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USING RICH PICTURES IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract

This is an action research which was aimed to find the effect of using rich pictures toward students' speaking ability on sharing understanding of a situation. The population of this research was all of the students in the first semester of Islamic Business Management in UIN Imam Bonjol Padang. Two classes have chosen randomly as the sample by using cluster sampling technique. The total students involved were 35 students. The researcher conducted it in two cycles; each cycle consisted of four meetings. Each cycle involved planning, acting, observing and reflecting. The data were taken through direct observation. Observation checklist and field notes were used to collect qualitative data. Pre-test and post-tests were conducted to see the improvements in speaking. The data were analyzed by using four steps. They were data collection, data reduction, data display, drawing conclusion. The findings showed that rich pictures gave a positive effect on students' speaking ability on sharing understanding of a situation and reformulation technique could better improve students' grammar in speaking at the first semester of Islamic Business Management in UIN Imam Bonjol Padang.

Keywords: Rich Pictures, Speaking Skill, Mind-Map, Fluency.

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MENGGUNAKAN RICH PICTURE DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA

Abstrak

Ini merupakan penelitian tindakan kelas yang bertujuan untuk menemukan efek penggunaan Rich Pictures terhadap kemampuan berbicara siswa dalam berbagi pemahaman tentang suatu situasi. Populasi penelitian ini adalah semua siswa pada semester pertama Manajemen Bisnis Islam di UIN Imam Bonjol Padang. Dua kelas telah dipilih secara acak sebagai sampel dengan menggunakan teknik cluster sampling. Total siswa yang terlibat adalah 35 siswa. Peneliti melakukannya dalam dua siklus; setiap siklus terdiri dari empat pertemuan. Setiap siklus melibatkan perencanaan, tindakan, pengamatan, dan refleksi. Data diambil melalui observasi langsung. Daftar catatan observasi dan catatan lapangan digunakan untuk mengumpulkan data kualitatif. Pra-tes dan post-tes dilakukan untuk melihat peningkatan dalam berbicara. Data dianalisis dengan menggunakan empat langkah. Diantaranya pengumpulan data, reduksi data, tampilan data, penarikan kesimpulan. Temuan menunjukkan bahwa Rich Pictures memberikan efek positif pada kemampuan berbicara siswa dalam berbagi pemahaman tentang situasi dan teknik reformulasi dapat lebih meningkatkan tata bahasa siswa dalam berbicara di semester pertama Manajemen Bisnis Islam di UIN Imam Bonjol Padang.

Keywords: Kompetensi kolokasi, kolokasi leksikal, pembelajaran kosakata

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I INTRODUCTION

Speaking tends to be avoided by most of students because they thought it was the most difficult skill to be mastered in English. Nevertheless, the students' language competence is often evaluated in the term of speaking ability rather than other skills. In fact, achieving this ability is not easy either for the students as well as the teacher. Starting speak up in English become something difficult thing for students because of their less confidence. They should be able to express their ideas and thought as well as knowing about the grammatical rules of the language itself.

Speaking skill is the beginning section of a skill in language production that must be acquired by individual. Wilkin stated every individual learns to speak before he learnt to write (Wilkins, 1978). Speaking is natural ability or man biological nature. Individual can acquire the speaking skill by listening or interacting with his environment even though no body taught him. It is different from writing skill as another language production that will be difficult to learn without being taught. So, the importance one to improve speaking skill should be prepared the real situation as environment that would be supported the language learners involve in the situation.

Moreover, Barnet describes that the purpose of teaching speaking is to increase the number of opportunities for language students to speak (Barnet, 1968). Hughes writes that the objective of teaching spoken language is the development of the ability to interact successfully in the language. The teaching of spoken language involves comprehension and production (Hughes, 1989).

Based on those facts, to achieve the purpose of teaching speaking, the teacher should create condition where the students have chances to orally communicate anything in the language they are learning. The teacher should also allow the students practice natural speaking, not a guided of a controlled one. In addition, fluency and accuracy are two things which every teacher expects the students to have. One way to see the results of the students' ability in speaking is through oral test. Even though the students almost complete all basic levels, they haven't shown their real speaking ability yet, especially

in the productions of sentences and in producing correct grammar.

