



The Developing of English-Speaking Skill of the Students at Islamic Junior High School

by Using Picture

Suparlan¹, Ahmad Zuhri Rosyidi²
suparlanalen@gmail.com

^{1,2}Pendidikan Bahasa Inggris, Institut Pendidikan Nusantara Global, Nusa Tenggara Barat

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Abstract

The purpose of this study was to develop the English communication skill of the second class of the students of MTs Darul Aminin NW Aikmual Lombok Tengah NTB by using picture to determine the use of picture to develop the speaking skill and determine the students' speaking skill after using picture. The study is conducted at the second class of the students of MTs Darul Aminin NW Aikmual Lombok Tengah NTB. There were 60 students at the second class consist of class A and class B. The researcher took 31 Students from class B as the subject of the study. This study uses classroom action research (CAR). The results of this study are as follows. First, by using the picture, it can develop the students' speaking skill. Students able to communicate communicatively, sequentially, well, and correctly, this can be seen after classroom action research has been carried out. As the result showed that the number of students which were classified as fair and poor reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. While those who classified as good and very good' developed from 6,4% in preliminary study to 83,9% and in cycle 2 became 100% Second, by using the picture to the students in the teaching and the learning process in order to develop the students' English speaking skill, it can be seen through the increasing the results of the scores of English speaking skill. Therefore, it was suggested to the teachers especially the English teachers to use the picture as the teaching material to solve the students' problems not only in the picture but in other English skills too.

Keywords: communication; Islamic Junior High School; picture

Introduction

English is the number one international language that is often used at every meeting between countries, Richards and Rogers, (01: 1986). Especially in the digital era that is increasingly advanced and technology is getting more sophisticated and modern as it is today, English is the most widely used language so it is very important to learn. Tri (2003) states that one of the roles of English in the development of science and technology is that science and technologies originating from the west are delivered in English. To improve the quality of Indonesian human resources, especially to develop science and technology, English plays a very big role because there are still many students who do not master in English properly and correctly so that the students have difficulty absorbing science and technology from the West.

English is widely used among many aspects in the world such as politics, economics, sciences, religions, educations, etc as an International language. In terms of education, Indonesia has stated that English as the first foreign language either in the formal institution or in the informal institution. In the formal educational institutions, English is taught by the students from elementary up to the university; in Elementary school level, English is taught as a local-content subject. In the Junior and the Senior high school, English is taught as a compulsory subject, and at the university level, English is taught as a complementary subject.

English was transmitted to the many countries in the world and become the national language of several countries like the USA, Canada, Australia, New Zealand, etc. English established as the second language in the other countries.

Recently English is the most widely spoken language in the all over of the world. It has become an international language that is spoken in the all over the world as a tool of communication. Moreover, English is a language that is used in commerce, science, politics, administration and many universities around the world use English in the teaching and learning process.

Listening, speaking, reading, and writing are four skills standards in English. Listening and reading skills are classified into receptive skills; meanwhile speaking and writing skills are productive skills. Furthermore, the language components (sub-skills) are vocabulary, grammar, pronunciation, and spelling; which are taught in an integrated way with the four basic language skills. English speaking is a very important skill that has to be possessed by students in studying English to be able to communicate with other people from different countries.

According to Rahman (2007) that speaking is a tool of communication in conveying ideas, information, and feeling to others. It is the most important way for a speaker to express himself through a language. Moreover, Bashrin (2013) quoted from Ur said that speaking is the productive aural/oral skill. It c

onsists of producing systematic verbal utterances to convey meaning. Furthermore, Bashrin (2013) also stated that speaking is essential as a productive skill. Formerly, teachers rarely teach speaking in any classroom. However, nowadays the process of speaking activities has a lot of progress since the teachers try to encourage the students to improve their speaking ability.

In addition to speaking, Revell (1979) stated that speaking is a discussion between two or more people regarding information, ideas, options, or feeling. Thus, there has to be a concept of what they are going to say. English as a Foreign Language (EFL) students will need to rehearse to be able to express their ideas in English.

