



IMPROVING STUDENTS' SPEAKING SKILL THROUGH PICTURES AT 10th GRADE SMK SMART AR-RAHMAN BEKASI

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Abstract: Language plays a crucial role in our daily lives. Language is very important to how we live. Every day, we engage in conversation and respond to other individuals. English plays a significant role as a global language because it is frequently used for worldwide communication. For those who don't want to be left behind by science and technology, mastering English becomes one of the most crucial things.

The purpose of this study was to better understand how picture series can be used as a media education approach to help students develop their speaking abilities. This approach was used this study employed the classroom action research methodology over the course of two cycles. A topic or students in the 10th grade at SMK Smart Ar-Rahman in Bekasi made up the study's participants. Researchers compile information from student test scores on how an image was used to illustrate its meaning. Additionally, information was gathered through learning-related observations. The utilization of graphics has an impact on pupils' ability to learn, according to the research findings that the researchers came to. After using pictures as a speaking skill medium, their speaking skills improved.

Keywords: *speaking learning, picture media, classroom action research.*

INTRODUCTION

Our lives are significantly impacted by language. Every day, we converse with and respond to others. Language is an oral medium for human communication, and English is one such language. In both formal and casual settings, English is utilized as a second language. In regular conversation, it's common to employ a foreign language as a means of oral communication. The biggest presentation for students learning English is to improve their speaking abilities, according to Jack C. Ricard (2002:201). As a result, speaking requires proper grammatical understanding in addition to vocabulary mastering skills.

According to Devitt & Hanley (2006) and Noermanzah (2017), language is used to express ideas as a method of communication in a variety of contexts and activities. In this instance, the expression is related to the segmental and supra segmental elements of spoken language, allowing a sentence to serve as a vehicle for several meanings when uttered with various expressions. This

language ability is implemented by ability in rhetoric, both in writing and speaking. Rhetoric in this case is the ability to process language effectively and effectively efficient in the form of ethos (character or good intentions), pathos (bringing the listener's emotions) or the reader), and logos (logical evidence) so as to influence the reader or listeners with messages conveyed through written or oral media (Noermanzah et al., 2017:222-223; Noermanzah et al., 2018; 119).

Language, according to Finocchiaro (1964: 8), is a system of arbitrary verbal symbols that enables communication and interaction between all members of a certain culture or other individuals who have studied the cultural system. Language is a system of arbitrary sounds and symbols used by members of social groupings to collaborate, communicate, and identify themselves, according to Kridalaksana and Djoko Kentjono in Chaer, 2014: 32. Language serves as a primary tool for inter human communication.

As stated above, language is a human



communication system that employs arbitrary signals including vocal sounds, gestures, visual cues, and written symbols. Language, more specifically human language refers to the grammar and other rules and norms that allow humans to make utterances and sound in a way that others can understand.

(<https://www.thoughtco.com/what-is-a-language-1691218>)

English is now a vital language in our daily lives. The language of the entire planet is English. There are 1.13 billion people who speak English as their primary language of communication, and 60 nations, including the USA, Australia, New Zealand, and others, have adopted it as their official tongue.

(<https://www.kompas.com/edu/read/2021/08/05/162355371/10-bahasa-paling-banyak-digunakan-di-dunia-indonesia-nomor-berapa?page=all>)

The huge Indonesian dictionary (KBBI) defines language as a set of random sound symbols used by members of a community to communicate, identify themselves, and cooperate. Language is a representation of human ability to communicate, cooperate, and self-identify.

Wibowo (2001:3) defines language as a system of arbitrary and conventional sound symbols that people use to communicate in order to express their thoughts and feelings. Therefore, language is essential for everyone to communicate and express their emotions. Every student has to learn English. English is now more widely used as a result of globalization. Given that we are preparing for globalization, learning English is crucial. Students require things depending on their educational level and soft skills.

The teacher's duty as a qualified language educator is to impart English knowledge to all pupils and provide the most effective teaching strategies. Teachers provide pupils with a good method and work to implement the most effective teaching strategy possible. English is employed in the formal and informal educational processes of a greater scope. Even though English is a

second language for many, it is widely used for everyday communication in places like workplaces, schools, and universities.

English plays a significant role as a global language because it is frequently used for worldwide communication. For those who don't want to fall behind in trade, scientific and technological advancement, mastering English becomes one of the most crucial things.

