



Guessing Picture to Increase Students' Speaking Skill in Speaking Class at Universitas Islam Madura

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Abstract: The aim of this research is to improve students' speaking skills in speaking classes. This goal is based on a strong desire for students to be able to involve expressions and expand ideas in telling a picture. This research uses the classroom action research (CAR) method which consists of four steps, including: planning, implementation, observation and reflection. The data analysis used is a qualitative descriptive analysis technique. Criteria for success in this research is about increasing student's speaking ability at the third semester with an average completion score reaching 75%. Based on the results of the action, it can be concluded that student improvement with complete achievement. This is proven by the changes occurred from cycle I at 31.5%, cycle II at 52.6% and finally cycle III reached 78.9% which indicates that the student's ability to tell stories has increased from previously not appearing to appear. This shows that image media can improve speaking ability to students in college.

Keywords: picture, speaking skill, speaking class

Introduction

Communication skills are essential in today's society, and mastering them is necessary for success in one's chosen career. Therefore, out of the four language abilities, speaking is the most crucial for effective communication in today's global society. Given the widespread usage of English worldwide, students must master its communication abilities in order to succeed in their chosen industries. Therefore, learning in the classroom is the best way to develop effective communication skills, particularly speaking abilities (Rao, 2019). Speaking talents are categorized as those that enable us to have meaningful conversations with one another. It gives us the capacity for spoken communication of information. Speaking ability is influenced by a variety of affective elements, including motivation, attitude, empathy, fear of failure, shyness, self-worth, self-confidence, anxiety, and so forth (Kiruthiga & Christopher, 2022). Technology is widely used in education systems in a number of ways to make English language lessons engaging and relevant (Nair & Yunus, 2021).

The first step in social interaction is speaking with others. Moreover, a learner's speaking proficiency indicates how well they are initially picking up a language. For novices, however, speaking a foreign language—especially English—can be quite challenging. Many factors contribute to their difficulty communicating, including a lack of thoughts to share, a lack of vocabulary to convey those ideas, an inability to talk, and a lack of engaging instructional strategies that can encourage them to do so (Zuhriyah, 2017). Of the four abilities that language learners should be able to perform, speaking has always been thought to be the most challenging. In the past few years, numerous researchers have also emphasized the significance of developing speaking abilities. In the current era, learners can acquire speaking abilities through a variety of tools by utilizing technology. As a result, it's important to determine the methods that students employ to acquire speaking abilities in the new learning setting (Kehing & Yunus, 2021). One of the fundamental goals of studying any language is still to be able to communicate. One of the most fundamental language skills that speakers of other languages should have a firm grasp of is speaking. It is regarded as one of the trickiest parts of learning a language, particularly for novices. Learning languages has been shown to be much more successful and improved when visuals are included (Al-Khresheh et al., 2020).

People need to communicate in this day of globalization, and effective communication skills are essential for this. Anyone who wants to succeed in their chosen career must become proficient in language in its entirety. Speaking holds the central position among these abilities. The goal of communication cannot be achieved successfully without this ability. English has become as the universal language, enabling communication amongst individuals worldwide. In today's globalized world, communication is essential, and English meets this requirement by providing a common language with which all people may connect. This communication medium is understood by people and can also be understood by them (Akhter et al., 2020). Through a variety of techniques, teachers of English as a foreign language (EFL) encourage their students to participate more actively in spoken activities in the classroom (Lavalle & Briesmaster, 2017).

Images are regarded as the most effective teaching tool for speaking instruction because they can clearly illustrate relevant subjects to students, explain what is happening, and convey the issues that the people in the picture are discussing. The images and technologies of today are getting better and better. With the use of basic home computer software, we can already materialize a more sophisticated image with motion and sound in this decade. Using pictures in a teaching context is appropriate for the phrase "old but gold." Numerous research have demonstrated the effectiveness of using visuals in the classroom. Images have long been recognized for their capacity to inspire, illustrate, and educate students while they are studying (Soviyah & Purwaningtias, 2018). Moreover, descriptive images can be employed to pique students' interest and inspire them to learn English, particularly with regard to speaking development (Yahya et al., 2020).

Methodology

This research is practical based classroom action research problems that exist in improving speaking skills at speaking class. The subjects used in this research were students at first semester in English department with a total of 19 which are 8 male and 11 are female students. The reason the researcher chose this class because there are some students whose speaking skills are still lacking. Deep Observer This research uses the classroom action method, namely the spiral cycle model which is implemented sequentially repetitive and continuous. The research carried out is based on the research uses a spiral system of self-reflection which begins with the planning stage (planning), implementation stage (acting), observation stage (observing) and reflection stage (reflecting). The planning in question is an activity that is done to prepare a draft of the learning and actions that will be taken by researchers, include revisions to corrective actions, as well as identifying problems implementation of previous actions and laying out problem solving. At the implementation stage is where learning is carried out as agreed in Teaching Method.

