

"INCREASING THE STUDENTS' ANTHUSIASM IN SPEAKING ENGLISH BY USING A PICTURE"

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Abstract:

The problems of this research were how to increasing the students' enthusiasm in speaking english by using a picture and how to motivate the students to apply it in their English. The research was guided by a conceptual framework leading to the using pictures through peer work to increasing the students' enthusiasm in speaking English by using a picture during the process of classroom communication interaction. The research type was an action research. The subject consisted of 15 students of the first semester communication students of Univ. Yudharta in 2016-2017 academic years. The research data were collected using test (test after first treatment and test after the second treatment), observation for collecting data on the students' motivation in to increasing the students' enthusiasm in speaking English by using series pictures. The Data on vocabulary ability using picture were analyzed using the descriptive and statistic analysis, to know the improvement in mean students after the first cycle and the second cycle. Based on the first cycle, the students' average was 60.5, then, on the second treatment, the students' average increase to be 77.9. It can conclude that teaching English by using pictures can increase the students' enthusiasm in speaking English.

Keywords ;*speaking and pictures, increasing the students.*

1. BACKGROUND

Students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia. As a consequence English teachers are demanded to be responsible for the failure in making the students capable of using English for communication both productively and receptively. To alleviate this ordeal, educators, practitioners, and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the learner perspective. They have rarely taken the learner perspective into consideration as a very important contribution to the learning process.

Does the failure have any relations to these factors? Some English textbooks written for young learners seem to neglect these factors. As a matter of fact, many

research findings have shown the powerful role of the students in improving their learning outcome.

Teaching English especially for speaking in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as vocabulary is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen or to speech only. The teachers need to give the students' activities to practice the new speech among the four basic skills of language. Bourdons in Nunan (1993) stated that spoken language needs the mastery of vocabulary habit. This means that practice vocabulary needs much time to fulfil the requirements of the mastery of spoken English, either from school or the environment.

Paultson and Brunder (1975) stated that the objective of the language teaching is the production of the speaker's competence to communicate in the target language. Rivers (1968) stated that the teacher should give the students opportunities to practice vocabulary. She further stated that if the students are able to practice the new speech habit throughout as the children do in his native language, the problem of vocabulary fluency of foreign language would be lessened. That is why the writer is focuses on how to increasing the students' enthusiasm in speaking English by using a picture.

Teaching English at the first students in Communication Program in Yudharta University is one of the main focuses in the English teaching. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase vocabulary ability. Because this is the basic learning method in English, so the teacher must improve the teaching method nicely in order to improve the students' ability in speaking English anthusiasm.

Based on the background above, the researcher formulates the following research questions: (1) Do the students have high motivation in speaking English using pictures?; (2) Does the use of pictures through peer work significantly improve their ability to speak the English easily?

Related to the problem statement above, the objective of this research is then specified: (1) to know about the effectiveness of using pictures in improving their motivation to speak English through peer work; (2) to know about the effectiveness of using pictures through peer work in improving their ability to speak English.

The result of this research is expected to be useful information to: (1) increase the teachers' knowledge of English

and share experiences in improving students speaking ability using game application; (2) encourage the teachers' colleagues in doing action research in improving their teaching as the professional practices; (3) give any contribution to the general public in increasing knowledge concerning about classroom action research and get any reflection for being perfection.

This research is done by the subject of the students of the first students in Communication Program in Yudharta University using pictures through peer work to improve their ability to speak English. The researcher focused his research in improving students' ability and the students' motivation in the process of teaching and learning using some pictures. The topics or themes used were: (1) some series of procedures' pictures; (2) abstract pictures. Some pictures through peer work was used to attract and encourage the students to improve their ability to construct their understanding and the ability to speak English and help the teacher to present the materials.

2. THE REVIEW OF RELATED LITERATURE

The researcher found some studies had been conducted using the students' own picture through peer work in improving their ability to speak English. Some of them: (1) Rahman, Aulia (2007) in his research stated that teaching English especially for speaking skill here is how teacher can give a good theme to the students, the theme must make students fill happy so they will give attention all times during the teaching process. The learning and teaching of a second or foreign language is a complex process. Learning is "Acquiring or getting of knowledge of subject or skill by study, experience, or instruction." Similarly, teaching, which is implied in the first definition of learning, may be defined as.

“Showing of helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Teaching cannot be defined apart from learning. (2) Westwood, Peter and Oliver (1975) stated that in improving oral language there are four ways should be considered in which teachers sometimes operate to restrict language development or indeed at times train students not to listen but to speak; (3) Hergenhalm in Elliott (1996) stated that good teaching begins with knowing what you want to teach: the stimuli, you must also identify the responses you want to connect to the stimuli and timing of appropriate satisfiers. (4) Hulse in Elliott (1996) on the effective teaching and effective learning stated that feedback or reinforcement of asking question is very important. It is a powerful tool of controlling behaviour of the students. If you praise students’ correct responses immediately and the students increase correct responses; (5) Erna (2006) in his research stated the way of teaching vocabulary as follow: The stages of teaching and learning vocabulary is divided into three stages which commonly known as presentation, practice, and production. (5) Nunan (1993) distinguished between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills was all that one needed in order to communicate successfully. Besides, he suggested that, in particular, learners need to develop skills in the management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, when and how to terminate the conversation and so on.

