Picture and Picture Learning Model in Improving Speaking Skills Elementary School Students

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ABSTRACT

This study was structured with the aim of improving the speaking skills of fourth grade students of elementary school by using the *picture and picture* learning model. This type of research is Classroom Action Research (CAR), where the teacher is the implementer of learning while the researcher is the observer. The design of this study uses the Kemmis and Mc. Taggart. The subjects of this study were fourth grade students of elementary school which consisted of 20 students. The object of research is students' speaking skills. Data collection techniques using tests and observations. Data were analyzed descriptively and presented in tabular form. The results showed an increase in students' speaking skills, the average value of speaking skills in the first cycle of the first meeting was 64.95 and the second meeting was 68.3. In the second cycle, the average value of speaking skills for the first meeting was 72.35 and the second meeting was 76.9. This means that learning in cycle II has met the indicators of success, so it can be concluded that improving speaking skills using the *picture and picture learning model* can improve the speaking skills of fourth grade elementary school students.

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A. INTRODUCTION

Teaching and learning is a process of interaction between teachers and students. The teacher as a component in the teaching and learning process has an important role Carless & Winstone, (2020); Russo et al., (2020); Rasmitadila et al., (2021). The teacher not only conveys the material but is also the centre of learning in the classroom. Therefore, teachers must be able to make learning fun or students feel happy and students always feel that the material needs to

be studied and has an impact on activeness and improving student learning outcomes Lasfeto, (2020); Kustyarini, (2020); Bai et al., (2020).

Learning is the process of making relatively permanent changes in behaviour or potential as a result of reinforced experience or practice. Learning is also an interaction between stimulus and response or interaction of students with educators and learning resources in a learning environment (Zhai et al., 2020). This learning is to help educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur Rusilowati & Wahyudi, (2020);Frince S & Tambunan, (2020). In other words, learning is a process to help students learn well learning that is carried out continuously will get a learning outcome. The learning outcomes can be high or low depending on the support of the learning tools. Learning outcomes can be said to be successful if the student's score can reach a predetermined standard of value (Sukardjo & Salam, 2020). The minimum completeness criteria become the teacher's reference in seeing the success of the learning. One of the learning problems that occur is the way the material is delivered in the form of a less creative learning model (Amon & Bustami, 2021). One of them is speaking material at the elementary level. Students are less interested in learning about speaking skills, especially the material for retelling a story that is read or listened to (Sidabutar & Manihuruk, 2022).

This becomes a difficulty for students and becomes less desirable material. Students do not know how to start the story, students lack inspiration in retelling, students are less active in this learning, and the illogical plot of the story is also seen when students tell stories in front of the class (Slavin, 2019). This results in the student's score being low and not reaching the minimum criteria for completeness that have been set. Based on the results of observations and interviews with third grade teachers, so far teachers only use conventional models and then students are given assignments, the equipment used by teachers is just so that students are less enthusiastic in participating in learning. During the learning process, the sub-theme of experience in the environment around the house took place in class IV of elementary school, indicating that the sub-theme of experience in the environment around the house until now has not succeeded in increasing student activity and learning outcomes. The learning outcomes of a total of 20 students, there are 10 students who have not been able to reach the KKM. The average score of students in storytelling is only 65 while the KKM that has been determined is 72. In observation also during the learning process, students are always silent when asked to work on and express their opinions in front or tell a story, so even when the teacher asks students only silence and no one answers and even tends to look scared and hesitant.

These problems must be immediately found a solution because the teacher as an agent of change must be able to improve students' abilities. To achieve learning success, teachers must be able to manage the class well, using learning models that can improve students' skills, especially speaking. This study offers a solution in the form of a Picture and Picture learning model that can change students' abilities for the better. The picture and picture learning model is a learning method that uses pictures and is paired or sorted into a logical sequence. This learning has the characteristics of Active, Innovative, Creative, and Fun. Picture and Picture Learning Model, relies on pictures as a medium in the learning process. With the picture and picture learning model, the material taught will be more focused because at the beginning of learning the teacher will ask students to sort the pictures based on student logic. Students will catch the material faster because the teacher shows pictures and students are asked to tell according to the picture. Students will be more responsible for their reasons for choosing the order of the pictures (Gonzalez et al., 2020). Learning will be more memorable, because students