There are some problems found in speaking English at the first semester of Islamic Business Management students of UIN Imam Bonjol Padang. The problems may come from internal and external factors. Based on pre-luminary observation, there are some problems that can be identified. They are; students have low motivation in speaking, students are afraid of making mistakes when they are speaking, many students have few friends who are brave to speak English, many students have limited words in speaking, and etc.

The problems above have forced the researcher to find out the best solution to be applied. She decided to conduct an action research in improving students' speaking ability by using rich pictures. The use of pictures may also create an interesting situation in the classroom.

There is no doubt that using rich pictures will help students express their ideas or thoughts. This is supported by Izmi. He states that rich pictures help the students practice their ability in expressing their ideas as well as in organizing ideas when asked to describe them (Izmi, 2007). Pham stated some of the advantages of rich pictures include:

1. Provides a concise overview of complex systems
2. Consideration for the 'human / non-IT' factor
3. Not restricted by notation
4. Excellent visual communication artifact
5. Efficient and simple process from rough to final
6. Creation process helps to improve understanding
7. Use of symbols and metaphors assist in developing a shared understanding (Pham, 2014)

Moreover, Berg & Pooley said that pictures can illustrate ideas, abstract symbolism, meaning and interpretation about its content and make the content more complex and more interesting (Tessa Berg & Pooley, 2012). Reformulation-type technique is a technique in helping learners to correct their errors when producing the sentences. Brown stated the same opinion, He

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said that reformulation is consisted with fluency to accuracy, or task-based, model of instruction that encourages learners to make the best use of language they have (Brown, 2004). Furthermore, he adds that the teacher will present them with a model performance to be compared with their flawed performance and it is left to them to note and learn from the comparison. The combination of these two things is considered able to solve the students' problems above.

There are couple of studies that have been done. The earliest studies were done by two researchers namely T.Berg and R. Pooley in 2012 and 2013. They did two studies in a row related to Rich Pictures. The first study entitled "Rich Pictures: A valuable means to explore complex IS issues" (Tessa Berg & Pooley, 2012). The study focused on the value and interpretive risks when using iconography for system understanding using the rich picture tool. The findings suggested that a visual language of pictures offers a way of global communication that far exceeds the limitations of text and speech. At the end of the paper, the researcher suggested a natural intrinsic grammar belongs to the rich picture in terms of

relationships, shape, connectors, context and sub-boundaries.

Finally, the researcher could summarize that the purpose of teaching speaking is to let the students have as many opportunities as possible to speak naturally. Successful teaching speaking that is signed by the proof that the students can communicate in a good speaking skill. In this study, the researcher has chosen the use of rich pictures in stimulating the students' mind mapping and speaking skill on describing a specific situation.

Their next project in the same year was "Rich Pictures: Collaborative Communication through Icons" (T. Berg & Pooley, 2013). This study was aiming at highlighting the constraints to gaining a full and clear understanding of the problem situation when only asking a specific domain group. The findings shown that the students need no words or dialogue because they represent a method of thinking that can be best elicited and most powerfully presented by using a visual representation. Just by analyzing the icons and their relationships it is possible to make powerful deductions.

II RESEARCH METHODS

This is an action research. definition of action research has also been proposed by Mills who defined that action research is a systematic inquiry conducted by the teacher researchers, principal, school counselor, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well the students' learn (Mills, 2000). So, the information was collected with the aims to give developing reflective practice, effecting positive changes in the school environment and on educational practices in general and improving students' outcomes.

The subjects for the study were selected randomly, according to their English results there is no obvious difference among the selected groups, we may take it for granted that the subjects roughly the same English proficiency. In this study, the instrument used to elicit and collect information was in the form of test. The

use of language tests as tools to measure the EFL learners' literacy has been well justified in the literature. In the current study, the subjects under a new teach that was situational pictures. Their test results were collected and analyzed to see whether the situational pictures have positive effect on their English learning. During the four-month experimental process, 35 subjects were taught English full use of well-made rich pictures which involves a combination of diagrams, symbols, cartoons and words. Each media element has its own particular advantage in conveying particular kinds of messages and evoking particular kinds of learner responses.

The data in this research was prepared in quantitative study. The steps were done in preparing the statistical analysis. The data collection took place during September to November 2018.

