Teachers’ View in Improving Students’ Speaking Ability through Pictures

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Abstract

In curriculum 2013, students are expected to use English in oral communications related to the skill pictures are frequently use teaching. Descriptive is a text that often use in speaking. Unfortunately, student lack of vocabulary, no ideas, and not enough information to describing something in detail; based on the problems, teachers’ try to solve it in classroom activity. One of them is media picture that used by teacher to attract student’s attention and motivations. This study was descriptive qualitative. To find the data the researcher ask ‘teachers’ view’ on the impact of media picture in improving students speaking ability; by using interview and recorded. The researcher found that positive view of teachers’ related to pictures. In addition, pictures are easy to obtain, colorful is better to attract students’ attentions. It was give many contributions in field of education.

Keywords: Teaching speaking, teachers’ view, picture, descriptive genre

1. INTRODUCTION

English is a compulsory subject at Senior High School. The students are expected to accomplish with four basic skills speaking, listening, reading and writing. Those skills enable them to use English as a mean of communication. Speaking is a basic skill in language learning and most essential aspect to carry out conversation in learning. A good speaking eases learners to learn English effectively. Therefore, speaking skill is very important for every people since they can interact and communicate to each other. It is one of many ways to share knowledge; such as social-cultural, education, religion and entertainment use in English language too. According to Nunan (1991) speaking is the most important aspect in teaching foreign language, and it can be successful if they
are able to engage conversation in the language. It means the proficiency in speaking skill is crucial matter in teaching language.

In the national standard content of school in curriculum 2013, one of the speaking competency standards require students to be able to express the meaning orally in the form of descriptive and recount text in order to interact in the immediate environment; and students should have positive character building. According to Ningsih and Fata (2015) interactive activities tend to bring up reproductions of utterances rather than meaningful expressions. The speakers must be able to produce respond to spoken language information. In relation to teaching English speaking skill, there are some of various media applied by teacher to stimulate students’ interest in learning language; one of them is the media of picture that is often used by teacher in classroom activity. Pictures is one of the simple media and easy to find in teaching learning.

In terms of this, Gagne (1970) as mentioned in (Sadiman, 2006) the media are different types of components in learning environment, which can stimulate students learning. Meanwhile, Olshansky (2008) asserts that pictures can also serve as a universal language, one that is accessible no matter what language spoken. It is used in every language spoken and serves the same information. It means there are many kinds of media which is use by teacher to create classroom activity interesting and affective learning. Considering the research background above, the researcher was intrigued in conducting a study about the impacts of pictures in improving students speaking ability. Furthermore, the research question of this study can be formulated as follows: What are the teachers’ views on the impact of pictures in improving students’ speaking ability?

2. LITERATURE REVIEW
2.1 Teaching Speaking

Speaking is an essential skill for learning since it enables students to engage in conversation both inside and outside school. It means that students are expected to speak English with native speaker or non-native speaker in every opportunity. According to Richard (2008) speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Besides, Joyce (1999) speaking is an active process of negotiating meaning and using social knowledge of situation. The representative and interlocutor have to understand each other about the topic that they are discussing so that the conversations will effective.

As one of the important skill in teaching English language, speaking also has definite part in human life. According to Gumperz (1999) stated that, speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants’ utterances. It means through speaking skill people can share knowledge, information, opinions or feeling to other. Beside of that the importance of basic skill (speaking ability) in public discussion of language applies both to question of spoken and written in English. It’s preserved to interaction and communicated with someone to other; such social relation, cultural, etc. As universal language, we will find everywhere
people who speak English and majority of the world in public areas such as technology, transportation, entertainment and others. It means that both of speaking and writing ability in learning second language is becoming widely known as an important skill.

At functional level, speaking is making oneself understood. It means that speaking has a purpose to share information to someone else and to understand the sense of context (Valette, 1996). So that speaking ability conveys lot of contributions for human life in sending and receiving message in oral form. In addition, Scott (1995) mentioned that, there are two main purposes of speaking. Speaking has function as transactional function to related to convey information and interactional function related to establish and maintain social relationship. It means speaking as a arrange context during communication. Based on the explanation above, it can be concluded that speaking is the manner to express ideas, opinion, or feeling to others by using voice articulation in order to inform students, to persuade, and to entertain that can be studied by using several media in teaching English to helps students learning.