In Timor - Leste, English is considered to be a foreign language. Most of the time, students develop their speaking ability in an EFL classroom even though they usually do not speak English in daily activities. It happens because of many factors, one of the reasons is that the students are not feeling the convenience to speak English in front of their peers or a public area. According to previous research, Sugiharti (2007) found that students are not comfortable to speak English in front of others.

The researcher used picture as a media or tools to help the students organize their thinking and focusing their idea. Three (3) types of picture used by the researcher they are picture of an object, picture of person and picture of object. Therefore, the students will be more confident to speak. Researchers believe that by using pictures, students' speaking skills can be developed. Pictures are believed to be able to stimulate and guide the students to speak. Pictures serve for illustration, develop students' imaginations, accommodate their interests, stimulate them to express ideas and also make the teaching and learning process more interesting and entertaining. Pictures are not just an aspect of the method but through their representation of places, objects, and people they are an essential part of the overall experiences the teachers must help their students to cope with. In any techniques or activities in order to meet the goal of speaking, teachers can use the pictures. Teachers and students can use their creativity since they can create their own drawings as the media. Therefore, the researchers believe that the picture is a medium that can be used to overcome problems and help students to develop their speaking skills.

Speaking is the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise deta

ils of language is required to speak in a foreign language in order to share understandings with other people. Speaking or oral communication is an activity that includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. While Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a productive skill, like writing. It involves using speech to express meanings to other people. However, Speaking is different from writing in some aspects. Weigle mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary. Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moments' speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. Both speakers and listeners need to be present during the activity to be able to communicate. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. Other characteristics of speaking which can make oral performance easy as well as difficult in some cases are clustering, redundancy, reduced forms, performance variables, colloquial language, the rate of delivery, stress, rhythm, and intonation, and interaction. Speakers need to consider some aspects namely micro skills and macro skills to succeed in oral communication. The micro skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speakers' focus on the larger elements: fluency, discourse, pronunciation, vocabulary, accuracy, function, style, cohesion, nonverbal communication, and strategic options. In this case, the researcher focuses in the implementation of macro skills of fluency, pronunciation, accuracy and vocabulary. In conclusion, to succeed their communication both micro and macro skills are needed by the speakers. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. Teachers can scaffold the students to acquire the skills through the designed speaking tasks by understanding those skills. Teaching guides and facilitates learning, enables learners to learn, setting conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, helping learner to learn to speak, and setting the conditions for learning speaking.

There is some definition of picture stated by the expert. According to Sadiman (1990) in Wulandari (2012) that picture is a general verbal communication that can be understood and available everywhere. Pictures give a real description of an object which is portable and can be used anytime and help an understanding of objects which are difficult to be observed. Wright (

1989) states that pictures are not just an aspect of the method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with. It can be in the forms of flashcards (small cards which we can hold up for students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook (Harmer, 2007). Wright (1989) lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching.

There are several advantages to using images in teaching English. Pictures are very helpful in supporting the teaching and learning process. Harmer (2007) states that ideas really help reduce preparation time. Images can be reused, especially those that can be laminated, and can be used at any level in the classroom for 40 children, adolescents, exam classes, and adults taking general or business courses. When it comes to using pictorial stories in class, the key point is not to limit a teacher to classroom activities and speaking exercises. Students need many oral English exercises that they can get. Furthermore, to support the teaching and learning process they can provide various activities. By using picture as a medium in teaching and learning can develop students' abilities especially students' speaking abilities.

The researcher tried to present the review of several related literatures dealing with some related research findings in this research. Some of them are mentioned as follows:

Khairunnisa (2014) conducted a research about: *The Effect of Using Picture Strip Story Technique Toward Speaking Ability of the First Grade Students at MA Al-Ihsan Bulu Rampai*. The objectives of her research was to find out students speaking ability taught without using picture strip story technique, and to find out if there is any significant effect of using picture strip story technique toward speaking ability of the second grade students at MA Al-Ihsan Buluh Rampai. The type of her researches quasi-experimental. She used pre-test and post-test which design with the Nonequivalent Group. The result of her research was the implementation of picture strip story technique was effective in improving speaking English ability.

