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The Implementation of Describing Pictures Strategy in Improving Students Speaking on the Descriptive Text Ability in SMP Abbasyiah NW Jerua

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media gambar terhadap belajar dan keterampilan berbicara bahasa Inggris siswa. Penelitian ini dilaksanakan di SMP Abbasyiah NW Jerua Kecamatan Sakra Barat Kabupaten Lombok Timur. Penelitian ini menggunakan penelitian kuantitatif, dengan menerapkan penelitian pre-eksperimental untuk mengetahui kemampuan berbicara siswa SMP Abbasyiah NW Jerua. Untuk mengetahui kemampuan siswa maka peneliti menggunakan pre dan post-test. Tes bertujuan untuk mengukur kemampuan siswa dalam berbicara sebelum dan sesudah diberikan perlakuan. Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa melalui penggunaan media gambar. Hal ini dilihat dari peningkatan hasil pretest-posttest yang diberikan sebelum dan sesudah perlakuan. Dari hasil pretest dan posttest yang dilakukan pada siswa menghasilkan nilai rata-rata sebesar 46.39 untuk pretest dan 91.39 untuk posttest. Serta dari hasil uji hipotesis yang menunjukkan bahwa hipotesis yang telah dirumuskan diterima (H_0 diterima, sedangkan H_a di tolak) yang berarti terdapat perbedaan yang signifikan terhadap penggunaan media gambar dalam meningkatkan kemampuan berbicara siswa pada hasil belajar bahasa Inggris siswa SMP Abbasyiah NW Jerua.

Kata Kunci: *Bahasa Inggris, Kemampuan Berbicara, Media Gambar*

Abstract

This research aims to determine the effect of using image media on students' learning and English speaking skills. This research was carried out at Abbasyiah NW Jerua Middle School, West Sakra District, East Lombok Regency. This research uses quantitative research, applying pre-experimental research to determine the speaking abilities of Abbasyiah NW Jerua Middle School students. To determine students' abilities, researchers used pre and post-tests. The test aims to measure students' ability to speak before and after being given treatment. The research results show an increase in student learning outcomes through the use of image media. This can be seen from the increase in pretest-posttest results given before and after treatment. From the results of the pretest and posttest carried out on students, the average score was 46.39 for the pretest and 91.39 for the posttest. And the results of the hypothesis test show that the hypothesis that has been formulated is accepted (H_0 is accepted, while H_a is rejected) which means there is a significant difference in the use of image media in improving students' speaking skills in the English learning outcomes of Abbasyiah NW Jerua Middle School students.

Keywords: *English, Speaking Ability, Image Media*

INTRODUCTION

Speaking skill is one of the four main skills in language, besides listening, reading and writing. Speaking skills are very important because they enable individuals to exchange information between individuals or groups well (Azmi, 2022:731). Low speaking skills can affect the learning process in the classroom and can continue to become bad speaking habits at higher grade levels and continue to develop into adulthood (Simarmata, 2022: 51).

Pronunciation in speaking is the ability to pronounce words or sentences well and clearly so that they can be understood by the listener. Several factors can influence pronunciation in speaking, namely poor language skills, lack of vocabulary and difficulties in speaking composing sentences, anxiety and restlessness when speaking in public, bad study habits and lack of motivation (Latif, 2023:26). The environment and the role of the teacher are very important in developing students' speaking skills. Effectively trained teachers can provide guidance, provide feedback, and provide practice opportunities for students. However, there are several problems that often arise related to speaking skills. One of the problems that is often faced is a lack of self-confidence and anxiety. Lack of self-confidence can hinder someone from speaking. In most cases, anxiety occurs when facing an oral test, they often think that they will fail when facing the test, thinking that they are unable to take the test. Apart from that, problems also arise related to speaking skills, namely the learning methods used by teachers are less effective so that students find it difficult to understand the lessons being delivered.

The solution that can be used to determine students' speaking abilities or skills, whether speaking Indonesian or English, is to use the strategy of describing pictures, so that these students learn to be bolder in speaking. They become more confident in using vocabulary and building sentences. In several studies, it was found that the use of image and audio-visual media can improve students' speaking abilities. Apart from that, the dialogue method (muhawaroh) has also been proven to be effective in improving students' speaking skills. However, sometimes the obstacles faced by students in speaking are a lack of vocabulary and boring learning. The strategy of using image media can be done by giving tests to students. Tests that can be carried out are pre-tests and post-tests to determine students' ability to speak English.