In the small scale of investigation, the rich pictures refer to a collection of branches of

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students' idea in preparing their speaking on describing a situation or opinion. In the first two meetings, the students were asked to see the examples of rich pictures and tried to analyze them individually. After that, they were taught on how the way to develop their ideas into schema or branches. They were divided into groups and were given different topic to be discussed. They were shared each other about the best term to use in developing the topic into a short description. The peer correction and editing was also incorporated in those processes to improve the quality of the rich pictures. The suggestions which were given from their group member were used to revise the rich pictures in making the final drafting.

In the following meetings, the students had to create their own rich pictures based on several choices topics related to English learning. Such as; *The Importance of Studying English, The Importance of Health, and Learning English Effectively*. When they were ready, they were asked to come to the front of the classroom and started to describe the topic of a specific situation

by using their own rich pictures. The other students are given chances to ask or criticize their friends' performances. All of the performances were evaluated by the lecturer through individual feedback.

To support the data, the interview administered to 8 students who were chosen randomly. They had to answer several questions and the responses should be in oral form. The questions investigate the students' opinions and reflections on the use of rich pictures in describing a specific situation orally. The progress of the students in speaking was also been examining as the supporting information during the courses. The researcher adopted the oral proficiency scoring categories proposed by Brown in assessing the students' speaking skill (Brown, 2004).

A qualitative analysis was administered by identifying and classifying students' opinions and reflections expressed in the students' responses especially those associated with the use of the rich pictures in the course.

III RESULTS AND DISCUSSIONS

Cycle 1

In planning phase, lesson plan or action scenario, rich pictures and research instruments (speaking test, observation sheet and field notes) were prepared. Before conducting the research, the lesson plans were designed as a guide for doing the action. Rich pictures and the questions for every picture were prepared based on the needs of the lesson plan. Then, pictures for pre-test and post-test together with the guiding questions, observation sheets were also prepared to be used.

Before starting the research, pre-test was given in order to capture the student's ability to communicate for both basic communicative and academic purposes. The type of speaking test used was information transfer: questions on a single picture (Brown, 2004). In this cycle, lesson one, two and three were taught and rich pictures were used in every stage of the lesson. Every time the students responded to the teacher's questions, reformulation technique took place, student's errors were corrected. The

activities, including describing about the pictures, were done classically, in pairs and individually.

The implementations of rich pictures and reformulation technique were observed by completing the observation sheets for the students as well as the teacher. The whole process of learning was also observed. What was happening in details was written in field notes.

In reflecting phase, problems were found. Some students were still ashamed to express their ideas but their motivation to talk was good. They were pleased their errors were corrected although sometimes they were doubtful about the corrections. Many of them asked certain English words related to the pictures they described. Due to the problems found, there was a need to revise the plan. The students who were still quiet and ashamed were given rewards, attentions and more chances to talk, while for vocabulary problem, they were prepared enough vocabularies related to the pictures they would

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describe by giving them communicative vocabulary activities.

In the small scale of investigation, the rich pictures refer to a collection of branches of students' idea in preparing their speaking on describing a situation or opinion. In the first two meetings, the students were asked to see the examples of rich pictures and tried to analyze them individually. After that, they were taught on how the way to develop their ideas into schema or branches. They were divided into groups and were given different topic to be discussed. They were shared each other about the best term to use in developing the topic into a short description. The peer correction and editing was also incorporated in those processes to improve the quality of the rich pictures. The suggestions which were given from their group member were used to revise the rich pictures in making the final drafting.

By the time the student gave responses of the pictures, reformulation technique took place. It meant that the teacher helped the student correct his or her mistakes. In observing phase, the team (the researcher and the collaborator) observed the implementations of using situational pictures and reformulation technique. In reflecting, the team found the problems faced in cycle 1 and made a revised plan for the following cycle.

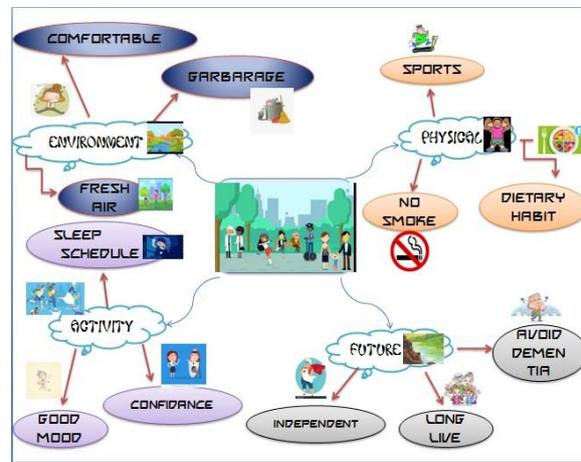
Cycle 2

The action scenario in cycle 2 was similar to the ones in cycle 1 but there were some different emphasis due to revised plan. In doing this cycle, the researcher was helped by another lecturer who teaches at the same level was acted as a collaborator. She got involved in observing the conduction of the research. Not only observing, the collaborator also got involved in discussing about the developments of each cycle and making conclusion about the results of the research.