Damayanti (2016) had conducted her research entitled: *The Use of Picture Strip Story to Improve Students Speaking Skill at Eight Grade of SMP Muhammadiyah Tempuran*. The type of her research was the classroom actio

n research. The subjects of her research were the students of VIII A that they had a low score in English lesson. The researcher took action on class that inquired about the problem. The research collected the data by giving pre-test and two cycles. Referring to whole previous research which is not only strongly motivated the researcher but also make the researcher concludes that technique, exactly picture has much usefulness such as it can be used to improve students speaking skill especially. All of them take a speaking as the main skill but with different places. Therefore, the researcher will focus on student's fluency in English speaking skill. The research will take a place at MTsN 1 Bolaang Mongondow Timur. Based on the background above this research was conducted to answer the following question: How can pictures improve the speaking skill of grade VIII Students of MTs Negeri 1 Bolaang Mongondow Timur?

Kosdian (2016) in his thesis: *Improving Students Speaking Skill by Using Picture Strip Story*. The subject of this research was the first-year students of SMA 1 luragung. The objectives of their research were aimed to improving students speaking skill by using picture strip story. From that research, he found that picture strip story could improve students speaking skill.

Novianda (2017) on his research entitled: *Teaching Speaking by Using Picture Strip Story*. His research was purposed to find out whether picture strip stories used as CLT (Communicative Language Teaching) could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could be better taught by using picture strip stories. The study on his research used a true experimental research design with quantitative methods. The subject was limited to the class VIII of MTsN Model Gandapura, with 30 Students in each class. The result of his research showed that the students who were taught speaking by using the picture strip story technique improved significantly more in speaking than those who were not taught by using the picture strip story technique.

Horwitz, et al. (1986) believe that EFL students are afraid to speak in English because they are afraid to make mistakes and thought they are less competent than others. This situation is common for English beginners, especially for the students of junior and senior high school. The earlier observation at MTs Darul Aminin NW Aikmual Lombok Tengah NTB shown that the students were, most of the time, anxious in speaking and some of them preferred to sit at the corner of the class or pretending to be sick to avoid a chance to speak in front of the class. Moreover, the problems that mostly occurred in students' speaking are that they have no ideas to speak in public or unable to convey the message to the listeners effectively. Consequently, they tend to repeat some words that the listeners hardly get the point of the speaker. To overcome this, the teacher should find a solution regarding the problems discussed. Otherwise, they need to put their teaching style into variat

ion and find a way that at least the students know what they are going to speak and they will be easy to express their ideas fluently in English language.

The low ability of the students to learn English, especially in English communication skill is due to the absence of teaching aids in the form of picture that make the students interested in learning it. Therefore, the study on efforts to develop the skill of English communication by using the picture needs to be carried out to find out how far the students able to develop English their communication skill.

Based of the background of the study above, there are several problems that can be identified such as bellow:

1. The application of appropriate media in the teaching and learning activities is able to increase the activeness of the students in learning and can develop the students knowledge, attitudes, and abilities so that they able to develop independently.
2. The ability to communicate in English is one aspect of the ability that must be mastered by the students because it is a part that determines student achievement.
3. Mastery of English communication skills requires practice and hard work.
4. In order for students to be able to communicate in English, English teachers are required to have innovations implemented in the teaching and learning such as the use of picture.

Based on the background of the study above, the researcher focuses on the formulation of the problem as follow: what is the English communication ability of the second class of the students of MTs Darul Aminin NW Aikmual Lombok Tengah NTB using picture can be developed?

The Purposes of the Study

The expected research objective is to develop the English communication skill of the second class of the students of MTs Darul Aminin NW Aikmual Lombok Tengah NTB by using the picture.

The Use of the Study

1. Theoretical

Theoretical uses are intended that the result of the study can be used as the the development of one learning theory so that it can be used as a reference in efforts to carry out further study in the aspect of developing the same theory but in different classes.