Relevant research regarding speaking skills includes the first one carried out by Santoso (2019), with the title *The effect of using image media on English speaking skills*. The aim of this research is to determine the effect of using image media on the speaking skills of students at the Pertiwi Foreign Language College, Cileungsi. It is hoped that research using image media will provide benefits to teachers and students in carrying out teaching and learning activities, especially in improving English speaking skills. The second research was conducted by Afriyanti (2019), with the title *Teaching Speaking Skills Using Pictures*. This study aims to investigate the teaching of speaking skills using pictures in MTs. Mamba'ul Ulum Bedanten. The aim of this research is to find out whether teaching speaking skills using pictures is effective or not.

Based on the problems that will be explained, the researcher is interested in conducting research entitled "Application of the Image Describing Strategy in Improving Students' Speaking Ability at Abbasyah NW Jerua Middle School". With the aim of knowing students' speaking abilities and being able to contribute to the development of English learning theory, especially in the context of using picture description strategies.

The research that will be conducted focuses on students' interest in implementing teaching strategies at SMP Abbsyiah NW Jerua. The object of use is media images in improving students' speaking skills.

RESEARCH METHOD

The location of this research will be conducted at SMP Abbasyiah NW Jerua, Montong Beter Village, Sakra Barat District. Meanwhile, the research was conducted for five months.

This study will use quantitative research, by applying pre-experimental research to determine the speaking ability of SMP Abbasyiah NW Jerua students. This study intends to examine the cause and effect between the two variables, pictures and students' speaking

ability. To determine students' abilities, researchers use pre and post-tests. The test aims to measure students' ability to speak before and after being given treatment.

The research population is the entire research object to be studied. The population in this study will be student of class VII SMP Abbasyiah NW Jerua. The sample in this research will be class VII students.

This study consists of investigative variables. The variable studied in this study is the media image strategy in students' speaking ability. There are two variables, namely the independent variable and the dependent variable. In this study the independent variable is images. While the dependent variable is its role in improving students' speaking skills.

The instrument used in this study is a test. Researchers use oral tests given to students and the results will become the data in this study. The test is in the form of an English test namely in the form of a test to determine students' ability to speak English. The students have to pay attention to aspects of speaking such as fluency, comprehension, grammar, vocabulary and pronunciation. In this study, the researcher will also give the same pre-test and post-test.

Data collection techniques in this research used pre-test, treatment, and post-test. Data Analysis in this research used, Descriptive statistics, Statistics needed for hypothesis testing, such as normality testing, homogeneity testing, and statistics for hypothesis testing, then hypothesis test

RESULT AND DISCUSSION

Data Description

This research was conducted at Abbasyiah NW Jerua Middle School, West Sakra District, East Lombok Regency. The subjects of this research are class VII students of SMP Abbasyiah NW Jerua for the 2022/2023 academic year. Details of the number of students can be seen in the table below:

Table 1. List of class VII students at SMP Abbasyiah NW Jerua

Class	Man	Women	Amount
VII	17	19	36

In carrying out this research, two meetings were held. The main topic of discussion taught in this research is the material of reading fairy tales using picture media. This research was carried out to determine the extent of students' English speaking abilities. To find out this, learning is carried out using image media. In accordance with the research method explained by researchers in the previous chapter, this research is pre-experimental research.

Based on the experimental design used by researchers in this study, before treatment the sample was given a pretest first and then a posttest after treatment.

Test Prerequisite Analysis

Pretest or initial test is carried out to find out whether students have the same abilities (homogeneous) or not, pretest carried out on all class VII students of SMP Abbasyiah NW Jerua. Meanwhile, the posttest is carried out as a final assessment of the treatment that has been carried out. From the results of the pretest and posttest that the researchers conducted on students, the average score was 46.39 for the pretest and 91.39 for the posttest, while the standard deviation was 11.99 for the pretest and 10.32 for the posttest.

