

THE IMPLEMENTATION OF PICTURE IN TEACHING SPEAKING AT MTS AL FURQAN MUHAMMADIYAH 3 BANJARMASIN

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ABSTRACT

This research seeks to find out about the use of pictures in learning progress after applying pictures in teaching to junior high school students. The research method used is qualitative interviews. In this study the participant were junior high school students and teachers.

Picture can motivate the students to learn English and it can help the teacher to make them interest and enjoy to learn especially speaking it is expected that students can increase their speaking. Moreover, pictures can also be used to stimulate the students' imagination and

Keyword : *picture, implementation, teaching speaking.*

INTRODUCTION

The writer finds that speaking English as a foreign language is a difficult subject for young learners to master. There are several reasons why these subjects are difficult for students. They are shy and nervous to speak and take part in the conversation if the teacher asks them to speak.

In addition, the teacher spends a lot of time explaining the material rather than giving them the opportunity to practice speaking English. For this reason, the use of certain techniques in teaching English is necessary to encourage students to speak English well and to be active in speaking classes. Because of this problem, many teachers use many methods or techniques in improving students' speaking skills.

Inta (2010) said that improving speaking skills is a challenge for teachers because in reality many students are still weak in this skill. Many techniques that can be used teach students to speak English. Using interesting materials, media, and techniques in teaching English can motivate students to learn. One of technique is a picture.

One of the techniques is pictures. Raimes (1983:27) in Mahfud Effendi said, the use of the picture in the classroom provides a stimulating focus for students' attention." The picture can commonly interest the students to keep the spirit in learning English because the picture has much arts value which makes them more interested. By using a picture, a teacher can make any creativity that are appropriate with the students' needs.

Picture is one of activity in learn speaking English. In this activity, students must describe pictures in front of class. Arief. S Sadiman (2006) Argues that the image is one type of media that is very interesting to study. The function of this media is to attract attention, give ideas, understand illustrations or provide variations to students about

something. In this activity, every student gets one picture and they have to describe it. The description is a genre which has social function to describe a particular person, place or thing as stated by Gerot and Wignell, (1994).

Harmer (1991) shows that teachers can get students to produce oral compositions by showing them a series of pictures, imitating a story, or playing a cassette with a series of sounds. Therefore, picture in teaching learning process absolutely enables the student's to achieve the lesson. This media is useful for in general, the function of picture media is as a tool in learning activities that provide visual experiences for children to encourage learning motivation and facilitate complex and abstract concepts to be simpler, concrete and easy to understand. That is why the researcher is wanted to do.

METHODE

Research Design

Qualitative research is a research procedure that produces descriptive data in the form of words and writings and behaviors taken from the person (subject) themselves, Fatchurahman (1992).

This research produces data in the form of words from interviews, documents, etc. or research that prioritizes analytical descriptions of events or processes that occur in the environment.

Research Setting

This research has been carried at MTs Alfurqan Muhammadiyah 3 SMP Negeri 3 Banjarmasin. The researcher did previous project research by asking question about the using picture for speaking learning in the classroom.

Data and Source Data

In qualitative research, the data collected is related to the research focus. Data sourced from people who are informants (people who are directly the subject of research). In this study the instrument

used to obtain data was interviews. The data used are answers from interviews with junior high school students in Banjarmasin. In determining the informant, the researcher used purposive sampling technique. Sampling is based on certain considerations such as population characteristics or previously known characteristics, Notoadmojdo (2010).

Procedure of Data Collecting

In this study the researcher was not able to go directly to the informant to conduct an interview, because when this research was underway we were confronted with the Covid-19 pandemic situation which prevented the researcher from collecting data.

Procedure of data collection technique can be seen as follows:

1. Researchers make interview questions and then put them in the Google form as a medium for spreading the questions. After the questions were made the researcher recorded a link that would later be shared with informants so that they could access the questions on the Google form.
2. Next, the researcher asked permission from the informant to be a resource person, in this case the researcher used social media to contact the informant. The reason is, the Covid-19 pandemic is still happening during the process. Then if students and teachers are willing to be resource persons, the researchers share the existing links so that the informants can access the questions that have been prepared previously.
3. After get the link, the student and teachers can go to the google form to then fill in the interview questions that have been made by the researcher.

4. After the informant finished filling out all the questions and sent it, the researcher also thanked the informant. Then the researcher also collected the results of the answers that had been given by the informants to be further compiled into interview transcripts and analyzed into the data needed in this study.

Data Analysis

Data analysis is very important in the scientific method because the analysis of the data obtained can be meaningful and useful in solving research problems. Then the data collected was analyzed using the Miles and Huberman model, namely data reduction, data presentation, and drawing conclusions or verification..

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for patterns and themes contained in them. Therefore, researchers can reduce data continuously during the study until they get data that matches the focus of the problem. Thus the reduced data will provide a clear picture, and make it easier for researchers to do further data collection.