2. Practical

The result practical study is expected to be useful for:

a. The use for the students

1. Mastery of the learning materials will make the students more focused in participating in learning English, especially English communication skill using interesting learning media such as the use of the picture.

2. The students will be more enthusiastic in the teaching and learning English by using the media of the teaching and learning such as the use of the picture.

3. The outcomes of the learning are more effective for the students because the students are given the opportunity to express their thoughts, ideas so that they can tell the results of observations through the picture with the better English.

b. The benefits for the teachers

1. The teachers get more concrete knowledge about developing the students' English communication skill by using the picture.

2. The teachers can streamline the teaching and learning process in an effort to develop the students' English communication skill, especially by using the picture.

The use of pictures is one of the activities in learning to speak English. In this activity, every student gets one picture, and they must describe it in front the class. According to Solahudin (2009), Using pictures is helpful for training student's imagination and retelling stories in speaking English. In addition, Bailey (2005) states that in a speaking lesson, pictures and –manipulates|| can motivate talking. Speaking is a productive skill. Therefore, pictures can be used to develop the skill.

The picture can be used as a stimulus for a creative activity because it is a real object which is very helpful for teaching the meaning of some words or stimulating the student's activity, especially in conversation class. Wright (2006) additionally states that pictures can stimulate and provide information to be referred to in conversation and discussion as storytelling. The real object of the picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The use of pictures should be appropriate to the student's level, and it should be visible to the students (Harmer, 2007). The picture is one media used in teaching English; pictures are frequently helpful input for speaking, but the students' abilities must support them.

The picture could be simple, intended to elicit a single word or phrase, or it could be complex and part of a series that recounts a story

or incident. It is not easy to teach English. As a result, English is not a recognized language in the state. People, in general, have a tough time hearing it. It is because their surroundings do not speak English. When it is time for the lesson, people only speak Indonesian.

According to the experts' opinions, the researcher concludes that the picture can be used to present an actual situation and facilitate an entertaining teaching-learning process. The scene depicted in the picture can be abstracted in the students' minds. Therefore, students like learning English as a result. When they view the photographs, they will be simple to speak. In order to better understand concepts when speaking English, the researcher aims to use visuals. The researcher will design a fun exercise to make the students look forward to class.

Types of Pictures

Merriem – Webster (2012) states that picture is a design or representation made by various means (such as painting, drawing, or photography). According to Harmer in Fauziah (2016), the picture can be in the form of flashcards, large wall pictures, cue cards, or illustrations and projected slides.

a. Flashcard

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

b. Cue card

It is big enough for everyone to see detail. Sometimes teacher use large wall pictures when pointing to detail of pictures to elicit a response.

c. Giant wall image Cue card

It is a small card that students use in pair or group work. The teacher puts students in pairs or groups and gives some cue cards so that a student can pick up the top cue card in a pile. He or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or picture that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. The photograph can be found in books, newspapers, magazines, Etc.

e. Projected slide

In the multimedia class, the teacher also uses it. Sometimes the teacher uses it to show the pictures in a usable form.

Speaking skill is of English language that people used to communicate in worldwide country orally. Harris (1974) states speaking is a complex skill requiring the simultaneous use of several different abilities. This study picture means "a description of something that enables to express and form the mental or in this context is the material used by the teachers to facilitate the students in teaching and learning process particularly in speaking subject (Turner,1989). Improve is the way how to increase the capacity of someone or something (Jordan, 2004). Skill means becoming a master of something or overcoming a problem and or know a specific area (Turner, 1989; Marone, Staples, & Greenberg, 2016).

McDonough and Shaw (2000) define that speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub-skills which added together, constitute an overall competency in spoken language. Also, speaking is not produced without some combination of language skills, but it included a skill. So, mastering speaking is gathering skill in thought because of including some input skills in it. As a result, the mouth is delivering those skills orally.

