfully implemented in SMP Wahid Hasyim Malang because most of students had already be able to achieve criteria of success through some steps such as :(1) Planning, (2) Implementing, (3) Observing, 4, Reflecting.

Through picture, the students are trained to imagine and express their idea into a good sentences based on the pictures. Many activities can be implemented using in the picture as the researcher had been done. Information gap, describing a picture and picture narrating had been applied considered with syllabus for the second semester of seventh grade. It gave motivation to the students to be brave in speaking and enhance their confidence because most of students had problem in their confident. They often felt afraid and shy to speak English. So, they never practiced to speak English. Some of them are lack of vocabulary so they felt difficult to speak English. But through picture, the researcher also gave them some vocabularies that related to the picture so it can make students easier to speak English and describe the picture.

Based on the finding of the research, some suggestions need to be put forward in order to improve the quality of teaching and learning process. The researcher would like to give some suggestions. They are as follows:

1. It is important for the teacher to improve the students ability in speaking by giving attractive media such as picture in order to encourage their motivation and also braveness to speak.

2. It hopes that the teacher teach the speaking from the easiest to the most difficult one. Make the students prefer English subject first by using picture so they will enjoy studying English.

3. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because a conducive condition in teaching would become one access to carry the success of material to be taught.

4. It is necessary to another researcher implement the strategy into another language skill.

Finally, the researcher also suggest for further researchers who want to conduct this study that they have to take wider knowledge about using pictures.

Author Contributions

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Declaration of Conflicting Interests

The current study also do not comply to any conflict of interests.

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