

The Influence of Picture Media to Improve Students' Speaking Skills

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ABSTRAK

Keterampilan berbicara menjadi hal yang penting sebagai tujuan dari pembelajaran, yaitu keterampilan untuk berkomunikasi. Akan tetapi, keterampilan berbicara seringkali menjadi keterampilan yang susah untuk dikuasai oleh peserta didik sehingga diperlukan adanya inovasi pembelajaran yang dapat merangsang keterampilan berbicara peserta didik. Gambar merupakan salah satu instrumen yang dapat digunakan sebagai media pembelajaran untuk membantu peserta didik dalam berbicara. Penggunaan gambar dirasa dapat digunakan sebagai ilustrasi yang dapat merangsang dan memandu peserta didik dalam berbicara. Oleh karena itu, penelitian ini dilaksanakan dengan tujuan untuk mengetahui penggunaan media gambar dalam meningkatkan keterampilan berbicara peserta didik kelas VIII E di SMP N 6 Semarang pada topik "*Daily Routine*" pada tahun pelajaran 2023/2024. Penelitian ini merupakan penelitian tindakan kelas kolaboratif dengan guru yang dilaksanakan dengan dua siklus pembelajaran yang terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Teknik analisis data dilakukan secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa hasil praktik berbicara peserta didik meningkat dari jumlah ketuntasan prasiklus sebesar 47% menjadi sebesar 59% peserta didik yang mencapai ketuntasan di siklus 1 dilanjutkan dengan sebesar 82% peserta didik yang mencapai kriteria ketuntasan tujuan pembelajaran di siklus 2. Peningkatan yang signifikan di setiap siklusnya menunjukkan bahwa media gambar dapat digunakan untuk meningkatkan keterampilan berbicara peserta didik.

Kata kunci: media gambar, keterampilan berbicara, peningkatan.

ABSTRACT

Speaking skills are important as a goal of language learning, which is to communicate. However, speaking skills are often difficult for students to master, so that there is a need for learning innovations that can stimulate students' speaking skills. Pictures are an instrument that can be used as a learning media to help students speak. It is felt that the use of picture can be used as illustrations that can stimulate and guide students in speaking. Therefore, this research was carried out with the aim of finding out the use of picture media in improving the students speaking skill of class VIII E at SMP N 6 Semarang on the topic "Daily Routine" in the academic year of 2023/2024. This research is collaborative classroom action research with teachers which is carried out with two learning cycles consisting of planning, implementation, observation and reflection. The data analysis technique was carried out descriptively quantitatively. The results of the research showed that the results of students' speaking practice increased from 47% of pre-cycle completeness to 59% of students who achieved completeness in cycle 1 followed by 82% of students who achieved the criteria for completing learning objectives in cycle 2. A significant increase in each cycle shows that pictures media can be used to improve students' speaking skills.

Keywords: picture media, speaking skills, improvement.

1. INTRODUCTION

English plays an important role as an international language used in various fields. Realizing the importance of English, the Indonesian government declared that English is one of the mandatory subjects that is part of the national curriculum in schools (National Education System Law No. 20 of 2003 Article 37 Paragraph 1). This decision reflects the recognition of English as an important skill that learners must acquire to participate in global communication and access opportunities in various domains.

In the Decree of the Head of BSKAP No. 8 of 2022, English language learning outcomes in the Merdeka Curriculum are focused on strengthening English language skills in 6 (six) language skills which include listening, speaking, reading, viewing, writing and presenting in an integrated manner. Furthermore, one of the objectives of the English subject in Phase D (SMP/MTs/Package B Program) is to ensure students can develop communicative competence in English with various multimodal texts (spoken, written, visual, audiovisual). In teaching English and the learning process, learning outcomes are then focused on 3 (three) elements of learning outcomes, namely listening-speaking, reading-viewing, writing-presenting.

From the elements of language skills, speaking is one of the language skills that needs to be improved by students in phase D. Nunan (2003:48) states that speaking is a productive oral skill, consisting of producing systematic verbal utterances to express a purpose. In other words, speaking is a way used to express or exchange thoughts and feelings using a language. According to Harmer (2007: 123), there are 3 (three) main reasons for making students speak in class, namely (1) as an opportunity for practice - an opportunity to practice public speaking on a small scale in class; (2) to get feedback from teachers and friends regarding their level of success in trying to speak and also what problems they face in speaking; and (3) when students have more opportunities to practice using various

language elements that they know, they will be able to use words and phrases fluently without thinking too much.

