

IMPROVING STUDENTS' SPEAKING SKILL IN EXPRESSING PERSONAL IDENTITY THROUGH PICTURE MEDIA AT GRADE VII A SMP N I TANDUN

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ABSTRACT

This study aimed to solve the problems that were found in preliminary study. The research problem that was formulated was "How can the pictures as media improve the students in speaking skill?" This research was conducted in SMP N I TANDUN, and the numbers of participants were fourteen. This research focussed on improving students' speaking achievement by using picture as media. This study used Classroom Action Research (CAR) as the research method. The subject of this study was the seventh grade students of SMP N I Tandun. The findings of this research might not have the same result in every cycle. After the researcher used the picture media conducted was really help the students to increase their skill in speaking and it can be seen from the improvement of the students' value in in expression personal identity.

Key words: Using picture media technique in speaking skill

INTRODUCTION

Pictures media can be designed and be used in teaching material in expressing personal identity text. The media will facilitate the capture student or teacher to master the material presented. One of the media that is applied is picture media, the learning media is a media that can be made by the teacher.

The use of picture media in learning English, it can be used as a media for the delivery of learning materials for learners of English will assisted teachers in selecting and implementing media completely and appropriately to improve the learning achievement of students in learning English.

The used of pictures media in learning English the researcher made with proper lesson plan English can be carried out in accordance with the desired and allow students to engage actively in the learning process, So that students can develop the knowledge, attitudes and skills on the other hand, the teachers had a role to provide guidance to the students in the learning process. so that, in this case the

teacher can be made a condition conducive to students learning and to improve learning outcomes.

Refers to the result of the observation and informal interview, the researcher supposes that the above unsatisfactory proficiency of the students ' low motivation or limited vocabulary, rather, the primary cause of their poor skill is the aptitude strategy of the teachers to facilitate students speaking skill .

The monotonous and inappropriate teaching strategy used by the teacher might cause low motivation on the students in learning English, which affect their ability in using picture media at grade VIIA SMP Negeri 1Tandun. Based on the explanation, the pictures as a media of learning English can improve students learning outcomes. Therefore, it will be done research on "Improving Students' Speaking Skill by Using Picture Media in Expressing Personal Identity at Grade VII A Students of SMP N I Tandun 2016"

REVIEW OF RELATED LITERATURE

2.1. Related Theories

According to Brown (2009), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is from meaning that depends on the context in which it occurs. The speakers generally use speaking as a means of communication in daily interaction.

The presence of speaker and listener are necessary to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something called communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain and give order each other.

According to Thumbury (2005), speaking is a skill, and as such needs to be and developed practiced independently of the grammar curriculum. Speaking is also an interactive and requires the ability to co-operate in the management of speaking turns. It is also typically take place in real time with little time for detailed planning. In this circumstances, spoken fluency, requires the capacity to marshal a store of memorized lexical chunks.

Speaking is a crucial part of second language learning and teaching (Kayi: 2006). A good speaker collects this rule of skill and knowledge to succeed in a given speech act. A speaker's skill and speech habits have an impact on the success of any exchange. Speaker must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. For example, a learner involved in the exchange with the salesperson describe previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize word to clarify the description if the clerk does not understand, and use appropriate facial expression to indicate satisfaction or dissatisfaction with the service. The teacher should monitor learners speech production to determine what skills and knowledge they already have and what areas need development

2.2. Review of Related Findings

Many studies and results have been developed in using picture media as a strategy. The first is a research done by Asfa (2011). She investigated on "The effectiveness of using describing picture to improve students speaking skill in descriptive text". Learning speaking at junior high school can be done with many media to help students in speaking skill such as: picture, card, papersheet, etc. The researcher chooses describing the descriptive text by using picture media, because with describing the picture the students will be easier to express their idea. With describing picture, they can reflect on image when they see. So they can express their ideas of course they will speak and teacher can know the purpose of student's means. Considering the above matter, the researcher interested in conducting an experiment research on the teaching of speaking in the descriptive text using describing pictures. And the researcher hope with the pictures can improve students speaking skill. From this technique the researcher wants to know the result of teaching speaking in using describing picture especially in the descriptive text.