Jack Richards (2016) in his article (Listening and speaking skills remain as

important as ever for today’s English speakers)“Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition-based methodologies of the 1970s. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills. The notion of English as an international language has also prompted a revision of the notion of communicative competence to include intercultural competence. This shifts the focus toward learning how to communicate in cross-cultural settings, where native-speaker norms of communication may not be a priority. At the same time, it is now accepted that models for oral interaction in classroom materials cannot be simply based on the intuitions of textbook writers, but should be informed by the findings of conversational analysis and the analysis of

real speech. In this series of blog posts, I'll explore approaches to the teaching of listening and speaking in light of the kinds of issues discussed in the preceding paragraphs. My goal is to examine what applied linguistics research and theory says about the nature of listening and speaking skills, and then to explore what the implications are for classroom teaching. We will begin with examining the teaching of listening.

In an interactive communication, a speaker, and therefore the speaker also becomes a listener. Why pictures? A wise statement says 'I hear I forget, I see I know, and I do I understand. This means that if we have learning experiences by observing, drawing, doing and also what our eyes see and catch most of the time will stay long in our memory. Therefore, the statement strengthens to improve students' speaking ability by using pictures as media to teach English. Pictures as visual aids will attract students' attention, and motivate them to learn. In addition, using pictures means that the students try to connect the plot in the picture to be a link of story.

Westwood, Peter and Oliver (1979) stated the principles of oral language should the language program of teaching vocabulary be based on: (1) create an enjoyable, entertaining, social learning situation, which gives pleasure to the students; (2) keep the peer work activity; (3) arrange for fragment, intensive sessions in two or three short sessions daily; (4) ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communicating ability; (5) have clearly defined, short term goals for each session: teaching a certain adjective, adverb, or conjunction: 'and' and 'but': (6) observe the slow learners and give some

degree of repetition and our learning if necessary; (7) use material such as practices and games to hold attention as the basis for language simulation; (8) use pleasure and praise as reinforcers.

Media is the process through which the ideas or messages can be sending from the sender to the receiver. It is the most important part of communication system. These days communication is possible through a vast variety of media. For communication to be very effective, the communicator has to be very conscious & judicious in the choice of media which will depend on various factors like the urgency of the message, the time available, the expenditure involved & the intellectual & emotional level of the receivers. "Set of concepts aimed at decision making in situations of competition and conflict (as well as of cooperation and interdependence) under specified rules" – BusinessDictionary.com

Sometimes abbreviated as picture, a picture is a visual capture of an object. Pictures are created using another hardware device such as a digital camera or a scanner and not the computer. The picture of pictures shown here is a good example of a picture. If visual object is made exclusively on a computer and is not captured by another device, it may be referred to as a clip art, graphic, illustration, render, or a screenshot.

Many native English teachers in Japan are assigned listening and vocabulary classes, with limited opportunities to teach the other skills areas. There is, however, a general movement on many fronts to shift this once generic class towards more content-based or ESP courses. The result has been that English now becomes more than a mere frill to a true vehicle to disseminate one's ideas.

With the emergence of such a need, games can fill this gap because of its multi-dimensional nature, combining both words and pictorial images.

4. METHOD

The method used in this research was classroom action research (CAR) focused on improving students' speaking ability using pictures. The subject of the research consisted of 20 students of the first semester students of communication in Yudharta University in 2016-2017 academic year.

This research had one dependent variable and one independent variable: (1) the independent variable of this research was the teaching device using pictures through peer work. Using pictures means the pictures belong to the students (e.g. pictures taken from magazines and newspapers) or the pictures that the students had drawn by themselves. Peer work was a teaching technique/activity which allowed students to act in accordance with the assignment; (2) the dependent variable of this research was vocabulary ability. It was empirically by the students' mastery of using game application which covered fluency, pronunciation, vocabulary, structure, discourse and the social context of vocabulary.

To collect data, the instruments to be used: (1) test consisted of pre-test, post-test, and formative test; (2) observation. Test after the first treatment and test after the second treatment administered to find out the improvement of the students' vocabulary ability, the formative test was administered to measure about the improvement of their speaking ability from the cycle 1 and cycle 2. The observation was administered to measure the characteristics of the students towards the application of using pictures through peer work, and questionnaire was administered to support the data of the

students' improvement in speaking English ability.

