

Teaching English Using Pictures to Students of SMK NMC Malang

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa SMK dengan menggunakan gambar. Dengan menggunakan cara ini peneliti berharap hasil prestasi belajar siswa akan lebih baik dari sebelumnya. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas XI SMK NMC dengan menggunakan gambar. Teknik ini dilaksanakan dalam dua siklus penelitian tindakan kelas. Analisis data menggunakan data kuantitatif dan data kualitatif. Data kuantitatif diperoleh dari tes dan angket; Data kualitatif diperoleh dari observasi proses belajar mengajar, jawaban siswa, dan catatan lapangan peneliti. Setelah pelaksanaan siklus II, kriteria keberhasilan telah terpenuhi. Artinya prestasi berbicara siswa lebih baik dari sebelumnya. Hal ini terkait dengan partisipasi aktif siswa, minat siswa, kesenangan siswa selama pembelajaran bahasa Inggris menggunakan gambar. Hal ini juga menunjukkan bahwa prestasi belajar siswa pada tes kedua dengan nilai rata-rata 73 lebih baik daripada nilai rata-rata pada tes pertama 69,9. Berdasarkan hasil tersebut, disarankan agar guru kreatif dalam proses belajar mengajar. Pengajaran bahasa Inggris dengan menggunakan gambar dapat meningkatkan kemampuan berbicara siswa. Peneliti berharap bahwa teknik ini akan berguna untuk proses belajar mengajar, khususnya pengajaran berbicara.

Kata Kunci: Gambar, Teknik, Keterampilan Berbicara

ABSTRACT

The goal of the study was to improve the speaking ability of Vocational High School students by using pictures. By using this way the researcher hopes that the result of students' achievement will be better than before. This study is a Classroom Action Research (CAR). The goal of the study is to improve the speaking ability of SMK NMC students of the XI grade by using pictures. This technique was implemented in the two cycles of classroom action research. The data analysis used quantitative data and qualitative data. The quantitative data were obtained from the test and questionnaire; the qualitative data was obtained from observation of the teaching and learning process, the students' answers, and the researcher field-notes. After implementing cycle II, the criteria of success has been fulfilled. It means that the students' speaking achievement is better than before. It is related to the student active participation, student interest, student enjoyment during English learning using pictures. It also reveals that the student achievement in the second test with the mean score 73 is better than the mean score in the first test 69.9. Based on these result, it is suggested that the teacher be creative in the teaching and learning process. Teaching English using pictures can improve the speaking ability of students. The researcher hopes that this technique will be useful for the teaching and learning process, especially the teaching of speaking.

Key Word: Pictures, Technique, Speaking Skill.

I. Introduction

Language learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction in which language use is as natural as breathing (Rivers 1987, 14).

It is widely believed that globalization has forced us to improve our English skill. As we know that English includes four basic skills: listening, speaking, reading and writing. Those skills are very important in our life, especially the speaking skill, which plays a more important role than the other skills. People called mastering English if they are able to speak English fluently or they can communicate with other people as connect as they can. As the writer knows, even though people are not able to write, read and listen, but if they are able to speak, it means that they master English. Therefore, speaking can represent the other skills and it is considered as the soul of language.

However, in real life we have difficulties to apply conversation or speak English. It is a problem for them to speak English daily. The reasons are that they cannot speak well, they lack vocabulary, they cannot arrange the sentences and they have less confidence.

Being creative and innovative is the teacher as duty to give a good solution of that problem. The teacher should have big responsibility to escape from these difficulties. Besides, the teacher should give variance and use good strategy in the teaching and learning process. Using pictures is the ways to apply the in teaching and learning process. Which of the following questions will give opportunity to the students to speak English. We can arrange the questions starting from the simple question using yes / no answer based on the pictures. In addition, to make students more active in speaking, we use questions of WH question form. They can

describe pictures using their own language. We use pictures activity to make the learning process fun and enjoyable. Finally, at the end of the activity the students can improve their speaking ability without any problem.

