Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills

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Abstract

Various pictures can be utilized as learning media to facilitate language learners to learn vocabulary, pronunciation, grammar, and speaking skills. In the teaching of speaking, serial pictures can be designed to promote students to speak what the pictures illustrate. Therefore, speaking skills become crucial part in learning the target language. In learning English where learners have limited sources to access real English communication with native or non-native English speakers, speaking materials become essential roles in developing learners' speaking skills. Unfortunately, most of English Foreign Learners (EFL) oftenly confused to practice their English speaking skill because of the the laerners are afraid to start the conversation or express their idea in English. Dealing with this issue, this study is aimed at developing the prototype of learning materials in the teaching of speaking skills in high school level. This study is categorized as R&D design (Research & Development). The data consisted of two kinds, quantitative and qualitative data. The quantitative data are collected using questionnaire and speaking tests. Meanwhile, qualitative data are gained using interview sheets. Then, the quantitative data were analyzed using statistical analysis, while the qualitative data were elaborated in qualitative ways. The process of the qualitative ways consisted of three main analyses, namely condensation data, data display, and conclusion drawing/verification. Based on the result of analysis, this study showed that most of the laerners are afraid to making mistakes in speaking English. It was affected by some difficulties like their pronunciation, vocabulary mastery also grammar. For further studies, speaking practices are needed more in learning English speaking to train them to use the language to communicate. The implication for further learning is that speaking materials are designed in line with students' speaking level and students' target needs and learning needs.

Keywords: Picture-based learning; speaking skills; materials development

INTRODUCTION

In English as a foreign language setting, where language learners have limited sources to access real English communication with native or non-native English speakers, speaking courses or materials become essential roles in promoting learners' speaking skills (Hidayatullah & Haerazi, 2022; Haerazi & Nunez, 2022). Speaking skills are considered as benefit language skills because it is in line with the function of language to communicate (Jupri et al., 2022; Kinasih & Olivia, 2022; Syarifuddin et al., 2022). Therefore, EFL

learners' satisfaction with the speaking course and speaking materials can be a demand for English teachers. It is in line with Ayu et al. (2020) who state that speaking classes and learning materials for EFL contexts are of paramount importance in developing learners' speaking skills.

In the high school level, learners are expected to be able to apply the English language to communicate in daily conversation, and it is as the main goal of the English learning in all institution level in Indonesia (Haerazi & Kazemian, 2021; Kazemian et al., 2021). In National educational institution of Indonesia, English become compulsory subject to be learned by learners (Fatiani et al., 2021; Kenza-Tacarraocht et al., 2022). By mastering speaking, learners can share their ideas and give some important ideas (Sudarmaji et al., 2021; Aprianoto & Haerazi, 2019). But sometimes the students often confused to practice their English speaking skill because of the students are afraid to start a conversation or express their idea in English (Suparlan, 2021; Hanan & Budiarti, 2019). Kuning (2019) argues speaking is one of language skills that students can be judged upon most in a real-life situation. Meanwhile, most of EFL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills (Ihsan & Aulia, 2020; Martina et al., 2021). The teaching and learning process usually uses technique which is centered to the teacher. While the students just silent and listen to the teachers' explanation (Anabel & Simanjuntak, 2022). The student were not active in that teaching and learning process. The teacher usually talks too fast and the voice too soft it makes the students seem bored and just talking to their friends.

Considering the problems in learning speaking faced by the students and the teacher above, the researcher developed pictures learning material to improve the students speaking skills. Picture can help the students expand their imagination (Ariani, 2020; Ariani & Tawali, 2021). Besides, it can attract their attention and their involvement in speaking class (Afifah & Devana, 2020; Aprianoto & Haerazi, 2019). Picture gives a lot of contribution because it is interesting for the students. Using picture the students not only can hear during teaching and learning process but also can see the sign which is illustrated by the picture to express idea (Fitri et al., 2021; Kenza-Tacarraoucht et al., 2022).

Using interesting material, media, and technique in teaching English is the first thing that can motivate students to learn English. As an educator, teachers are required to be creative in the teaching and learning process. One of them is by developing teaching materials for learning activities. Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. In line with the background of the study, the questions to be answered in this study are to find out students learning needs in the teaching of speaking materials in learning speaking skills, and to develop the prototype of Picture-Based Learning (PBL) speaking materials.

