USING PICTURESWITH PICTURE DESCRIBING TECHNIQUE TO IMPROVE THE SPEAKING ACHIEVEMENT

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ABSTRACT

This research was carried out to see whether or not the independent variable (using pictures with picture describing technique) could give positive impact on the dependent variable (the speaking achievement). The one-group pretest-posttest design was used in this paper. The population of this research was the all second semester undergraduate students of informatics engineering study program of Indo Global Mandiri University in the academic year of 2014/2015. Twenty four students were taken as the sample by using purposive sampling technique. The treatment was given for 12 meetings excluding pretest and posttest. Speaking rubric was used to measure the students' speaking achievement. The findings showed that (1) there was a positive impact on the students' speaking achievement after the intervention was given where the $t\text{-}_{obtained}$ (9.023) was higher than $t\text{-}_{table}$ (2.500) and the $Sig._{value}$ 0.000 was lower than 0.01. Therefore, it could be concluded that using pictures with picture describing technique could give positive impact on the speaking achievement and it also could be used as the alternative medium of instruction in the teaching and learning environment.

Keywords : pictures, picture describing technique, speaking achievement

1. Introduction

To Engage Actively In communication setting and to catch up what people utter out in the conversation, the mastery of speaking skill plays a prominent role cope with it. According to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Similarly, Richard (1990) asserts that the mastery of speaking skills in English is a priority for many second and foreign language learners. It is therefore important for the EFL learners to master the speaking skill in relation to socially and actively interacting with other people and perceiving what they intend to.

However, the mastery of English speaking ability should be taken into account because the complexity increases when the students encounter the speaking as they, EFL learners, must speak in English. However, the English speaking ability of EFL learners especially in Indonesia are currently facing the problems. Adhikari (2010) reveals that EFL learners are not as communicative and expressivein English as it is expected. Their English speaking ability are at the poor level in the courses given.

In line with that Marcelino' study (2005, p. 33), he states that most of the students as EFL learners are passive. A lot of them are shy to use English in real communication. Many of them pay attention to forms and rules when they communicate with others. Most of them do not practice English in real communication and situations. Only few practice English in the classroom. Most of the learners fail in acquiring English because of lack of motivation.

Considering the hindrances faced by the students in the classroom, it is the teachers' duty to find the way out of the problems. The integration of pictures in the learning process could be one of the solutions that the teacher may use. The importance of using pictures as learning media can be seen from the enthusiasm of people for pictures. They stimulate students' imagination. Munadi (2008) says that pictures make it easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they are able to speak more, interact with the pictures and their friends, make good relationships among paradoxes and build new ideas. In line with this, Wright (1992, p. 86) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures help students to understand a more general context, which may be made of pictures, the teachers' actions, the students' actions, sound effect and words. This overall context of new language will have meaning to the students. In supporting the statement of previous scholars, Latuheru (1988, p. 41) says that pictures have several functions in the teaching and learning processes. First, pictures can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, for examples, from schoolbooks, newspapers, and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teachers time and energy.

In relation the rationale above, this research was aimed at seeing whether or not using pictures with picture describing technique could give positive impact

on the speaking achievement of the undergraduate students of Indo Global Mandiri University.

A. Research Question

The questions that were investigated in this research are as follows:

1. Did using pictures with picture describing technique give positive impact on the speaking achievement of the undergraduate students of informatics engineering study program of Indo Global Mandiri University?

B. Literature Review
a) Speaking and Teaching Speaking

There are numerous definitions of speaking that have been proposed by someexperts in language learning.According to Brown (2004, p. 140), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Thornbury & Slade, 2005, p. 9). Similarly, Richard (1990) asserts that the mastery of speaking skills in English is a priority for many second and foreign language learners.

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. (Nunan, 2003, p. 48).

In addition, the success in communication is often dependent as much on the listener as on the speaker. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. Harris (1974) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (p. 81). He adds that there are five components of speaking ability. They are: *pronunciation*, including the segmental features vowels and consonants and the stress and intonation patterns; *grammar*; *vocabulary;fluency*, the ease and speed of the flow of speech; *comprehension*; requires a subject to respond to speech as well as to initiate it.

Brown (2004, p. 140) further says that there are five basic types of speaking. They are described as follows: (a) Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence, (b) Intensive. This second type of speaking frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships, (c) Responsive. This type includes interaction and test comprehension

but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity, (d) Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships, (e) Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

B. Function of Using Pictures in Language Learning

There are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

a) The use of pictures in teaching speaking

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize, (Arsyad, 2009, p. 106).

b) The advantages of using pictures in teaching speaking

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students' interaction.

