Article

Improving Students' Speaking Skill through the Picture and Picture Cooperative Learning Model

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Abstract

The present research is conducted in an elementary school in Tan Shan city, Hong Kong, at the academic year of 2020-2021, on 40 students consisting of 16 boys and 24 girls. The research result shows that the application of the picture and picture cooperative learning model can improve the speaking skill of elementary school students. This is indicated by the increasing of students' speaking skill score. In the first cycle, the average score was 62.2, students who did not complete were 62.5%, and those who completed 37.5% (in the low category). In cycle II, the average score was 80.8, 12.5% were incomplete and 87.5% were completed. This proves an increase. Likewise, students' attendance, students' activity in listening to the teacher's explanation, students' activity in asking questions to the teacher, students' activity in answering teacher questions, students' activity in commenting on the content of the picture, and students' activity in concluding subject matter, increased in the cycle II. Based on the results of the analysis above, the conclusion is that students' speaking skill increases through the application of the picture and picture cooperative learning model.

Keywords

cooperative learning, picture and picture model, speaking skill

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INTRODUCTION

Education is a means of developing human resources. This is in line with the philosophy that humans need education. Education is expected to give birth to human resources capable of dealing with increasingly complex life problems, both those faced by each individual, as well as those faced by society and the nation. Yasmin, Sohail, Sarkar, and Hafeez (2017) stated that humans have a number of abilities that can be developed through experience. The experience occurs because of interaction with the environment, both the physical environment and the socio-cultural environment.

Education is always faced with new problems. One of the problems facing our world of education is the problem of the weakness of the learning process. In the learning process, children are less encouraged to develop thinking skills. According to Oke and Kefas (2019) the learning process in the classroom is directed at the child's ability to memorize information without being required to understand the information he remembers to relate it to everyday life. As a result, when these students graduate from school, they are theoretically smart, but they are poor in application.

This fact applies to all subjects. Science subjects cannot develop children's ability to think critically and systematically, because thinking learning strategies are not used properly in every learning process in the classroom. Language subjects are not directed at developing communication skills, because what is learned more is language as a science, not as a means of communication, children also memorize how to make a speech, but they are confused when they are asked to speak in public (Lau, 2020). These kinds of symptoms are general symptoms of the results of our educational process, education in schools is too crowded with children's brains with various teaching materials that must be memorized, our education has never been directed to make humans intelligent, have the ability to solve life's problems, and is not directed to form good human beings. creative and innovative.

The education goal contains a description of the values that are good, appropriate, and true for life because of that the purpose of education has two functions, namely providing direction to all educational activities and is something that all educational activities want to achieve. In connection with such an important objective function, it becomes imperative for educators to understand it (Onishchuk et al., 2020). Lack of understanding of educators towards educational goals can lead to errors in carrying out education.

According to Kukulska-Hulme and Viberg (2018) the interaction that occurs in language learning is only the interaction of students and textbooks, there is no interaction between students and students. Situations like this that seem striking in the daily learning of language skills so far. Language skills can only be acquired and mastered by way of practice and lots of practice. Practicing language skills also means training thinking skills.

There are several things that must be considered in the use of language. First, the language used should be communicative and easy to understand. Communicative language may only appear when teachers are required not to present subject matter by

reading books or written texts, but teachers should present subject matter directly in their own language. Secondly, in the use of language the teacher must pay attention to the level of development of the audience or students (Hung, Yang, Hwang, Chu, & Wang, 2018).

In fact, the teacher's learning process is also still carried out conventionally, meaning that in teaching the teacher does not activate students, especially in speaking skills, the teaching-learning process is more focused on textbooks. In teaching activities, teachers only use the lecture method, question and answer, assignments. In this type of learning, students only listen to the teacher's explanation, only follow what is conveyed so that it does not provide understanding to students, as a result, students easily forget what the teacher has said and feel bored to learn.

Learning in elementary schools is oriented to the development of students' abilities in the aspect of knowledge, the skills attitude of the three aspects is an effort to implement the functions and goals of national education (Zheng, Bhagat, Zhen, & Zhang, 2020). One of the subjects taught in elementary schools as part of an effort to develop student abilities is using languages. One of the aspects that students needs to develop in language subjects is speaking. Linguists say that speaking is a language. Speaking is a language skill that develops in a child's life which is only preceded by listening skills, and it is at that time that speaking skills are learned.