Besides, Oxford Advance Dictionary states that speaking is to make use of language in an ordinary, not singing, to state view, wishes, etc. or an act of spokesman." Another expert states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Spratt, Pulverness, and Wiliam (2011) stated that speaking is a productive skill, like writing, it involves using speech to express meanings to other people. When people speak, they use different aspects of speaking depending on the type of speaking, they are involved in that is why speaking is a complex activity. Brown (2004) defines speaking as a productive skill that can be directly and empirically observed. Speaking is the product of the creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.

Thornbury in Harmer (2007) suggests various dimensions of different speaking events is to describe different speaking genres. There is a distinction between transactional and Interpersonal functions. The transactional function has its main purpose conveying information and facilitating the exchange of goods and services. Whereas the Interpersonal function is all about maintaining and sustaining good relations between people.

While Ridell (2003) demonstrates that speaking is one of two things in a lesson. Speaking is not aloud (pronunciation), either reading the answer to a grammar question (accuracy). Speaking is neither reading the

answer to a reading/listening question (comprehension). In each of these, the aims are not speaking-related. It could be a speaking activity designed to give the practice of language just learned or reviewed. From many definitions and explanations about speaking above, it can be concluded that speaking is a way of how people communicate and interact with each other and convey the meaning they want the hearer to get.

Furthermore, Moris (1980) reinforces that speaking is language interaction among people to build understanding with each other. Additionally, he states that learning speaking skills is a closed relationship to the other elements of the language such as pronunciation, Grammar, Vocabulary, Comprehension, and fluency. According to Clark (1997) says that speaking is fundamentally an instrumental act for communication. Speaking skills in the English Language that people used to communicate in a worldwide country orally. Harris (1974) states "speaking is a complex skill requiring the simultaneous use of several different abilities.

Harmer (2001) declares that "teaching speaking using picture is one of the popular ways teaching language in improving words and make students 'easy to understand'". Also, the picture is the real words that facilitate students easily to know or recognize. A picture is an image, or likeness of an object, person, or scene produced on a flat surface, especially painting, drawing or photography (Ledford, 2016). Pictures are two dimensions that are a presentation of person, place or things. Photograph prints are most common, but sketches, cartoons, cut-outs, charts, graphs, and maps are widely used. A picture may not only be worth a thousand years or a thousand miles (Rodriguez-gomez, 2015; Ledford, 2016).

Through the picture, the learner can see people, place, and things from areas outside their picture can also represent an image from early times or show the future. The kinds and number of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the student. Attention the purpose of using pictures for the students is to allow them to practice the language in real context or in situations in which they can make it communicate their ideas (Rodriguez-gomez, 2015).

The use of picture is more efficient and practice than words, they are easier to recall and to remember than words, furthermore, they expose real-life situations although happened a long time ago. Grains and Redman (1986), a picture can be performed such: wall chart, commercially produced flashcards, hand-drawn pictures,

and of course illustration from course books and a supplementary book. From the meaning of the picture above, it indicates that the pictures have exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experience.

Therefore, in this researcher chooses the picture as the teaching model. The researcher thinks that describing the picture is suitable to improve students speaking skills because the purpose of these activities is to train a student's imagination and describe something in speaking skills. Usually, students can't speak anything because they have no idea. The researcher hopes that the picture can help students to speak English because students will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

Method

This research used a classroom action research, which was targeted to develop the teaching media, especially the use of picture, in order to find out solutions to the problem of teaching speaking at the second class of the students of MTs Darul Aminin NW Aikmual Lombok Tengah . In conducting the research, researcher was helped by a teacher who also taught English at MTs Darul Aminin NW Aikmual as his collaborator. A collaborator played an important role in action research that was important for the researcher to apply his services to observe the teaching and learning process, students' responses, teachers' method, and anything that happened in the classroom.

Data collection techniques in this research were carried out by: 1). Observation; 2) interview; 3) documents; 4) assignment / test; Questionnaire.

Observation

In the classroom, the researcher makes observations in research passively by not taking part and not communicating with teachers and students. The researcher took a place at the back of the seat while observing the learning process carried out by the teacher by recording everything that happened during the learning process.

