Application of Picture Media to Improve Students' English Present Continuous Tense Speaking Ability

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A R T I C L E I N F O

A B S T R A K

Kemampuan berbahasa Inggris dengan pengucapan, ketepatan, kelancaran, dan intonasi yang baik dan benar merupakan tantangan tersendiri bagi siswa dalam membentuk pengetahuan baru. Masih banyak siswa yang kurang menguasai keterampilan berbicara dalam Bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengevaluasi penerapan teknik media gambar terhadap keterampilan berbicara siswa dalam present continuous tense. Penelitian ini merupakan penelitian kualitatif deskriptif. Penelitian ini dilaksanakan dalam tiga siklus yang masing-masing terdiri dari dua siklus pembelajaran atau tatap muka. Subyek penelitian adalah 30 peserta pendidikan. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan tes. Instrumen yang digunakan untuk mengumpulkan data adalah soal tes. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian menunjukkan bahwa siswa pada siklus I, II dan III memiliki nilai rata-rata yang menunjukkan bahwa penerapan teknik media gambar dapat meningkatkan kemampuan berbicara bahasa Inggris dalam present continuous tense. Disimpulkan bahwa penerapan media gambar efektif dapat meningkatkan kemampuan berbicara Bahasa Inggris. Media gambar dapat memfasilitasi siswa dalam belajar Bahasa Inggris. Temuan ini juga dapat digunakan sebagai referensi bagi guru untuk meningkatkan proses pembelajaran berbicara.

A B S T R A C T

The ability to speak English with good and correct pronunciation, accuracy, fluency, and intonation is a challenge for students in forming new knowledge. There are still many students who do not master speaking skills in English. Therefore, this study aims to evaluate the application of image media techniques to students' speaking skills in the present continuous tense. This research is descriptive qualitative research. This research was carried out in three cycles, each consisting of two learning cycles or face-to-face. The research subjects were 30 education participants. The method used to collect data is observation, interviews, and tests. The instrument used to collect data is a test question. The data analysis technique used is descriptive qualitative and quantitative analysis. The results showed that students in cycles I, II, and III had an average score which indicated that image media techniques could improve English speaking skills in the present continuous tense. It was concluded that the application of image media could effectively improve the ability to speak English. Picture media can facilitate students in learning English. This finding can also be used as a reference for teachers to improve the speaking learning process.

1. INTRODUCTION

Language is a tool used to convey or express ideas, opinions, and desires for something both verbally and in writing. All languages have four main components: writing, speaking, listening, and reading (Ho, 2020; Julianti et al., 2016; Maysuroh et al., 2017; Yani, 2021). Speaking is one of the language skills conducted orally by speakers to ensure to ensure others understand their intents and purposes (Arfani & Sulistia, 2019; Lorena & Sadiku, 2015; Setyaningsih & Larassati, 2021). Good speaking ability is a productive skill in learning English because it enables speakers to express their ideas correctly (Feng & Liu, 2021; Saed et al., 2021; Shamsudin et al., 2013; Yusuf & Mabagits, 2020). Speaking ability is the competency in pronouncing articulation words to express, and convey thoughts, ideas, and feelings. Speaking is an oral language used to convey intentions, such as ideas, opinions, and feelings, to someone. Speaking skills are used to produce a flow of articulation sound systems to convey wishes, ideas, feelings, and experiences to others (Chien et al., 2020; Escobar Fandiño et al., 2019). The English language consists of four language skills related to each other, namely listening, speaking, reading, and writing (Hengki et al., 2017; Zaretsky, 2020).

There are several stages of students' speaking development, such as listening and speaking productively. Receiving is a speaking stage where students receive more from the learning environment or listen to various speaking styles from others to develop their vocabulary (Alavi & Akbarian, 2020; Fidiyanti, 2020; Miralpeix & Muñoz, 2018). Meanwhile, productive speaking is when students have carried out many practices to improve

their speaking skills. This is followed by students' ability to form and reproduce new expressions, such as asking, explaining, discussing, and even helping colleagues in class (Dwi et al., 2013; Lan & Lam, 2020; Yusuf & Mabagits, 2020). Speaking test is a way to conduct an assessment in the form of tasks carried out by students to reduce subjective results. This assessment guide uses the speaking technique to determine the relationship between information, the accuracy of structure, vocabulary, fluency, and pronunciation style (Shamsudin et al., 2013; Sharif Matthews & López, 2019).

Data collected through observation showed that in 2021, students at the BEC Ubud Institution had several errors associated with their speaking skills. These problems consist of pronunciation, misuse of vocabulary, and grammar, specifically in the present continuous tense material, which increased due to internal and external factors. Present continuous tense is used to express an action or event occurring during a conversation. It is also used to express an action or event that occurs at the time of speaking, a temporary state, and an action or event that has been planned or scheduled, such as an appointment. The internal factors include learning motivation and students' intelligence level, as well as psychological factors, such as low self-confidence in public speaking and the fear of making mistakes during dialogue, specifically in selecting the right tenses. Meanwhile, the external factors are teachers, friends, environment, and learning methods used. Low speaking ability will make students lose their confidence in foreign languages (Liyana & Kurniawan, 2019; Saed et al., 2021).