Gerlach and Elly (1980, p. 277)state the benefits of using picture as follow:

1. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

2. Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his or her class.

3. Pictures can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students¶ perception and teachers' perception.

4. Pictures help the students to focus attention to the subject and make students active.

C. Picture Types and Pictures Presentation

According to Gerngross and Puchta (1992, p. 4), pictures are categorized as follows: (1) Photographs from magazines or newspapers, which include portraits,

action photographs, landscapes, objects, animals, etc, (2) Personal photographs taken by the teacher or students, (3) Drawings including visual material like artwork, stickers, maps, etc, (4) Cartoons as pictures stories, (5) Classroom visual aids which are all kinds of visual stimuli created for use in the classroom only, (6) Commercial artwork, i.e. advertisements, book covers, etc.

According to Harmer (2001, p. 136-137), pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.

1. Flashcard. It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

2. Large wall picture. It is big enough for everyone to see detail. Sometime teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

3. Cue card. It is a small card which students 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 the card suggests.

4. Photograph or illustration. It is a photo or image that depicts 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, magazine, etc.

5. Projected slide. In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.

Additionally, in having pictures presentation, the teacher can choose from different possibilities, Peskova (2008, p. 18) states that as follows:

1. Pictures are displayed just by the teacher: The teacher holds a poster or a bigger picture in his/her hands and displays it from that place in the classroom which is visible to all learners. Alternatively, he/she walks around the classroom.
2. The teacher distributes copies to individuals/pairs/groups, depending on the type of work.
3. Most frequently pictures are displayed on magnet boards/black boards/notice boards.
4. Computers can be used: the teacher prepares a slide show or learners work on their own computers at their desks.
5. Pictures are hidden on the furniture in the classroom when the activity is arranged as a game: e. g. picture are stuck on different pieces of furniture around the classroom and pupils have to find them.

From the explanation above, the researcher will use pictures for speaking purposes and computer or a slide show also will be used to expose the pictures in English

teaching and learning environment. These are used to stimulate the students' imaginations and interests.

D. Advantages and Disadvantages of Using Pictures

To conclude, Peskova (2008, p. 20-21) revealed that the following are advantages and disadvantages of pictures in class in general :

a) Advantages

1. **Availability**: Pictures are inexpensive and easy to get – teachers can prepare cuttings from magazines, copies of pictures in books, calendar posters, etc.
2. **Interest**: Personal pictures of the learners or of the teacher even better increase interest by the learners. They like talking about themselves and getting to know personal information of other people.
3. **Reaction**: Hill (1990, p. 1) claims also that well-chosen visuals evoke an immediate response from learners in any class – "a personal reaction which is the vital seed of all meaningful language-learning".
4. **Diversity**: There is a wide spectrum of pictures – different types and formats, also the subject matter differs. What is more, learners usually cannot anticipate what will be the task.
5. **Wide usage**: Pictures can be used for various focuses on the language and from various aspects: discussion, essays, grammar practice, vocabulary, etc.).
6. **Stimulus**: They function as a stimulus (for writing, speaking, reading, listening exercises).
7. **Integrating subjects**: There is usually more than one topic the picture relates to, which is an advantage mainly for primary schools pupils.
8. **Experience**: Even when students do no travel to ESC, the culture awareness helps them understand films, books, etc. from ESC. While learning a language, learners encounter the target culture and are able to realize the differences between their own and the target culture.

b) Disadvantages

1. **Demanding preparation**: Preparation of the activities is time-consuming for the teacher (searching for appropriate pictures, cutting, etc.)
2. **Insufficient knowledge of vocabulary**: If learners do not have sufficient knowledge of vocabulary, assistance of the teacher is often necessary. The most rapid method is handing out a ready-made vocabulary sheet as the picture is introduced. Write down only words the students do not already know, which becomes more efficient. But the quantity of vocabulary should not be overwhelming, which could deprive students.
3. **Mother tongue**: By group work activities, learners tend to use their mother tongue. The reasons might be adapted according to Harmer (1998, p. 121): learners share the same language, they feel less "exposed" and it is much easier.
4. **Inappropriate level**: The teacher may not predict the performance of the learners. If the activities are too demanding or do not correspond with the English

level of the learners, they make the learners lose their interest.

