

TEACHING SPEAKING USING CONTEXTUAL PICTURES TO THE FIRST MILITARY EDUCATION OF SECOND SEAMAN OF HOSPITALITY CORPS STUDENTS AT KODIKLATAL LANGUAGE SCHOOL

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Abstract

The objective of the study is to describe the teacher's implementation of teaching speaking using Contextual pictures to the first military education of Second Seaman of Hospitality Corps Students at Kodiklatal language school, and to describe the students' responses on the teacher's teaching speaking using Contextual pictures. This study used descriptive qualitative as a method. The data were collected from the Second Seaman of Hospitality corps students at Kodiklatal language school. The data collecting technique used instruments field note, checklist and questionnaire. The finding of teaching speaking using Contextual pictures were: The teacher's implementation of teaching speaking using Contextual pictures are, the teacher gives some pictures of Navy and the following guidance of speaking. The teacher explains the learning objectives to be achieved. the teacher shows the picture of Indonesian Navy Military Celebrates 73nd Anniversary. the teacher explains the way to describe picture using guidance steps. The students practice dialogue in pair work using the following guidance steps. The teacher took the student's score of their speaking ability. The teacher gave feedback to the students. While, the students' responses showed that dominant answers from the students who answered "YES" with total numbers of 74% and answer "NO" with total numbers of 26%. It can be concluded that the students who liked the technique of teaching speaking using the contextual pictures to the first military education of Second Seaman of Hospitality corps students at Kodiklatal language school were more than students who did not like this technique.

Keywords : Teaching Speaking, Contextual Pictures.

INTRODUCTION

According to Harmer (2009: 343) The goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. They try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking skill is like any other skill, such as playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones and achieve fluency (Thombury, 2005: 6).

How urgent the need to be able to communicate in English is unfortunately not in harmony with the motivation personnel the first education Second Seaman. In fact, the first education Second Seaman ability in oral and written skill still are not satisfied yet. They are still not able to communicate in English fluently. It based on reality on Tuesday and Friday as English day. The first Military Education of Second Seaman of Hospitality Corps students are still afraid to speak English.

Therefore, English teachers at Kodiklatal Language School are required to be able to help the Hospitality corps students to overcome this problem. First, most students of the first military education of second seaman of Hospitality corps students often produce ungrammatical sentences. For example, they still have difficulties to find the vocabulary and often using the wrong tenses. Second, the first military education of second seaman of Hospitality corps students are not able to pronounce the words correctly because they have limited background knowledge of pronunciation. Both the problems are caused by students' limited background knowledge of English grammar. Those cases arose because students do not pay attention with the lesson. The first military education of second seaman of Hospitality corps students are easily getting boredom because the teacher do not prepare apply of teaching technique variation. As older model: language learning is a product of transmission. Teacher transmits knowledge as active and student as fundamentally passive. Third, some students are not able to express their ideas because

they have lack of vocabulary. Furthermore, some students of the first military education of second seaman of Hospitality corps students also often produced so many fillers during their speech.

For this reason, teachers and students work together to identify how student's use the language. The teacher has planned the contents of all activities, and set time limits on student. Students use language themselves in practice activities that simulate real communication situation. The active, join engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable (Doff, 1988).

The teacher is having a plan for what will happen in the classroom each day. The primary aim of language teaching is to develop communicate competence which help the students recognize and produce language in speaking. So, the students could develop their speaking by communicate with their teacher every day.

For making brain storming and focusing to the teaching, the teacher asks always ask some questions before the primary lesson to make sure that the students ready to accept the materials of lesson. There are communications between the students and the teacher by small question and answer based on the materials that will be learnt. In situation, the researcher will use dialogue to intensify their encouragement to be confidence to speak English in front of the class. Dialogue practices is making the students confidence to speak English although they cannot speak well and fluency. As sauvignon (1992: 34) states in her book that the important to learner's progress in variety of activities in which the students can use the language in the real situation which created by the teachers can avoid student's boredom.

The next stimulation, the teacher of Kodiklatal language school try to know how are the students' characteristics and ability in speak English. The researcher chooses the simple material based on English Navy Curriculum that is describing Naval work pictures including warships, uniforms and ranks. The researcher expected that describing Naval

work pictures will make the students interested in speaking English and will increase their vocabulary to make some sentences about the pictures. Describing their daily duties in Navy is the simple one teaching-learning in speaking English for students of the first military education of second seaman of Hospitality corps students at Kodiklatal language school.