METHOD

In this study, the researcher uses Research and Development (R&D) method with applying 4D model as a procedures of the development which consist of 4 stages namely: Devine, Design, Develop and Disseminate. The instruments of this study are distributing questionnaire to the students and to the experts. In data analysis technique based on Miles et al. (2016) which involves three steps: condensation data, data display, and conclusion drawing/verification. In collecting the data, the researcher uses the data gained from the result of the questionnaire. The data are displayed in the descriptive style. In presenting the data, the researcer described the data and showing the data of students difficulties in learning speaking in the form of narration. The last step of collecting the data is validating the prototype to the experts which needed their comments and suggestion about the prototype.

This study aims to find what the students need in learning speaking and to develop speaking materials needed in learnin speaking skill. The data consist of information dealing with the students difficulties in learning speaking English. To gain the data, researcher collecting the data by distributing questionnaires to the students and to the experts. All data were interpreted by researcher in the form of words, sentences, and paragraphs, in order to be able to understood by the readers. The source of the data is the students or the learners. The sources of the data are the secondary school in the Mertak Nao, Central Lombok. The primary source of data derived from learners who have been learning speaking subject. There are 20 students involved as respondents to the questionnaire. Through a questionnaire the researcher distributed to the learner, it is found that there are 75% of the students admitted that they are afraid of making mistakes when they are talking in English, other 25% of the students stated that lack of vocabulary became their reason why they are afraid to talk in English.

RESULTS AND DISCUSSION
Research Findings

The first data from students questionnaire was about the target needs the researcher took from the students of MA NW Mertak Nao, there were 20 students of eleventh grade choosen as respondents. The description of each are as follow : Goals, Necessities, Lacks and Wants are the required terms to determine the target needs. The researcher uses a class cointaining 20 students grade XI as respondents from a questionnaire that has been made for the needs of students in learning English. The researcher found that the students' target needs in learning English can be presented in Table 1.

Table 1.
Students' target needs of speaking skills

Target Needs	Students' responses
Goal	Goals refers to the students intentions in learning English. Considering the result, the materials should be able to provide the students with tasks that open a window of opportunity to practice speaking in class. This could be used as a basis to prepare appropriate tasks.
Necessities	Necessities are what the learner actually need to know in target situation for their job as a student. From the questionnaire given, it was revealed that Dealing with this result, to help the students to speak English better in class, the developed materials should provide the students with sufficient vocabulary reinforcements in every unit. For instance, phonetic transcriptions could be a good option.
Lacks	Lacks are the gap between what the students already knew and the target situations. The result from the lacks question of the questionnaire shows that their proficiency level of English language was beginner level. That means, the difficulty level of developed materials should match the majority students' proficiency level. Most of the students stated that they were afraid to speak English because they are afraid of making mistakes The developed materials should be equipped with list of useful technique to use in practice their English speaking skill. It might allow the students to practice better in speaking.

Wants	Wants is the learner's expectations after finishing their study. There are multiple reasons from the students that they are expected after learning English. 55% of them stated that English lesson should make them able to communicate in English. That means, the developed materials should emphasize more on providing students with tasks aimed to learn how to speak and to pronounce English words well.

The conclusion of the students target needs was the goal of the students learning English is to get high level of education. The students admitted that their level of English was beginner level. However, the students agreed that grade elevent should have intermediate English level. To support the future work and a high education they needed English level where the students can use to communicate in the target language.

Learning needs refer to what the learners need to do in order to learn. Learning needs of students regards to speaking materials, consist of learning activities, the roles of students and teacher and the description of course grid.

Table 2
Students' learning needs of teaching speaking skills

Learning Needs	Students' responses
Speaking activities	In term of speaking activity acting out the dialogue or monologue has the highest rank. The students agreed that acting out dialogue or monologue with list of vocabulary and phonetic transription is their favourite to practice English speaking skill. It was followed by playing role play and also the student stated that presentation was their desire in learn English speaking. The use of pictures in English material very help the students to understand English. The students stated that pictures help them understand English.
Teachers' roles	Based on the the result the students wanted their teacher to monitor students improvement in learning speaking English and the students needed the teacher to give the students example related to the topic. In conclusion, the most wanted teachers' role in the teaching and learning process is that teacher should monitor students improvement in learning speaking English and in learning process the teacher should give the students example related to the topic they learn.
Learners' roles	Learner role refers to what the learners need to to do in completing the task. The result shows that the students wanted to do participate actively during the learning process. The students wanted to participate in communication during the teaching and learning process.
Course grids	After the target needs and the learning needs had been identified, the course grid was designed. This course grid was designed became a guideline to develop the appropriate English speaking materials for grade XI. In relation with the result of the need analysis the students needed the materials to help them to communicate in English.