However, there are many difficulties faced by students in speaking English. Maulana, Daud and Heriansyah (2016) stated that the problems faced by students in speaking English include lack of confidence, fear of making mistakes, and difficulty in pronouncing English, which makes their pronunciation sound strange. Meanwhile, according to Floriasti (2013), students' low English speaking skills are often caused by students' lack of vocabulary so they don't know what to say, lack of practice and lack of confidence in speaking English.

The lack of students' speaking skills is also seen at SMP N 6 Semarang. Based on teaching process observations in class VIII E, many students had difficulty pronouncing English words. In fact, many students do not know the common words that are often used in English so they have difficulty forming good and correct English sentences when speaking. The observation results also show that student participation in learning English, especially in speaking activities, is quite low. Many students prefer to sit quietly and listen and are not involved in speaking or question and answer activities which use English. Apart from that, when the teacher asks questions in English, students often prefer to answer the teacher's questions using Indonesian.

Furthermore, in the practice of speaking English, many students also offer to read texts that have been prepared rather than having to speak directly because they are not confident and are afraid of making mistakes. Students feel confused when they are asked to speak directly. They have difficulty imagining or remembering the vocabulary they will say which leads them to be afraid to speak. Based on this, researchers are of the view that students need appropriate learning methods or media that can stimulate their speaking skills or can guide them in expressing their opinions orally.

Pictures are an instrument that can be used as a learning media that can help

students to speak. Pictures can provide illustrations for students, where in these illustrations students can remember the meaning and function of the language that has been taught. Kristanto (2016:33) states that pictures media is media that is not projected and can be enjoyed by everyone as a transfer of actual situations regarding people, atmosphere, places, goods, views, outpourings of thoughts, ideas and other objects which are visualized in dimensional form. Wulandari (2012) in his research stated the opinion of Miarso (1999) that the function of pictures as learning media is to make abstract concepts becomes concrete, present objects that are difficult to find, present objects that are too large, present objects that are difficult to use, provide the same experience in learning, and motivating students in learning. Therefore, it is felt that the use of pictures can be used as illustrations that can stimulate and guide students in speaking.

Using pictures as a learning media is considered quite easy. Teachers can organize, modify and combine pictures with many techniques and games to achieve learning objectives. In achieving speaking skills on the topic "Daily Routine" (daily activities), teachers can use pictures to stimulate students' imagination and as a guide for students in expressing their routine activities. Apart from that, students tend to like visual tools that can be directly seen and thought about. The pictures will stimulate and motivate them to practice their English comprehension through speaking. Therefore, research on improving speaking skills through image media needs to be carried out to find out how far students can improve their speaking skills in expressing daily routine activities.

Based on previous research conducted by Riesty in 2012, students' speaking skills can be improved through the use of picture media. The results of research by Riesty show that picture media is quite effective in stimulating students to speak. Furthermore, the use of picture media will be more effective when preceded by listening activities, vocabulary discussions, drilling activities, as well as

grammar and pronunciation consultations. This research will further examine similar actions to prove and strengthen the effectiveness of pictures media in teaching speaking in class VIII E at SMP N 6 Semarang.

2. METHODOLOGY

This research, designed in the form of Collaborative Classroom Action Research (PTKK), focuses on the application of image media in improving the English speaking skills of class VIII E students at SMP N 6 Semarang in the 2023/2024 academic year. This classroom action procedure was carried out in 2 cycles by adopting the research design by Kemmis and McTaggart (1988) in Madya (2006:67). The research stages include observation (reconnaissance) activities at the beginning of the research, planning, implementation (action), observation, and reflection.

Data collection techniques used in this research include 1) direct observation. The observations carried out are passive participation observations, meaning that they are not visible in learning activities, but only make notes to obtain information. The results of these observations are then made into field notes and need to be discussed with teachers and colleagues; 2) an assessment carried out to determine the success of the action. There are two types of assessments carried out, including pretest scores obtained from the results of assessing students' speaking skills at the previous meeting, and post-test scores obtained from the assessment results in each action cycle.