Kodiklatal (*Komando Doktrin, Pendidikan dan Latihan TNI AL*) Language School is school which students are Navy who learn various languages including English, Arabic and Mandarin. This school is part of *Pusdikbanmin (Pusat Pendidikan Bantuan Adminitrasi)*. *Pusdikbanmin* has four School, they are Officer school (*Sekolah Perwira*), NCO (Non Commision Officer) school (*Sekolah Bintara*), Private school (*Sekolah Tamtama*), and Language school (*Sekolah Bahasa*/most famous as *Kodiklatal language school*) It is located in *Morokrembangan, Krembangan, Surabaya, East Java 60178*.

According to Day (2003) contextual picture is any information that can be used to characterize the situation of an entity. An entity is person, place, or object. According Wright (1989) that pictures help both teacher and students, since they provide motivation to students when it comes to speaking or writing. Based on these explanations, pictures help to set a context and provide learners with information to use. They represent a guide for students in spoken and written description. Pictures encourages students to use their imaginations. There are many kinds of pictures that can be used as media in teaching. In this research, the researcher used contextual pictures. Concequently, the reasons of using contextual pictures in this study is to make interest students, easy to prepare and easy to organize in processing teaching-learning in the class and researcher chooses in this school because the school is the same office.

Based on the phenomena, the writer is interested in doing a research entitled:

“TEACHING SPEAKING USING CONTEXTUAL PICTURES TO THE FIRST MILITARY EDUCATION OF SECOND SEAMAN OF HOSPITALITY CORPS STUDENTS AT KODIKLATAL LANGUAGE SCHOOL”

For those reasons the picture series are used in this study. The problems on the implementation of teaching speaking using contextual pictures to the First Military Education of Second Seaman of Hospitality Corps students are identified. The formulated of statements of the problems were :

1. How is the teacher's implementation of teaching speaking using contextual pictures to the First Military Education of Second Seaman of Hospitality Corps students at Kodiklatal Language School?
2. How are the students' responses of the teaching speaking using contextual pictures?

Related of the research problem, the scope of the research of this study was the First Military Education of Second Seaman of Hospitality Corps students at Kodiklatal Language School which were 15 students. While the limitation is limited teaching speaking using contextual pictures.

RESEARCH METHOD

Descriptive qualitative was used in this research. According to Sugiono (2010: 3), the research method was natural way to get a datum for a special purpose and function. In addition, Bogdan and Taylor Moleong (2003: 3) defined that qualitative research was research producing the descriptive data such as word in speaking and oral from someone and the behavior that can be observed. Qualitative research was one of research method which was easily used by research to describe the situation of the class environment while learning process used field note.

The subjects were the English Teacher and the First Military Education Second Seaman of Hospitality Corps Students which they had six classes at Kodiklatal language school. as the subject of this study. The teacher who was implementing teaching and the students who were receiving the lesson. The Hospitality Corps Students were 15 number of students.

The sources of data: the first data of this study were the learning process and the students' utterances in the class. It was supported by Sugiyono (2010: 308) from source of data, the data collection used primary sources and secondary sources. Primary sources were source of data that directly provide the data on the data collector, and secondary sources were sources that do not directly provide the data on the data collector.

The instruments used to collect the data were Check List Observation and Questionnaire. Those instruments were chosen to make easier in monitoring the teaching speaking using pictures series in Instagram. The check list observation was used to collect the data of implementing teaching learning in the class, and the questionnaire was used to collect the data of students' responses.

The data collection procedure. First, observed both the teacher and the students. The researcher used check list to collect data. For observation, the data was about the activity which happened in the classroom. The researcher made note about the students's and teacher's activity during the lesson. It meant that the researcher took the data based on checklist and lesson plan. Then, the researcher checked whether each student was present or absent in a list of the attendant list that was to be observed. The goal of this steps was to describe the teacher's implementation of teaching speaking using contextual pictures to the first military education of second seaman of Hospitality corps students at Kodiklatal language school.

Then, the researcher gave Questionnaires to students to find out the students responses. The Questionnaire was conducted after the application of describing contextual pictures. The researcher distributed questionnaire to the students to get the supportive data about their opinions toward their interest, feels, responses, about the teaching and learning and their ability in speaking English.

FINDINGS AND DISCUSSION

The observation was done for two meeting. The findings were described about the implementation of Teaching Speaking Using Contextual Pictures and the students response in teaching speaking using contextual pictures applied in Hospitality corps students at Kodiklatal Language school during observation.

The Implementation of Teaching Speaking Using Contextual Pictures.

The implementation of teaching speaking using contextual pictures had been done in two meetings. The first meeting was held on Monday, 20th April 2020 at 08.30 a.m. until 10.00 a.m. and the second meeting was held on Wednesday, 29th April 2020 at 08.30 a.m. until 10.00 a.m.. Before the teacher started the study, teacher chose one student to lead the pray and to check the attendent list.

