INCREASING SPEAKING ABILITY USING VISUAL MEDIA

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Abstract

The present study was conducted in order to describe the implementation of visual media in teaching speaking. The researcher used Classroom Action Research design and applied it in teaching of speaking at ten grade of Madrasah Aliyah Kepahiang. The finding of this research indicated that the visual media was successful in increasing students' speaking ability. In cycle I the score was 68.50 and in cycle II 76.33. Besides, the students have the positive response toward the implementation of visual media. Rapid development of science and technology today has demanded all parties to adjust and follow these developments. Nowadays, the use of media in language learning is very important. It will make the teaching and learning process be more attractive and effective. In learning, media is an aid which is able to help teacher in their teaching activity.

Keywords : *teaching speaking, visual media*

INTRODUCTION

English as foreign language involves four skills, they are speaking, writing, listening and reading. In teaching English, those skills must be serve integratedly as much as possible. One of those language skills that influences the language ability is speaking skill. Pollar (2008) states that learning to speak is obviously more difficult. It means that more effort is required by the learners and various interesting activities are also required by teacher. Speaking is a crucial part of foreign language learning and teaching which plays an important role for human beings. Speaking is how a speaker put their ideas into sentences and produces it in a proper speech in order to affect the listener. For most people, mastering the art of speaking is the most important aspect of learning second language. Success is measured in terms of ability to carry out a conversation in the language. For this reason, speaking skill has been taught since the learners attend an elementary school. Bygate (1987) defines that speaking is a physically situated face to face interaction. Usually speakers can see each other and so they can refer to physical context and use a number of physical signals to indicate, for instance attention to the interaction, their intention to contribute and their attitude towards what is being said. Meanwhile, Thornbury (2005) states that speaking is a part of daily life that we take for granted. The average person produce ten of thousand words a day, the speech act production which speakers begin with the intention of affecting their listener in particular way.

Furthermore, many problems found related to teaching and learning speaking. It can be seen from Richard (2008) who states that the students sometimes face many problem in English especially in speaking. For example the learners are shy to speak, less self- confidence and

worried to make mistake. Meanwhile these problem influences the ideal goal of establishment of curriculum. Based on that curriculum, the student should be able to express the way of transactional or interpersonal dialogue. It means that the students should have ability in expressing ideas, opinions, feeling and understanding of any kind of material by themselves. However, in the classroom, initial observation indicated that many students still get difficulties in speaking performance. The students feel difficult to convey theirs ideas and cannot think of anything to say. These problems in line with some factors that influences students' ability to speak English proposed by Ur (1996).

REVIEW OF LITERATURE
Teaching Speaking

Murcia (2001) defines speaking activity involves three area of knowledge, they are: (1) mechanism (pronunciation, grammar and vocabulary) using the right order with the correct pronunciation; (2) function (transaction and interaction): knowing when clarity of massage is essential (information exchange) and when precise understanding is not required (relationship building); (3) social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants) . Furthermore, it is obviously that speaking is not an easy activity in teaching English. In needs other skill and competence to be mastered in order to have the communication runs well. Actually, there are two skills that are closely related to spoken language they are speaking and listening. Hammer (1991:46) says, speakers and listener have some reason to speak and listen. A speakers wants to say something in his/her communicative purposes which are selected from their language store. While a listener wants to listen something interesting from the communicative purpose of what is being said.

Related to this idea speaking and listening is both activity which cannot be separated during the interactive process. The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency and avoid confusion in the massage do to faulty pronunciation, grammar, or vocabulary. To help students develops communicative competence in speaking, instructor can use a balanced activities approach that combine language input, structured output, and communicative output.

Definition and function of visual Media

According to Van Els et al. (1984). Media all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, media can be specified in different ways. Suleiman (1998) states that instructional media are the media that bring information or massage from the information resource/senders (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome. Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching learning process. Teaching media are physical devise which can present message and stimulate students to learn. Thus teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the learners.

Gutchow in Sugiharto (1994) states that instructional media are instrument of motivation and they can also stimulate interest in language program. Davies (1980:193) divided the function of media into two kinds: the first function is that media serve to help teachers and instructors manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instruction form and instructors. The second function is that media serve to help students learn more efficiently. Media promote

understanding, assist in assessment,, media can be used in assessing mastery performance. Function of media are saving the time, stimulating interest, encouraging students', providing a review , helping students attractive. Media can save the time, media can make class situation more alive since the media can interest the students and attract students' attention.