II. LITERATURE REVIEW

Approach and Method

There are many ways to improve the quality of language teaching. We can seek the principle and theories concerning how language is learned, how knowledge of language is represented and organized in memory, or how language itself structured. We should seek a rational answer to questions. According to Anthony (in Richards, Rodgers, 2001: 19) identified three levels of conceptualization of method by using term approach, method, technique:

An approach is a set of relative assumptions dealing with the nature of language teaching and learning. It only describes the nature of the subject matter to be thought.

Method is an overall plan for selected approach. An approach is clear the truth, a method is procedural. Within one approach, there can be many methods.

Technique is implementation. Techniques have to be consistent with a method and an approach.

The Use of Cooperative Learning

According to Slavin (in Isjoni, 2009 : 15) ,“ in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher.” From the statement above we know that cooperative learning is one of learning method which the system of learning, work together in a group that consist of 4-6 people using collaborative strategy can make the students have a strong desire in study.

Cooperative Learning is the best strategy to develop the quality of teaching and learning process. In this strategy the students and the teachers work together. It is

very important because the teacher can help students learn how to learn more effectively. Brown (in Oxford 1997:443) said that “cooperative learning is more structured, more prospective to teachers about classroom techniques, more directives to students about how to work together in groups”. Learning activity in the cooperative learning is dependent on the socially structured exchange of information between learners (Brown, 2001:47).

Collaboration learning does not merely imply cooperative. In collaborative learning, the learner engages with others that suitable in teaching and learning who provide assistance and guidance. It is developed by social constructivist. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Freeman, 2000: 164).

Concept of Speaking

What is speaking? Speaking is one of communication that every people use this one to interact with other people. Everyone speaks with other speakers have the purpose to express what they want to say. “In speaking are, practicing naturalistically involves practice in speaking the language for realistic communication. Speaking with other people in natural setting provides interactive, rapid, personal communication” (Rebecca: 1990: 76).

Especially for student of English foreign language, mastering English is the primary destination on their study. Most of people measure that the successful of mastering English is from speaking ability. They can communicate English fluently as far as they do. The researcher said that students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. It is not easy as you imagine in your mind. Theory is not enough without practice in Learning English.

The Principle of Speaking

Principle is fundamental truth as the basis of reasoning or action. Speaking also has principles to give student about this skill.

According to Harmer (1998:87) there are three basic reasons to give students speaking tasks which provoke them to use all and any languages at their command. The first is Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. The second is feedback: speaking task where students are trying to use all and any language they know provide provides feedback for both teacher and students. The third is engagement: good speaking activities can and should be highly motivating. If all the students are participating fully- and if the teacher has set up the activity properly and then can give sympathetic and useful feedback-they will get tremendous satisfaction from it. Many speaking task are intrinsically enjoyable for them.

Pictures as Kind of Visual Instructional Media

In this section the important literatures related to the study are reviewed in order to sharpen the explanation of teaching English by using pictures. This sub topic includes: Pictures as kind of visual instructional media, kinds of pictures, and the use of pictures in teaching speaking, some strengths and weaknesses of using pictures.

Wenden, Rubin (1987: 45) explained that visualization instead of using real pictures, a word or the contents of a passage maybe visualized. This is more effective than mere repetition. Since individuals with low verbal ability benefit more from visual than from verbal elaboration, the visualization method maybe particularly helpful for these learners.

According to Munadi (2008: 81) visual media is media involving senses of vision. There are two messages that includes in visual media, verbal and non verbal messages. Visual – verbal messages

consisting of words in writing; and nonverbal – visual messages consisting of symbols visual-nonverbal. For example; line, form, color, and texture.

Among some other kinds of media, pictures are kind of visual media that are so abundant and obtainable that they are likely to be used more extensively in the classroom than any kind else. Heinicich et al (in mustaqim: 2007).

