Building Up Students' English-Speaking Skills through Dual Meaning Picture

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Abstract

 The objectives of this study are: (1) to find out whether or not the use of dual-meaning pictures can build up students' English-speaking skills; (2) to find out whether or not the use of dual-meaning pictures is interesting in studying English speaking. The researcher applied the Quantitative Method. The sample was chosen using random cluster sampling and assigned two experimental and control groups. Each group consisted of 25 students. In conducting the research, the researcher employed three instruments: a speaking test to see students' speaking skills and a questionnaire to see their interests. The result shows a significant difference in the students'speaking skills between the experimental and the control groups. It was proven by the result of descriptive and inferential statistical analysis of the student's scores. It can be concluded that using dual-meaning pictures is practical, can build up students' speaking skills, and is an exciting medium for teaching English Speaking skills.

Keywords: English, Speaking Skill, Interest, Dual Meaning Picture

INTRODUCTION

Using English in a classroom plays a significant role in teaching and learning. It is used to communicate with teachers and students in daily classroom interactions. Teachers use it when they give instructions, ask questions, give feedback to students and manage the class, and for the students, language is used to interact with their teachers and classmates. They use it to ask questions, respond to teachers' questions and express their thoughts and opinions in the discussion.

It means that speaking is a real challenge to most students because it needs paints to make an effort to use appropriate vocabulary orally so that others can understand the message correctly. Besides, speaking is used to express our ideas and communicate with others in a civilized world, so speaking is more important. The students must be stimulated to speak English to improve their speaking habits. Many English teachers or facilitators try to make their classes enjoyable with various approaches, methods, techniques, materials and instruments to learn about language skills more effectively and creatively.

In the teaching and learning process, there is an interaction between teacher and students in the case of knowledge transferring in teaching. However, in our environment, almost the only foreign language input for students comes from teachers and teaching materials. The students, therefore, need help to extend their opportunities to build up their speaking skills. They still need help with problems like others because they are not interested in English, especially speaking, and their teachers need to provide new methods, media, or variations in teaching.

Speaking can be taught in many ways, such as through visual aids, dialogue, games, etc. The teacher should choose a suitable way so the students can practice pronunciation and communication. One of the visual aids in teaching media about building stimulus and motivation for students who learn English as a foreign language in speaking class is using pictures. Pictures can help students to build up their ability to use English as a foreign language because pictures are more exciting and entertaining.

Brown (2000) states that pictures can be used in many stages of the instructional process to introduce and motivate the study of new topics, clarify misconceptions, communicate essential information, and evaluate students' progress and achievement.

Pictures can motivate students and make them want to pay attention to participate in class and contribute their idea to the context in which the language is being used. Using pictures is also considered with meaning, meaning the teacher must select pictures with meaning for students. Dual-meaning pictures are one of the kinds of pictures that can cover all the reasons above because they are more exciting and cover two meanings in one picture, so teachers can make some techniques in teaching by using them.

The researcher is sure that by using dual-meaning pictures in teaching, the students are not reluctant to speak and can have high self-confidence and interest in building their speaking skills. Realizing the usefulness of using dual-meaning pictures, the researcher conducted a study on the ability of students to speak, which was then formulated in the following problem statements: a) Can the use of dual-meaning pictures build up students' English speaking skills; b) Can the use of dual meaning pictures make the students interested in learning English speaking;

The findings of this research will be beneficial theoretically and practically to the teaching field. Theoretically, the research findings will broaden our knowledge of speaking activities and provide new insights into the importance of speaking skills in communication. In practice, this research is expected to be useful for teachers as (1) input on the use of dual-meaning pictures in their classrooms so that the teaching and learning process will be effective and meaningful for their students, (2) one of the references in using teaching aids in their classrooms, (3) additional knowledge on how they should form interaction in the classroom; for students as a guide to be able to speak English accurately, fluently, and comprehensibly and feel interested in learning English, especially in speaking, so that they can maximize the teaching and learning process.

REVIEW OF RELATED LITERATURE

1. The Nature of Speaking

Byrne (1995: 8) states that oral communication (speaking) is a two-way process between speaker and listener. Both speaker and

listener have a positive function to perform. The speaker has to encode the message he wishes to convey in an appropriate language, while the listener has to encode or interpret the message.

Speaking is a means of oral communication in giving ideas or information to others. It is the essential way speakers can express themselves through language. Speaking is an oral skill that plays an essential role in human interaction and communication. When people communicate their ideas, minds, and feeling to others, they will speak as a tool to transfer what they want.