To find out whether students' speaking skills improved or not after taking action by providing pictures media, qualitative and quantitative descriptive analysis was carried out. Qualitative analysis is presented in the form of a description of the analysis of the researcher's personal habits and general principles of class action research methodology in a theoretical perspective. Meanwhile, quantitative analysis includes

central tendency analysis on the results of the pre-cycle and post-test assessments.

The assessment of speaking skills in this study adopted with slight adjustments the assessment rubric from Brown (2001:406) which covers several aspects including: grammar, vocabulary, comprehension, fluency and pronunciation. Adjustments to the assessment rubric were made to adapt the assessment rubric to the competency standards of students at SMP N 6 Semarang in achieving a learning objective. From the scores obtained through the rubric, benchmarks for student success are then determined through the Learning Goal Achievement Criteria which is known as *Kriteria Ketuntasan Tujuan Pembelajaran* (KKTP) intervals as follows.

0 - 40%	belum mencapai, remedial di seluruh bagian
41 - 65 %	belum mencapai ketuntasan, remedial di bagian yang diperlukan
66 - 85 %	sudah mencapai ketuntasan, tidak perlu remedial
86 - 100%	sudah mencapai ketuntasan, perlu pengayaan atau tantangan lebih

Picture 1. Source : *Panduan Pembelajaran dan Asesmen; Kementerian Pendidikan Kemdikbudristek (2022:36)*

3. RESULTS AND DISCUSSIONS

The initial condition of the students based on the results of observations and teaching experience obtained in class VIII E at SMP N 6 Semarang, it is known that the students' speaking skills are still low. It can be seen that most students have difficulty putting English words together so they lack confidence and are afraid to speak. Students have difficulty expressing ideas using the correct vocabularies and often forget the English vocabularies they are going to speak.

There are several dictions that are not appropriate to the context. Students also often use verbal fillers such as "em", "itu", "apa si" that makes them less fluent in speaking. Student participation in English speaking activities is also lacking. When teachers ask questions using English, students rarely answer. This is supported by evidence of the results on the speaking practice assessments that have been carried out in previous material where there are still many students who have not completed the KKTP yet.

Preliminary data shows that out of 34 students total in class VIII E, there are 16 students who have achieved the criteria for complete learning objectives (KKTP). Meanwhile, 18 other students have not yet reached the KKTP. Furthermore, the value of the learning outcomes is then used as the initial (pre-cycle) benchmark value in determining the improvement in students' speaking skills after conducting classroom action research using the picture media.

Based on this description, it can be noted that English speaking skills in class VIII E require learning innovations that can make students confident in speaking English and can help students put words together so they can speak fluently. So at the planning stage the researcher prepared a Teaching Module. In the cycle 1 teaching module, activities are arranged using picture media as learning media that students can use in presentations.

However, the use of picture media in helping students in speaking in cycle 1 is still considered insufficient. The use of picture media is still less than optimal because picture media is only used as a medium for students' speaking presentations. Students only receive assistance in carrying out speaking practice, but during the learning process students still do not get the right picture that can help them remember vocabularies for daily activities in English and put it together in the form of story sentences. Dwyer & Davidson (2021) revealed that the learning process is an important thing that can help develop students' self-confidence to reduce their fear of speaking in public. So based on the problems in cycle 1, learning in cycle 2 tries to

incorporate picture media into the learning process to determine its influence in improving students' speaking skills.

By maintaining the advantages and paying attention to the shortcomings encountered in cycle 1, the focus of learning improvement in cycle 2 is on the follow-up actions resulting from the reflection process. So, in the learning plan in the cycle 2 teaching module, activities are arranged using picture media, which is apart from being a medium used by students in presentations, but also as learning material to help students identify daily activities. Picture media is not only a media in assessment practices as in cycle 1, but also a media throughout the learning process. The material prepared is also designed to further assist students' understanding in designing vocabulary for daily activities in English so that it becomes story sentences with good and correct linguistic elements. Apart from that, improvements in cycle 2 are by adding a short repetition strategy (drilling)

for students to pronounce words that are difficult and often wrong in cycle 1 speaking practice. In cycle 2, the teacher also pays more attention to students which are still classified as incomplete (BT) and gives them more opportunity to practice speaking by reading the sample texts provided.