A person's language reflects his thoughts, the more skilled people speak, the clearer their way of thinking. Thus it is clear that speaking has a very important role without the ability to speak. Communication will not work effectively, therefore children need to be trained to speak from an early age, namely from elementary school age (Zhou & Wei, 2018). In order for children to have rigidity in language as happened at the elementary school, which needs to be improved their speaking skills, there are many ways that can be taken, one of which is using pictures, using this model in collaboration with the picture and picture model of several images. The images are related to each other. Based on the description above, the researchers are interested in studying through this classroom action research. The purpose of this study was to improve students' speaking skill through the cooperative picture and picture learning model.

LITERATURE REVIEW

The results of another previous research conducted by Yuslia, Hasnah, Safarudin, and Helfikri (2021) that language skills using the picture and picture model seen from the aspect of the courage to express opinions, use language that is easy to understand and use the right intonation. In the first cycle, there were 57.75% of students in the medium category. In the second cycle, there was an increase of 81.33% of students in the high category. This means that the picture and picture learning model is very effectively used to improve language skills in the speaking aspect of elementary school students.

Speaking skill is the ability to pronounce sounds or words to express, state or convey thoughts, ideas and feelings. As an extension of this limitation, we can say that speaking is a system of audible and visible signs that utilizes a number of muscles and muscle tissue of the human body for the purpose of combining ideas or ideas (Namaziandost, Esfahani, Nasri, & Mirshekaran, 2018). Furthermore, speaking is a form of human behavior that utilizes physical, psychological, linguistic factors so extensively, widely that it can be considered as the most important human tool for social control.

Talking is a pleasure in life, not just idle chatter to pass the time, but an attitude to formally take sides in endless quarrels, debates and eloquence. The objectives of developing speaking skills include: (1) encouraging interest and habits in argumentation, (2) improve thinking skills, (3) have good rhetoric (Namaziandost, Saray, & Esfahani, 2018).

According to Cohen (1979), with supported by the study conducted by Alzboun, Smadi, and Baniabdelrahman (2017), speaking is more than just the pronunciation of sounds or words. Speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the subject of his conversation and the listener, whether he is calm and adaptable or not, when he communicates his ideas and whether he is alert and enthusiastic or not. Lack of speaking shows someone is having a hard time.

Koul, Lerdpornkulrat, and Poondej (2018) suggests that when their hearts are troubled or gloomy, they keep quiet. On the other hand, engaging with someone requires active conversational opportunities and this often leads to a form of contention that appears to be done for the sake of the debate itself rather than for a win.

Linguists say that speaking is a language. Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time speaking or speaking skills are learned (Al Jawad & Abosnan, 2020). Speaking is closely related to the development of vocabulary acquired by the child through listening and reading activities. To get a clearer picture, the following will be reviewed in detail the relationship between speaking and listening, speaking and reading.

Several studies have shown a close relationship between the development of oral language skills and reading skills. The study shows that general proficiency in spoken language contributes to a favorable background of experiences and skills for teaching reading. The relationship between the fields of oral and reading activities has been known from several research studies as investigated by Hussain (2017) and Ashraf Ganjouee, Ghonsooly, and Hosseini Fatemi (2018), including:

a) Reading performance is very different from spoken language skills.
b) The speech patterns of an illiterate person may interfere with reading lessons for children
c) While in the early school years, speech forms the basis for reading lessons, reading for children in higher grades contributes to their spoken language.

An oral pronunciation is a well-ordered unit of thought, a group of words that expresses a single idea in a single breath. Another way of explaining the spoken way of speaking is, one thought equals one breath (one thought equals one way of chanting). An effective and interesting conversation, based on variations in speed (breathing in), loudness of voice, intonation and tone of voice (Koşar, 2019).

Language teachers must see their instruction or teaching in the right and reasonable context. The teacher must see that the teaching of listening, speaking, and writing must often be related and closely related to the fourth language skill, namely reading. any effort made to improve one of these aspects will clearly affect the other three aspects, and unless one of them, obviously also has a bad influence on the other. Speaking and writing are closely related in that they are both ways of expressing meaning or meaning.