The activities of the research used the following procedures:

1. The researcher observed the previous students' vocabulary average.
2. The researcher planned the action, constructing the lesson plan for the first cycle using first pictures series.
3. The researcher implemented the first action cycle (giving treatment, using comic).
4. The researcher observed the classroom while implementing the actions in first cycle.
5. The researcher gave reflection to the results of the observation by using the guide of observation in the form of checklist.
6. The researcher analyzed the result of series picture and then classified them qualitatively.
7. The researcher constructed the lesson plan for second cycle.
8. The researcher implemented the second action cycle.
9. The researcher observed the classroom while implementing the second action cycle.
10. The researcher reflected the results of class observation in the second cycle.
11. Analyzing the results of reading test in the second cycle quantitatively and then classified them qualitatively,

In the first treatment, the researcher did some activities related to the using of some pictures series. The topic chosen was the pictures series of procedures text. The first treatment activities were:

a. Warm up:

1. **Opening.** This activity is as like greeting and asking students' condition.
2. **Brain storming to the matter.** This activity was done to guide students to the matter given.
3. **Distributing the pictures.**

b. Whilst:

1. The teacher asked the students to guess the picture and asking the difficult vocabulary related to the picture.

2. The teacher wrote the difficult vocabularies related to the picture on the board.

3. The teacher drilled the difficult vocabulary related to the pictures.

4. The teacher asked them to discuss with their partners about the picture and the plot of the story.

5. The teacher asked them to tell the pictures in front one by one.

c. Closing

1. The teacher asked their difficulty and their problem in describing process.

2. The teacher gave motivation in studying and closing the lesson.

From the first treatment, the research got the problem as bellow:

1. The pictures were not so interesting.

2. The students got difficulty in contracting the sentence, because many new vocabularies for them, so they need long time to memorize.

3. The researcher needed to pay attention more to the students who were weak in vocabulary in guided them to make the story.

After analyzing the problem above, the researcher need to solve the problem. So on the second treatment, the researcher would be easy in attempting the method. Then after choosing the interesting pictures, the researcher made a lesson plan. Then the researcher did some activities in implementing the second treatment. The treatment was as follow;

a. Warm up:

1. Opening. This activity is as like greeting and asking students' condition.

2. The teacher gave brain storming to the matter. This activity was done to guide students to the matter given.

3. The teacher distributed the pictures.

b. Whilst:

1. The teacher asked them to pay attention to the picture.

2. The teacher asked the students to guess the picture and asking the difficult vocabulary related to the picture.

3. The teacher wrote the difficult vocabularies related to the picture on the board.

4. The teacher drilled the difficult vocabulary related to the pictures.

5. The teacher asked them to discuss with their partners.

6. The teacher asked them to present their story in their group first.

7. The teacher asked each group to give correction and suggestion to their friend's error.

8. After the correction, the teacher asked every student to tell the pictures in front.

9. The teacher asked another friend to give suggestion and correction

c. Closing

1. The teacher asked their difficulty and their problem in describing process orally.

2. The teacher gave motivation in studying and closing the lesson.

Based on those activities, the problems on the first treatment could be eliminated. Here, the researcher gave more assistance and support to the weak students. Besides that, the correction and suggestion from their partner in peer work could eliminate the error when they deliver their story in front. The topic about daily activity and the picture chose were so interesting and made them enthusiastic to deliver their story.

5. DATA ANALYSIS

Before the treatment, students mean in speaking was 60.5. Then, researcher prepare Then after the treatments, data on the students' speaking skills were collected in line with the instruments (tests, questionnaires, and observation) and were analyzed using the scoring system, tabulating, percentage, classification, calculating the mean score, from the first treatment, the researcher got the mean of the students reached 77.

6. CONCLUSION AND SUGGESTION

6.1 CONCLUSION

Based on the findings and discussion in the previous parts, the following conclusions are:

(1) The implementation of teaching English in this action research using pictures through peer work as teaching strategy could improve the students' anthusiasm in improving their ability to speak English at both the first cycle and second cycle. It can be shown from the students' increasing average in vocabulary score. In the first treatment, the students' average was 60.5, then, on the second treatment, the students' average increase to be 77.8; (2) the use of pictures through peer work as teaching strategy could improve students speaking ability significantly. This led to the conclusion that using of pictures through peer work as a teaching strategy is a need in English language teaching and learning in improving their ability to speak English in the term of vocabulary, grammar, and their performance based on the context of situation.

6.2 SUGGESTIONS

The first is addressed to the first communication students of Yudharta University dealing with the classroom

implementation of the findings. The second one is addressed to the foreign language teaching researchers.

1) The classroom implementation of the findings

Since the implementation of using pictures has been proven to be successful in improving their ability to speak English, it is strongly suggested that such teaching strategy "increasing students enthusiasm in speaking ability using pictures" could be continually implemented in teaching English. Assistance and giving motivation to the students is much needed, besides choosing interesting pictures.

2) Further researchers

The emphasis of conducting this research was the improving students' speaking ability using some pictures. The result of this research showed that the students speaking ability could get significantly improvement.

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