Learning in cycle 2 ran smoothly and was more focused. The use of pictures in learning can be maximized well in this cycle, where pictures media are used in learning materials and also in speaking practice to describe students' daily activities. Pictures media in learning materials can provide students with an overview of the vocabulary of daily activities in English in building their knowledge of the material. So that in practice speaking students can be more fluent when using pictures. This is proven by the increase in scores in students' speaking practice in each cycle which can be seen in the table below.

Table 4.1 Score Recapitulation from Pre-cycle, Cycle I, and Cycle II

No	Cycle	Amount of Students	KKTP Score	Learning Completeness		Percentage		Jumlah
				T	BT	T	BT	
1.	Pre-cycle	34	65	16	18	47%	53%	100%
2.	Cycle I	34	65	20	14	59%	41%	100%
3.	Cycle II	34	65	28	6	82%	18%	100%

From the pre-cycle results, there were 16 students or 47% who succeeded in achieving the criteria for completing the learning objectives in the speaking practice assessment. Meanwhile, the remainder, which are 18 students or in percentage is 53%, still have not reached the criteria for completing the learning objectives. In cycle 1, there was a positive increase in students' learning skills as evidenced by 20 students

(59%) succeeding in achieving the criteria for learning completeness, while 14 students or 41% of the students still had not reached the criteria for learning completeness after the action of providing pictures media. However, it was felt that the use of image media was still not optimal in cycle 1.

Furthermore, in cycle 2 improvements were made in the use of pictures media, which is not only as media used by students in presentations, but also as learning material to help students identify daily activities vocabularies. There was a further increase in the results of students' speaking practice where as many as 28 students (82%) succeeded in achieving the criteria for completing the learning objectives, while only 18% of the students or as many as 6 students still did not reach the criteria for completing the learning objectives. These results show a significant improvement from the students' initial condition in each cycle, so it can be concluded that the use of picture media can improve students' speaking skills.

The improvement in learning significantly increased in cycle 2, where pictures media was not only used as a medium to help students practice speaking but was also used as a medium in learning. Pictures media is used optimally throughout the learning process. Apart from that, based on the analysis of the learning implementation in cycle 2 where the teacher gives more attention to students who are still incomplete, it is enough to help students to get maximum results. So that in speaking practice, many students who initially did not complete the KKTP then completed the learning achievement criteria in cycle 2. Based on research by Sunaryanto (2015), there are several elements that influence the use of media, such as the techniques used in the classroom, classroom management in using media, and optimizing the use of image media in implementing learning. In this research, optimizing the use of picture media and classroom management when using the media provides maximum influence in its application. In line with that, research conducted by Rajab (2015) states that the key to improving speaking skills can be improved if you use good teaching material models. The use of models, methods and media during learning will influence the effectiveness of students in receiving the material provided by the teacher.

4. CONCLUSION

Based on the results obtained during this classroom action research, it can be concluded that the application of learning using picture media can improve the speaking skills of class VIIIE students at SMP N 6 Semarang on the "Daily Routine" material. This can be seen from the increase in learning outcomes that occurs continuously in each cycle. Even though in cycle 1 the improvement had not occurred optimally, through the improvements in cycle 2, improvements in students' speaking skills could be achieved optimally.

In cycle I, picture media was used in students' speaking practice activities. Students are asked to respond to a series of pictures of daily activities provided by using their imagination and translating them into words. Next, students tell the daily activities in the pictures using English. In cycle II, picture utilization was increased. In the learning process, picture media is included in the learning material. Students observe pictures as an exploration activity of material concepts. Next, students are directed to compose stories using good and correct linguistic elements so that when they practice speaking, students can tell stories well and fluently. In speaking practice, students are asked to assemble the pictures provided into a series of stories about daily activities. The improvement in students' speaking skills increases significantly along with optimizing the use of pictures media in the learning process.

The use of pictures media can provide stimulation for students to imagine the pictures that have been provided which are connected to the experiences they have. Providing pictures in speaking practice can function as a guide for students in constructing English sentences to be spoken so that they can be more fluent. Students can minimize fear and forgetfulness in telling stories about daily activities in English by using pictures media guides. Thus, to improve students' speaking skills, the use of pictures media can be an alternative that can be used by teachers as a learning medium.

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