Table 2. Pretest and Posttest Statistical Data

No	Statistic	Pretest	Posttest
1	Mean	46.39	91.39
2	Standard Deviation	11.99	10.32
3	Shoes Minimum	20	75
4	Maximum Score	60	100

The results of students' initial abilities or pretests are presented through tables describing and clarifying the data obtained from the research results. The frequency distribution of initial learning results (pretest) and posttest is depicted in the following graph:

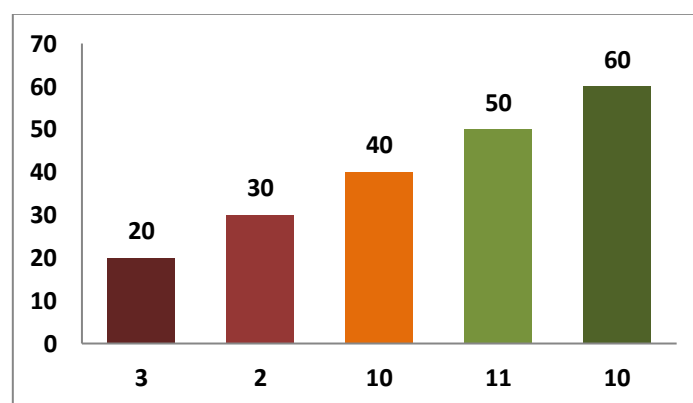


Figure 1. Pretest Score Graph

Based on the graph above, it can be concluded that the results of the pretest were 3 students with a score of 20, 2 students with a score of 30, 10 students with a score of 40, 11 students with a score of 50, and 10 students with a score of 60.

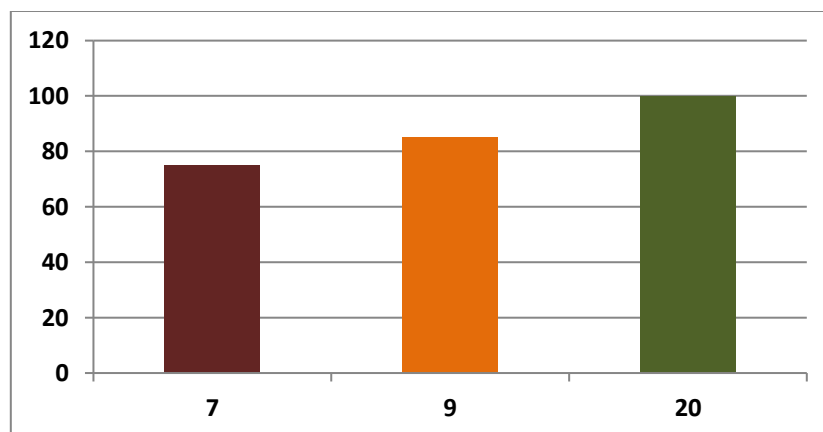


Figure 2. Posttest Score Graph

Based on the graph above, it can be concluded that there were 7 students with a score of 75, 9 students with a score of 85, and 20 students with a score of 100.

From the data obtained, a normality test is then carried out to determine whether the data is normally distributed or not. The normality test used to determine the distribution of pretest and posttest data is the Kolmogorov Smirnov normality test. By hypothesis, if value $|ft-fs|_{largest} < \text{Kolmogorov Smirnov table value}$, then H_0 is accepted and H_a is rejected, and if $|ft-fs|_{largest} > \text{Kolmogorov Smirnov table value}$, then H_0 is rejected and H_a is accepted. The application of the Kolmogorov Smirnov test is that if $|ft-fs|_{largest} > \text{Kolmogorov table value Smirnov}$ means that the data to be tested has a significant difference from standard normal data, meaning $|ft-fs|_{largest} < \text{Kolmogorov Smirnov table value}$, then it means there is no significant difference between the data to be tested and standard normal data. It can be assumed that the data is normally distributed.

Table 3. Normality Test

Test Normality	$ ft-fs $	Table Kolmogorov Smirnov	Decision
Pretest	0.128	0.23	Normal
Posttest	0.202	0.23	Normal

Based on the calculation results, it shows that the value $|ft-fs|$ the pretest result was 0.128. By using the level of significance $\alpha = 0.05$, it means that H_0 is accepted and H_a is rejected because $|ft-fs| = 0.128 < \text{Kolmogorov Smirnov table} = 0.23$ so it can be concluded that the data follows a normal distribution. For posttest data, the value $|ft-fs|$ is produced equal to 0.202 which is $|ft-fs| = 0.202 < \text{Kolmogorov Smirnov table} = 0.23$. Based on these results, it shows that H_0 is accepted. Thus, it can be concluded that the data that the researcher obtained, both pretest and posttest data, were normally distributed data.

Homogeneity Test

The next test carried out by researchers was the homogeneity test. The hypothesis in this homogeneity test is that H_0 is accepted if the calculated F value is $< F$ table, while H_a is rejected if the calculated F value is $> F$ table.