There are four skills in English learning and teaching, such as speaking, writing, listening, and reading.

Speaking is a useful ability that, in theory, cannot be isolated from human life, according to Sulistiono (2013). Therefore, it is crucial that every youngster either learns English in official school settings or sooner in informal settings. Therefore, it is crucial that every child acquires speaking skills from an early age, whether in formal or informal settings, and the most crucial one is from their mother.

According to Tarigan (1985), the ability to utter articulation sounds or words to express, state, and convey thoughts, ideas, and feelings is referred to as speaking. Speaking is crucial for expressing one's thoughts and feelings to other people.

According to Chomsky (Bakar, et al. 2008:7) argues that only humans the only creature of God who can communicate through verbal. So that, we should be grateful to God for the gift that cannot be possessed by other creatures. Therefore, as a teacher we can develop communication skill through verbal language, because as humans are destined to communicate orally.

According to Abidin (2012:147) is a set of activities that done by students to express ideas orally under guidance, direction and motivation of teachers. So that, the role as teacher is very important as a motivator. Teacher motivation highly expected by students, especially for the students who less in socializing with other friend classmates. Through the guidance and direction of the teacher, so that students can speak politely and correctly.

The most crucial ability for someone



who aspires to speak English fluently is speaking. The six sorts of speaking abilities that students need to acquire are listening, speaking, reading, pronouncing words, and vocabulary. These abilities should be taught in the classroom as a subject. The optimal teaching strategy should be used by the teacher. Teaching speaking skills is more difficult than it appears because most students find it difficult to speak English because it is not their mother tongue or first language. When they wish to speak English, the majority of them are worried about making a mistake.

The 2013 vocational high school curriculum states that in order to achieve functional literacy, pupils must develop communicative competence in spoken and written language. The ability to write a variety of functional texts, monologues, as well as procedure, descriptive, recount, narrative, and report essays, is required of the students.

However, based on the researcher's observation and interviews with students in the 10th grade at SMK Smart Ar-Rahman Bekasi, there were still some issues with the students' abilities, particularly in speaking competence. Few students are brave enough to try speaking because most students lack the vocabulary to speak up and are terrified of making a mistake. Additionally, they have weak pronunciation and grammar skills.

Based on the problems above, the research team agreed to work collaboratively to solve the problems and to improve the speaking skills of 10th grade in SMK Smart Ar-Rahman Bekasi through picture. Pictures were believed to be able to stimulate and guide the students to speak. pictures serve for illustration, develop students' imagination, accommodate their interest, express idea, giving opinion and also make learning process more interesting. Teacher can use any picture for any technique of teaching. Teacher explains the content of the picture for giving example, giving vocabularies according to the pictures were given. Pictures were media could be used to increase their speaking skills.

The speaking skills of 10th grade students in SMK Smart Ar-Rahman Bekasi was average.

The problems were affected by some factors such as the students, the teachers, and the process learning. The teacher's factors are the teacher gave the materials only from one book LKS (Lembar Kerja Siswa), the teacher did not use the various method in teaching process. The student's factors are capability in mastering grammar were low and the students were still lack of vocabularies.

Teaching speaking through picture will be one of teaching technique, according to the background and the problem above, the researcher focuses improving students' speaking skills through picture at tenth grade of SMK Smart Ar-Rahman Bekasi. The result of this research is expected to enrich and support an exciting the theories on implementations the use of picture for improving student's speaking skill.

METHOD

To make it simple to obtain objective data, this study used a qualitative research methodology to determine the truth of the incident under investigation. A strategy to conducting research that is focused on phenomena or natural occurrences is known as qualitative research.

The researcher is the instrument key, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the findings of qualitative research are more emphatic about the meaning of generalization, according to Sugiyono (2019:18). This is in contrast to experiments, which are used to examine the condition of natural objects. Thus, it can be said that qualitative research is a method that explains a phenomenon utilizing natural methods and descriptions in sentence structures and language.

David Williams (1995, in Moleong 2005:5) describes qualitative research as the gathering of data in a scientific environment, utilizing the scientific process, and being done by researchers or people who are really interested in the subject. According to Denzin



and Lincoln (1987), qualitative research is defined as study that is conducted in a natural setting with the goal of interpreting phenomena that occur and using a variety of methods already in use.