Therefore, to overcome the problems mentioned above, this study used the picture media technique to improve students' ability to speak English in the present continuous tense to have clear, definite, and detailed objectives. The picture media is a material used to discuss the learning process and convey messages from teachers to students (Anjelina Putri et al., 2018; Hidayah et al., 2020; Safura et al., 2017). It also helps students to reveal the information contained in the problem, hence, the relationship between the components in the problem becomes clearer (Anjelina Putri et al., 2018; Priani et al., 2019; Tembang & Suharjo, 2017). Picture media is one of the most effective learning techniques used to improve understanding and increase student learning motivation due to its ability to provide new nuances, thereby eliminating boredom (Asmonah, 2019; Krismasari et al., 2019; Sargeant, 2015). This learning technique attracts attention and also describes a certain fact. Picture media is a medium that uses pictures to convey messages through the sense of sight. The message conveyed is analyzed through visual communication symbols and aims to attract attention, clarify the material, illustrate facts and information (Dewi et al., 2019; Hidayah et al., 2020; Swarastuti, 2019). The general form of picture media is summarized in terms of graphic media for ease in describing and summarizing an idea and event. Graphic media is a visual-based media consisting of symbols, pictures, dots, and lines. Picture media is the most commonly used intermediary because it is understandable and can be enjoyed everywhere (Amali et al., 2020; Nugraha & Widiana, 2021). The findings of previous studies also stated that picture media would increase students' learning motivation (Hidayah et al., 2020; Priani et al., 2019). Other research findings also state that image media can make it easier for students to understand learning material (Anjelina Putri et al., 2018; Suaeb et al., 2018; Suhandra, 2018). It can be concluded that image media can facilitate students ' learning. This study aims to evaluate the application of image media to improve English speaking skills. The difference between this study and the previous one is that the image media in this study is applied to improve students' speaking English skills in present continuous learning. It is hoped that the image media can improve the ability to speak English in the present continuous lesson.

2. METHOD

This research is a descriptive qualitative research consisting of planning, action, observation, and reflection. This research was carried out in three cycles, each consisting of two learning cycles or face-to-face. The research subjects were 30 vocational education (PKK) participants at the BEC Ubud Institute. The methods used to collect data are observation, interviews, and tests. The instrument used to collect data is test questions. The technique used to analyze the data is descriptive qualitative and quantitative analysis. Three types of data analysis were used: reduction, description, and leverage. The process is used to collect, focus, and filter data, describe the source and compare student scores in each cycle based on minimum completeness criteria (KKM). The results of observations, tests, and interviews were compared with the Creswell (2009) triangulation method to validate the collected data (Creswell, 2009).

3. RESULT AND DISCUSSION

Result

Pre-action description. In the early stages, the teaching and learning activities in the classroom were observed and evaluated. Teachers used the conventional learning activities to explain the material and notes required for students to conduct assignments. It was also found that many students found it difficult to generate ideas needed to prepare sentences, eliminate pronunciation mistakes, select the right vocabulary, and compile

sentences easily using verbs with the present continuous tense pattern. Furthermore, students were less motivated to learn English because the media was monotonous. Based on observations, teachers mostly use teaching materials from textbooks that do not provide sufficient exposure, specifically in speaking practice. Most students need to improve their efficiency in speaking English because their grades are generally low, with an average score of 80, which is below the minimum criteria. Based on the above reasons, improving students' English speaking skills using a more interesting technique, such as picture media, is necessary. Through this medium, students can directly visualize the activities, objects, and atmosphere observed in the picture. Therefore, they are stimulated to speak English, making it easier for them to generate new ideas by arranging sentences into good paragraphs and telling events in pictures.

Cycle 1. At this stage, the syllabus, lesson plans, pre-and post-tests, student observation sheets for each cycle, collaborator observation sheets, and pictures were prepared according to the material. At the first meeting, the functions, patterns and adverbs of the present continuous often used in sentences were analyzed with example sentences accompanied by pictorial representation using family activities. Besides providing colorful pictures, some of the existing verbs were explained based on changes in the form of the verb-ing. Furthermore, students were asked to analyze the pictures and explain the activities' inherent the content. They are then asked to convey the activities of one person on the picture with the present continuous tense pattern one after another. The observation sheets were filled out during teaching and learning activities for further discussion with collaborators at the reflection stage. Cycle 2 was conducted due to the problems found in the students' present continuous tense speaking skills found in cycle 1. For instance, some find it difficult to speak English because of their inability to understand the present continuous tense and their limited vocabulary. This makes students speak less English with the content of their conversation far different from the topic, without reaching the minimum standard score. In the second cycle, the teaching and learning process was focused on mastering the present continuous tense and vocabulary in school activities.