F-Test Two-Sample for Variances		
	<i>Pretest</i>	<i>Posttest</i>
Mean	46.57142857	91.85714286
Variance	146.7226891	101.5966387
Observations	35	35
df	34	34
F	1.444168734	
P(F<=f) one-tail	0.14440437	
F Critical one-tail	1.772066477	

Figure 3. Homogeneity Test Results

In the table of output results of the F-Test Two-Sample for variances, it can be seen that the calculated F value (F) $<$ F table (F Critical one-tail) so that H_0 is accepted, meaning that the variance of the two data groups is homogeneous.

Hypothesis Testing

After carrying out the analysis prerequisite tests, normality test and homogeneity test, the next test is the hypothesis test. The hypothesis test used in this research is the t test. The t test is used to determine whether there are differences in treatment results. The hypothesis in this t test is that H_0 is accepted if t count $<$ t table, meaning there is a significant difference in the use of image media in improving students' speaking skills in the English learning outcomes of Abbasyiah NW Jerua Middle School students. On the other hand, H_0 is rejected if t count $>$ t table, meaning there is no significant difference in the use of image media in improving students' speaking skills on the English learning outcomes of Abbasyiah NW Jerua Middle School students.

t-Test: Two-Sample Assuming Equal Variances		
	<i>PRETEST</i>	<i>POSTTEST</i>
Mean	46.38889	91.3888889
Variance	143.7302	106.5873016
Observations	36	36
Pooled Variance	125.1587	
Hypothesized Mean Difference	0	
df	70	
t Stat	-17.0655	
P(T<=t) one-tail	6E-27	
t Critical one-tail	1.666914	
P(T<=t) two-tail	1.2E-26	
t Critical two-tail	1.994437	

Figure 4. t Test Results

The t test analysis produces a calculated t value of -17.0665 and a t table value of 1.666914 with a confidence level of 95% (significance level 0.05). This value shows that $t_{\text{calculated}} (-17.0665) < t_{\text{table}} (1.666914)$. These results mean that the hypothesis that has been formulated is accepted (H_0 is accepted, while H_a is rejected). Thus, it can be said that there is a significant difference in the use of image media in improving students' speaking skills in the English learning outcomes of Abbasyiah NW Jerua Middle School students.

Discussion

In accordance with the results obtained in this research, that learning English using learning using picture media produces a significant difference in student learning outcomes compared to learning outcomes in learning English without using image media. This is characterized by a higher average learning outcome. This difference can be shown by the calculated t value $< t_{\text{table}}$ (95%). These different results are caused by nothing other than the treatment provided. There is a difference in average learning outcomes and results in higher grades, showing a positive influence on learning using image media.

The use of image media focuses on achieving active student learning activities and making it easier to understand the material presented. It is different from usual learning, so it provides a new atmosphere and way of learning for students. The results of this research show that in learning using image media students are more interested and focused in learning activities compared to those without using image media. Apart from that, learning material can be easier to understand, this also results in more efficient and effective learning.

During learning, the more sense organs are involved in receiving and processing information (lesson content), the greater the possibility that the lesson content will be understood and retained in students' memories. This is in line with the information processing system. When input comes in, in this case the subject matter delivered using image media will stimulate the sensory organs to see, listen, read, think, communicate, actualize and formulate new answers. Apart from that, the lessons delivered. Using image media can increase students' activeness and self-confidence as well as their ability to think critically.

Based on the explanation above, it can be concluded that the use of image media has an influence on student learning outcomes and is able to explore students' potential compared to without using media. Thus, the use of image media can arouse and bring students into a happy and joyful atmosphere, where everyone is emotionally and mentally involved. Furthermore, it will certainly have an impact on students' enthusiasm for learning and the learning atmosphere will be more lively and less monotonous, which will ultimately

lead to increased learning outcomes. This can be seen from the increase in pretest-posttest results given before and after treatment.

CONCLUSION

Based on the results of research and data analysis, it can be concluded as follows:

1. The use of image media can improve student learning outcomes. The research results showed that there was an increase in the average value of student learning outcomes, seen from the increase in the pretest-posttest results given before and after treatment. From the results of the pretest and posttest carried out on students, the average score was 46.39 for the pretest and 91.39 for the posttest.

2. The use of image media has a positive influence on student learning and is able to explore students' potential compared to without using media. This can be seen from the results of the hypothesis test which shows that t count (-17.0665) < t table (1.666914), which means that the hypothesis that has been formulated is accepted (H_0 is accepted, while H_a is rejected). Thus, it can be said that there is a significant difference in the use of image media in improving students' speaking skills in the English learning outcomes of Abbasyiah NW Jerua Middle School students..

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