According to Moleong (2005:6), qualitative research is research that intends to understand the phenomena of what is experienced by research subject such as behavior, perceptions, motivations, actions, holistically and by means of descriptions in the form of words and language. A special context that is natural and by utilizing various natural methods.

According to Bogdan and Taylor (1982), qualitative research is a procedure that generates descriptive data in the form of verbatim or recorded statements from subjects and observable behavior. The method is oriented on the context and the subject as a whole. According to Kirk and Miller, qualitative research is a specific tradition in social science that relies heavily on watching people in one's own community and relating to them linguistically and phenomenologically.

This research involved classroom action research. Action research is one type of applied social research which is essentially a social experiment. Action research is also an innovation to produce changes in policy procedures by being monitored through social research methods (Payne & Payne, 2004).

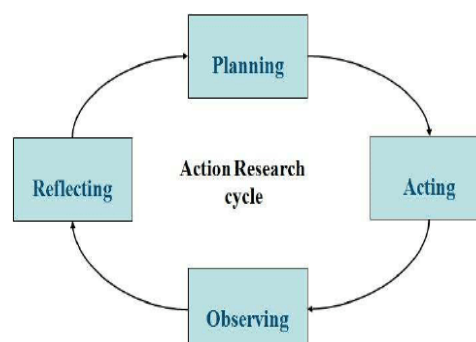
According to Gunawan (2007), action research is a methodical process or action for improving anything in which the planning, execution, and assessment are carried out to ensure research-level validity and dependability. The action research approach encapsulates the cycle of action, which is built on reflection, feedback, and an assessment of past actions and current conditions. Action research, as defined by Rapoport (1970), referenced by Madya (2006), strives to promote social scientific goals by collaborative engagement within an ethical framework and to contribute to the settlement of practical challenges in time-sensitive settings. Occasionally, the focus of

the research process switches between "finding" while the research is being conducted and "action learning."

Emzir Hopkins (2002:42) also explains that action research combines research procedures with substantive action, an action carried out in an inquiry discipline, or an attempt by someone to understand what is going on, while being involved in a process of improvement and change. In other words, action research means testing ideas in practice as a means of improving and increasing understanding of the curriculum, learning methods and strategies, the learning process the result of which are improvement to what happens in the classroom.

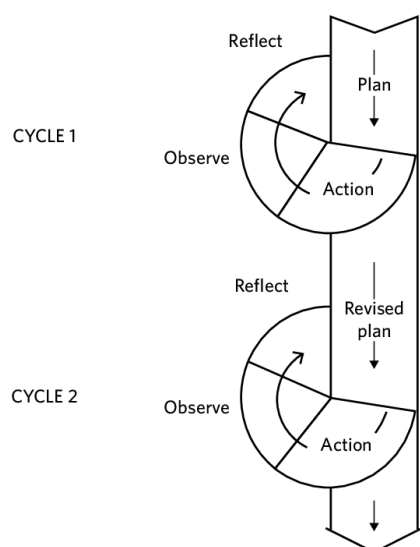
Besides that, L.R. Gay (2011:508) also provides an understanding that action research is a systematic investigation carried out by teachers, school principals, school counselors, or other stakeholders in teaching and learning environment and also involves gathering information about the procedures for teachers and students in the teaching and learning process. So that action research is which all participants are involved in the research.

Kurt Lewin said action research was exemplified by the discussion of problem followed by group decision on how to proceed. Action research can be defined as a research system in solving a problem in which there is interaction between the researcher and the client in achieving research objectives (Kurt Lewin, 1973 cited by Sulaksana 2004). He explains that classroom action research has many cycles, each cycles includes plan, action, observation and reflection.





Kurt Lewin's design has been developed based on Kemmis and McTaggart. The difference is that they combine the action and observation steps into one stage because they are both essential components that cannot be separated from one another. They assert that because classroom action research involves a spiral of self-reflective spirals, it is articulatory research (Kemmis and Mc Taggart, 2000: Kohsy, 2005).