Observations in this study were carried out on English learning activities, especially English communication using image media, before being given action and while being given action in the form of cycles. This is to determine the students' English communication skills using image media in learning English and its effect on students' English communication attitudes after the implementation of the image media approach, and to know the improvement of English communication skills using image media, as well as the difficulties experienced by students and teacher.

Then the observations focused on efforts to develop the students' English communication skills by using picture media in learning English. Observations made are passive participation observations, meaning that they are not se

en in learning activities, but only make notes to obtain information. While the teacher teaches by using picture media that has been prepared by the researcher, the researcher observes the process of learning English, especially English communication by taking a seat in the back corner during activities in the classroom, but participating in the field when learning outside the classroom.

Interview

The interviews were conducted by researcher with the teachers of the second class of the students of MTs Darul Aminin Aikmual NW Lombok Tengah NTB. The aim is to obtain information about their understanding of the use of picture, their application in learning especially in English communication, the influence on the students' communication attitudes, and the factors that hinder the application of the use of the picture, carried out in a structured manner. In the interview, the research subjects were given questions prepared by the previous researcher. Meanwhile, interviews for in-depth interviews conducted after observing the teaching and learning process were carried out using unstructured techniques. In these interviews, the questions posed to research subjects or informants depend on what is happening in the classroom. The deepening of information is based on the answers of the informants. Structured interviews were conducted several times. Interviews were also conducted with the students, to find out the reasons behind their behavior in the classroom. There are basically two interviews, namely structured and unstructured interviews (Moleong, 2000: 138-139). Interviews in this research were conducted in an unstructured manner with open and flexible questions to explore the views of research subjects on things that are beneficial to research. It is hoped that the flexibility of this interview will be able to explore the honesty of the informants, so that the information provided is truthful (Sutopo, 1996: 55-57).

Document review is carried out on the lesson plans prepared by the teacher; including curriculum, syllabus, RPS, RH, learning outcomes, teaching journals, curriculum, learning outcomes, or assessment books. By reviewing this document, the researcher aims to complete the information that has been found through interviews and observations.

Assignment or Test

The test was conducted to measure the level of success achieved by the students before the implementation of the action and after the implementation

n of the action in teaching and learning process. The test is given at the beginning to identify the student's shortcomings or weaknesses in English communication and at the end of each cycle to determine the development in the quality of the results obtained by the students. To avoid the subjectivity of the rater, this assessment is carried out by the teacher and the researcher themselves. This value is the average young value given from the two raters. Questionnaire

Giving questionnaires to the second class of the students of MTs Darul Aminin Aikmual NW Lombok Tengah NTB was intended to find out various things related to learning English, especially English communication. These various things include: the suitability of ideas with the content conveyed, clarity of voice, accuracy in pronunciation, accuracy of expression, accuracy of sentence structure used, accuracy of word choice (diction) used which is the focus of this research.

Results and Discussions

This section presents the discussion of the developing of English-speaking skill of the students by using picture in the teaching and learning processes. The discussion presents as follows.

1. The process of teaching and learning after the data collected, it was identified that the performance of the teacher after using the action research successfully motivated the students to learn better. It can be seen from the way how the researcher taught the students systematically and helped them to present the picture. The use of picture was really welcomed by the students as another very important point. In order to develop their English-speaking skill, the students felt that the media used by the researcher was useful for them.

It was found that the researcher played a good motivator who always welcomed for the students' creativity from the way the researcher encouraged the students to be actively involved in every performance. Another result that the observer found was the researcher always involved in every activity the students did in the class until the time of presentation.

All aspects of teaching and learning process in cycle 1, were in good criteria, however in cycle 2, some aspects were developed from good to very good criteria. The aspects were the teacher's opening the lesson, the clarity of the teacher's language instructions, well-managed classroom situation, the teacher's oral and written English ability, the teaching media, the student's confidence to ask questions and do the teacher's instruction.