2. Data display

After the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of a brief description and in the form of a chart. With the data in accordance with the focus of the problem the researcher groups and

takes understanding to arrive at conclusions. In presenting this data, it is equipped with data analysis which includes analysis of observation results, and analysis of interview results

3. Data Verification

The findings can be in the form of a description of an object that was previously still dim or dark so that after examination it becomes clear, it can be a causal or interactive relationship, hypothesis, theory.

Therefore in qualitative research the data obtained analyzed with the following steps:

- a. Analyzing the data in the field that is done during data collection takes place.
- b. Analyze data that has been collected or newly acquired data
- c. After the process of data collection is complete, the researcher makes a research report using a descriptive method that is the type of research that aims to make a picture of the situation or events.

With this technique the data obtained will be sorted and then carried out grouping of similar data and then analyzed its contents in accordance with the information needed in a concrete and in-depth manner.

FINDING AND DISCUSSION

1. Kind of picture using in speaking class

a.) Photograph

If in English lessons when using public figure pictures they were more interested because they can used pictures

of people them like. It was proved by 2th participant said the interview " *Learning to speak using pictures is more fun because using pictures, like presenting a visualization of my favorite idol makes me want to talk* ". Also the 4th participant said: " *I feel have fun learning to use pictures, because I find it easier to get ideas when the picture displayed is my favorite picture*". The selected picture media must be in accordance with student interests.

It was that many students were interested in learning to speak used a picture of their favorite actor so that students can describe the picture better in speaking. It was proved by the teacher said in the interview: " *Sometimes in teaching picture media to students I always use pictures that are easy to understand so that it is easier for students to describe them, especially this is for junior high school students so look for pictures that suit them and are suitable for the topic*". It was Pictures of individual portraits, which were pictures that show a person in detail, were useful for intermediate and advance learners. The students can be asked questions about the age and proportion of the person, whether she/he is married, her/his interest and traits of character. The pictures have enough cues, so that the students can figure out the meaning of a new word and sentence structure. It means the students understand and retain the meaning of a word better when they have seen.

b.) Situational Picture

Situational pictures with striking details or strong points of interest are particularly useful. This can arouse interest in students and release imagination and energy, which is a hard thing to do in a language class. It was proved by the 1st participant said in the interview *“If the picture displayed in the teaching is interesting I will be more enthusiastic to picture or look for ideas to express the picture”*. The students feel that using pictures that look attractive will make it easier for students to respond in teaching speaking.

2. Technique for students interest in learning speaking

Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. The purposes of this activity are to train students' imagination and retell story in speaking English. It was proved by teacher said in the interview: *“To be success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity's rule”*. The preparations are: select the material from magazines, internet, books, and any pictures which show a number of different objects, the objects should be clear in shape. Also teacher said: *“I think that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and describe something in*

English speaking”. In this case, the teacher will create attractive activity and make students enjoy learning in the classroom.

And students feel that learning needs something interesting so that they don't feel bored. It was proved by participant 3rd said: *“I feel bored if the teacher teaches only explains and writes on the whiteboard, so when the teacher teaches with other media I feel interested to pay attention”*. These preparations and procedures of describing picture can create students being more active and there is no bored in the class. Based on the preparation and procedures, describing picture is one of the useful and successful strategies for improving students' speaking. Pictures also add variety and maintain a high level of learners' interest.

3. The advantages gotten by students taught speaking using picture

A picture is an excellent media to create the exciting and alive teaching learning process. They provide variety of fun and games, furthermore, it may offer parallel opportunities both for teacher-students and students' interaction. Many participants felt that learning speaking using pictures was very fun. It was proved by participant 2th and 4th participant said: *“By using the picture media that is displayed, it makes me more enthusiastic and not boring because the teacher's teaching doesn't look monotonous and makes it easier for me to describe the picture”*. Also 5th participant said: *“I think talking using pictures is quite interesting because with these picture we are able to*

guess or understand what movements or objects are being drawn".

The statement showed that the used of textbook or a board and chalk for the teachers were common aids which can make the students sometimes feel bored. Therefore, using different aids, such as picture, was able to make the students enthusiastic and to motivate them in teaching and learning process. Thus students feel in teaching using pictures can provide an imagination advantage to be able describing picture. It was proved by teacher said in the interview: "*Because the pictures themselves are visuals that make students quickly understand what the teacher is saying, by using picture media students are more interested in paying attention to the front of the class and students are more likely to understand the material the teacher is teaching*". Therefore, using different aids, such as picture, is able to make the students enthusiastic and to motivate them in teaching and learning process.

CLOSING

Conclusion

This study found that teaching English speaking or conversation for students using picture media is an excellent way to improve their ability in speaking English as well as to motivation and enjoy as long as learning English in the classroom. This situation is different when a teacher does not use any media for teaching. Therefore, it is very important for language teachers to provide a rich environment for meaningful communication, rather than directing students to pure memorization. By using useful speaking activities such as using pictures can make

a great contribution to students in developing the basic interactive necessary for life and make it more enjoyable for them.

Suggestion

Finally, the researcher hopes this study could give inspiration and be useful for the readers, students and English teachers. Additionally, for the next researchers, hopefully, this can be used as references to develop research dealing with the method enhancement for teaching speaking skills to analyze the theory deeper and further.

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