The researcher carries out observations during ongoing lesson activities. On implementation learning is carried out in a sustainable system, from cycle one to the last cycle. Reflection is a level for processing the data obtained after carrying out the implementation observation. Things are done to see the results of corrective actions that have been carried out on each cycle is at this level of reflection. Reflection has the aim of obtaining data shows whether or not there is a need to make improvements in subsequent cycles. Later it can produce progress as desired and the impact of these observations will be influence subsequent actions.

The data collection used by researcher in carrying out this research is using observation methods, both on the learning process and on the results learning. Observation of the learning process is used to find out advantages, disadvantages, or obstacles that can cause the learning process declared successful, less successful, or failed. Meanwhile, observation of learning outcomes used to find out how far each student has succeeded in the process learning expressed in a collection of student's scores. With this, if we can see the success of the actions that have been carried out in cycle I then research will be stopped.

However, if the success value has not reached the standard of success, then the second cycle will be carried out and so on until the success standards are met. Student's learning outcomes that increase to reach the specified standard of completion will be criteria for success in this research.

Table 1. Student's Assessment Sheet Format

No	Name	Achievements	
		AS	DAS
1	xxx		
2	yyy		
Result			
Percentage of success			

Note:

DAS - Does not able to speak (Students cannot yet communicate what they have heard and seen about pictures provided)

AS - Able to speak (Students can retell stories heard and seen in pictures with own language)

Result and Discussion

Researchers carried out research at Universitas Islam Madura of English department, Pamekasan City in first semester there are 19 students, of which there are 8 male and 11 female students. The theme that researchers used during the research was around the college. Based on the research that has been carried out, it can be seen that there are changes that have occurred when the pictures activity takes place. Based on observations made in the pre-cycle got a success percentage of 31.5%. Then in cycle I the percentage of success was found increased to 52.6%. Meanwhile, in the second cycle there were 15 students who received it. The completion score with the total percentage obtained increased again to 78.9%.

Table 2. Percentage of Success

	Pre - Cycle	Cycle I	Cycle II
Percentage achieved	31,5 %	52,6 %	78,9%

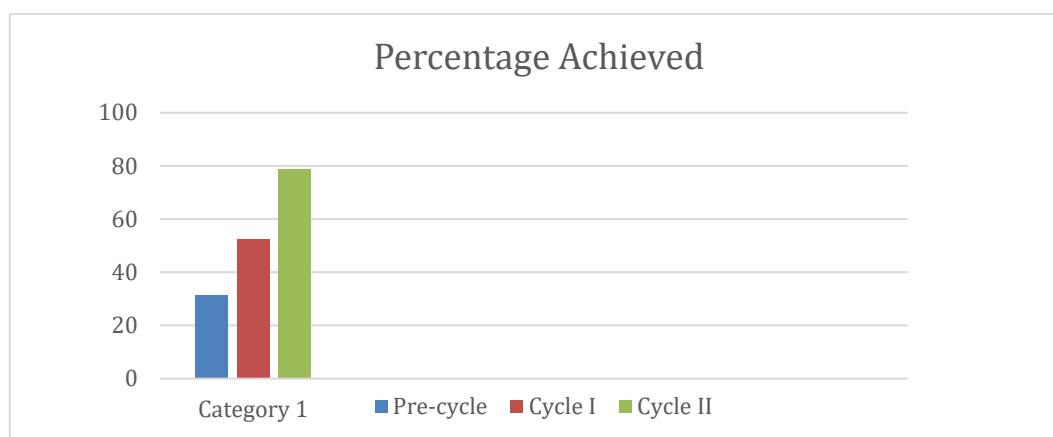


Figure 1. Percentage of Success

Based on the table above, it can be seen that at the pre-cycle stage the percentage is obtained 31.5 %. Meanwhile in cycle I achieved success of 52.6%, resulting in this result showed an increase in cycle I of 21.1%. So it's known at the first level that there was an increase in students' speaking abilities during the learning process. In the next cycle, the data obtained was 78.9%. This presents an improvement by 26.3% from 52.6% to 78.9%. So in this cycle the student's ability to speak in English has improved even better than the previous action through guessing picture activities using picture media. In the first observation cycle the observer carried out a review and scan on the observation sheet, understanding the given pictures, telling the description who have seen the picture, answer questions from the researcher about the picture. The results of observations from the pre-cycle were that during learning activities, there were student who were still hesitate to tell the description that the researcher has given, there are student who are still having difficulty tell the picture showed. Based on the description of the observation results, there are assessment targets that have been achieved, namely the student's speaking ability, there are several student already understand/can speak through picture media but there are students who still can't speak about the picture. So further action is still needed.

Table 3. Calculation Results of the Percentage of Children's Learning Completeness in the Pre-Cycle

No	Result	Amount	Percentage
1	DAS	13	68,4%
2	AS	6	31,6%
Total		19	100%

By observing the first action, the development of the child's storytelling ability can be seen has increased quite a bit. Because after being observed, students who previously had not been able to speak started active and starting to grow their speaking skills. The results of observations in cycle I were at time speaking activities using picture media, student can do it themselves without assistance from teachers amounted to 10 students with a success rate of 52.6%. So the results of the observations the research achievement target has almost been achieved with a completion score above 75%.