The second research was done by Wulandari (2012) in using picture media in English language teaching. The researcher found three problems which were feasible to solve. The problems were the lack of facilities in presenting materials, the lack of input activities in speaking and the lack of media to motivate the students in speaking. She investigated on "The use of pictures to improve the students speaking ability of XI IS 2 of SMA Kasihan in the academic year of 2011/2012. Those actions give positive result. Firstly, the students were more motivated more interest in involving the English lesson. Secondly, the students fluently, pronunciation, accuracy and vocabulary were increasing by using picture. Thirdly, It was easier for the students to perform speaking by using pictures. The students average pre-test score was 5.64 while the students average post-test score was 7.35.

The result shows that there was an improvement of students' speaking ability. It can be concluded

that using pictures can effectively improve the students “speaking ability”.

Moreover, Sholihah (2009) conduct a research entitled using picture- “Teaching English vocabulary using pictures to the Fifth grade students. The researcher stated, In teaching English the teacher should pay attention not only on how the right implementation the techniques used but also on how these techniques are suit to the elementary students’ characteristic. It is the target to create the teaching learning process more interesting to the children. Every teacher wants to teach the teaching learning process effectively. The use of media is aimed to enable the students get the lesson and give and enjoyable atmosphere in classroom to encourage the students, motivation and students’ interest to the lesson. Picture was very helpful especially to avoid mis understanding of the questions since the students can relate the the question to the picture given. Pictures have an important role in the understanding of meaning. They gave ilustration of someting and make it clear. Pictures are used to help students understant and comprehend something clearly and easily. The researcher expected that the final project can give useful input to the teacher in improving its quality of teaching learning process by using picture media.

RESEARCH METHODOLOGY

3.1. Research Design

This research was classroom action research. According to Lewin (Sanjaya: 2013) there are four steps that we have to do in action research: planning, action, observation and reflection. Action research was a research which is occured in a form of circle and continously. Based of the statement, action research was a form of a research in which practitioners, reflect systematically on their practice, implementing informed action to bring about improvement in practice.

3.2. Setting of the Research

This research has been conducted in SMPN I Tandun, which has located in Tandun, Tandun distric, Rokan Hulu. The participant of this

research was in the seven grade students of SMPN I Tandun in class VIIA that consist of 14 students.

In this research, a collaborator was Mrs. Rini Susanti.Spd, as English teacher who taught English in SMPN I Tandun.

3.3. Instrumentations

In this research the reseacher had two variables are speaking skill and picture media. The instrument that used by the writer are test, observation, and field note. The instrumentations in this research among other:

1. Test

To know effectiveness focusing picture media, the researcher give orall test, the researcher devide the score into five criteria, which was the scores of accent, grammar, vocabulary, fluency, and comprehension.

2. Observation sheet

Observation is a way of collecting data with record hold on the activities and development carry out by teachers and students during the learning process (Arikunto, 2010).

The collaborator observed both the teacher and the students during teaching learning process by feeling the observation sheet.

3. Field note

The use of observation sheets was not enough in order to collect the real data. There were some points that could not be in checklist, but they need such explanation, for example when some students who made a noise during the teaching and learning proses or there was of them was sick. In addition, the collaborator used the field note as direct observation of everything happen both orall and action of the teacher and the students. Holly in Marthasari (2010) defined that field notes are direct observation of what being said and done as well as impression or bunchess of the observer. The form of fill note an empity of paper wich not all the events during the activities at the classroom running.

4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in speaking by using media pictures. According Wiraatmaja (2007 : 117) interview as the questions to propose like verbal to the other people can give information or explanation about the condition of necessary, any three kinds of interview are standard. There were standard schedule interview and standart interview not schedule and not standard interview.

3.4. Procedure of the Research

The research used classroom action research. Therefore, the research used cycle in doing the research and this research was hold in two cycles. There were four step of classical process; plan, action, observation, and reflection. The four steps Can describe as follow:

1. Plan

Planning usually start with someting like a general idea. This phrase was the first step of the research procedure. In this phrase the researcher prepare everything need in the research as the following:

- a. Chose the material
- b. Made the lesson plan
- c. Prepared the observation checklist and field note for the teacher and student

2. Action

In this step, the researcher implement the solution of the problem by using picture media strategy to improve speaking skill. The steps of action, The researcher prepared the steps in this research as the following:

- a. The text has been teaching for picture media
- b. Students have to practice using picture media in expressing personal identity text
- c. Students have modify/ create a situation in speaking
- d. Evaluate and check the students comprehension

3. Observation

Observation was all activities aim to identify, record and document every indicator of process and achieved good result generated. In the observation it must be made the students were fun, enjoy and motivate in learning speaking collaboratively. Then check whether the solution or using picture media strategy was successful or not to create relax admosphere in the classroom, by helping a collaborator that has been observed the teacher and students interaction during the teaching and learning process. In observing activity, the collaborator used observation checklist and field notes.

