

A SURVEY ON THE STUDENTS' PERCEPTIONS IN LEARNING SPEAKING THROUGH PICTURE MEDIA

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ABSTRACT

The general aims in this research are to find out the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020. Furthermore, the aims can particularly be formulated to know what students perceptions in learning speaking through picture media. This research was categorized as survey research with the descriptive quantitative approach. The subject of this research is the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020 as the participants totally 18 students. The questionnaire was used to collected the data about students perceptions in learning speaking through picture media. And documentation was used to collected a description of the school and respondent. And the result is the eleventh graders of MA Roudlotul Muta'alimin had high integrative motivation to develop English speaking. They also had a high expectation that picture media could help them develop their English speaking skill. They also "strongly agreed" and "agreed" that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%. The response more than 85% of them "strongly agreed" and "agreed" that their mastery of English speaking will able to motivate themself to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, the teacher also has an interesting method in learning English and often to use picture media in learning English.

Keywords: *Perception, Speaking, Picture Media*

Introduction

Based on the school Curriculum, the English teaching and learning in Senior High School is aimed to develop students' communicative competence. Therefore, David Crystal (2016:46) said students need to be able to comprehend and produce spoken and written texts which consist of four language skills: writing, reading, listening and speaking. Among those four skills, speaking to be the most difficult. As Brown (2017:34) states, speaking is also considered as the most difficult and challenging skill to be mastered. Speaking itself is an activity done by someone to communicate with others. When someone speaks, he/she interacts and uses the language to express his/her ideas, utterances, feeling and thought. He/she also shares information to others through communication. One of a good media is pictures media may also create a noteworthy situation within the classroom of using picture media in teaching speaking skill (Amalia, 2019:07).

The use of pictures as media in the class was chosen to give the students motivation to speak in class and to help them organize ideas and express their ideas easily without any burden. Pictures were believed to be able to stimulate and guide the scholars to talk. Pictures aids for illustration, develop students' imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting (Richard, 2018:45).

Because of that, the researcher was interested to conduct a survey research in teaching students' speaking ability with the title "A survey on the students' perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin Simbar Cluring Banyuwangi in academic year 2019/2020"

Wagner dan Hollenbeck (2005:136) states that "We human beings have five senses through which we experience the world around us; sight, hearing, touch, smell and taste. Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses". Perception is not only the passive receipt of those signals, but it is also shaped by the recipient's learning, memory, expectation, and a focus. Sensory input could be a process that transforms this low-level information (e.g., extracts shapes for object recognition).

Based on Dictionary picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc. Pictures which are used to teach such as picture, picture series and so on. Wright (2018:23) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Speaking for most people is considered the hardest skill because it covers many aspects of English language skills, among others,

pronunciation (pronunciation), listening (listening), grammar and vocabulary (the vocabulary) at once (Yanto, 2015). But the only thing that is needed is a bit of courage and a great motivation to speak English fluently.

A study conducted by Rochmah (2016) conducted a quantitative research with the title Teaching Speaking ability by describing picture at the Eight grade students of SMPN 1 Malang and she found out that picture media can give a good effect on the students' speaking. The students are helped in talk with other friends. Azhari (2017) conducted a classroom action research to the seven year students of SMPN 18 Malang. He proved that the students' speaking skill had made an improvement after implementing the pictures as instructional media in speaking activities. Then, Anshori (2018) also conducted a study on cue cards to increase the students' speaking ability. The subjects were the second grade students of SMPN 2 Pracimantoro, Surakarta. The students were satisfied and responded positively with the developed procedure.

Purnomo (2009: 121) says that good teaching techniques challenge students to perform better learning. They also minimize boredom and energize students to do more than usual. Good teaching techniques, in their turn, increase students' motivation. Students are more motivated to learn when they are taught using challenging and interesting teaching techniques. There is significant difference in writing skill between students having high

motivation and those having low motivation. Highly motivated students perform better learning achievement than students having low motivation. Winkel (1996: 150) says that learning motivation plays an important role to promote the spirit of learning so that students with high learning motivation have strong energy to perform learning.

Method

This research was used quantitative research focused on teaching speaking skill using picture media. In this research, survey research is employed to find out the student's perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020. Survey research is one of components in non experimental quantitative research. Ary (2010, 24) stressed that in non experimental research, the researcher identifies variables and may look for relationship among them but does not manipulate the variables. Major forms of non experimental research are relationship studies including ex post facto, correlational research, and survey research.

The object of this research are all of students of the tenth grade which is consist of one department and more less 50 students at MA Roudlotul Muta'alimin Simbar Tampo Cluring Banyuwangi. In purposive sampling, firstly identify the strata of interest and then take a specified subjects of all population

(Donald Ary, 2016:98). So the researcher took the students in one class of XI IPA 2 in amount of 18 students. In this research, survey research is employed. These data were gained through some means such as questionnaire, documentation.

