

Drawing Picture Media in Teaching English Speaking: Learning Opportunity and Students' Perception

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Abstract

The purpose of this study was to clarify and investigate the effect of Drawing Picture Media on improving the students' speaking skills and their responses to the use of picture media in Indonesian EFL classrooms. In this case, the researcher used quantitative and qualitative research methods. Quantitatively, the data was collected by using a pre-experimental design, with a treatment to the One Group Pretest-Posttest group. Before the researcher gave treatment, the average score of students was 11.13, then increased to 15.13 after the treatment. Therefore, learning using the Drawing Picture Media method significantly improves students' speaking skills. The results of data analysis using observations and questionnaires showed that most of the students (83%) responded very well to the drawing picture media that was used in learning English in the classroom. From these results, the researcher can conclude that students' perceptions of the learning media were excellent.

Keywords: *Drawing Picture Media, Learning Opportunity, Students' Perception*

INTRODUCTION

Media is an intermediary tool used to provide information and messages. Media can be a tool in the learning process to reach learning objectives. According to Neuman, (2010), media is often referred to as a communication tool; this term refers to the tool that brought information from the source of the message to the audience or the recipient of the message. The existence of media during the learning process is quite essential and is very helpful for both students and teachers. Students tend to be more focused and interested in using media during the learning process.

According to Santoso et al (2019), there are several types of learning media, namely visual media, audio media, and audiovisual media. Optical media in the learning process can develop visual abilities and children's imagination. Among the visual media are images that people use commonly. Pictures are very effective tools because they can be visualized and explain objects concretely. Students are easier to understand information visually and realistically (Dawamuddin, 2021). Pictures are part of educational media that are universal, easy to understand, and not bound by grammar. Image media is a medium that is simple, easy to manufacture, and inexpensive in terms of cost (Nur, 2018).

Modern education places a strong emphasis on students' capacity for critical thought, knowledge application to the actual world, information technology mastery, communication, and teamwork (Yusnita et al., 2012). The application of appropriate learning methods can support the achievement of these skills. Media and learning resources are no less necessary for effective teaching and learning. Learning resources should be available to teachers for use in the classroom (Mumtahabah, 2014). Learning

media is component of education that involves supplies and tools. With the inclusion of various theories and technologies, the media of learning have developed and has many forms. The educators are required to use various media, models, and learning method to achieve educational goals. Education is the main factor in shaping a country's quality of human resources.

Education is dynamic, so it always demands improvement in its implementation. The role of education is very significant in creating intelligent, active, and democratic life. Therefore, educational reform must continue to be carried out to improve the quality of education in Indonesia. Various efforts should be made, such as curriculum renewal, improving the quality of teachers, structuring education management, and implementing technology (Sulastri, 2011). The learning expected from national education goals is active learning in which students' attention remains focused on the overall learning process. Active learning can be designed with various media, models, and exciting learning methods so that students do not get bored quickly, maintain focus, and have fun without losing the essence of on going learning (Kosdian, 2017).

According to Prasetyaningrum (2017), speaking skills are essential in the process of learning English. Currently, English lessons in schools are mostly delivered with a text-based approach, which is one of the problems in the world of teaching and learning English in Indonesia (Gestanti et al., 2019). This learning system that is too focused on textbooks sometimes does not follow students' needs. Too fixated on books causes teachers to be rigid in teaching, so students often memorize dialogues in textbooks without any interactive activities. In addition, the lack of emphasis on speaking skills in the curriculum in Indonesia is one of the reasons for the low speaking skills of students. In class, students only have limited time to learn to speak English because they must share it with other skills. It causes students to lack time to practice speaking, even though speaking skills require practices (Pratiwi et al., 2021).

Therefore, students must master various competence at the high school level, the role of the media will determine the achievement of the results in the learning process at schools (Kang'ahi et al., 2012). Using a fun method and a student-centered teaching pattern will make it easier for students to absorb the material presented by the teacher. According to Turnip et al., (2020), the ability to speak is a crucial skill in language learning, even very significant in everyday life. Without the ability to speak, communication will not run smoothly. The most important aspect of learning a second or foreign language is mastering the ability to speak. Excellent speaking skills cannot be obtained instantly; it requires practices. The best ways are needed to support teaching activities for learning a second language, including activities in the classroom that can improve speaking skills (Santoso et al., 2019).

From the problems above, the researcher decided one interesting media for foreign language teaching to support the students' learning process (Dawamuddin, 2021). Drawing Picture Media is a teaching method by drawing objects with blackboard media and facing students directly. Drawing picture is an activity in which students listen to instruction about a word containing a noun and the students should draw a directly mentioned noun. As illustration, the instructor said "apple" then the students should sketch an apple directly. Additionally, the pupils are able to depict additional elements of the subject matter. The presence of Drawing Picture Media as a means to bridge the success of speaking skills. There are many varieties of the perfect language activities in describing and creating pictures such as diagrams, slides, posters, and photos (Simamora et al., 2020). The use of drawing media contributes to the language

context used in teaching materials because it can bring an accurate picture. The media used makes it easier for students to learn and master English vocabulary because of the concrete examples (Ristyani & Nurhayati, 2020). Drawing Picture Media effectively stimulates students' brain performance in understanding based on visualizing (Nur, 2018). In addition, students feel motivated to pay attention and participate in the learning process to make the class more active (Mumtahabah, 2014).