Humans are social creatures and the first and most important action is social action, an appropriate act of exchanging experiences, expressing and receiving thoughts, expressing feelings or expressing each other and agreeing on a stance or belief. Therefore, in social action there must be general elements, which are equally approved and understood by a number of people who constitute a society. To connect fellow community members, communication is needed.

Communication unites individuals into groups by classifying general concepts. In addition, creating and preserving ties of public interest, creating a unity of symbols that distinguishes it from groups from other groups, and determines an action. Therefore, it will not exist and will not last long without the existence of communities in linguistic communication (Nashruddin & Alam, 2021).

In order for someone to understand the nature of speech, one needs to remind and treat it as a type of human behavior that contains social, economic, and cultural implications in the life of each individual. In addition, humans realize that language or speech is a complex activity in which the relationships between speaker and audience, may be strongly influenced by the speaker's ideas and emotional tone and the way in which these ideas are expressed. It is also necessary to envision speech as a universal communication tool that is widespread and its societal implications.

The main purpose of speaking is to communicate, in order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to communicate (Minh & Kim, 2021). He must be able to evaluate the effect of his communication on his listeners and must know the principles that underlie all speech situations, both in general and individually.

The learning model is a guide for teachers in planning learning in the classroom, starting and preparing learning tools, media and aids, to evaluation tools that lead to efforts to achieve learning objectives. So the picture and picture learning model is a learning model using image media. In operation the images are paired with each other or may be sorted into a logical order. Based on the study conducted by Silalahi and Hutauruk (2020) cooperative learning model places students as part of a cooperative system in achieving an optimal learning outcome in learning.

Ge (2021) through learning media in the form of pictures, teachers can present abstract learning materials into concrete so that they are easy to understand. In addition, learning media in the form of images can help display objects that are too large that cannot be displayed in class, or display objects that are too small that are difficult to see with the naked eye.

The main idea of cooperative learning is that students work together to learn and are responsible for the progress of their friends' learning. Cooperative learning emphasizes group goals and success in achieving goals or mastery of the material. Cooperative learning under the auspices of constructivist theory. This learning arises from the concept that students will find and understand difficult concepts more easily if they discuss each other with their friends. Students routinely work together in groups to help each other solve complex problems. The social nature and use of peer groups are the main aspects of cooperative learning (Kövecses-Gősi, 2018). The steps of the Picture-picture cooperative learning model are as follows:

a. The teacher conveys the competencies to be achieved
b. Presenting material as an introduction
c. The teacher shows/shows pictures of activities related to the material
d. The teacher points to pictures or calls students in turn to install or sort pictures into a logical order.
e. The teacher asks the reason for thinking the sequence of pictures.
f. From the reasons or pictures, the teacher begins to instill concepts according to the competencies to be achieved.

Expressing a person's speaking skill in a language, images can be used as good speech stimuli, stimuli in the form of images are very good for use in elementary school age children. The pictures that are intended as a stimulus to the speaker are not loose pictures that are not related to one another, these pictures are usually pictures of objects, each of which has the name of one word. To reveal speaking skill, for example, students are asked to name or find the names of the pictures of the object, either by pointing at the picture in question or by asking questions. It will be able to show students' speaking skill, both regarding the accuracy of linguistic aspects and extralinguistic elements.

RESEARCH METHOD

This research is a classroom action research carried out for two cycles. The action taken is to use a picture and picture model. The stages of this research are planning, implementing actions, observing and reflecting. The location of this research is an elementary school in Tan Shan city, Hong Kong, with the research subjects are 40 students in the 4th year, consisting of 16 boys and 24 girls.

For data collection, researchers used observation techniques, and evaluation tests of learning outcomes. The data that has been collected is then analyzed quantitatively and qualitatively. And the results of observations will be analyzed qualitatively. For quantitative analysis techniques used categorization techniques, speaking skills data, criteria, which are used are standard categorization techniques.