Kinds of Picture

Munadi (2008: 85) stated that pictures outline can be divided in three types as follows:

Sketches or stick figure is simple picture or rough drafts describe parts of the object without in detail. This picture can be used for almost all levels of learning and intellect. Pictures that construct from line and cycle is the best way to solve the obstacles of illiterate and language difficulties. Next, Paintings are pictures of symbolic and artistic representation of an object or a situation. And the last, a photo is picture of shooting or photography. Photos as visual media are effective because it can visualize the object with a more concrete, more realistic and more accurate.

In this research the researcher using painting picture because the quality of this picture is better than another pictures. The students can express their imaginative from the picture. So, it can motivate students to develop their speaking by using pictures as a media to describe their mind.

The Use of Pictures in Teaching Speaking

Picture is one kind of activity in the classroom that use as the application of guided question picture. Pictures used to help students practice speaking in turn with a different question. As we know that the speaking activity in-group only take a few minutes, thus in pictures students can do it maximally to practice speaking. This is the role, how to use pictures;

A half of student stand up make the line. Students give the symbol or the name to

them. Example: Line A and Line B. For the student that stand in line A as questioner. The residues of the student become line B and directly face the line A. Line in here as answerer from line A. After each student get the partner, directly students do the conversation using guided question picture that available from the student. As the questioner can read the question but as the answerer should make improvisation about the answer. This activity runs in the same time. After complete the question, they should move while brings guided question picture looks like moving pictures. In this rotation there are two students will replace the role than previous activity? If in the previous become answerer, now he or she will become questioner and vice versa. This activity do in turn until all of students got both of role.

In the end of this activity, a teacher evaluates all of the behavior of students in front of the class by sum up the answer as long as they do the pictures activities become paragraphs. It will present by delivering speech about their summary in front of their friends. It will be an assessment for teacher from performance of each student.

Some Strengths and Weaknesses of Using Pictures

Obviously, every activities that consists the use of pictures has come strengths and weaknesses for the students. On one side, these kinds of activities are really helpful for teacher to introduce the meaning, give believable setting as pictures, create a sense of a real place and real event, make the meaning clear and memorize easily. Pictures may also add fun, related the activity to real- life situation or turn the activity into an event in its own right Wright (Mustaqim: 2007). Meanwhile, using pictures to teach speaking may cause some trouble for teachers. For examples according to Munadi (2008: 86) in teaching and learning process the teacher cannot drawing the picture. This reason only covers

a teacher from his uncreative or laziest because still enjoy with “speech method”. Teacher needs to find the right techniques so that they can maintain the students’ attention to the intended objectives of the lesson. Using pictures in teaching and learning process absolutely needs extra time either for preparing the materials or implementing in the classroom.

The useful of picture for the students are developing vocabulary; pump their interest to speak up, available topic for speaking and getting problem from the pictures. According to Munadi (2008 : 89) when students observe an image or picture, they will be pushed to talk more , interact better with the picture, and with each other, making the relationship between paradox and develop new ideas. Although it only emphasizes the power of senses of vision, the strength of the picture lies in the fact that most people are basically a visual thinker.

III.METHOD

In this research the writer uses Classroom Action Research (CAR). CAR is a simple research to solve the problem usually done by a teacher. Nowadays, Classroom action research is not strange to our ears, because Education Faculty often gives this design through seminars or training activities to teachers or trainers. Rendra (2008) argued that Classroom Action Research begins with a question or questions about classroom experiences, issues, or challenge. It is a reflective process which helps a teacher to explore and examine aspects of teaching and learning and to take action to change and improve his teaching practice.

Latief (2003 : 104) said that Classroom Action Research for English subject is to develop a strategy or undeveloped strategy of teaching and learning process in order to solve the problems that the teacher and students get. It is especially used to get good maximum result in their study. In this research the researcher was involved in the

action teaching and learning process, collecting and analyzing data, also making a conclusion and report. On other hand, the problems of this research came from the difficulties of students during their study low of speaking ability. The focus of research is means to introduce the students to the English teaching strategy which is able to improve their speaking ability.