4. Reflection

In this part, the researcher analyzed, reviewed and responded to the previos learning process in the first cycle to create the next plan for the next cycle. These steps occur until the expected condition research. These steps and activities in the next cycles were similar to those in cycle 1. The only difference in their emphasis because of some sort of revision.

In this reseaech, the researcher used a model of action research. According Kasbolah (1999: 112) presents four action research model. There are:

1. Model Ebbut
2. Model Kemmis and Mc Taggart
3. Model Elliot
4. Model Mc Kernan

From the four parts of the above model, the researcher used the model Kemmis and Mc Taggart. In planning, Kemmis begins with a plan, action, observation, reflection, re-planning was a basis for solving the exciting problems. Based on the result of the reflection of this research carried out by the design of the model Kemmis and Mc Taggart (2008: 66), which each cycle consists of four of components, namely planning, action, and reflection.

3.5. Technique of Collecting the Data

a. Quantitative Data

Data is a note of fact or information that had been processed in the research activity. Arikunto

(2006) data is a whole fact and number that can be used as material for arranging information is used as need. The data are very significant in the research. The research cannot get information without the data. The data in this research were in the students' score of the first grade at SMP N I Tandun in the form of speaking test in pre-test and post-test. After the researcher get permission from headmaster, the researcher will do procedure in collecting data

b. Qualitative Data

After getting scores on pretest, the researcher gave treatment by using picture in speaking class. The treatment started on April 20th until May 26th 2016. In this study, the teacher was the researcher herself.

3.6. Technique of Analyzing the Data

a. Quantitative Data

The technique of quantitative data was a technique to analyze and count the data. It meant that the technique of quantitative data analysis was the process of data shaped by number. In this study, the researcher used the quantitative data to know the students ability in speaking. After they were taught by using picture as a media in teaching speaking. The researcher conducted test to the students before and after they were taught by using some of criterias of Arthur Hughes in rubric speaking scored. To analyze speaking skill data, the researcher use the following criteria (Hughes :2009):

ANALYSIS OF THE DATA

4.1. Description and Analysis

Based on the purpose the research, this classroom action research was conducted to find out whether the students' speaking skill better improved by applying picture media strategy. The strategy was applied at grade VII SMP N I Tandun in 2015- 2016 Academic years. It was conducted

in two cycles; each cycle had three meetings; each meeting was in 2x40 minutes.

Each cycles in this classroom action research consisted of four phases; planning the research, acting the research, doing observation and reflecting to what was found in three previous phases. The reflecting phases was as the base to go to next cycle. Some finding started from what were found before the classroom action research, in cycle 1 and cycle 2.

In learning to speak, the students did many ways. Even though most of them started studying English since they were at Elementary school, only some of them practice it at school. Sometimes, they used models to start speaking practice. Almost none of the students asked the teacher to practice their speaking in front of the class. Some of them practice to speak English with their seat-friend using models. It was also found that only a few students learn to speak English through discussion. Therefore, the researcher conducted the first cycle.

4.1.1. Analysis of the cycle 1

In the first cycle, there were three meeting with 2x 40 minutes each. To conduct the first cycle consist of meeting 1, meeting 2, and meeting 3. The researcher together with collaborator followed the procedures of the classroom action research namely;

a. Plan

In this phase, the researcher made a planning for the action based on the problems faced by students toward speaking ability. In this step, the researcher arranged a lesson plan based the teaching material. Beside of making picture. The test result are compared, then the researcher took the percentage of students' score

prepare the topic for every meeting. The topic in the first meeting was expressing personal identity and used picture in the students book.

b. Action

In action, the researcher implemented lesson plan that the researcher made before. During the action in three meetings,

c. Observation

As the researcher was conducting the teaching learning process with using media picture as strategy. The collaborator did the observation by taking field notes and other activities that were required to this action research.