FINDINGS AND DISCUSSION
The First Cycle Result Data

Based on the results of observations made by researchers during the course of the study, data on changes in learning attitudes and behavior such as student attendance and activity were obtained in each cycle. The results of observations of changes in student attitudes and behavior in cycle I are presented in table 1 below.

Table 1. Student Activity Observation Results in Cycle I

No.	Aspects Observed	Meetings				Percentage	Category
		1	2	3	4		
1.	Students' attendance	37	39	39		95,83	Very high
2.	Students' activeness in listening to the teacher's explanation	25	31	33		74,17	High
3.	Students' activeness in asking questions to the teacher	18	21	25	Cycle I Test	53,33	Low
4	Students' activeness in answering teacher's questions	17	20	21		48,33	Low
5	Students' activeness in commenting on the contents of the picture media	7	15	21		35,83	Low
6	Students' activeness in concluding the learning material	7	12	25		36,67	Low

Table 1 shows that the attendance of students for 3 friends in the first cycle is around 95.83% (very high category). The students' activeness in listening to the teacher's explanation about the use of picture media is around 74.17% (high category). Students' activeness in asking questions to the teacher about image media is 53.33% (low category). Students' activeness in answering teacher's questions is 48.33% (low category). Students' activeness in commenting on the contents of the image media is 35.83% (low category). Students' activeness in concluding the learning material is 36.67% (low category). The results of the descriptive analysis of student acquisition scores after using the picture and picture model can be seen in table 2 below.

Table 2. The Statistic of Students' Speaking Skill Score Result in Cycle I

Statistic	Value
Subject	40
Ideal Score	100
Highest Score	80
Lowest score	36
Score Range	44
Average Score	62.2

The average speaking skill of the students after being given the action was 62.2 from the ideal score of 100. The highest score is 80, and the lowest score is 36, with a score range of 44. This means that students' speaking skill scores are in the range of scores of 36 to 80. If the students' speaking skill scores in cycle I were grouped into five categories, the score frequency distribution is obtained as shown in table 3 below.

Table 3. The Distribution of Frequency and Percentage of Score Components of Speaking Skill Using Picture and Picture in Cycle I

No.	Score	Category	Frequency	Percentage
1.	0 – 34	Very low	0	0
2.	35 – 54	Low	6	15
3.	55 – 64	Medium	19	47,5
4.	65 – 84	High	15	37,5
5.	85 – 100	Very high	0	0
	Total		40	100

Based on table 3 above, from 40 students, there are not students who get very low scores, 6 students (15%) are in the low category, 19 students (47.5%) are in the medium category, 15 students (37.5%) is in the high category, and there are not students whose speaking skills are in the very high category.

To see the percentage of students' speaking skill completeness after the picture and picture cooperative model was applied in the first cycle, it can be seen in table 4 below. Based on the research data obtained by the researcher, the description of the completeness of improving students' speaking skills based on student learning outcomes can be seen in the following table 4.

Table 4. The Description of Students' Speaking Skill through the Picture and Picture Model in Cycle I

Score	Category	Frequency	Percentage
0 – 64	Not Complete	25	62.5
65 – 100	Complete	15	37,5
Total		40	100

Based on table 4, it can be concluded that there are 62.5% of students who are not complete in learning to speak. Students whose speaking skills are in the complete category are around 37.5%. The following is shown in Figure 1.