The aim of this research is to improve the teaching and learning process in classroom, especially the speaking skill of the XI-grade students of SMK NMC Malang. Teaching English using moving picture is to increase the students’ speaking ability. This strategy is a pioneer at SMK NMC Malang. Before doing the research, the researcher did pre-observation of the individual students in order to know the pre-ability of the students in advance.

For collecting data, the researcher needs test, a piece of observation paper during teaching and learning process using pictures, a questionnaire, and the students’ answer and field notes. All of these were used the researcher as instrument to collecting the data.

Here is an explanation about each instrument:

Test is an instrument used to know the ability of students. There are some assessments and portions in this test: Pronunciation (10%), Fluency (20%), Grammar (20%), Vocabulary (20%), and Comprehension test (30%).

The questionnaire was administered to the students to get information about their attitudes toward the English teaching and learning process using pictures. The questionnaire was yes-no questions and the researcher tried to make the questions clear.

Students’ answers were used to indicate their knowledge and problems in the learning and teaching process, especially in speaking. Students’ answers were obtained after using pictures activities.

Field note is an instrument to record the problem during the activities. This instrument is very useful and helpful for the

researcher.

IV. FINDINGS AND DISCUSSION

Research findings are finished by the supporting data. The goals of the research were to find the real fact that happened. The explanation of data discuss about 1) data of cycle I, 2) data of cycle II.

The first cycle of the research was conducted on March 11th, 2022 up to March 18th, 2022. Cycle 1 described several phases starting from: a) planning the action, b) implementation, c) observation, and d) reflection.

Researcher has already explained about the observation is an activity of collecting the data that related with event in teaching and learning process also problem solving to develop the strategy during teaching and learning process. The object of this research is the events that become the indicator of success in the problem solving and developing the strategy that already develop. To know the use of pictures in teaching and learning process success or not the researcher conduct some test, observation and students attention to the students.

Test conducted at March 18th and 25th, 2022 (3rd meeting). It is an individual test, that given to the students in the oral form. The researcher and the teacher asked the students present their opinion based on the answer of the pictures become narrative form in front of the class one by one. The duration of present their answer was approximately 15 minutes. Before the students presented their idea, they can write their answer based on the picture in a piece of a paper almost 10 minutes after doing moving pictures activities. In this case, the researcher gave some suggestion how to arrange the narrative story based on the pictures. It can help the students to show their opinion in their own words. Furthermore, the student cannot bring their papers when they present their idea in front of the class. They only bring the pictures form as a guide for their speaking. From the

pictures they can speak up event there is no questions. The oral test consists of (1) pronunciation 10%, (2) fluency 20%, (3) grammar 20%, (4) vocabulary 20%, (5) comprehension 30%.

From the result of speaking test using pictures the researcher got the mean score of students is 69.9 in the cycle I and 73 in the cycle II.

This observation was held on during learning and teaching process as the implementation of pictures activities. The researcher asked to the English teacher and the observer gave assessment based on the question in the question form. The English teacher was doing the observation from the activities using pictures. There were five questions that should be answered using **YES** or **NO**. This is the form of questions. From the questions above the English teacher answered **YES** for all questions based on the situation and condition.

Questionnaire was given to the students after the use of pictures activities was done. The researcher has ten questions (yes / no). The answers of students' questionnaire indicate that: All of students (100%) like using media in teaching and learning process. All of students (100%) said that Learning English using pictures is very interesting. All of students (100%) feel enjoy after Learning English using pictures. The students (70%) agreed when the English teacher using pictures, his explanation become more under stable and (30%) disagreed. All of students (100%) feel that using pictures is appropriate in Learning English. The students (75%) can improve their speaking by using pictures and (25%) cannot improve their speaking. All of students (100%) said that Learning English with using pictures is enjoyable. The students (90%) brave to communicate English with their friends by using pictures and (10%) fear to communicate with their friends. In the class, especially for speaking class all students (100%) agreed when English teacher uses pictures especially on speaking class, the class is interesting. All

of students (100%) using pictures in learning process, especially on speaking are very easy.