5. **Individual differences**: As Rivers and Temperley (1978, p. 60) claim there are individual differences among the learners. Therefore, teachers have to choose the right activity according to their students. Every student has different personality, concerning the interaction and the procedure of the activities, the behaviour and reactions of students will vary individually. The solution is to have a wide choice of activity options varying in time, picture type, purpose, language focus, etc.

E. *Impacts of using pictures on the learners' spoken language*

Media is anything that can be used to convey a message or idea to stimulate the students in learning process. Media for learning should be visible, interesting, simple, useful, accurate, legitimate, and structured, (Aqib, 2013).

Applying picture in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It is taken from magazine or newspaper, poster, brochure, or it is found on the internet. The teacher must consider that pictures can engage the students' interest. The use of pictures should be appropriate with the students' level and it is visible by the students, (Harmer, 2007).

In learning process, language teacher must be able to encourage the students to develop their ability in using English for conversation or discussion in the classroom. Developing and stimulating the students in learning process are the teacher's role. As teachers, we must have many sources that can stimulate the students to learn actively because it is important. They are included in teaching learning process. A picture is one of the resources that can help the students to stimulate their interest and motivation, (Wright, 1989).

Furthermore, picture can be used as a stimulus for a creative activity because picture is a real object which is very helpful for teaching the meaning of some words or for stimulating the student activity especially in conversation class. The real object of picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The teacher can use pictures whether drawn, it is taken from books, newspapers and magazines, or it is photographed to facilitate learning. These can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations. Then, the teacher can use images of overhead projector, projected slide, or draw pictures on the board to help the students with explanation, (Harmer, 2007).

There are some ways of using pictures. The first way is to motivate the students to speak. The second way is to create the students' response. The third way is to provide the students with information. It is because pictures showing objects, actions, events, and relationships that can indicate answer to questions, substitutions, and sentence completions. The fourth way is to stimulate and to guide spoken descriptions,

narrations, and dialogues. The last way is to stimulate and to offer information for speaking freely, (Wright, 1984).

F. Methodology

In this research, pre experimental design: the one group pretest-posttest design was used. This required one group only that is experimental in which the researcher gave a pretest, intervention, and then posttest. During the intervention, the students were asked to find out their own pictures related to the theme given from any sources. The intervention was given for 12 meetings excluding pretest and posttest in which each English teaching session lasted for 90 minutes.

G. Population and Sample

The research was conducted at the Indo Global Mandiri University. The population of the research was the all second semester undergraduate students of informatics engineering study program of University of Indo Global Mandiri in the academic year of 2014/2015. Twenty four students were selected purposively as the sample of research.

H. Instrumentations

To collect the data of the students' score, the speaking test was used in this research. In conjunction with the speaking test, the students were asked to choose one of the speaking topics given in the form of monologue. To rate the students' speaking achievement, the speaking rubric of SOLOM (Student Oral Language Observation Matrix) was used which consisting of the aspects of speaking ability such as, comprehension, vocabulary, pronunciation grammar, and fluency. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations. The teacher matches a student's language performance in comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each.

I. Technique of Data Analysis

The data analysis was taken from the tests. To interpret the students' score individually, the range of speaking skill used is as follows: very good (21-25), good(16-20), average (11-15), poor (6-10), and very poor (<6). In analyzing the data of students' speaking achievement, rubric was used in this research. Paired sample t-test was used to see whether there the independent variable (using pictures with picture describing technique) gives positive impact on the dependent variable (the speaking achievement Total and its five aspects).

2. Findings And Discussion

This section discussed the descriptive statistics (frequency, percentage, mean score, and standard deviation) and the progress analysis of speaking achievement (Total and its five aspects).Thedata were obtained in the form of speaking scores where the results

were rated by two raters and were calculated by using SPSS Package Social Science) program for windows.

The SA result of pretest revealed that 2 students (8.4%) were in poor level with the mean score of 8.50, 15 students (62.4%) were in averagelevel with the mean score of 12.86, and 7 students (29.2%) were in goodlevel with the mean score of 16.71. Based on the result of pretest gained, it could be concluded that the students' speakingachievements of theexperimental group were in the average category.

Meanwhile, the SA result of posttest revealed that 6 students (25.1%) were in average level with the mean score of 13.33, 14 students (58.3%) were in good level with the mean score of 16.92, and 4 students (16.6%) were in very good level with the mean score of 22.50. Based on the result of pretest gained, it could be concluded that the students' speaking achievements of the experimental group were in the good category.

