ABSTRACT

This research attempted to know about the use pictures in teaching speaking and to know about the students’ speaking progress after implementing pictures in teaching speaking to junior high school students. The method of research study was qualitative interview. The participant of this research is students and teacher of junior high school. Pictures can motivate the students to learn English and it can help the teacher to make them interest and enjoy to learn especially speaking. It is expected that the students can increase their speaking. Moreover, pictures can also be used to stimulate the students’ imagination and to motivate them in learning English, especially in speaking progress.

Keyword: picture, implementation, teaching speaking.

INTRODUCTION

Chaney (1998:13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on the definitions above, we can say English speaking skill can be done through some teaching strategies, such as, cooperative activities, role play, creative task, drilling, and pictures. All of these strategies can help students to actively practice their English in the classroom.

The writer found that speaking English as a foreign language is a difficult subject to be mastered by young learners. There are some reasons why the subject is difficult for the students. They are ashamed and nervous to speak and take part in the conversation if the teacher asks them to speak.

Another reason is the students lack motivation to practice the second language, especially English in conversation. As a result, they do not want to try to speak English. Furthermore, they lack vocabulary to be revealed in English and do not know how to use appropriate grammar. Sometimes, students are not able to communicate in English although they have already learned the grammar. Moreover, the students are also afraid of making mistake (Murni Anggia, 2018) when they practice English speaking in front of class. They do not have confidence to express their ideas in English.

In addition, the teacher spends much time on explaining the material instead of giving them opportunity to practice English speaking. For this reason, using particular technique in teaching English is necessary to encourage the students in order to be able to speak English well and become active in speaking class. Because of this problem many teachers use a lot of method or technique in improving students speaking skill.

Inta (2010) Said that the improvement of speaking skill is a challenge for teachers because in fact many students are still weak on this skill. Many techniques can be applied to teach students’ English speaking. Using interesting material, media, and technique in teaching English is the first thing that can motivate the students to learn English. One of the techniques is pictures. Raimis (1983:27) in Mahfid Effendi said, the use of the picture in the classroom provides a stimulating focus for students’ attention.” The picture can commonly interest the students to keep the spirit in learning English because the picture has much arts value which makes them more interested. By using a picture, a teacher can make any creativity that are appropriate with the students’ needs.

Picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Arief. S Sadiman (2006) Argues that that images are a type of media that is very interesting for learning. The function of this media is to attract attention, ideas, understand illustrations or provide variations to students about something. In this activity, every student gets one picture and they have to describe it. The description is a genre which has social function to describe a particular person, place or thing as stated by Gerot and Wignell, (1994). Harmer (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, picture in teaching learning process absolutely enables the student’s to achieve the lesson.

The researcher saw many students at MTs Al-FurqanMuhammadiyah 3 Banjarmasin lack of speaking, it
makes the researcher think to use picture to improve their speaking ability. This media is useful for in general, the function of picture media is as a tool in learning activities that provide visual experiences for children to encourage learning motivation and facilitate complex and abstract concepts to be simpler, concrete and easy to understand. That is why the researcher is wanted to do.

Based on the problems above, the researcher decide to do a research entitled: “The implementation of Picture in teaching speaking”

**METHODE**

**Research Design**

Qualitative research is a procedure research that produces descriptive data either consisting of words or writing and behavior taken from the people (subjects). This research produces data in the form of words derived from interviews, documents, etc. or research in which prioritizes analytical descriptions of events or processes that occur in that environment.

**Research Setting**

This study was conducted at MTs Al Furqan Muhammadiyah 3 Banjarmasin Junior High School. Because researchers want to know about the implementation of picture in teaching speaking for student. The researcher did previous project research by asking question about the using picture for speaking learning in the classroom.

**Data and Source Data**

In qualitative research, the data collected is related to the research focus. Data sourced from people who are informants (people who are directly the subject of research). In this study the instrument used to obtain data was interviews. The data used is the answer from the results of interviews of Junior high school students in Banjarmasin. In determining the informant researchers used purposive sampling techniques. Sampling based on certain considerations such as population characteristics or characteristics that have been previously known. This media is useful for doing the research in accordance with the focus of the problem. Thus the reduced data will provide a clear picture, and make it easier for researchers to do further data collection.