Both of the expert stated that the material was "very well" developed and grade 4 for every components. Based on the experts oral judgement the material were still needed more improvement. The data gained from the expert evaluations were used to revise the product. The data were obtained through the questionnaire which was distributed to the students and the expert. Even though the product was categorized as "very well" and was considered acceptable, there were some suggestions that the researcher took into account. To follow up the suggestions, the researcher upgraded some images in the product into more colorful ones. The final draft of materials consisted of six units. The units were arranged based on Task-Based Language Teaching.

Discussion

Teaching English in high school aimed at developing learners' language skills which including 4 skills writing, listening, reading and speaking. In this study the researcher only focus in improving students speaking skills. To developed the teaching materials, the researcher collected the data through several steps: need analysis questionnaire, material develeopment questionnaire and expert judgement. The process of need analysis was done by distributing questionnaire containing target needs and learning needs. It is to see what speaking materials are that students needs to improve their speaking and learning activities. It is in line with Haerazi et al. (2019) who state knowing the target and learning needs help teachers to distribute and carry out their teaching plan in language classes, i.e., speaking, writing, reading, and listening skills.

Target needs

Need analysis were used to gather information about the needs of the students. The result of needs analysis was used to determine target needs and learning needs (Aprianoto & Haerazi, 2019; Kazemian et al., 2021). Target needs were gathered from the questionnaire that was distributed to the students. From the questionnaire which was distributed to the students, the researcher found that the students learn English to get higher education. The students English level was begginer level, the students admitted that as eleventh grade students they needed intermediate English level to support their future education. In term of students' lack, students still felt lack of vocabulary and grammar competence for communicating in English. Therefore, vocabulary mastery of teaching speaking is necessary to be provided (Fatiani et al., 2021; Fitri et al., 2021).

Learning needs

Learning needs, based on the finding learning needs were clasified into three : activity, teachers and learnesr roles and the course grid . The first aspectt dealing with activity. There were some result in this aspect. The first result there was the students admitted monologue and dialogue practice with list of vocabularies and phonetic are the highest rank to practise speaking. The speaking practice of suing monolog and dialogue help students to practice pronunciation because it can bring students to be confident (Ariani, 2020; Ariani & Tawali, 2021). To acquire vocabulary, the students preferred to interpret the meaning based on the context. In pronunciation practice, the students agreed that to learn pronunciation they wanted to repeat after the teacher pronunciate the words. It is in accordance with Buana and Irawan (2021) who argue pronunciation practice should be done as much as possible for improving students' speaking accuracy. The students stated that dealing with the use of pictures in the learning material are very helpful for the students, the students agreed that pictures very helpful to understand English material.

The next aspect was teacher role, the students belived that they learned better when their teacher monitoring their improvement they admitted that it help the students improving their skills (Hidayatullah & Haerazi, 2022; Jupri et al., 2022). The students also wanted in learning process the teacher gives example related to the topic. Learner role refers to what the learners need to do in completing the task, the students preferred to participate actively in communication during the learning process.. This means that in learning speaking skill the students prefer to practice than to just listening to the teacher explaination.

CONCLUSION

It was found that the goal of learning English of grade eleventh at MA Mertak Nao was to support their educational life in highest level. They wanted to use English as a oral communication with their friends and teachers in class. To function properly in the target situation, they believed that their English proficiency level should be improved into intermediate level since their current level was still beginner. The students also believed that they were weak in speaking skill. They wanted to be able to communicate fluently using English in oral communication after graduated from high school. The findings also show that they wanted to enrich the vocabulary items which are related to their daily communication.

The students needed to practice more their English during the class rather than just listening to the teacher explanation. The students desired was to prctice their speaking skills through the form of dialogue or monologue with, vocabulary and pronounciation practice. The activity for learning speaking was to practise dialogue/ monologue, presentation, act out, role play and phonetic transcription. The students wanted to carry out the tasks/activity by groups work. The students wanted to be problem solver which means solving problem or finishing tasks and discussion with the teacher after. Meanwhile, they wanted the teacher to monitor their improvement in learning English speaking skill in the classroom.

RECOMMENDATION

The students difficulties in speaking have been reported by difficulties in pronouncing words, lack of vocabulary, and afraid of making mistake in grammar. The students rarely practice their speaking skills because most of the time their teacher didn't let the students to practice their speaking skill. Therefore, as an educator, teachers should pay attention to the students need in learning new language. Some materials use in the school may not providing task related to the students need in speaking skills, which is why teacher may provide what the books didn't provide by developing materials to cover students need in learning new language.

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