The action research model developed by Kemmis was used in this study. Kemmis in Emzir (2013:239) provides a straightforward diagram of the four stages of an action research cycle, listing them as (1) planning; (2) action; (3) observation, and (4) reflection. The study's four themes were applied in a varied, progressive, and systematic manner. When the Kemmis model is analyzed, it can be seen that it essentially takes the shape of tools or strands with one set of four components: planning, action, observation, and reflection. This is because in the Kemmis model, the components between executing action and observing are inseparable. In this situation, both tasks must be completed simultaneously.

The instruments used in this study to collect data were conducted based on the definition provided above. Interviews,

observations, and tests were the instruments utilized to acquire the data. The student's knowledge regarding learning English, particularly with regard to speaking ability, was given through the interview. Thirty students from SMK Smart Ar-Rahman Bekasi's tenth grade participated in the study. To discover more about their interest in studying English, interviews were conducted. Ten students were interviewed for the interview.

The researcher was observed the student's and teacher's activities in the classroom, the materials, the process learning, the media, the condition of the class and the student's needed. Then test was used to compare the students' speaking skill achievement before conducting the research and after conducting the research.

By administering a pre- and post-test, the researcher was able to examine the results. The research's examination of the data is qualitative. After conducting an interview with an English teacher, the researcher observed the class as it was being taught, identified any issues, and then conducted an analysis of the outcomes. The researcher then used an image to challenge students' English speaking skills. First, the researcher used a famous person to break the ice, and the students had to guess who it was. The pupils then participated in a speaking challenge using pictures. The researcher received a score or data from the speaking practice challenge. The researcher conducted an analysis of the data to determine the following step that should be taken in order to help the pupils attain their KKM score or even higher.

RESULTS AND DISCUSSION

According to study findings, some library research findings that have been examined by researchers offer information about teaching methods that can be utilized to improve students' speaking abilities, particularly their ability to describe things visually.

According to Ricard and Renandya (2005), the purpose of language teaching is



to give students communicative competence and classroom activities so that they can develop their speaking skills. Language teaching strategies are crucial, especially when teaching English as a second language.

According to Anjaniputra (2013), cooperative activities such creative tasks, drilling, and role playing are some of the tactics utilized to teach speaking. According to (Kemmes, 2007), there are a number of media-based language teaching tactics that can be used, including poems, chants, stories, theater, storytelling, games, and Total Physical Response (TPR) exercises.

Describing picture is a sentence that is arranged based on the existing picture. Most of the tenses used are simple present tense, because they see facts (from the picture) and turn them into a sentence. If these sentences are arranged into a paragraph, then the paragraph can be referred to as descriptive text. Descriptive text is an essay that describes the condition of something so that it invites the reader to feel, hear and see.

According to Keraf (1981), descriptive text is something that writes about something. Descriptive text is a text that explains or describe people, animals or an object in terms of its shape, characteristic, number and so on.

Describing a picture is telling activities that the students could tell the story of each picture. They can tell about the color, the situation, the shape, and everything on each picture.

1. On observation in the first cycle, researcher witnessed the way the teacher in carrying out the learning process. First, the teacher greeted the students, prayed, and checked the attendance list. Before started to the materials, the teacher did an ice breaking first for making focus the students. After that, the teacher reviewed the previously materials about simple present which is connected to the materials given. Next, the teacher

began teaching students about describing picture or descriptive text. After giving an explanation well, the teacher gave an example how to describe a picture. After that, the teacher distributed the picture to the students and asked the students to tell one of the picture that the teacher given.

After the students told the picture one by one in front of the class, the teacher gave the conclusions and motivated them. Finally, the teacher closed the class by praying together and ended up the learning process.

2. On observation in the second cycle, researcher witnessed of teaching process. First, the teacher greeted the students, prayed together and checked the attendance list. Before started to the materials, the teacher did an ice breaking, the teacher asked the students to guess the picture that shown by the teacher. Next, the teacher started giving materials about speaking through picture, and continued on previously materials about describing picture. After giving explanations well. The teacher used the presentation project group to describe a picture for the students. The picture included persons, animals, things, a situation, a technology picture and so on. After the students making groups, they started telling of each picture in front of the class and witnessed by the teacher. Then, going to the next group to the last group. Finally, the teacher gave the conclusions about the discussion and the materials. The last was closed the class by praying together, then ended up the teaching learning process.