The finding above implies that teaching English using pictures are very interesting, enjoyable, under stable, easy and useful for Vocational High School students especially in speaking class. Teaching English using pictures, students can have better understanding and the class became enjoyable and more interesting.

Students' answers also indicate the students' knowledge of the problems in learning English especially in speaking class. There were five questions that students that must be answered in the essay form. These are the questions of students' conception: (1) which one is difficult in teaching using pictures? (2) Are using pictures activities enriching students' vocabulary especially in speaking class? (3) How is the student's ability in speaking class after using pictures activities? (4) Are the students feel enjoy in learning English using pictures? (5) Are the students still confused in communicate in English by using pictures?

The answers of the questions above are: Almost of the students have difficulties to answer the questions because they lack of vocabulary, awkward with the pictures and wrong pronunciation in delivering questions. All of the students feel that it is useful activities because they can enrich their vocabulary. For these questions 25% students answer that their ability still in the minimum zone but there is significant improvisation by using pictures. The other students answer that this activities is useful to increase their English especially in speaking class. All of the students (100%) feel enjoy and relax during learning English by using pictures. The situations in the class become interesting. The students (40%) are still confused with the activities of using pictures and the students (60%) were not confused to opening their speech. From the students' conceptions implies that the students can improve their speaking by

using pictures in learning English.

Field-note is useful to help the researcher to record the problems during the activities. From this field-note there is some important notes become attention. First, each of the students rather understands to tell the pictures. Some of the students still have limited vocabulary with the result that it need to improve in order to the students get more attention. These activities forced the students to speak up directly. Overall teaching English using pictures in very interesting and enjoyable to conduct in Learning English.

The result of this action research is discussed on the basis of the relevant theories. Useful recommendations are included for improving speaking ability by using pictures. First, the researcher used pictures as appropriate visual media for Vocational High School in Learning English. In this activity, some students ask question and the answerer students can look at the pictures to help them built up their idea. One topic consists of six pictures in the sequence. The size of these pictures is medium. Students are more interested learning English by using pictures. Arsyad (1997: 91) argued that visual media can facilitate the understanding and strengthen retention. Second, the teacher should create appropriate activities. In learning English using pictures the teacher should plan the activities in the class for the students. Next, the teacher should make a plan. Then, improvement of speaking students' by using pictures

The result of students' speaking test can be examined from the percentage of the students' average score from the speaking score before using pictures in every cycle. The improvement can be shown by comparing the students' speaking score from the pre-test in the classroom to the final test of each cycle. In the pre-test, the mean score was 60. In the second test of cycle I, the mean score was 69.9 and the final test of the cycle II, it was 73. It means the total of the improvement raise 4.1 point.

Based on the improvement of the students' oral test score especially in speaking class, using picture media have been successful to help the XI grades students of NMC Vocational High School enhance their speaking skill.

V. Conclusion

The use of pictures as visual media has successfully improved speaking ability students. The improvement can be examined from the results of learning English using pictures activities based on students performance in presenting their idea in front of the class one by one.

After using pictures with moving pictures activities the speaking ability of the students in the XI grade at SMK NMC Malang developed. Asking and answering questions from the pictures make the students enrich their vocabulary. Beside that the students talk active by show their idea based on the pictures in front of the class. Students enjoy learning English by using pictures. The class becomes alive and cooperative because all of the students participated in these activities. By using pictures the situation of learning English in the class better than before.

Based on these result, it is suggested that the teacher be creative in the teaching and learning process. Teaching English using pictures can improve the speaking ability of students. The researcher hopes that this technique will be useful for the teaching and learning process, especially the teaching of speaking.

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