The problems investigated in this research were 1) is the implementation of drawing picture media effective in teaching speaking? 2) what are the students' perception toward the implementation of drawing picture media in teaching speaking.

METHOD

This research was conducted at SMAN 01 Sembalun, Indonesia. The participants of the study was the eleventh grade students, which consisted of 19 students.

This research used mixed methods, the combination of quantitative and qualitative method in one study. A mixed-method used a variety of research procedures, where qualitative data strengthen the data obtained from the results of quantitative data. The data was generated quantitatively in the form of numbers from the assessment results in the form of an oral test to determine the level of students' speaking ability. Meanwhile, the qualitative data was in the form of a description of the information, which was the conclusion from the results of observations, questionnaires, and interviews.

To see if this method contributed effective results, the researcher used a pre-experimental design in which the researcher initially gave a pretest to measure students' speaking ability before being given treatment, namely using drawing picture media. The instruments used in the post-test was oral test contained 20 questions about noun. Then the researcher taught three times using drawing picture media. The topic that researcher chose to teach was about noun. Finally, the researcher held a post-test to measure the students' abilities after the treatment. The instrument used in the pretest and post-test was an oral test.

The data in this research were collected through observation, questionnaire, and oral test. Observation was used to collect data on teacher and students' activities during the teaching and learning process. The researchers used questionnaire method to collect data related to students' perceptions and responses to the use of drawing picture media. The questionnaire used in this research was a closed questionnaire in which students answer questions related to the use of drawing picture media based on scales the researcher has prepared. The questionnaire consisted of 18 items.

RESULTS AND DISCUSSION

The aim of this research was to find out the effect of drawing picture media on speaking mastery. The researcher will describe the result of the study that has been done. The results of this study presented the data analysis in the form of test (pretest and post-test) results, observation, questionnaire, and interview results to know the students' responses of using drawing picture method.

Table 1. Descriptive statistics

Test	Minimum	Maximum	Mean Score	Standard Deviation (SD)
Pretest	7	14	11.13	1.959
Post-test	12	18	15.13	1.922

Based on data that researcher obtained in the field, the mean score of students' speaking skills before having treatment was 11.13. Then the mean score of students' speaking skills after using the drawing picture media the mean score of post-test was 15.13. Meanwhile, the standard deviation of the pretest score was 1.959 and the post-test score was 1.922. According to the data of students' speaking abilities, the mean score after treatment was higher than the mean score before treatment, and the post-test mean score was higher than pretest mean score.

Table 2. The Result of Students' Perception Analysis

	Strongly Agree	Agree	Disagree	Strongly Disagree
Total	194	92	32	24
Percentage	50,63%	32,37%	11,43%	5,57%

The table above shows the students' perception after using drawing picture media. The data show that 50,65% of the students answered strongly agree, 32,37% students answered agree, 11,43% answered disagree, and 5,57% answered strongly disagree. The researcher concluded that most students have positive responses on the use of drawing picture media.

The data analysis result shows that the students' scores improved after treatment by using drawing picture media in teaching speaking. Furthermore, most students responded positively that learning English using drawing picture media. The purpose of drawing picture media was to help students improve their speaking ability and to help students to get used to the English language.

Based on the study result, drawing picture media was effective to develop students' speaking skill. It was because drawing picture media stimulate students to speak English more active and more exited. According to Harmer (2007), English teacher should utilize the proper approach when teaching speaking to the students in order to increase their enthusiasm and interest in studying English.

In teaching speaking, being able to communicate effectively played a crucial role, as it aids students in developing and sharing ideas with others (Dawamuddin, 2021). Using drawing picture as a media showed that students have gained a deeper comprehension of their own concepts and made an effort to express their views clearly.

By using drawing picture all students have chance to practice their speaking ability in the class and encourage students to communicate smoothly (Nur, 2018).

CONCLUSION

Based on the results and discussions above, the researchers conclude that the implementation of drawing picture media is effective for teaching speaking. The use of drawing picture media had impact in improving students' speaking skill. Through drawing picture media, the student participated actively in the teaching and learning process and can communicate in the target language. In addition, most of students perceived that learning English using drawing picture was fun. Therefore, it could be concluded that most of students had positive response toward drawing picture media.

After completing the study, the researchers came to the conclusion that the students were happy and enjoyed learning speaking because they could express their views and feelings. Drawing picture media helped students improved their speaking abilities and helped them gained confidence.

In addition, the researchers suggest that using media in learning activities such as picture media should be enhanced since using picture media can affect English speaking. The teacher should be more creative in teaching methods. The teachers can use various forms that make students less bored to learn English speaking skills. Then, two-way communication between teachers and students should be improved so that the learning process become more effective.

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