In implementing of the classroom action research, the researcher conducted two cycles. The first cycle, the researcher used a descriptive text and describing things. The second cycle, the researcher used a descriptive text and picture of someone. For each picture used to stimulate the students' abilities in describing picture.

For the test, the researcher conducted



to the students to write vocabularies and tell of each pictures. The minimum score to be achieved by the students is 73 according to the regulation of SMK Ar-Rahman Smart Bekasi. The researcher did the test for get some data from the students. The researcher conducted pre speaking test and post speaking test by giving an explanation of each picture and asked the students to mention some vocabularies and describe the picture which the student chosen.

The aspects measured in this study were pronunciation, grammar, vocabulary, fluency and understanding.

In conducting the test, researcher collected the result by form of table. Which is consist of student's name, score of 1st cycle and score of 2nd cycle. The following table is the result data collected by the researcher.

No.	Student's name	Score of 1st cycle	Score of 2 nd cycle
1	Alvina	80	85
2	Antoni	75	80
3	Ardlin Fakhri Permana	80	85
4	Bima Adi Putra Suhaimin	80	80
5	Erinna Nathania Querida	77	85
6	Fellani Oktavia	60	75
7	Haydar Ridlo Galuh Panutan	65	75
8	Hendra Saputra	70	75
9	Icha Fitriyani	80	85
10	Kayla Wirawati	80	80
11	Leona Revalina Citra Asmara	90	90
12	Misha Andalusia	80	85
13	Muhammad Arif Mursyid	60	90
14	Muhammad Farrel Al Fath	60	80
15	Muhammad Hinggil Fathurrahman	75	80
16	Muhammad Rifki Adira Lesman P	60	80
17	M. Murfi Galuh Setyawan	65	85
18	Nabila Latahsya	50	80
19	Nabil Rizky Ramadhan	90	90

	Setiawan		
20	Najmi Khoirul Putra	60	85
21	Rani Amaliyah	70	77
22	Rayo Galang Ardina	65	80
23	Selinda Reika Selfa	60	80
24	Sovia Azzahra	65	80
25	Tio Fahri Habib Rahadi	60	45
26	Zahra Salsabila	78	80
27	Yudaha Panji Anom	80	85
28	Mahesa Mei Wa	74	75
29	Muhammad Rifki Ramadhan	50	75
30	Muhammad Nafi Nur Rosyid	60	80
Total		2099	2407
Average		70,9	80,6

Based on the result of the table score above, the researcher found the difference between the 1st cycle and the 2nd cycle. In the first cycle, the total score is 2.099 and the second cycle the total score is 2.407. Means that the improvement is about 308 points.

In first cycle, the average of the 1st score is 70, 9 which 13 students did not achieve the score of KKM 73. So, the researcher continued on the second cycle.

Finally, the result of the second cycle showed the value is 80, 6, that all students achieved the standard of school's score (KKM). The classroom action research has been successfully implemented. From the explanation above, it could be concluded that learning process for improving speaking skill using pictures series helped the students to describe or telling something easily. They could explore an idea, imagination, and feelings. That means, the picture is more interesting to them.

CONCLUSION

The researcher draws the following conclusions on the use of image series to enhance SMK SMART Ar-Rahman Bekasi students' speaking abilities based on the research data:

1. The researcher had everything ready for action research before beginning the learning process. The first step in



the teaching process is preparing the materials. Creating picture-based learning media is the second step. creating the observation form for the pretest and posttest comes third.

2. The implementation of teaching students at SMK SMART AR-RAHMAN how to talk more clearly through pictures was successful. This was evident when the pupils were enthused about the visual learning process. Where they might give a description of the image connected to the image displayed.
3. Improving speaking skill through picture at 10th grade of SMK SMART AR-RAHMAN BEKASI after conducting classroom action research, there is an increase in students' speaking skill. The average score in the first cycle 70, 9 or still in the less category. Some students were able to describe some pictures and some students were still stammering and did not use English properly. From the result and discussion, the researcher continued on the second cycle. In the second cycle, the 10th grade of SMK SMART AR-RAHMAN BEKASI experienced an increase. The second cycle average is 80,6 or very good category. Where in this second cycle the students were able to describe a picture in front of the class using English properly. Based on value of first cycle and second cycle showed an increase in students' speaking skill.

It can be concluded that improving speaking skill through picture is effective with the aim of English learning.

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