

INTENSIFYING STUDENTS INTEREST IN SPEAKING THROUGH PICTURE AT SMP ISLAM AZIZI

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ABSTRACT

This study is aimed at intensifying students interest in speaking through picture. It was conducted using Classroom Action Research. The subjects were the students of Grade VIII SMP Islam Azizi consisting of 28 students. For collecting the data, the instruments were used quantitative data (speaking test) and qualitative data. Based on the data, it was found that the students' score speaking increased from orientation test, cycle I test, and cycle II test. In the orientation test, the mean of the students' score was 60%, in cycle I test, the mean of the students' score was 75%, and in cycle II test, the mean of the students' score was 89.28%. it was found that teaching speaking through picture can improve the students interest in speaking. It can be concluded that teaching speaking through picture is effective in teaching speaking and English teachers should try this strategy.

Keywords: Students' interest speaking through picture

I. Introduction

Indonesians are familiar with more than 2 languages considering mother tongue and first language as their natives. Having a wide variety of vernacular, mastering a new language appears to be effortless for Indonesians. However, English is exceptional in this case. Indonesians find English quite challenging to be learned. A number of issues have been the cause of language problems, for instance: inappropriate learning system, Indonesians' perspective, and lack of motivation which disable Indonesian from learning English (Putra, 2015:01).

There are four skills in English, those are reading, listening, speaking, and writing. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue endlessly. This is its advantage. At the same time, if the speakers want to give the correct response, he has to think hard, the sentence is not easily forgotten which is created by themselves through thinking, sometimes with the teacher's hint. They can talk freely and express themselves as well as they can (Cynthia, 2013:04-05).

The writer does research in SMP Islam Azizi Medan and also wants to know the ability of the students in speaking. Speaking becomes the most important part in social interaction and further education. Baker & Westrup (2003:05) claims students who speak English well may have a greater chance of further education, of finding employment, and gaining promotion.

The English teacher needs to provide appropriate media. The availability of teaching media makes the teacher able to create the acceptable learning atmosphere. The media help the students understand the teaching materials easily. According to Anyakoha cited in Asokhia (2009:81), the involvement of teachers and learners in improving materials gives students and teachers the opportunity to concretize their creativity, resourcefulness, and imaginative skills. In addition, it helps the teacher manage the class situation to attract the students' attention during the teaching-learning process. In brief, the use of the appropriate media in teaching speaking may help to achieve the learning objectives better.

One of the various potential media to teach a descriptive text is unworded pictures. Therefore, pictures are valuably applied as media to teach descriptive text to investigate its effective size. Pictures here are adapted from the concept of picture book with a small modification that is the pictures without word.

Based on the reasons above, the writer chooses descriptive text as the lesson topic to

make the direct speaking based on the text and context. Therefore, in this research, the writer try to investigate "Improving Students Speaking Ability in Descriptive Text Through Pictures in the Second Grade of SMP Islam Azizi".

Based on the background of the study, the problem of this study is formulated in the form of question as stated:

- a. How is the students' speaking ability to improve in descriptive text through pictures?
- b. What are the problems that the students at SMP Islam Azizi encounter when they learn to speak English?
- c. Why are they realized in the ways they are?

This study is considered practically, the teachers can get the experience of trying out whatever that they enlight their problem in the process of transferring the knowledge. So, the teaching-learning of speaking would be well-managed in order to achieve the intended outcome.

Theoretically, the teachers can explain speaking its practical use in every day life. They also aim to highlight the importance of motivation in teaching practice and the techniques and approaches used to enhance students' desire to speak a foreign language. While dealing with communicative activities, they focus on distinguishing them either as accuracy or fluency activities and provided definitions of these terms. The role of a teacher is also discussed suggesting useful ideas to make the speaking lesson as effective as possible.

II. Review of Literature

According to Kayi (2006:175) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible. Speaking is the cognitive, linguistic and motor skill use language in expressing opinion, ideas, perception, and feeling interactively with other speakers of language. According to Nunan (2003:271), there are some principles for teaching speaking. Some of which are described below:

1. Give Students Practice with both Fluency and Accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to

improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use Group Work or Pair Work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan (2003:271):

1. Imitative

A very limited portion of classroom speaking time may be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. "Drills" offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical. They can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can ever form part of some pairwork activity, where learners are "going over" certain forms of language.

3. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

4. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert "agenda".

6. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well (Wardiman, 2008:122). The specific function of descriptive text is to give description about an object (human or non-human) (Pardiyono, 2007:34). Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

a. Focus on one specific object

b. The Use of Simple Present Tense

Pattern:

(+) S + V1 s/es

Example: They write a letter

(-) S + do/does + not + V1

Example: I do not bring money.

(?) Do/does + S + V1

Example: Does she go to campus?

c. The Use of Adjective

Example: thick, long, funny, love

According to Butterfield (2003:183) media is a substance which has a particular effect or can be used for particular purpose. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and the newer "electronic" instructional media (computers, interactive video, and multimedia systems).

Media can "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched" (Biagi, 2005:349). Media provides huge information, they motivate students to speak and help them integrate listening, reading, speaking, and writing skills through various kinds of activities. To improve the vocabulary of the students, media should be used, so that, the class is not monotonous.

