

**THE EFFECT OF USING RANDOM PICTURE GAME TOWARD
STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER
STUDENTS OF BUSINESS ENGLISH STUDY PROGRAM OF
BENGKALIS STATE POLYTECHNIC**

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***Abstract:** Speaking skills has become the major priority to be taught among the four skills since communicative approach communication has been influenced in foreign language learning. Random Picture game is one of communicative technique that can motivate students in their speaking English improvement. This study aimed to find out the effect of using Random Picture Game toward students' speaking ability at the second semester students of Business English Study Program. This research used experimental research design. It was conducted at State Polytechnic of Bengkalis. The design of this research was pre-experimental design with one group pretest and posttest. The population of this research was the second semester students with the total population was 20. The sample was taken by saturation sampling. This technique included all members of the population as the sample of the study. 20 students was the sample of this research. The result of this research was students who were taught by using random picture game had a significant effect toward speaking ability. In conclusion, random picture game can be used as a teaching technique in teaching speaking. For further researchers, this technique can be applied by English lecturers to other skills.*

***Keywords:** Speaking ability, random picture game, pre experimental design*

A. Introduction

English is very important as common tool to communicate with people from all around the world. English is also used as international language. If someone wants to communicate with person from others countries, he/she should master English.

Besides, books, magazines and newspaper written in English are available in many countries around the world. In addition English also the most commonly used in the science. Most of universities around the world include English as one of the major subject. Therefore, Indonesian government has

decided English as one of the important subject in the curriculum to be taught from junior high school to university students. Even, English has been taught since elementary school.

In learning English, student should master four English skills. Those are speaking, writing, reading and listening. They cannot separate because they influenced each other. Speaking skills has become the major priority to be taught between the four skills since communicative approach communication has been influenced in foreign language learning. It is based on instruction goal of curriculum 2006 of KTSP (Disdiknas 2006).

According to Kayi (2009), speaking is the crucial part of second language learning. Despite its importance, for many years, teaching speaking has been undervalued. English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills.

Teaching speaking is very important in learning a language. Most

often the first impression of an English learner is based on his/her ability to speak fluently and comprehensively. Speaking fluently can give an English learner confidence to him/her to learn other skills well.

Today, speaking becomes a problem for students. Many students are afraid of making mistakes when they are speaking. It is because they are lack of vocabulary. The other reason is because they do not have a good pronunciation. So that, they do not have self confident to speak English fluently.

For this problem, the teacher should set some strategies to give students as much as time to practice speaking as much as possible. The most important aspect of preparing students to speak in real life is to give them as many opportunities as possible to produce unplanned, spontaneous and meaningful speech under time pressure. The teacher also has to increase their confident to speak English. To help students to make teaching and learning enjoyable, interesting, and to help the students to have more confidence, "Random Picture game" is one

communicative technique that can motivate students in speaking English.

The purpose of this study aims 1) to find out how are the procedures of teaching speaking by using random picture game, 2) to find out what are the students' result in teaching speaking by using random picture game, 3) To find out how are the students' response in improving speaking ability by using random picture game.

B. Review of Related Literature

1. Speaking

Speaking is the capability of someone to communicate orally with others person. He/she can speak in pairs or group. Speaking can also say as a way to express our feeling or our idea to other person. Someone who has a good speaking will be able to speak fluently, clearly and even actively. So that, the listener become convinced to what he/she is saying. Like what Widowson (1984) states that speaking is the active and productive skill which is commonly performed face to face.

In addition, Chaney in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. So, someone can express his feeling, ideas and information by verbal and non verbal symbol. The speaker expresses his needs and communicates information at least in short burst say Brown and Yule in Abi Zam (2008). Especially for the first year students, they want to be able to express their ideas, though opinions and feelings in simple form in English teaching speaking. They also want to be able to ask and to answer question about everything and to explain about things, people or place and series of events simply.

Actually, there are many definitions of speaking. These are presented by different authors. One of this concept is pointed by Chastain in Zam (2008) says that speech combines both a code and a message. The code is composed of the sounds, vocabulary, and structures of the language. These components are organized into appropriate combinations in order to

convey the speaker ideas and opinion. Next, Ali (2009) says that speaking is productive skill which requires a lot of back-up factors like knowledge, confidence, self-esteem, and enthusiasm. In addition, a more complex definition is given by Luoma in Milthon (2009). She states speech can be consider to consist of idea unit, which are short phrases, and clause connected with, and, or, but or that or not join by conjunctions at all but simply spoken next to each other. From all of the definitions, the most important to know is that aim of speaking is to achieve of oral communication.

Moreover, Kayi (2009) says that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction. Usually, someone will regard the others people based on his/her ability to speak fluently and comprehensively.