In the following meetings, the students had to create their own rich pictures based on several choices topics related to English learning. When they were ready, they were asked to come to the front of the classroom and started to describe the topic of a specific situation by using their own rich pictures. The other students are given chances to ask or criticize their friend performances. All of the performances were evaluated by the lecturer through individual feedback.

To support the data, the interview administered to 8 students who were chosen randomly. They had to answer several questions

and the responses should be in oral form. The questions investigate the students' opinions and reflections on the use of rich pictures in describing a specific situation orally. The progress of the students in speaking was also been examining as the supporting information during the courses.



Sample rich pictures

Related to the use of rich pictures to help students express their ideas and the application of reformulation technique to help them correct their mistakes, the speaking test was carried out. The pre-test and post-test were done after each cycle. Besides speaking test, observation sheet and field notes were also used to get the data or information of what was going on in the classroom in details.

Qualitative data were analyzed by following five steps- data collection, data reduction, data display, drawing conclusion and verification (Mills, 2000). The data were categorized into groups. After that, the researcher selected, decided, focused, simplified and changed the raw data to the field notes. Next, the qualified data were displayed. Before making conclusion, the data needed to be verified. Finally, the research report was written.

The study found that rich pictures present multiple positive effects for students' learning as well. The students have more time to prepare, to read, to edit, to revise and to design an interesting rich picture. It also allows them chances for making corrections and improvement. It makes them more disciplined and feel more confident without being worried to fail. In particular, the rich pictures are perceived to well stimulate and improve the students' mind mapping and speaking skills. They enjoy preparing and creating the rich pictures projects. Most of them assumed that through rich pictures,

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they have already had a general idea in their mind before creating rich pictures. The speaking become structured and in context. The rich pictures also forced students to express their personalities and creativities in designing the diagram and presented the suitable pictures. In short, rich pictures serve as an effective media in developing idea as well as identify the issue they wish to address.

The increase of the mean score of the students speaking test based on the five-speaking indicators was so different and significant in the second post-test.

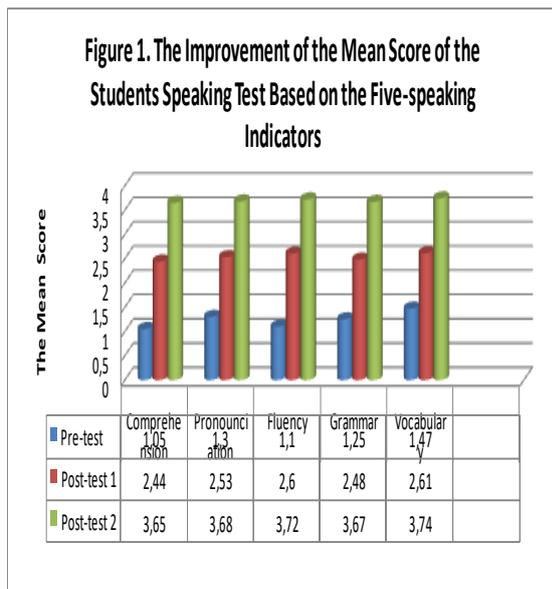


Figure 1. The Improvement of the Mean Score of the Students Speaking Test Based on the Five-speaking Indicators

The first figure above described that in the first indicator, the comprehension in speaking test, the chart showed that there was better improvement from pre-test until post-test 2. The Mean of comprehension in pre-test was 1.05 and then the Mean of comprehension in post-test 2 got 3.65, this Mean better improved in post-test 2 which was 2.6. In the second indicator, the pronunciation, the chart showed that the Mean of pronunciation in pre-test was only 1.3, and then the Mean of pronunciation got a big improvement in post-test 2 which was 3.68, after that, this Mean better improved in post-test 2 which was 2.38. The fluency as the third indicator showed its Mean in pre-test got 1.1, while in post-test 2, the Mean of fluency reached 3.72, then in post-test 2, the Mean of fluency better improved which was 2.62.