As presented in Table 1, using pictures with picture describing technique significantly improved the speaking achievement $_{(Total\ and\ its\ five\ aspects)}$. This could be vividly seen from the results of paired sample t-test that there were significant improvements made by the experimental group in the speaking achievement (mean difference = 3.33, $t_{obtained}$ = 9.023, $Sig._{value}$ = .000). In conjunction with the speaking aspects, the highest to the lowest improvements made by the experimental group were as follows: (1) Fluency (mean difference = 1.05, $t_{obtained}$ = 7.393, $Sig._{value}$ = .000), (2) Pronunciation (mean difference = 1.05, $t_{obtained}$ = 6.328, $Sig._{value}$ = .000), (3) Vocabulary (mean difference = 0.83, $t_{obtained}$ = 5.000, $Sig._{value}$ = .000), (4) Grammar (mean difference = 0.29, $t_{obtained}$ = 1.574, $Sig._{value}$ = .129), and (5) Comprehension (mean difference = 0.21, $t_{obtained}$ = 1.415, $Sig._{value}$ = .170).

From the result of paired sample t-test of the speaking achievement $_{(Total)}$, since the $t_{obtained}$ (9.023) was higher than t_{table} (2.500) and the $Sig._{value}$ 0.000 was lower than 0.01, and regarding the significant improvement of speaking achievement $_{(its\ five\ ascpets)}$ made by the experimental group, there were three aspects of speaking that made significant improvement that were Fluency ($t_{obtained}$ (7.393) was higher than t_{table} (2.500) and the $Sig._{value}$ 0.000 was lower than 0.01), Pronunciation ($t_{obtained}$ (6.328) was higher than t_{table} (2.500) and the $Sig._{value}$ 0.000 was lower than 0.01), and Vocabulary ($t_{obtained}$ (5.000) was higher than t_{table} (2.500) and the $Sig._{value}$ 0.000 was lower than 0.01). However, there were two aspects of speaking that did not make significant improvement that were grammar ($t_{obtained}$ (1.574) was lower than t_{table} (2.500) and the $Sig._{value}$ 0.129 was higher than 0.01) and comprehension ($t_{obtained}$ (1.415) was lower than t_{table} (2.500) and the $Sig._{value}$ 0.170 was higher than 0.01). From the findings above, it could be concluded that using pictures with picture describing technique statistically could give positive impact on the speaking achievement.

Table 1. The *Results of Progress Analysis of Speaking Achievement' Variable and the Aspects*

Variables	Pre test Mean Exp	Post test Mean Exp	Mean difference of pre and post exp within	T-Value and Sig. between pre and post exp within
Speaking (Total)	13.62	16.95	3.33	9.023 .000
Comprehension	3.04	3.25	0.21	1.415 .170
Vocabulary	2.75	3.58	0.83	5.000 .000
Pronunciation	2.70	3.75	1.05	6.328 .000
Grammar	2.54	2.83	0.29	1.574 .129
Fluency	2.54	3.59	1.05	7.393 .000

3. Conclusions

Based on the findings and discussion, the following are several conclusions that could be drawn. First of all, the results of descriptive statistics showed that using pictures with picture describing technique statistically improved the students' speaking achievements, it could be obviously seen from the frequency, percentage, mean score, and standard deviation of the experimental group in which in the pretestthe students' speaking achievements were in the average category, and in the posttest the students' speaking achievements were in the good category. Second of all, the instructional technique applied gave positive impact on the students' speaking achievement $_{(Total)}$ where $t_{obtained}$ > t_{table} and $Sig._{value}$< 0.01. Third of all, instructional technique applied gave positive impact on the students' speaking achievement $_{(its\ five\ aspects)}$ where there were three aspects of speaking that made significant improvement that were fluency, pronunciation, and vocabulary, except grammar and comprehension. Hence, it could be concluded that using pictures with picture describing technique statistically could give positive impact on the speaking achievement.

Suggestions

In accordance with the conclusions above, some suggestions are made to develop the students' speaking skill in the teaching and learning environment. Firstly, the students should be given more opportunities to speak out in order to enhance their confidence and motivation in the teaching and learning activities. Secondly, the teacher should give more various interesting pictures during the teaching and learning process in order to stimulate the students' to speak more before the public. Last of all, it is highly suggested that future researchers extend the teaching sessions, add more groups to give more in-depth research findings and focus more on other integrated language skills.

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