Speaking is more difficult than the others skills such as listening, reading, and writing. Speaking is also as a complex skill, because it related to the other language components. In which, to speak they need an idea. Furthermore, in

speaking the speaker has to consider their structure and also their vocabulary.

To summarize, speaking is an important skill and it is a process of using several skills that are relative each other in order to send the message from speaker to the listener. It is a complex skill that generally has to be learned and practiced.

Brown (2010) divides five basic types of speaking. “(1) *Imitative*. It is the ability to imitate a word or phrase or possibly a sentence. (2) *Intensive*. It is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrasal, lexical, or phonological relationships. (3) *Responsive tasks*; it includes interaction and test comprehension but limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. (4) *Interactive speaking*; it includes multiple exchanges and multiple participants”.

Furthermore, Brown (2010) also proposes five categories that should be considered in assessing students speaking skill such as pronunciation,

grammar, vocabulary, fluency and comprehension.

2. Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish the goal. The learners who are unafraid of making mistakes will be more talk active but the learners who always think his/her mistakes will get many errors in speaking. Shy students may take a long time to speak confidently.

Brown in Dwipa (2004) states that the aim of teaching speaking is to provide speaking fluently, accuracy and interaction itself that focus on the nature of communication. Without experience students may feel nervous to speak in front of the class. They afraid to get wrong in pronunciation, grammar and they also lack of vocabulary. So, in teaching speaking, teacher should be creative and innovative in presenting the material. In order to make them interested in learning process. According to Hedge in Irene (2008) explains that in teaching speaking

teacher should be used method that can motivate students in learning process and they can talk freely with others.

Therefore, Brown and Paul in Rahayu (2008) explain that students should have a chance to improve their ability in speaking because the fluency is the main goal for many adult learners. One of principles of teaching speaking according to Oxford University Press (2009) that teacher should handle errors sensitively and effectively. In this case, students should ignore the performance errors but correct errors in language areas that you recently taught. Then, correct errors in structures that need to be used frequently by the students. In giving correction teacher may use "What does it mean?". Then, Milthon (2009) states that based on this characteristic globalize world the most important thing in terms of languages is to be able communicate successfully in a foreign language.

According to Kayi (2009), the meaning of teaching speaking is to teach students to:

- Provide the English speech sounds and sound patterns

- Use word and sentences stress and intonation pattern of expressing values and judgments
- Select appropriate words sentences according to proper social setting, audience, situation and subject matter.
- Use language as a means of expressing values and judgments

In short, the aim of teaching speaking is to teach students how to express their ideas freely. In addition, through teaching speaking students can speak fluently and self confidence.

3. Picture in Teaching Process

A picture consist of thousands of words states of Liloyd (1993). From one picture, there are many vocabularies or words that could be found on it. However, the appropriate can be a catalyst of giving rise to the production of thousand of words and a multitude of creative and analytical thought. Pictures can not only illustrate the topic but also can provide the experience of the students.

Gerlach in Nilmawati (1998) explains that pictures as two dimensional visual representations of a

person, place, or things such as photograph, skets, cartoon, chart, graph or map.in addition, Bryne in Nilmawati (1998) also states that the picture is material that can be seen like drawing, photographs, map, posters, slides, cartoons, magazine, advertisement, diagram, table and chart. With pictures we can do many activities in the classroom. Susan (2000) says that pictures are great incentive for language production and can be concluded in many ways in the classroom. According to Ur in Novia (2002), one of very important sources of interested for children in the classroom is picture.

In addition Gerlich and Ely in Febrita (2003) explain the advantages of using pictures in teaching English are:

- Pictures are inexpensive and widely available
- They provide common experience for entire groups
- They can represent situation, which would be impossible to create in any other way
- Pictures offer a stimulus to further study
- They help to focus attention and to invite critical judgment

According to Werf (2006), with pictures we can:

- Teach, practice or review new topic to make the definition clearly, vocabulary
- Do guide practice
- Practice grammatical structures
- Practice listening comprehension
- Do semi guided or free speaking practice such as problem solving activities, role plays and discussion

To make the definition clearly, Hornby in Pradevinur (2007) states that pictures are generally defined as painting, drawing or photograph. As young learners, children often feel bored in learning process. They only want to learn something if they think it is interesting. Like River in Astuti (2008) states that people will be motivated to communicate about things when they really want to talk about it. It will be hard to motivate them to learn if the lesson is not interesting or if it boring

In conclusion, using pictures give a chance to the teachers and to the students to interact communicatively. As we know that picture can interest the student and creative because pictures

rich of words. Therefore, pictures have various advantages in teaching language. However, as a teacher must be creative and selective in choosing pictures.