First Meeting

The first meeting was held on Monday, 20th April 2020 and the teacher started teaching process at 8.30 a.m. The teacher opened the activity with greeting for all of the students, before started teaching material, the teacher checked the attendance list and led the one of students to pray and to give the stimulus of the material, in this point the teacher activities were directly observed. In this meeting, the teacher focused to explain definition of Contextual Picture then showed picture in the slide and asked some questions by question words i.g. what, who, why and where. After explained, students were more easily identified the picture. Then the teacher showed students a picture about Navy and he asked students to work in pairs to make a simply dialogue for practicing in English. The teacher gave opportunities to the students asking question if they found difficulties in using the words. Next, the teacher corrected the students when they mispronounced some words and asked them to practice pronouncing it. The teacher also corrected the grammar and pronunciation mistakes only if the sentence were not understandable. All of the correction was directly done but not often in order not to discourage the students.

Second Meeting

The second meeting was held on Wednesday, 29th April 2020 the teacher opened the class with greeting to all the students, checked the attending list and asked one student to lead the pray before started learning process and then the teacher reviewed the previous lesson. After that, the teacher explained the learning objectives to be achieved. It was hoped that students were able to speak by describing pictures given by teacher. the teacher gave instructions on how

to describe the same pictures, then the teacher gave a "warming up" of studying, after that, 7 groups of students (two persons in each group) made conversation accompanied by the teacher, the students were very enthusiastic and happy, the teacher took the student's score one by one from their pair works appearance.

The teacher gave feedback to them after that, then, the teacher gave students questionnaire in order to find out the student's response after using Contextual pictures in speaking activity. At the end of the meeting, the teacher gave feedback for the students and reviewed the material that had been learned by the students.

The Student Response

The questionnaire were distributed to the students in the last observation after the teacher implement the teaching speaking using contextual pictures. The questionnaire contains closed-ended questions which can be answered "Yes" or "No" and this questionnaire consist ten questions. The questionnaire were given in order to know about the response of the students and the result of their opinion after the teacher implemented teaching speaking using contextual pictures.

The question and answer would be analyzed one by one from the questionnaire and then were made the conclusion. The formula is :

$$\text{The result} = \frac{\text{Sum of the student's responses of one question}}{\text{The number of students}} \times 100\%$$

The Result of the Students Response

In order to know the student's responses in teaching speaking using contextual pictures, the questionnaires were distributed to 15 students at the second meeting. Then, the questionnaires were answered "Yes" or "No" by the students. After that, all

the students' responses were analyzed, were counted to get the total numbers of "YES" and "NO" answers, see Table No. 4.1.

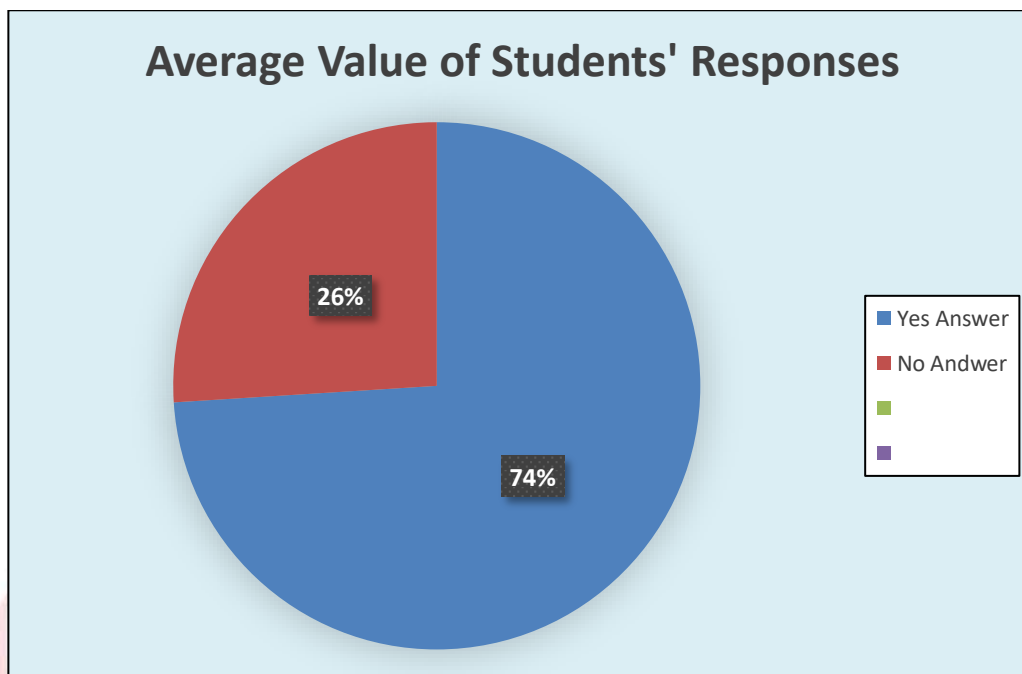


Diagram 4.1 Average of Questionnaire Answer

Based on diagram 4.1 almost all the students gave responses to the answer "YES" with total 74% and answer "NO" with a total 26%. The data on the diagram shows 'YES' > "NO" Answers.