The researcher found some crucial weakness of the students in pronouncing the words. In the first meeting, even, the students didnot bring dictionaries that they could not comprehend oo the topic of those materials. It affected to their answer. They could not do the questioning-answering phased smoothly. They could not write the summary of the material so it could be influenced to their presentation. In the second meeting, some students brought the dictionaries. The researcher found out of that a few students could understand the material, and few of them could perform better than before. In third meeting, many students workhardly in their discussion with other students, so that some of them could understand their material but still low in some indicators. In conclusion, the students' found it very difficult to understand their topic so that they could not present better.

Table 13: The increase of students' speaking skill indicators in each component from the Average of Speaking Skill in every cycle.

NO	Indicators of Speaking	Cycle 1	Cycle 2
1	Accent	49,57	60,6
2	Grammar	57,43	66,13
3	Vocabulary	57,27	75,37
4	Fluency	57,67	68,23
5	Comprehension	59,50	72,77

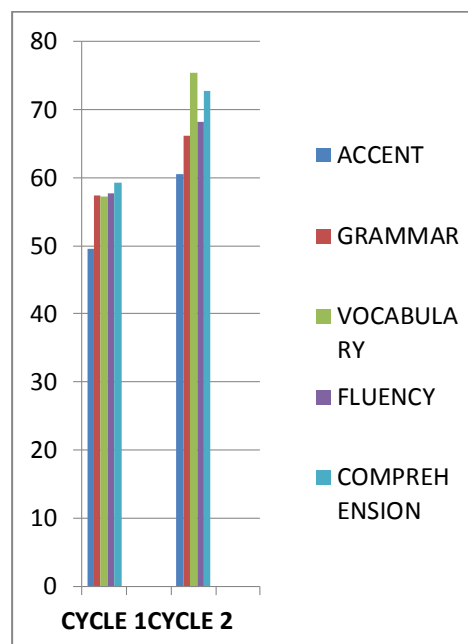
Based on the table of percentage the students' improvement in speaking indicators every cycle above, the following is table the level of students' speaking skill based on their average score.

Table14: The level of The Students' Speaking Skill based on their Average Score

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The increase of students speaking indicator in percentage from the average in every cycle can be seen in form of diagram below:

Diagram 11 : The Improvement of Students' Speaking Indicator in each component



From the data in diagram above, it can be understood that their Accent became better from the average of speaking test in cycle 1(49,57) to (60,50) in the average of speaking test in cycle II. It can be read that the students' mastery on Grammar better improved from (57,43) in the average of speaking test in cycle 1to (66,13) in the average of speaking test in cycleII. According the data above there was an increase on the students' mastery in Vocabulary from:(57,27) in the average of speaking testin cycle 1 to (75,37) in the average of speaking test in cycle II. Their fluency in pronouncing words and sentences became better: from (57,67) in the average of speaking test in cycle 1 to (68,23) in the average

of speaking test in cycle II. The last, the students' Comprehension throughout the three meetings showed an improvement: from (59,30) in the average of speaking test in cycle 1 to (72,77) in the average of speaking test in cycle II.

4.2. Discussion

As it has been explained before, this research conducted in 2 cycles for 6 meetings, to investigate how far using picture media as strategy can better to improve the students' speaking skill at grade seventh SMP N I Tandun. The designing of using picture media as strategy has been fulfilled what Hornby (2007: 1138) stated picture is a description that gives you an idea in your mind of what something is like. It means that using picture will make the children easy to remember and understand to speaking practice.

After the researcher did the research and found the improvement of the students' speaking skill, the researcher found some factors that indicate the improvement of students speaking skill through the field note and interview. There are some factors influencing the improvement of students' speaking skill.

a). Materials

The materials that they have also take the influences in the improvements of students' proficiency. In this case, because all of the students are seventh grade students, the materials were also the topic that related to their background knowledge. Therefore, using picture media as strategy that the researcher conducted was really help the students to increase their skill in speaking and it can be seen from the improvement of their speaking indicators in every cycle.

b). Discussion

To improve of students' speaking skill in every cycle also influenced by

the discussion that the students did the class to work. In this discussion, the students discuss their friends about the material means until they try to increase their comprehending about the material by expressing their personal identity before they practice in front of the class.

c). Practising

Improvement of the students' speaking skill in every cycle also influenced by practising. From interview, the researcher did to the students. It can be seen that the students always practising the topic and sometimes they ask their friends to listen to their topic. Before their presented in front of the class.

d). Teacher

In this case, the teacher tried to give a model to the students to present their performance, and how they pronounce some difficult words.