Data analysis may simply consist of determining the frequencies and percentages of responses for the questions of the research (Arikunto, 2019:98). Statistic descriptive are used in this research to find out mean, median, and mode value. After that, the researcher determining the frequencies of the data using index formula which calculate each categories as follow:

$$P = \frac{\sum x}{\sum c} \times 100\%$$

Note:

P : The symbol of percentage

$\sum x$: The total amount of calculating each categories and scoring each items

$\sum c$: The total amount of ideal score

Finding and Discussion

To respond to the questionnaire, participants should indicate their agreement arranged in 5 Likert's scales: 'Strongly Disagree' (SD=1); 'Disagree' (D=2); Agree (A=3); 'Strongly Agree' (SA=4) and 'Neutral' (N=5)

Table 1 Students' Perception In Learning Speaking Through

Picture Media Viewed from the Perceiver Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
1	I'm very enthusiastic about studying English	11,1	44,4	38,9	5,6	0
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary	61,1	5,6	11,1	16,6	5,6
3	The use of pictures is the easiest media to use for learning English	5,6	61,1	33,3	0	0
4	The use of pictures is an interesting media for learning English	11,1	66,7	16,7	5,5	0

Source: Brown, H. D. (2015). Principles of language learning and teaching.

The findings related to the respondents' perception in learning speaking through picture media viewed from the perceiver dimension (as shown in Table 1) revealed that 55,5% of the students "strongly agreed" and "agreed" they are enthusiastic to study English. In general, more than a half of them "strongly agreed" and "agreed" that they are still have difficulty expressing something when speaking English due to lack of mastery of vocabulary. In addition, 66,7% of them "strongly agreed" and "agreed" that the use of pictures is the easiest media to use for learning English and 77,8% of them "strongly agreed" and "agreed" that the use of pictures is an interesting media for

learning English. Seeing from the response percentage average, the findings revealed only 66,67% of them positively perceived in learning speaking through picture media. These findings indicated that there were a bit more than a half of the students who personally perceive in learning speaking through picture media in their speaking skill development. A bit more than a half of them quite enthusiastically support and love to learning speaking through picture media.

Table 2 Students' Perception In Learning Speaking Through Picture Media Viewed from the Target Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
3	I can understand speaking material easily using picture media	22,2	55,6	11,1	11,1	0
4	The picture can help me be more confident and courageous in speaking English	22,2	38,9	27,8	11,1	0
5	By using pictures I can express my idea	0	55,6	38,9	5,5	0
6	By using pictures I can motivate myself in speaking English	16,7	44,4	33,3	5,6	0
7	I can enrich and add more my vocabulary through picture media when speaking English	0	55,6	22,2	22,2	0

8	With picture I can improve my ability to speak English with good and correct pronunciation	5,6	44,4	27,8	22,2	0
9	With picture I can improve my ability to speak English with good and correct grammar	0	33,3	38,9	27,8	0
12	The use of pictures can make it easier for me to talk about anything in English	11,1	50	27,8	5,6	5,5
15	I am able to motivate myself to improve my ability to speak in English	0	44,4	44,4	11,1	0

Source: Brown, H. D. (2015). Principles of language learning and teaching.

The findings (as shown in Table 2) more than 75% of them “strongly agreed” and “agreed” that they can understand speaking material easily using picture media. Those who “strongly agreed” and “agreed” that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%. The response more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themselves to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, they can enrich and add more their

vocabulary through picture media when speaking English and improve their ability to speak English with good and correct pronunciation.

Table 3 Students' Perception In Learning Speaking Through Picture Media Viewed from the Context Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English	16,7	44,4	27,8	11,1	0
14	My teacher has an interesting method of learning English	11,1	50	33,3	5,6	0

Source: Brown, H. D. (2015). Principles of language learning and teaching.

The distribution of the students' perceptions in learning speaking through picture media to speaking skills development viewed from the situation or context dimension revealed that the program implementation was good enough. More than 61,1% of them "strongly agreed" and "agreed" that Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English, and 61,1% "strongly agreed" and "agreed" their teacher has an interesting method of

learning English.

From the findings above, there are some important points that are interesting to discuss. The first one is most of the students “strongly agreed” and “agreed” they are enthusiastic to study English. It will make the students easier to study English. But in general, more than a half of them “strongly agreed” and “agreed” that they are still have difficulty expressing something when speaking English due to lack of mastery of vocabulary. Whatever the reasons they have, it is a great ideas for teachers to optimal this student’s habitual as the way to improve their speaking if they are enthusiastic to study English. Moreover, through the picture media, new skills can be found as a bonus in this activity. It is same argumentation with Amalia (2019:07) that say if one of a good media is pictures media may also create an interesting situation in the classroom of using picture media in teaching speaking skill. Also similar with students perception in MA Roudlotul Muta’alimin Simbar if the picture can help them be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%.

It similar with students perception there is show more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themself to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. It also similar with the argumentation from Richard (2018: 29) that

say if pictures aids for illustration, develop students' imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting. This idea also similar with Thomas and Kane (2003, p. 14) who state pictures can be effectively used to inform or describe a place, personality, and other.

In addition, another finding from students perception in MA Roudlotul Muta'alimin Simbar is more than 61,1% of them "strongly agreed" and "agreed" that teachers often use picture media in learning English to make it easier for students to improve their ability to speak English, and 61,1% "strongly agreed" and "agreed" their teacher has an interesting method of learning English.

Conclusions

It can be concluded that the eleventh graders of MA Roudlotul Muta'alimin Simbar Banyuwangi had high instrumental and integrative motivation to develop English speaking. They also had a high expectation that picture media could help them develop their English speaking skill. However, almost half of them were enthusiastic to participate in learning speaking through picture media since they had previously experienced poor implementation of the program. They also "strongly agreed" and "agreed" that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate

themselves even reached more than 80%. The response more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themselves to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, the teacher also has an interesting method in learning English and often to use picture media in learning English.

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