Procedure of data collection technique can be seen as follows:

Researchers make interview questions and then put them in the Google form as a medium for spreading the questions. After the questions were made the researcher recorded a link that would later be shared with informants so that they could access the questions on the Google form.

Furthermore, the researcher asked permission from the informant to become a resource person in which in this case the researcher used social media to contact the informant. This is because the Covid-19 pandemic still occurs while the process is taking place. Then if the informant is willing to become a resource the researcher shares the existing links so the informant can access the questions prepared earlier.

After getting the link, the informant can go to Google form to then fill in interview questions that have been made by researcher.

When the informant has finished filling in all the questions and sent them, the researcher also thanks the informant. Then the researcher also collected the results of the answers that had been given by the informants to be further compiled into interview transcripts and analyzed to become the data needed in this study.

Furthermore, the researcher contacted the teacher to ask permission as a resource for the interview and the teacher informant was willing to answer via what app chat.

And then the researcher sends questions to the teacher to be interviewed, after the teacher informant answered all questions, the researcher thanked the teacher informant.

Therefore the researcher also collected the answers given by the informants and then compiled them into interview transcripts and analyzed them to become the data needed in this study.

**Data Analysis**

Data analysis is very important in the scientific method because with analysis of the data obtained can be meaningful and meaningful that is useful in solving problems in research. Next the collected data is analyzed using the Miles and Huberman model, namely data reduction, data presentation, and conclusion drawing / verification.

**Data Reduction**

Reducing data means summarizing, choosing the main things, focus on the things that are important, look for patterns and themes contained therein. Therefore, the researcher can reduce data continuously during the study until it gets the data that is in accordance with the focus of the problem. Thus the reduced data will provide a clear picture, and make it easier for researchers to do further data collection.
After the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of a brief description and in the form of a chart. According to Miles and Huberman states that presenting data in qualitative research is narrative text. The existence of the data is in accordance with the focus of the problem researchers are grouping and taking understanding to arrive at conclusions. In presenting this data, it is equipped with data analysis which includes analysis of the results of observations, and analysis of interview results.

3. Data Verification

At this stage of drawing conclusions is carried out is to provide conclusions on the results of the analysis / interpretation of data and evaluation of activities that include searching for meaning and providing an explanation of the data that has been obtained. Conclusions in qualitative research are new findings that have never before existed.

The findings can be in the form of a description or description of an object that was previously still dim or dark so that after examination it becomes clear, it can be a causal or interactive relationship, hypothesis, theory.

Therefore in qualitative research the data obtained analyzed with the following steps:

a. Analyzing the data in the field that is done during data collection takes place.

b. Analyze data that has been collected or newly acquired data

c. After the process of data collection is complete, the researcher makes a research report using a descriptive method that is the type of research that aims to make a picture of the situation or events.

With this technique the data obtained will be sorted and then carried out grouping of similar data and then analyzed its contents in accordance with the information needed in a concrete and in-depth manner.

FINDINGS AND DISCUSSIONS

1. Kind of picture using in speaking class

a.) Photograph

If in English lessons when using public figure pictures they were more interesting because they can used pictures of people them like. It was proved by the 2nd participant said the interview “Learning to speak is more fun because it uses picture, such as presenting a visualization of my favorite idol making me want to speak”. Also the 4th participant said: “I feel have fun learning to use pictures, because I find it easier to get ideas when the picture displayed is my favorite picture”. The selected picture media must be in accordance with student interests.

It was that many students were interested in learning to speak used a picture of their favorite actor so that students can describe the picture better in speaking. It was proved by the teacher said in the interview: “Sometimes in teaching picture media to students I always use pictures that are easy to understand so that it is easier for students to describe them, especially this is for junior high school students so look for pictures that suit them and are suitable for the topic”. It was Pictures of individual portraits, which were pictures that show a person in detail, were useful for intermediate and advance learners. The students can be asked questions about the age and proportion of the person, whether she/he is married, her/his interest and traits of character. The pictures have enough cues, so that the students can figure out the meaning of a new word and sentence structure. It means the students understand and retain the meaning of a word better when they have seen.

b.) Situational Picture

Situational pictures with striking details or strong points of interest are particularly useful. This is can arouse interest students and release imagination and entry, which is a hard thing to do in a language class. It was proved by the 1st participant said in the interview “If the picture displayed in the teaching is interesting I will be more enthusiastic to picture or look for ideas to express the picture”. The students feel that using pictures that look attractive will make it easier for students to respond in teaching speaking.