4.3. Limitation of the Research

In this classroom action research, 2015-2016 Academic year. The research was aimed at improving the students' low speaking skill at that class by using picture media as strategy. In the research, the researcher only used four instruments: observation sheet, speaking test, field notes and interview.

The findings of this research might not have the same result in every cycle. It was because there might be other better instrument than those were used in this research that might result in different research findings. There is no guarantee that using picture media as strategy with the instrument as the mentioned before at the other classes will have the same finding and result as it was at the seventh grade in

SMP N 1 Tandun. Shortly, the findings and the result of this research are only relevant dealt with the seventh grade in SMP N 1 Tandun in 2015 – 2016 Academic Year.

5.1. Conclusions Results

Based on the results of data analysis can be concluded that the use of the media picture can improve learning outcomes. Improved learning outcomes indicated by the change in the value of learning outcomes in English the longer the better, namely (1) Before subjected to averaged 5.58 (2) The average value of the evaluation cycle I 6.37 (3) mean Cycle II evaluation average of 7.47. It is addressing the increase in value between the initial conditions to the learning process of the last cycle.

Based on the result of the research or findings, it could be concluded that:

1. Using picture as media is helpful teaching and learning process and made the students motivated and actively in speaking activity.
2. Using media as media help the students develop better activities in students.
3. Using picture could minimized the students' passiveness in process of teaching and learning and learning to speak.

There are some factors influences the change of students speaking skill by using picture media based on current syllabus, and to know those factors, the researcher got from interview.

a. Some factors influence the improvement of students speaking skill.

1. Picture Media

The selection of picture media was given to the students also influenced increasing of students' speaking skill, in this case, because the students are junior high school level, in fact, picture media as a way to improve students speaking skill that the researcher conducted

really helped the students. The researcher tried to find and selection the picture that related to material and could made the students speak up in front of the class and material was easy to understand by the students.

2). Materials

The materials that they have also take the influences in the improvements of students' proficiency. In this case, because all of the students are seventh grade students, the materials were also the topic that related to their background knowledge. Therefore, using picture media as strategy that the researcher indicated that implementation of picture media as strategy was successful since there is an improvement in students' speaking skill from the average speaking test in cycle I was (56,25) to (68,62) the average of speaking in cycle II. Based on the findings, the researcher observed the students speaking skill that used picture media might help students to increase their achievement in expressing personal identity through picture media at the seventh grade in SMP N 1 Tandun.

conducted was really help the students to increase their skill in speaking and it can be seen from the improvement of their speaking indicators in every cycle.

3). Discussion

To improve of students' speaking skill in every cycle also influenced by the discussion that the students did the class to work. In this discussion, the students discuss their friends about the material means until they try to increase their comprehending about the material by expressing their personal identity before they practice in front of the class.

4). Practising

Improvement of the students' speaking skill in every cycle influenced by practising. From interview, the the researcher did to the students.

It can be seen that the students always practising the topic and sometimes they ask their friends to listen to their topic.

5). Teacher

In this case, the teacher tried to give a model to the students to present their performance, and how they pronounce some difficult words.

5.2. Suggestions

As for the suggestion that the researchers pointed out are as follows:

- a) For teachers, the learning English should be creative, for example in the use of media picture to express personal identity because it is very well developed in order to improve learning outcomes.

Using the media picture can be developed in a creative and innovative in English but should be able to be used on all subjects, so as to improve the quality of learning both the learning process and student learning outcomes.

- b) For principals, in every lesson should use instructional media that support the learning process, if it needs to be made somewhere to provide instructional media so that it can be used whenever necessary learning media.
- c) At last, because of limitation of the research, further and longer studies about using picture media are highly recommended investigate whether these media can be a solving problem at the other classes or other institutions.

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