The teaching and learning process starts with asking students several questions about their understanding of the material. For example: "what is the teacher doing? What are the students doing? Where is the headmaster sitting?" There was progress in students' understanding of the material because almost all were able to answer the questions by telling stories using the present continuous tense. Furthermore, they were guided on the right strategies to discuss with friends to obtain more information about the present continuous tense. In this cycle, students were asked to look for new words related to the topic and guides to translate it into English correctly to enrich their vocabulary. During this process, observation sheets were filled by students and collaborators. Cycle 3. The main activity is to explain the topic related to the atmosphere at work and the hotel.

This process was conducted by reviewing the material on the present continuous tense and providing some questions to determine students' understanding and ability to memorize the material. The simple present continuous tense was used by students to briefly explain the activities that occur within and outside the classroom. Before teachers showed the associated pictures to students, they were asked to discuss the topic with their friends and collect more related-vocabularies. This was followed by showing pictures of activities in the handphone shop to students and asking them to understand the vocabulary needed to explain the atmosphere in their hotel. The minimum score for speaking skills in this research is 80. Cycle 1 shows that 7 (23%) and 23 (77%) of the students passed and failed the minimum completeness criteria score. The highest, lowest and average scores are 85, 55 and 67. In cycle 2, 17 (57%) and 13 (43%) of the students passed and failed the minimum completeness criteria with highest, lowest and average scores of 92, 75 and 80. In cycle 3, 28 (98%) and 2 (7%) of the students passed and failed the minimum completeness criteria with the highest, lowest and average scores of 98, 78 and 85. The percentage of student success data in the test in each cycle is shown in Figure 1.
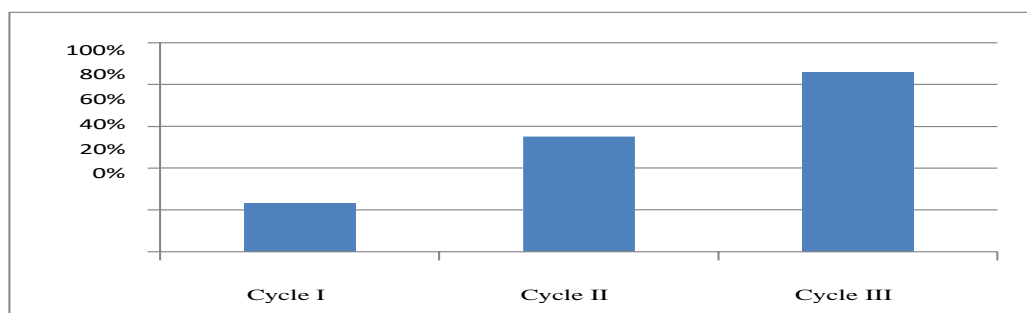

Figure 1: Data on the increase in student scores in each cycle

Discussion

Several observations were used in each cycle, with an increase in students (a) learning motivation, (b) ability to ask and answer questions during learning, (c) rise in confidence in speaking the English language from

the present continuous tense, and (d) being responsible for their assignments. The interview data results showed that many students do not feel confident in speaking English because they are unable to use the correct pronunciation, right vocabulary, and correct sentence pattern. In addition, students are afraid of making grammatical errors. Media images are very important in the conceptual understanding of members' efforts. Through pictures, the teacher can help provide experience and understanding to students to be wider (Arifiyanti & Ananda, 2018; Handayani et al., 2017; Rosmalem, 2017).The use of picture media increases students' interest in learning English. This technique increases vocabulary and accelerates good understanding and good mastery of the present continuous tense. The image media used presents the material clearly, making it easier for students to understand the learning material. It is reinforced by previous research, which states that appropriate learning media will make it easier for students to understand learning material quickly (Bus et al., 2020; Khamparia & Pandey, 2017; Susiana & Wening, 2015). Students stated that the picture media made it easier for them to understand learning to write descriptive text and choose the right vocabulary when speaking English. *Image media* is a medium that is very easy to find. Words and pictures are an excellent combination in the process of sending messages, information, or subject matter (Adipta et al., 2016; Hidayati & Astuti, 2020; Yuliani, 2017). The images presented will provide direction and shadow to students directly regarding the message to be conveyed by the teacher (Krismasari et al., 2019). Simple and clear picture media will also make students have no difficulty understanding the picture.

In general, the application of picture media motivates and makes it easier for students to learn to speak English in the present continuous tense. From the students' answers, it can be concluded that picture media increases enthusiasm and learning techniques for mastering vocabulary based on certain topics in the present continuous tense. The findings of previous studies also stated that picture media increased students' learning motivation (Anggraini et al., 2019; Dewi et al., 2019). Other research findings also state that the help of image media can make it easier for students to understand learning material (Anjelina Putri et al., 2018; Hidayah et al., 2020; Suhandra, 2018). The advantage of image media is that it can overcome the limitations of space and time because not all objects, objects, or events can be brought into the classroom, and students are not always brought to these objects or events. In addition, image media can clarify a problem in any field and for any age. It can be concluded that image media can help students in learning English.

4. CONCLUSION

The picture media technique was used to increase students' ability to use the present continuous tense correctly when speaking English. This statement is evidenced by the test results from cycles 1 to 3, which continued to increase.

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