Technique for students interest in learning speaking

Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. The purposes of this activity are to train students’ imagination and retell story in speaking English. It was proved by teacher said in the interview: “To be success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity’s rule”. The preparations are: select the material from magazines, internet, books, and any pictures which show a number of different objects, the objects should be clear in shape. Also teacher said: “I think that describing picture is suitable to improve students’ speaking skill in descriptive text because he purposes of these activities are to train students’ imagination and describe something in English speaking”. In this case, the teacher will create attractive activity and make students enjoy learning in the classroom.

And students feel that learning needs something interesting so that they don’t feel bored. It was proved by participant 3rd said: “I feel bored if the teacher teaches only explains and writes on the whiteboard, so when the teacher teaches with other media I feel interested to pay attention”. These preparations and procedures of describing picture can create students being more active and there is no bored in the class. Based on the preparation and procedures,
describing picture is one of the useful and successful strategies for improving students’ speaking. Pictures also add variety and maintain a high level of learners’ interest.

3. The advantages gotten by students taught speaking using picture

A picture is an excellent media to create the exciting and alive teaching learning process. They provide variety of fun and games, furthermore, it may offer parallel opportunities both for teacher-students and students’ interaction. Many participants felt that learning speaking using pictures was very fun. It was proved by participant 2th and 4th participant said: "By using the picture media that is displayed, it makes me more enthusiastic and not boring because the teacher's teaching doesn't look monotonous and makes it easier for me to describe the picture". Also 5th participant said: "I think talking using pictures is quite interesting because with theses picture we are able to guess or understand what movements or objects are being drawn".

The statement showed that the used of textbook or a board and chalk for the teachers were common aids which can make the students sometimes feel bored. Therefore, using different aids, such as picture, was able to make the students enthusiastic and to motivate them in teaching and learning process. Thus students feel in teaching using pictures can provide an imagination advantage to be able describing picture. It was proved by teacher said in the interview: "Because the pictures themselves are visuals that make students quickly understand what the teacher is saying, by using picture media students are more interested in paying attention to the front of the class and students are more likely to understand the material the teacher is teaching". Therefore, using different aids, such as picture, is able to make the students enthusiastic and to motivate them in teaching and learning process.

From the result of observation, most teachers did not teach English by using a media or even a picture. They only delivered and explained a lesson verbally by using the whiteboard as well as a handbook and then followed by doing exercise from the book. They did not get something new or exciting activity that can trigger students’ motivation to learn and speak English. Every meeting, they always got the same learning activity from the teacher. The result was students felt bored and didn’t have improvement in learning English especially to speak English even to their friends in the classroom. The next day, the teacher tried to teach speaking English by using a picture, the students looked more enthusiastic than before. They also felt motivated to speak because they had many ideas to speak up from the picture they saw.

CLOSING

Conclusion

This study found that teaching English speaking or conversation for students using picture media is an excellent way to improve their ability in speaking English as well as to trigger the students’ motivation. Students do not feel bored and enjoy as long as learning English in the classroom. This situation is different when a teacher does not use any media for teaching. Therefore, it is essential that language teachers provide a rich environment where meaningful communication takes place, rather than leading students to pure memorization. By using various or useful speaking activities such as using pictures can contribute a great deal to students in developing basic interactive skills that are necessary for life and at the same time can make their learning more meaningful and fun for them.

Suggestion

Finally, the researcher hopes this study could give inspiration and be useful for the readers, students and English teachers. Additionally, for the next researchers, hopefully, this can be used as references to develop research dealing with the method enhancement for teaching speaking skills to analyze the theory deeper and further.

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