Pictures, as media for learning a language, have long been extensively used and regarded as useful tools to assist teachers in delivering a topic in their teaching practices. Media is one thing that is offered by many experts as a tool to increase the interest and motivations to study. Therefore, the ability to use teaching media is competence skill that every teacher must have. Picture is one of media which is suggested for helping the success of teaching-learning (Putra, 2012:24).

III. Research Method

This study applies in a Classroom Action Research. Action research combines as substantive act with a research procedure, it is disciplined by enquiry a personal attempt at understanding while engaged in a process of improvement and reform. Action research is aimed towards improvements (Kember, 2000:335). Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life (Ferrance, 2000:108-112). Through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in action research can implement changes required for social improvement (Hine, 2013:151-163).

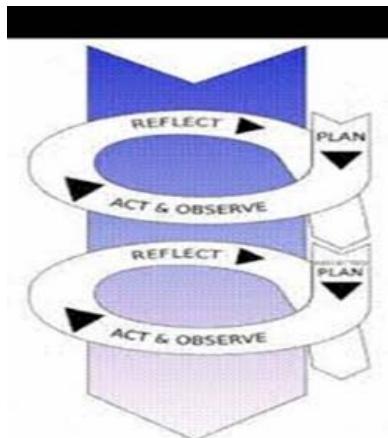


Figure 3.1. The Action Research Cycles

The subject of this research are Grade VIII SMP of Islam Azizi. It is located on Jl. Pahlawan, Kelurahan Pahlawan, Kecamatan Medan Timur. There are two parallel class. Therefore, one class VIII A class is taken as the subject of this research. The number of students in that class are 28 students. The writer choosed this class because in this school only this class that have the large number or in other this is bigger than the other class.

In scoring, the writer used the ranging score by counting the correct answer and apply this formula:

$$S = \frac{T}{T_t} \times 100\%$$

Where:

S = the scores

T = the number of the correct answer

T_t = the number of the test items.

The writer interpreted the data by giving some information based on the facts and the data.

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

\bar{X} = the score

$\sum f_i x_i$ = the number of the students

$\sum f_i$ = frequency

IV. The Result of Study

In the orientation test the mean was only 60%, in Cycle I, the mean was improved and become 75%, and then in the Cycle II test, the mean was improved again and became 89.28%. It proves that the students' speaking score was improved after the students were taught by picture.

4.1 Data Frequency Distribution for Score of Orientation Test

NO	Aspek Yang Di Observasi	Penilaian
1	Opening the lesson	60
2	Delivering learning materials and learning objectives systematically	
3	Provide explanations with simple and clear language.	60
4	Class control	60
5	Implementing the learning process in a systematic manner according to the lesson plan	
6	Media usage	60
7	Motivate students to actively ask questions	
8	Giving judgment	60
9	Create a summary in accordance with the method / model applied.	
10	Closing the lesson	60
	Total	600
	Percentage	60%
	Category	Cukup

Table 2. Data Frequency Distribution for Score of Cycle I Test

Ref.	Cycle I	
	Results	%
Number of completed students	21	75%
Number of uncompleted students	7	25%
Total	28	100%

Table 3. The Average Score of Cycle I

Score	f_i	X_i	$f_i x_i$
38,75-46,74	1	42,7	42,7
46,75-54,74	2	50,7	101,49
54,75-62,74	4	58,7	234,98
62,75-70,74	10	66,7	667,45
70,75-78,74	7	74,7	523,22
78,75-86,74	4	82,7	330,98
\sum	28	376,5	1900,86

Table 4. Data Frequency Distribution for Score of Cycle II Test

Ref.	Cycle II	
	Results	%
Number of completed students	25	89.28%
Number of uncompleted students	3	10.71%
Total	28	100%

Table 5. Average Score of Cycle II

No	Nilai Siswa	x_i	f_i	$f_i x_i$
1	52,94-59,93	1	56,4	56,4
2	59,94-66,93	2	63,4	126,87
3	66,94-73,93	5	70,4	352,18
4	73,94-80,93	9	77,4	696,92
5	80,94-87,93	7	84,4	591,92
6	87,94-94,93	4	91,4	365,74
	Σ	28	443,6	2489,18

Table 6. Students Activity Observation of Cycle I-II

No	Cycle	Score	Value	Criteria
1	Cycle I	31	62	Enough
2	Cycle II	38	76	Good

The results shows the intensifying of students speaking from orientation test to cycle I and cycle II test. In cycle II test which was conducted to the students in cycle I of the action research, there were 89.28% or 25 students who got the good score. It means that there was an improvement of students in speaking about 75% compared in cycle I test. So, the use of picture to improve students' speaking ability can be said to have achieve its target objective.

V. Conclusion

After analyzing the data, the mean of the students' score in the last meeting of each topic showed that the highest score were achieved by students' data. Furthermore, by considering that the students' score had been achieved in the highest points when students had been taught after cycle I and cycle II. So, it can be said that the students' speaking ability through picture increased in each topic (in the orientation from 60%, cycle I 75%, and improved in cycle II become 89.28%).

To achieve the standard passing score, according to the Department Education Criteria, teachers should try to apply some strategies. So that, the students are motivated and interested in English.

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