2.2 Type of Language Behavior

In teaching language there are tree types of teaching behaviors. In expressive channel of communication there are tree procedure used together as sample of child language behavior. Spontaneoues: spontaneous language – sampling procedures are widely used to evaluate pragmatic ability. It means the ability of students to speak naturally is important in speaking activity (Prutting & Kishner, 1987). Imitation: task require a child to reapat directly the word, phrase, or sentence of the examiner, (Brown & Bullugi, 1964; Ervin, 1964, Slobin & Welsh, 1973; Anggrista & Bahri, 2016) stated that imitation language is esssential the same in content and structure as their spontaneous language. It means that the ability of students to repeat a sentence, the stimulus for example repetition task.

Elicited language: using a picture to elicit language involves no imitation on the part of child, but the procedures cannot be classified as a totally spontaneous (Salvia, 2010). In this type of task, the child is presented with a picture or picture of object or action scene and ask to do one of following: Point to the correct object (a receptive vocabulary task), Point to the action picture that best describe sentence or receptive language including vocabulary, name the picture (expressive vocabulary), the last, Describe the picture (expressive language including vocabulary). It means students have get reaction based on the despondence in getting information.

2.3 The Use of Picture as a Media in Teaching Speaking

Using picture as teaching aid can help students acquire understanding knowledge or information in teaching learning process. The use of media in teaching can also persuade student motivation as good response in learning. To attract students in learning, the use of picture can be one of the alternative media. Wright (2004) argued that through pictures, learner can see people, place, and things from area outside of its own picture. It means by using media teaching activity more real to overcome distance between time and place.
Teliston (2004) said that most of disciplines problem in classroom are cause by such factor as boredom, not understanding the relevance of information, and incorrect modality for learning; you also know that over 87% of students in classroom are visual learners. To overcome students learning problem, picture one of visual aid to be useful in teaching English because it can stimulate student learning, increase and focus on the students attention in learning, make lesson more real and interesting. Picture also has function to deliver massage from information resource to receiver. Sadiman (2006) stated that, media education as a source channeled, so it will overcome learning berries. Drawing a chart of relations among media, student and source of information as follow:

Based on the chart of picture above shown the relationship between source, media, teacher and student have several significance function of picture in teaching learning activity. Picture as media teaching can help students in language learning. It can overcome geographical, time, ect. Picture as a visual aids very useful in teaching English. Since picture can stimulate student in learning language, it can increase and focus on the students’ attention in learning the meaning word, interesting in learning, make the lesson more real and show some action or events in chronological order.

Sheikh (2000) stated that hearing is not crucial learning sensory perception available to man a more eleven percent of what we learn is through hearing, the ayes account for eighty three percent of our learning. So that way visual aid can add enormous impact to oral performance. Picture as one of media in teaching has an important function to make effective in teaching and learning.

2.4 Types of Picture and roles of Pictures in Teaching Speaking

According to Harmer (2001) pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide. Firstly, flashcard is a small card which teacher can give for students to see. There are several functions in teaching English such as; for drilling grammar items, for cueing different sentences, or practicing vocabulary, etc. Secondly, large wall picture is a big picture for everyone to see detail. Sometimes teachers use large
wall pictures, when pointing to detail of a picture to elicit a response. Thirdly, cue card is a small card which students can use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that base on the card. Teacher often use it for game.

Then, photograph or illustration a photo or image the scenery a situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, internet, etc and the last, projected slide in the multimedia class, the teachers also use projected slide in teaching English by using in focus to create situation more enjoyable and pay students attention. The teachers use it to show the images in the big form to classroom more real.

According to Hartono (2001) genre is used to refer particular text type, it is a type or kind of text in terms of its social purposes; text is a unit of meaning which is coherence and appropriate for it context. Every text has communicative purpose, schematic structure, social function, and Each genre has specific language feature, there are type of genres it divided in two kind, story genres and factual genres; Story Genres there are narrative, news story, exemplum, anecdote, recount and spoof; factual genre: procedure, explanation, report, exposition, discussion, commentary, review and description. In this study the researcher focused on description or well knows as the descriptive text. It is a kind of factual genre. It is use to describe a particular person, place or thing; this text often use in teaching speaking activity

There are several types of pictures; check chart for picture is used to stimulate ideas particular ways by using the picture you found, pictures of single objects, to describe a particular thing in the picture and showing single object (Wright, 1990). For example; a student in classroom and has just finished studying. It is used to imply word, structure, ideas, teaching meaning and dialogues, pictures of famous people generally to identify reason for fame; achievement; evaluator of what they have done. It uses to describe character, background, and physical; like /dislike/ admire, Student and Teacher drawing, this type is a type that often used by teachers, in teaching activity to carry out teaching material; and many others type of picture use by teacher in classroom activity.