Speaking is one of the language skills that must be mastered in learning because it is essential for communicating and interacting with other people. In conveying a message, the speaker has to master the components of speaking in order to make the listener understand. There are three components of speaking, they are:

a. Accuracy

Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar, and word choice to be understood. There are three components of accuracy: (1) Pronunciation, (2) vocabulary, and (3) grammar.

b. Fluency

Fluency is a highly complex notion relaxed mainly to the smoothness of continuity in discourse. It thus includes considering how sentences are connected, how sentence pattern varies in word order and omits structure elements, and also certain aspects of the prosody of discourse.

c. Comprehensibility

Comprehensibility is the process of understanding the utterance sent by the speaker done by the listener. Comprehensibility in speaking means that people can understand what we say, and we can understand what they say.

2. Picture

The picture has many advantages, especially in an appliance in the classroom. By showing pictures, the students can: a) be remembered more, b) be more impressed, c) be more interested, and d) be more focused. A picture as a visual aid is helpful to the teacher of a foreign language in several ways. It can brighten the class and bring more variety into the language lesson, especially in teaching English. It is suitable for the students to

see the entire scene or pictures to see how they are related to the whole.

The ways pictures are used in everyday life can give the misleading impression that visual language is generally much easier to understand and more universal than verbal or mathematical language (UNESCO: 2000). We can also use pictures and words creatively and appropriately to express meaning.

Pictures comprise text pictures and class pictures. Text pictures are to be found in the texts designed primarily for beginners. The meaning of a single word can be shown in different pictures. Class pictures may be subdivided into picture cards and wall pictures.

Supplementary exercises based on an existing picture which require students to analyze, elaborate or modify the original in various ways, can also help to improve comprehension (UNESCO: 2000).

3. Dual Meaning Picture

The dual-meaning picture can be defined as:

a. The image that has more than one decidedly dissimilar aspect or qualities

b. double or ambiguous signification picture

c. that having a double sense

Based on the definition above, the researcher concludes that a meaningful dual picture is a picture with a different double image on one flat surface that can be related to each other. Dual-meaning pictures are suitable for senior high school students to access certain areas of vocabulary to be formulated in spoken language. The students can take enjoyment from the dual-meaning pictures. They will add a touch of intrigue to the class and make the lesson much more dynamic as imaginations are aroused. Dual-meaning Pictures are helpful for those students who find it challenging to use their imaginations.

4. Interest

Interest usually refers to an activity that a person prefers to engage in, would not avoid and would not choose in preference to many other activities. Interest also refers to the kinds of things we appreciate and enjoy. Interest is a mental condition of someone that produces a response to a

particular situation or object that gives pleasure and satisfaction.

Interest is a mental condition of someone that gives pleasure and satisfaction. In this case, interest should be considered because whatever students do, they would only do it well if they are interested in what they are doing.

RESEARCH METHODOLOGY

This study applied the quantitative method, which applied a quasi-experimental design. The data got from students' achievement scores on speaking and the result of the questionnaire. This study was conducted at SMA Negeri 2 Watansoppeng, with a total number of them were 50 students.

The sampling technique used in this study is cluster sampling, which took two classes as the sample. Both classes were divided into the Experimental Group and the Control Group, which consisted of 25 students for each group.

The instruments used in this study were 1) interview test and used open-ended questions. One kind of test, namely achievement tests, consists of a pretest and posttest, which are intended to measure the students' speaking skill; 2) a Questionnaire used to get data on the student's interest in learning English speaking through the dual meaning picture. This study used two types of questionnaires to see students' interests. Firstly, the researcher needed students' interest in English generally of both groups, consisting of ten items and then their interest in learning English through the dual-meaning pictures.

To collect the data, the researcher followed the following procedures: 1) Before treatments took place, both groups were given a pretest. The pretest was used to derive two groups of students who are equal to each other in speaking skills. In the pretest, the researcher interviewed the students about their basic speaking skills. Then the researcher looked at the accuracy, fluency, and comprehensibility; 2) treatment, the researcher treated the experimental class through dual-meaning pictures, while the control class was through discussion. This treatment had six meetings, and the researcher created different activities for each. The activities were in group, pair, and individual; 3) Both Experimental and Control groups were given a posttest to check the influence of the treatments. In the posttest, the researcher used a speaking test, which supplied the same test in the pretest; 4) Questionnaire, Before conducting the treatment, the researcher distributed the general questionnaire to both groups in order to see their interest in English and then after giving posttest, the researcher distributed specific questionnaires to both groups to see their interest in learning English speaking through treatment given and to see whether or not they have different interest; 5) Learning logs, to support the quantitative data from tests and questionnaire, each student asked to write down their own experience and opinion during the learning process about the use of dual meaning picture in their learning logs that distributed every meeting in the last treatment.