In the fourth indicator, the grammatical accuracy, the Mean in pre-test reached only 1.25, however, the Mean of grammar seemed

improved little bit in post-test 2 which got 3.67, the Mean of grammar also better improved which got 2.42. In the last indicator, the focus of amount of vocabulary, the chart showed that the Mean of vocabulary in pre-test was only 1.47, and then the Mean of vocabulary got much improvement in post-test 2 which was 3.74, after that, this Mean better improved in post-test 2 which was 2.27.

Based on the description above, the improvement of Students' Mean from cycle 1 until cycle 2 could be compared in the following chart. The chart shows the comparison of the Mean of the two cycles.

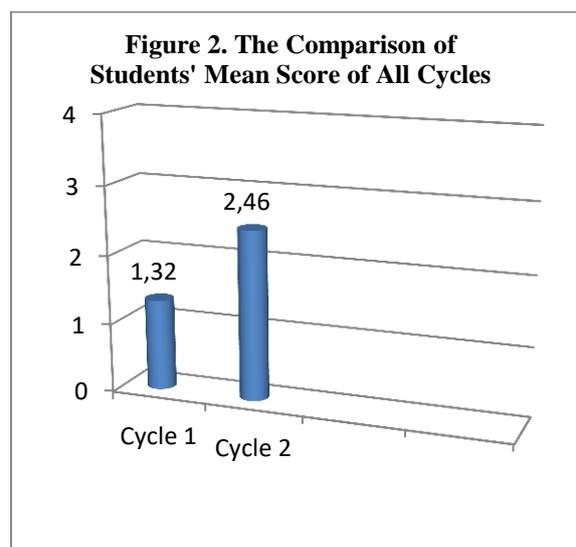


Figure 2. The Comparison of Students' Mean Score of All Cycles

The chart above illustrated that the improvement of students' speaking skill occurred from the cycle 1 until cycle 2. The average score of cycle 1 was very low, 1.32. Then, it gradually improved in cycle 2 which became 2.46 with the increasing point was 1.14 points. The data in findings revealed above, the first question of the research was answered. It can be said that each indicator such as; grammar, vocabulary, comprehension, fluency, and pronunciation had better improved in each cycle of this research. According to the findings, it was clear that one of the indicators from oral proficiency scoring which is fluency got higher result in every cycle. Although this category is optional, the students seemed enthusiasm to use the language fluently on all topics normally pertinent to professional needs. This past might be easier for them because of they were given the freedom to express their feeling or attitudes toward series information and pictures available in the rich pictures the made. Even though the materials were interesting enough but the application of the reformulation

technique was not so effective since the grammar focus was quite difficult. The students learnt to use passive sentences and S-Verb agreements. In addition, it was quite difficult for the students to talk about movie posters since the pictures were not so real to their life and not many of them watched the movies. The vocabularies used in the materials were also not quite familiar to them.

Although rich pictures are a great way on sharing a situation in speaking, it was not work for everyone. Having shown plenty of positive responses on the use of rich pictures, here are a

few of negative response for rich pictures, they are;

- a. Some students have a difficult experience in designing the diagrams
- b. Some students have found rich pictures to be confusing.
- c. Some students experienced a steeper learning curve.
- d. Some students had difficulties in following the map plot.

Some students with no painting skills had difficulties to draw the pictures.

IV CONCLUSION

On findings and discussion, the following conclusions can be drawn. First, the implementation of using rich pictures and reformulation technique has been successful to help students express their ideas and improve students' grammar in speaking. This could be seen from the improvements of the students' speaking test which involves five indicators of speaking, data of observation checklist and field notes. Second, it can make students become more responsive, motivated, participative and interactive. Besides, students' curiosity to know more gets better and they get better involved in collaborative learning. And the last, it also motivates students become more autonomous,

confident, receptive, active and brave to talk. Rich pictures also have some negative points; nevertheless, the negative points are considered to be a common part of the learning process in speaking classes.

According to the result of the interview feedback, most students thought the activity was particularly difficult. Nevertheless, they found it interesting and demanding, and also meaningful and helpful in developing their language skills. They also commented that they learned more speaking skills. Nevertheless further research is needed in order to maximize the use of rich pictures in other skills of English.

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