2. The Students' Speaking Skill in Learning Activities

As described in the previous section that students' participation developed from cycle 1 to cycle 2 after using pictures. It also happened for the students' speaking skill especially in English. In the pre-test, the mean raw score of the fluency was 3,90, in the post-test raised into 4,52 in cycle 1 and in the cycle 2 the raw score of posttest

had been developed into 4,77. While in pretest the mean raw score of content aspect was also developed from 4,00, 4,58 in cycle 1 and in circle 2 became 4,84. In pronunciation aspect, before the use of the action research, students' mean raw score was 3,35, and the score had raised in cycle 1 into 3,81 and 4,00 in cycle 2. The mean of raw score in pre-test was 3.16 and it develop to be 3,45 in cycle 1 and 4,00 in cycle 2 in the terms of grammar. It could be stated that the development of speaking skill raised about 8% in cycle 1 (66) to be (74), and about 6% in cycle 2 (80) based on the analysis of the speaking aspects development above. the research finished at the end of cycle 2 as the passing grade of the successful learning had been achieved.

3. Discussion on Developing Students Speaking Skill by Using Picture its Theoretical Viewpoint Speaking Skill

Some problems were encountered by the students in terms of grammar after being treated with the using pictures technique. This indication was found after the students had completed presenting the pictures until meeting 6. The researcher had to train the students to develop their vocabularies and use the grammar they had learnt before.

Based on the scoring criteria stated by Harmer which had some variables as fluency, content, pronunciation and grammar. The second class of the students of MTs Darul Aminin NW Aikmual in class B had a development from cycle to cycle. The students' qualification had developed after using pictures media in general. As the result showed that the number of students which were classified as fair and poor reduced from 93,6% in preliminary study to 16,1% in cycle 1 and became 0% in cycle 2. While those who classified as good and very good' developed from 6,4% in preliminary study to 83,9% and in cycle 2 became 100%. As a result, by using of the pictures could develop the students' speaking skill especially in English. The students could develop their pronunciation, content and fluency mostly.

Conclusion

English as a means of communication is a form of performance and performance which for Indonesians needs to be trained continuously both in verbal and written communication. As a consequence, learning English in the schools should place more emphasis on the function of language as a communication tool rather than learning about the language system. In the speaking aspect which is part of the four language skills that students need to m

aster to be able to say that the student is skilled. So language learning should be emphasized on practice and practice. Then besides that, learning must be programmed and planned for the meaning of activities and success in achieving the goals of these activities.

Speaking English is one of the skills that must be given and trained to the students of MTs Darul Aminin Aikmual because at this age, the students should have the ability to speak. But in reality, the second class of the students of MTs Darul Aminin Aikmual still have difficulty in speaking. Besides many factors of uncertainty and students' inability to speak English; limited time, students' interest in speaking is low or lack of creativity and innovation from the teacher.

So, in this study the researcher offers picture as an alternative technique for teaching English speaking. Learning to speak English using picture was able to develop the speaking ability of the students of the second class of MTs Darul Aminin Aikmual Lombok Tengah NTB. The strength of the picture is that it is able to stimulate students' interest and ability in the process of teaching and learning to speak English.

Learning to speak English using picture also gives the students very high creativity. Students become happy to learn and they feel that by learning to speak with picture media students feel happy and not depressed. It is hoped that with this classroom action research, students are motivated to develop their ability to speak English.

The process of teaching and learning activities given is using aspects of developing English speaking skills, namely grammar, pronunciation, and vocabulary. The stages in its activities in general are; (1) preparation stage; the researcher prepares all the drawing materials that will be used, determines the competence and others (2) the presentation or presentation phase, (3) the practice phase and (4) the evaluation phase. This action research uses three cycles with the following steps: (1) initial observation (2) planning (3) action (4) observation and reflection.

Based on the result of the study, some suggestions can be considered to make students more interested in English speaking skills by using picture, as follows:

1. The researcher suggests that teachers use pictures in teaching and learning. The role of the teacher is essential to create the classroom situation to be active, and the using of pictures in teaching English speaking is good to motivate the students to speak English, facilitate them to practice the skill, and construct an exciting learning process of English-speaking skill.
2. This research was still far from perfection, whether the media, time, learning process, sample, or the focus of using the picture. Therefore, the

researcher expected the next researcher to be able to cover the limitation of this research.

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