The Results of Speaking Skill Completeness in Cycle I
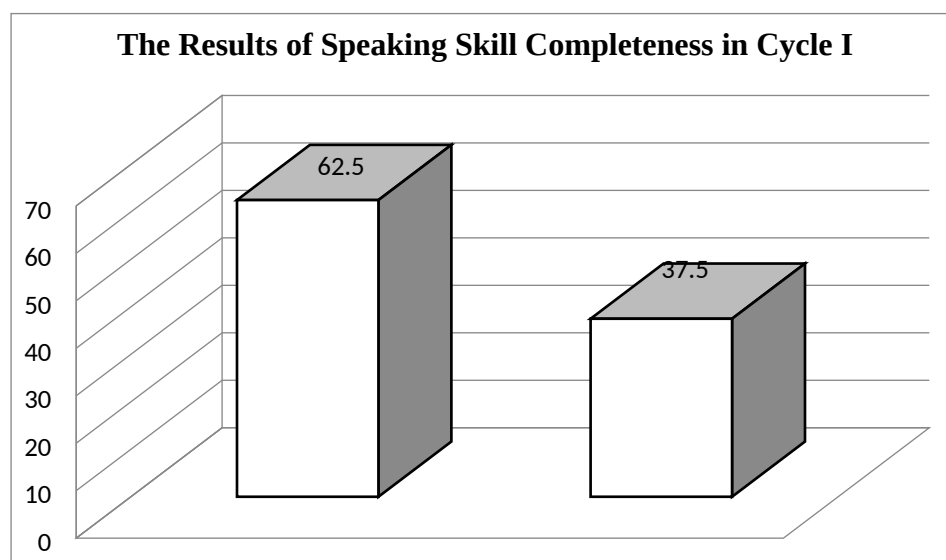
Figure 1. Data of Students' Completeness in Speaking Skill in Cycle I

Cycle I was carried out in 3 meetings and ended with giving the first cycle test using the cooperative picture and picture model used in the teaching and learning process. In the first cycle, there were still students who did not pay attention to the teacher's explanation. This is because students think that speaking skills lessons are difficult and complicated and the questions given are difficult to solve. The score of learning outcomes obtained by students in cycle I, students who completed individually was only 37.5%. From that fact, the researcher improved the teaching method as much as possible by using the picture and picture cooperative model in the next cycle.

The Second Cycle Result Data

Based on the results of the observation made by researchers during the course of the study, data on changes in learning attitudes and behavior such as student attendance and activity were obtained in each cycle. The results of the observation of changes in student attitudes and behavior in cycle II are presented in table 5 below.

Table 5. Student Activity Observation Results in Cycle II

No.	Aspects Observed	Meetings				Percentage	Category
		1	2	3	4		
1.	Students' attendance	38	38	37		94,17	Very High
2	Students' activeness in listening to the teacher's explanation	28	33	36		80.83	High
3.	Students' activeness in asking questions to the teacher	25	23	27		62,5	Medium
4.	Students' activeness in answering teacher's questions	26	32	33		75,83	High
5.	Students' activeness in commenting on the contents of the picture media	21	22	23		55,0	Medium
6.	Students' activeness in concluding the learning material	19	21	25		54,17	Low

(Column 4 spans "Cycle II Test")

It can be seen that the attendance of students is around 94.17% or is in the very high category. The activeness of students in listening to the teacher's explanation is around 80.83% (high category). The activeness of students asking questions to the teacher is 62.5% (medium category). The activeness of students in answering the teacher's questions about picture media is around 75.83% (high category). The activeness of students in commenting on the contents of the image media is around 55.0% (medium category). The activeness of students in concluding the learning material is around 54.17% (low category). The results of the descriptive analysis of student acquisition scores after using the cooperative picture and picture model are shown in table 6 as follows.

Table 6. The Statistic of Students' Speaking Skill Score Result in Cycle II

Statistic	Value
Subject	40
Ideal Score	100
Highest Score	90
Lowest score	64
Score Range	26
Average Score	80,8

The average speaking skill of the students after being given the action was 80.8. From the ideal score of 100, the highest score is 90, and the lowest score is 64 with a score range of 26. This means that the speaking skills achieved by students are from 64 to 96. If the student skill scores in cycle II are grouped into five categories, a frequency distribution is obtained. The scores are shown in table 7 below.

Table 7. The Distribution of Frequency and Percentage of Score Components of Speaking Skill Using Picture and Picture in Cycle II

No.	Score	Category	Frequency	Percentage
1.	0 – 34	Very Low	0	0
2.	35 – 54	Low	0	0
3.	55 – 64	Medium	5	12,5
4.	65 – 84	High	29	72.5
5.	85 – 100	Very High	6	15,0
	Total		40	100

Based on table 7 above, it can be stated that from 40 students, no student got very low scores and low scores. Five students (12.5%) scored speaking skills in the medium category. There are 29 students (72.5%) scored speaking skills in the high category. Six students (15.0%) scored speaking skills in the very high category. To see the percentage of students' speaking skill completeness after the cooperative picture and picture model was applied in cycle II, it can be seen in table 8 below.