FINDINGS AND DISCUSSION

1. Student's Score in Speaking

After classifying the scores, the researcher found that comparing the Students' Scores on Pretest and PosttestPosttest in the Experimental and Control Groups has differentiation. The difference score on the mean score and standard deviation of both groups in 'accuracy' indicates an improvement in the students' speaking skills in terms of accuracy from both groups. It was proven by the mean score of the students' pretest was 41.33 and the mean score of the students' posttests was 43.33 in the experimental group while the mean score of the students' pretest was 44.00 and the students' posttest was 44.67 in the control group but in this case, we can see that the mean score of the students' posttest in the experimental group was higher than in control group.

While in fluency, there was an improvement in the students' speaking skills from both groups. It was proven by the mean score of the students' pretest was 56.00, and the mean score of the students' posttests was 70.00 in the experimental group, while the mean score of the students' pretest was 53.33. The students' posttest was 53.33 in the control group, but we can see that the mean score of the students' posttest in the experimental group was higher than in the control group.

There was an improvement in the students' speaking skills regarding comprehensibility from experimental and control. It was proven by the mean score of the students' pretest was 68.00, and the mean score of the students' posttest was

83.33 in the experimental group, while the mean score of the students' pretest was

63.33, and the student's posttest was 63.33 in the control group, but in fact, we can see that the mean

score of the students' posttest in the experimental group was higher than in the control group.

Based on the description above, the mean score of the pretest in the experimental group was 54.68, and the control group was 54.23. It can be concluded that the mean score of the experimental group was the same as the control group because both groups were in the same category based on the converted scoring system, namely in the "good" and "fair" categories. In this case, we can conclude that the experimental and control groups have the same or relatively the same prior knowledge of speaking.

Furthermore, the researcher presents the difference in the students' speaking skills after treating both the experimental and control groups. The experimental group was taught through the dual-meaning picture, while the control group was not. The mean score of the experimental group was 65.56, whereas the control group was 59.34. The mean score of the posttest for the experimental group was higher than the control group (65.56 > 59.34), the standard deviation for the experimental group was 6.21, and the control group was 8.30. The mean score of posttests in both groups also shows that both groups were in a different category based on the converted scoring system where the experimental group was in "good" and the control group was still equal between the "good" and "fair" categories. It means that after giving the treatment, the result of the experimental group on the mean score was higher than the control group. It proved that the treatment through dual-meaning pictures built up students' English speaking skills.

2. The Students' Interest

Based on the analysis of the questionnaire items, the researcher concluded that the student's interest in learning to speak through dual-meaning pictures was positive. It was proved that the mean score of questionnaires was 77.32, which classified in the interested classification. From the table, it can be seen that 7 or 28% of students felt intensely interested in dual-meaning pictures applied as the technique in teaching speaking and 12 or 48% of students who interested in, while in the Control Group, it was found that 13 or 52% students in control group felt interested in discussion applied as the technique in teaching speaking and 12 or 48% students in the undecided category. The mean score of the questionnaires was 68.68, classified in the interested classification.

The result of the analysis of students' interest in English in the experimental and control group analyzed by using descriptive analysis to compare the students' interest in both groups as described that the mean score of the student's interest in English in the experimental group was 29.84 and categorized in undecided while in the control group, the mean score of students' interests was 30.12 and categorized in undecided. The students' interest in each group was the same in English.

The mean scores of the students' interest in the experimental and control groups differed regarding the treatment. The mean score of the experimental group was 77.32, whereas the control group was 68.68. The mean score of the student's interest in treatment given in the experimental group is higher than the control group (77.32 > 68.68). The mean score of students' interests in both groups also shows that both groups were in a different category. The experimental group was in the 'interested' category, and the control group was in the 'undecided' category. It means that after giving different treatments, students' interest in the experimental group on the mean score was higher than the control group. It proved that the dual-meaning picture was more interesting than the discussion in learning speaking.

CONCLUSION

Based on the findings and discussion, they concluded that the use of dual-meaning pictures could significantly build up students' English speaking skills, related to Brown (2000) stated that pictures can be used in many stages of the instructional process to introduce and motivate the study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate students' progress and achievement.

The dual-meaning picture makes the students interested in learning English speaking. In line with that, the researcher concluded that there were many suitable materials for teaching speaking skills. In other words, the student's interest was the indication of a degree of success and material also given the indication of the student's interest that a foreign language student is likely to have in a real given foreign language setting. In this study, students' interest was considered output because they were expected to be interested in using dual-meaning pictures in learning to speak. Most students agreed to use dual-meaning pictures

because it could build their interest in learning, especially in English speaking.

Considering the conclusion above, the researcher recommends that English teachers be creative in managing the classroom and use media to teach speaking. Therefore, it is advisable to use

the dual meaning pictures as one of the alternative media in teaching speaking to build up students' speaking skills. As a result, students can compose and organize their speaking perfectly.

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