DISCUSSION

The finding results had been got from the analyzes results of observation checklist and questionnaire. The analyzes results of observation check lists describe the Implementation of Teaching Speaking Using Contextual Pictures. While, The analyzes results of the questionnaires' answers describe students' responses of Teacher in Teaching Speaking Using Contextual Pictures.

Process of Teaching Speaking Using Contextual Pictures

The process of teaching process in the First Military education of Second Seaman of Hospitality Corps students at Kodiklatal Language School was done on two meetings with contextual pictures as the material. In this part, the observation checklist and questionnaire were used to know the process of teaching and learning speaking using contextual pictures.

From the findings of the study, the implementation teaching speaking using contextual pictures consisted of six steps. First, the teacher decided about the material. Second, the teacher explained about definition of Contextual pictures to the students.

Third, the teacher divided the students into seven groups, and one group consisting of two to three students. Fourth, the teacher gave a pictures one by one for every group. Fifth, the students discussed with their groups about the pictures and made a sentence, each student must make one sentence. Sixth, the students made presentations of the their group picture in front of the class.

Teaching process using contextual pictures made the students more active, enjoy the material, and confidence. During the teaching and learning process using contextual pictures, the student were able to speak English easily and better for understanding the material.

Students' Response in Teaching Speaking Using Contextual Pictures

The questionnaire consisted of ten questions. The questionnaires were distributed to each student in order to know the students' responses while learning speaking using contextual pictures. Based on the table and diagram, the general percentage of the students who answer "Yes" with 74% and the students who answer "No" with 26%.

The teaching and learning process from interesting ways to give the impact for the students in their speaking English using contextual pictures. The students enjoyed the class through contextual pictures and felt easier to understand the material because they were familiar with Navy situation.

CONCLUSION

The implementation of teaching speaking using contextual pictures were done with successfully. The teacher and the students showed the steps from the begining until the end of implementation of teaching speaking using contextual pictures was successful and very well.

The students responses based on the questionnaire, all of the data on the diagram shows 'YES' > "NO" Answers. It can be concluded that the students' responses of teaching speaking using contextual pictures were good. The students were enthusiastic and enjoied to learn English, especially in speaking. The students have been motivated to speak English by their own words. They could decrease their fearful felling to speak in front of the class.

REFERENCES

- Ary (2010:431) "observation is a basic method for obtaining data in qualitative research".
Because this study was qualitative research, researcher also used observation for obtaining data. By observation, researcher can obtained the data directly and has direct interaction in natural setting. He added that the qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.
- Bogdan (1982) *Qualitative Research for Education: An introduction to theory and methods* (Third Edition).
- Bogdan and Taylor Moleong (2003: 3) Qualitative research is research producing the descriptive data such as word in speaking and oral from someone and the behavior that can be observed.
- Brown (1994) Burns and Joyce (1997) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.
- Day (2003) contextual picture is any information that can be used to characterize the situation of an entity.
- Doff, (1988). The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable.
- Harmer (2009: 343) The goal of teaching speaking skills is communicative efficiency.
- Kimble And Garmezy In Brown (1987: 6) teaching is showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or know or understand.
- Lazarato (1994: 34) it was important that we carefully identify the subject characteristics relevant to your study and the subjects match that description.
- Lazarato (1994: 36) It is important that the test instrument or observations used in research are both valid and consistent.
- Nunan (2003: 48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning.
- Richards (2001: 21) instructional materials exist in different forms of materials comprising textbooks, instructional aids and supplementary materials (maps, magazines, study guides, realia, workbooks, etc)
- Sadiman (2006: 31-32) the weaknesses of using picture is only emphasizes to the visual side of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students.
- As Sauvignon (1992: 34) states in her book that the important to learner's progress in variety of activities in which the students can use the language in the real situation which created by the teachers can avoid student's boredom.
- Schlechty, (2004). teaching is an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to do behave
- Sugiyono (2010: 308) that the data collection can use primary sources and secondary sources.
- Thombury, (2005: 6). teaching speaking is a skill, and as such needs to be and developed practiced independently of the grammar curriculum, interactive and requires the ability to co-operate in the management of speaking turns.
- Wright (1989) that pictures help both teacher and students, since they provide motivation to students when it comes to speaking or writing.

Yunus (1981:53-54) there are advantages of using pictures in teaching and learning process as follows. Pictures are very usefull for presenting new grammatical and vocabulary items, pictorial material provide a stimulus for using the language at the reproduction and manipulation stages, that is, to speak, to read, and to write.