C. METHOD OF THE RESEARCH

This Study used an experimental research. According to Sugiyono (2011) "there are three types of pre experimental design; One-shot Case Study, One-Group Pretest-Posttest Design, and Intact-Group Comparison ". This research used the model One-Group Pretest-Post test Design. For pre-test, the data was taken by students' speaking ability from their final examination result. Then, the subject were treated by using random picture game, then did the final measurement (posttest).

This research was done at State Polytechnic of Bengkalis. The Population of this research was the second semester students of Business English Study Program with the total population was 20. The population of this research was the second semester students with the total population was 20. The sample was taken by saturation

sampling. This technique included all members of the population as the sample of the study. 20 students was the sample of this research.

For Pre-test the data was collected from students' by asking them to describe about their city. Speaking test was given for post test to know their speaking score after using Random Picture Game. To analyze the data, Statistical data was used to identify whether students who were taught by Random Picture Game had a significant effect toward their speaking ability.

Post-test result was to know whether there was an effect of Random Picture Game on students' speaking ability or not.

D. FINDINGS AND DISCUSSION

In learning and teaching language, speaking becomes one of the most important things or becomes the center in making communicative activity. All the students are expected to use English in oral performance. The oral performance in front of the class becomes reflecting of teaching and learning English communicatively.

Teaching speaking through random picture games is an activity of

oral performance in front of the class. Many kinds of pictures are put on a box in front of the class. The teacher asks the student to take one picture randomly. Then, the teacher asks the student to describe the picture. If he/she does not know the vocabulary, he/she can mix with Indonesian.

In collecting the data, the result of their final examination was used for pre test score. Then, the treatment was given by teaching them speaking through Random Picture Game. They asked to tell about someone activity in an office by using picture that has been random. After that, they were given post test to know their speaking ability after using that technique. The descriptive statistical analysis of hypothesis testing showed that students who were taught by using Random Picture Game had a significant affect toward their speaking ability. The result of statistical analysis can be seen from the table below:

The Result of Descriptive Statistical Analysis

	N	Mean	Std.Deviation	Min	Max
Pretest	20	57.10	4.576	50	67
Posttest	20	72.50	5.530	62	85

After getting that data, normality and homogeneity was analyzed to find out the normality of data distribution and the variance of each population were same or not. Lilliefors test at the level of significance 0.05 was used to analyze the normality testing. Then, variance formula used to test the homogeneity. The hypothesis testing analyzed after all of the testing was tested.

The result of t-test can be seen from the table below:

The Result of t-observed and t-table

$t_{observed}$	t_{table}	Note
7.7	1.729	$t_{observed} > t_{table}$ Ha: accepted

This table showed that $t_{observed} > t_{table}$. It means that H_0 is rejected and H_a is accepted because there were significant effects between the pretest and post test score after the treatment was given.

Discussion

Students who were taught by Random Picture Game had a significant effect toward speaking ability

The hypothesis results showed that the mean score of post test which was taught by Random Picture Game was higher than pretest. It can be concluded that teaching speaking by using Random Picture Game can significantly affect students' speaking ability.

There are many advantages of using random picture games in learning process, especially in teaching speaking. These are:

1. To make students fluently in speaking English, it is because he/she tries to describe a picture that they have not seen it before. They describe it as natural possible with the vocabulary that they know.
2. It is a chance to students to express their idea. In this case he/she will try to express his/her opinion about he /his friend performance.
3. By correcting from his/her friend can add his/her vocabulary. For example, when he/she describe the picture and she/he doesn't know the vocabulary, he/she can say it in Indonesian.

It is a chance to his/her friends to give correction by giving the vocabulary.

4. In general, random picture game is fun, so the students will more enjoyable in the classroom.

E. CONCLUSIONS AND SUGGESTIONS

1. CONCLUSION

Teachers should apply various techniques in teaching English, especially in speaking, if teachers only use the same technique in teaching, it can make students feel bored in their learning process. Therefore random picture activity is a technique that can be used in teaching speaking.

In random picture activity student can develop their speaking ability. Lastly, it is necessary to note that all oral performances in this activity should use English either students to students or teacher to students so that they practice their English. As the result, they will be able to speak English.

2. SUGGESTION

In order to the teaching process running well, there are some

suggestions that should be considered, first, in order to be able to speak English students has to practice English much, therefore teacher should facilitate them to speak. Teachers do not need to ask students accuracy first because it will make them reluctant to speak English but convince them to speak English. Therefore teacher should monitor them because through monitoring their speaking teacher can know how well students in speaking or in which part of student speak incorrectly, so that teacher can overcome the problem in other session.

Second, teacher should choose the interesting picture in order to motivate students in speaking. Interesting picture also make students enjoy. Teaching speaking through this technique will make students free to speak, so that the class will be quite noisy. Therefore, teacher should manage and lead the class in order that all students do not speak loudly.

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