Table 8. The Description of Students' Speaking Skill through the Picture and Picture Model in Cycle II

Score	Category	Frequency	Percentage
0 – 64	Not Complete	5	12.5
65 – 100	Complete	35	87.5
	Total	40	100

Based on table 8, it can be seen that, students whose learning completeness is in the incomplete category are around 12.5%, while students whose learning outcomes are in the complete category are around 87.5%. Graph 2 of the mastery of speaking skills in cycle II can be seen in the figure 2 below:

The Results of Speaking Skill Completeness in Cycle II

87.5

90
80
70
60
50
40
30
20
10
0

12.5
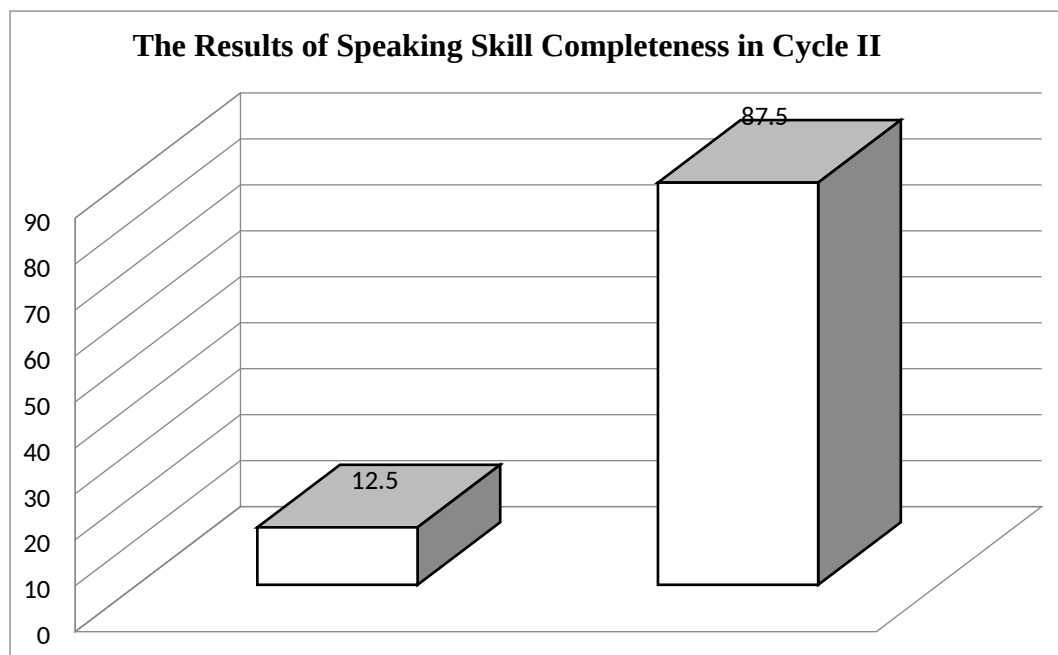
Figure 2. Data of Students' Completeness in Speaking Skill in Cycle II

Based on the results of observations of student activities in the teaching and learning process and the results of speaking skills tests through the cooperative picture and picture model in cycle II, it can be seen that the results of speaking skills in the material telling the location plan pictures are categorized as very good. Based on the analysis and reflection above and referring to the established success indicators, it is known that the learning has been successful. Thus the learning objectives that have been set have been achieved.

The results of speaking skills in the first cycle and second cycle through the picture and picture model from the first cycle an average score of 62.2 which was not completed as much as 62.5% and was completed 37.5%. In cycle II, with an average score of 80.8, 12.5% were incomplete and 87.5% were completed. In the research conducted in cycle I and cycle II, the cooperative picture and picture model was well received by students.

CONCLUSION

Based on the research results and discussion in this classroom action research, it can be concluded as follows.

- Students' speaking skills can be improved through a picture and picture cooperative model.
- The results of observations about student activity, aspects of student attendance, student activity in listening to teacher explanations, student activity in asking questions to teachers, student activity in answering teacher questions about image media, student activity in commenting on image media content, and student activity in concluding explanatory material, all experienced increase from cycle I to cycle II.

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