In teaching speaking ability there are a number of role of picture. According to Wright (2004) there are some roles of pictures in teaching English speaking ability, first of all, pictures can motivate the students and make them want to pay attention and to take part in learning. Second, pictures contribute the context in which the language is being used. They bring world into classroom. Third, pictures can be described in an objective way or interpreted. Fourth, pictures can cue responses to questions or substitution through controlled practice. The last one, pictures can stimulate and provided information to be referred to in conversation and story-telling. It means the role of picture in teaching speaking ability is essentially to help students to express their idea easily.
3. METHODS
This study is descriptive qualitative. According to Wahyuni (2012) stated that, qualitative research is a form of social inquiry that focuses on way people interpret and make sense of their experience and the world in which they live. She added that, qualitative method may be structured or free flowing depending on the research question and the objective. In this study the researcher acted as the main data collector. Meanwhile Anne (1999) argued that the aim of qualitative approaches is to offer description, interactions and classifications of naturalistic social contexts. It means the descriptive qualitative study concerned with providing descriptions, of phenomenon that occurs naturally, without the experiment or simulated treatment.

Interview is an activity of asking questions and getting answers from participant in a study. The interview which directed face to face between teacher the researcher to find out teachers,' view about picture in teaching speaking ability. Interview as the instrument used for undertaking this research is Questions of 7 items are adapted from Rokni (2013) 3 items Questions based on the agreement and discussion with supervisor, in this study, the teacher were labeled T1 and T2. This study was conducted at SMAN 1 UNGGUL Baitussalam Aceh Besar.

4. FINDINGS AND DISCUSSION
4.1 Findings
The result taken based on interviewed two English teachers as the main source of data and included data recorded to supported valid data collected in this study. The researcher was conducted the within a day on 21 September 2016 at SMAN 1 Unggul Baitussalam Aceh Besar. The data were analyzed to find out the teacher view on the impact of pictures in improving student speaking ability.

From the result of interview and data recorded, the researcher found there were several points of teachers' view that related to the impacts of media picture in teaching English speaking skill. Based on the result of data instruments that ware give two English teachers', they were explained that picture is a good media to use for teacher in teaching speaking ability and have positive achieve to attract students attention in classroom activity (Ningsih & Fata, 2015). The researcher also found that several impacts of the use picture in teaching English to improve students speaking skill, students were easy to develop their ideas, it can come spontaneously when they look at the picture, helps students make identifications and descriptions the object of discussion; picture also can improved students vocabularies.

Furthermore, based on teachers view the researcher found more information and statement with related to picture as media use in teaching English; for instance, picture can organize students ideas, give new information and the last picture are easy to obtain. For instance, magazine, brochure, internet which easy to get anytime, in addition text book curriculum 2013 its also provided a lot of attractive and interested picture to helps student acquire more knowledge. According to Harmer (2001) stated that Teachers have always used pictures ortographics whether drawn, taken from books, newspapers and
magazines, or photographs to facilitate learning. It means picture give much contributions as teaching media to create active and affective learning activity, since picture take crucial part as visual information in classroom activity. In additionally, picture are affectively use as media teaching speaking ability, to get the objective of teaching learning activity.

4.2 Discussion
Based on the interview result T1 and T2 the researcher found that statements agree related to several question in this study, both of teachers are use media picture in their classroom teaching activity to improve students speaking ability. The researcher also found several point of teacher view on the impact of picture.

They were number of previous research findings from the view of teachers shown that the use of media pictures in teaching speaking skill had brought the positive impacts in improving speaking ability. For example, Nurhayadi (2014) said that using picture can improve student fluency, grammar, context and vocabulary. It showed that media pictures very useful for students to improve their ability. Meanwhile, baidawi (2016) stated that to help students participate active and achieve teachers should use appropriate teaching media to create more interesting and various learning activity. Moreover, (wadyaningrum, 2014) argued that picture is affective learning than the application of traditional teaching on students speaking ability, picture also can motivate students to participate classroom activity.

5. CONCLUSION AND SUGGESTION
From the result of data analysis and discussions, the researcher conclude from the view of teachers that the use of pictures in teaching English has given positive impacts in improving students speaking ability. Moreover, related to research founding of interview, the data shows that teacher use interesting picture in teaching, appropriate picture with material, colorful is better, and give useful information for students. Teachers also stated that pictures are easy to obtain as media in teaching learning, media picture was not limited by classroom walls, picture can bring material in real world and many interesting resources available through media picture.

Beside of that, the result from analysis of interview two English teachers and supported by data recorded. The researcher wrap up that pictures can motivate student in learning, keep focus students in learning material , helps student developing ideas, improve students vocabulary, increase students confident in speaking, being brave to speak, create active classroom learning activity and picture can attract students attention. Therefore the English teachers need to enrich their knowledge related to language teaching media and try to apply in their variety of teaching classroom activity.

REFERENCES