Kinds of Instructional Media

Generally, there are three kinds of instructional media they are visual media, audio media, audio visual media. Visual media are media that can be seen, audio media that can be listened to, and audio visual media involves the senses of sight and hearing Kasbolah (1993). According to Wright (1976) states that the use of visual media to help create situations which interest the students and in which verbal communication would be a natural element to a native speaker and not an act artificially and imposed by the teacher.

Speaking Ability

Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information.its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences and the physical environment. It is also considered as one of the four language skill that have an important role in language view such as we always need communication to express our idea to do everything especially in learning process. Therefore, language instructor should provide students with opportunities for meneangful communicative bahavior. Nunan (2005:2) has written that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended and evolving, but it is not completely unpredictable". It can be concluded that speaking is an oral communication that is use to convey meaning. Speaking ability is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown and Thompson: 2000).

Speaking skill learn to know how to create communication and transfer the information directly in English. Harmer (2005:271). In addition, Burn and Joyce (1997: 54-55) state that one of the aims of most language programs is to develop spoken language skills and most pr describe that many of classroom speaking activities which are currently in use fall at or near communicate and of the communication continuum. The programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964: 51) states that to know the language is to use it. He further states that students do not know a sentence until he can speak it.

METHOD

The research design used in this study is Classroom Action Research (CAR). In this case, the Classroom Action Research is administrated by the teacher to share their experiences to overcoming the problem faced in classroom. In relation the method used in this study, the researcher implemented the visual media to increase the students' speaking ability. Since the study conducted employs the Classroom Action Research adopting from Kemmis and Taggart's model (in McNiff, 1992:27), the researcher applied her study through planning, acting, observing and reflecting in term of spiral activity.

The subject of the research were the ten grade students of Madrasah Aliyah Kepahiang. There were 30 students. The data of the students were taken during teaching used visual media.

They were also obtained by instruments such as, observation checklist, questionnaire and speaking test. The data derived from the students' speaking score were described quantitatively to see whether the students have made significant improvement.

FINDINGS AND DISCUSSION

Speaking is interaction between two or more people in receiving information where there is speaker and listener. Before starting teaching, teacher should choose one media from visual media for example video or picture, by using this media, student can actively practice the language being taught, brave and confidence because the interesting media. Visual media is much more often used in teaching and learning process it is because visual media more effective and efficient. Furthermore, in teaching speaking for example is picture. Generally this media used because concrete. That mean that student should identify and imagine in giving statement of its self. Therefore by using this media is able to emphasize on seeking of student. The primary purpose uses this media to make easily understandable in giving opinion or probably perception of that picture. Fortunately, students give some opinion about the the picture that was given by their teacher spontaneously and emotionally. In this case, the teacher can be use visual media as an alternative the teaching speaking because the visual media its self is able to make the students more interesting.

Table 1. The Students' Achievement in Implementing Visual Media

No	Criteria of Success	preliminary	Cycle 1	Cycle 11
Average Score	75	63.00	68.50	76.33

The preliminary study showed that the students mean score as 63.00. In the first cycle the result of the students' Achievement test was 68.50 in average was below 75 as minimum score determined as the criteria of success. In cycle II, the result of students' improvement test was 76.33, in average which obviously above the determined score improved 7.83 points.

Wright (1976:14) states that visual material could be used for speaking activities. He said that visual material. The first function is to motivate the students to speak. The second one is to create context within which his speech will have meaning. The third one is to provide the students with information to use in speech, including objects, actions, events and relationships. The fourth one is to provide the students with non -verbal cues for manipulation work. The last one is to provide non-verbal prompts to dialogue reproduction or to dialogue invention.

CONCLUSION

Based on the finding, the result of this research showed the implementation of visual media in teaching speaking was improved. Beside it, the learners have positive responded toward the implementation of visual media in improving speaking ability. Speaking is one of the central elements of communication. Without speaking one cannot convey their idea to the others. In teaching speaking needed the special attention and instruction. In order to provide effective instruction, it is necessary for the teachers to provide the teaching speaking materials by using visual media.

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