Table 4. Calculation Results of Student's Learning Completion Percentage in Cycle I

No	Result	Amount	Percentage
1	DAS	9	47,3%
2	AS	10	52,7%
Total		19	100%

In the second cycle of observations, it could be seen that student's speaking abilities had improved, because after being observed student can carry out speaking activities using their own image media without guidance or help from others, student who do not pay attention to researchers turn into student who are very enthusiastic about this activity, because for them it is a very fun activity. So the research achievement target has been met so there is no need to continue action furthermore.

Table 5. Calculation Results of Student's Learning Completion Percentage in Cycle I

No	Result	Amount	Percentage
1	DAS	4	21,1%
2	AS	15	78,9%
Total		19	100%

Based on research results and also observations after carrying out the action of telling the description using image media in the pre-cycle, cycle I, and cycle II, it can be seen that student's speaking abilities have improved.

**Figure 2.** Teacher Explains Activities



Figure 3. Children Carry Out Cycle I Actions



Figure 4. Children Carry Out Cycle II

Based on the results and discussion here, it can be harmonized with similar previous research which produced quite good results in improving English speaking skills. There are three similar studies, namely:

“THE USE OF PICTURE TO IMPROVE STUDENTS’ SPEAKING SKILL IN ENGLISH”

The purpose of this study is to find out how to use pictures to make English speaking and conversation more engaging for students, making it simpler for them to learn and enjoy speaking to others in the classroom. Descriptive qualitative research using observation and library research was the methodology used. Research reveals that one effective strategy for fostering an engaging learning environment is to use pictures. This will help students grasp the material more easily and become more excited to converse in English with their peers. Lastly, if students consistently practice it outside of the classroom, they will be able to retain what they have learnt for all time and will naturally become more fluent in English (Nurdini, 2018).

“THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS’ SPEAKING SKILL”. *One method to help students become better speakers is the descriptive picture strategy. One of the subjects that young learners find most challenging to acquire*

is speaking skills. First-grade students of SMA Al Azhar 3 Bandar Lampung participated in this study. Students' speaking abilities can be enhanced by explaining a pictorial method, according to the results of a qualitative data analysis. This result is consistent with other research showing that students can enhance their speaking abilities by describing pictures. However, there are certain drawbacks to use the descriptive picture technique. By employing the technique, several pupils were unable to use language effectively when speaking. When their classmates describe pictures in English, the pupils find it difficult to understand what they are saying (Pratiwi & Ayu, 2020).

"The Use of Picture in Developing Students Speaking Skill" This study was planned with the understanding that speaking English is a difficult skill that young learners must acquire. To improve their ability to speak English, the right educational strategy must be used. The study investigated the impact of the image approach on the English speaking growth of first-grade children at SMAN 3 Meulaboh and ascertained the kids' perspectives regarding the use of pictures to enhance their speaking abilities. The study involved twenty-one first-graders and was carried out at SMA 3 Meulaboh.

Pre-test, post-test, and questionnaire data-gathering studies were employed, along with quantitative pre-experimental research methodologies and designs. Score is 9.27, and table at significant level = 0.05 is 1.725, according to data analysis. The data thus indicates that the score ($9.27 > 1.725$) was greater than the table. The evidence supports the acceptance of the alternative hypothesis (H_a). This indicates that teaching pupils through pictures improves their ability to communicate in English. Additionally, students believe that teaching English speaking abilities through pictures is an acceptable and successful way to teach the language, based on their responses to the questionnaire. This result is consistent with the earlier study's finding that employing visuals can aid students in improving their English-speaking abilities (Wandaliza, 2022).

Conclusion

From the observations that have been carried out, it can be seen that there have been additions or improvements student's ability to tell speak through picture media. This research was carried out in two cycles with each cycle being carried out over two meetings. This shows an increase in cycle II, the success rate reached 78.9%. Which means it has exceeded the agreed standard of success is 75%. Based on the results of the action, conclusions can be drawn that the student of the first semester experienced this improvement with complete achievement. Learning speaking should be fun. There are many things that can do to make learning fun. For example, using educational resources or media that is interesting to student.

One of the media that can be used for skills in first semester of English department is the use of image media. Through the media picture, first semester of English department find it easier to form sentences. Image media Words attract student's attention, so they can improve student's speaking skills. The design that has been implemented activates student for learning that is not has the impact of boredom and monotony on student so that students can respond who are good at participating in learning increases. This can be seen from the results of observations that have been made carried out starting from cycle I until the last

cycle experienced an increase. That matter provide evidence that there is a significant impact in increasing speaking ability student use image media in learning. The advice that can be given is that image media has a high effectiveness value when used to improve student's speaking abilities. However, it is also necessary to consider the speaking as well as images and colors in the media used to make students more enthusiastic when studying learning takes place.

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