immediately observe the pictures. In addition, Putri & Taufina, (2020) also added that by using the picture and picture learning model students will be more confident in delivering their work in public and more responsible in giving reasons for sorting pictures. Hasyda & Djenawa, (2020) states that children really like to learn to use pictures and become interested in learning. The picture and picture learning model has the advantage that it can train students to think logically and systematically. With this model, it can encourage students to be active in learning, so the researchers took the title of the study, namely the implementation of the picture and picture learning model to improve student learning outcomes in speaking skills.
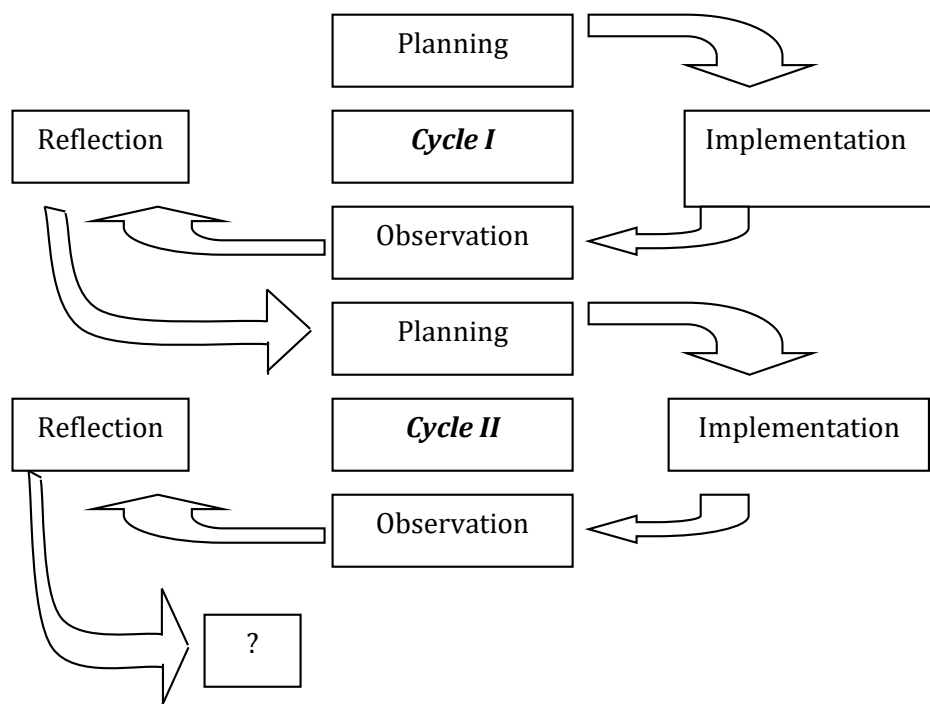
B. METHODS

This research will be conducted in class IV at Elementary school, having its address at Hutabayu Village, Hutabayuraja District, Simalungun Regency. This research was conducted in the odd semester of the 2021/2022 academic year based on the student's problem, namely difficulty in speaking. The population in this study were all fourth grade students of Elementary school. A if the subject is less than 100, it is better to take all so that the research is a population but if the number of subjects is greater than 100, it can be taken 10-15% or 20-25% or more, Arikunto (2006:134). In this study, the population was all fourth grade students of elementary school with a total of 25 students.

This type of research is a collaborative Classroom Action Research (CAR). Yulianti et al., (2018) Nurhasanah et al., (2020) says CAR is action research to improve the quality of learning practices in the classroom, so that it focuses on the teaching-learning process that occurs in the classroom. According to Arikunto, (2021) CAR is an observation of a learning activity in the form of an action that is deliberately raised and occurs in a class simultaneously. In line with the opinion of Parnawi, (2020) explained that CAR is a type of research conducted by teachers to solve learning problems in their classrooms.

The type of classroom action research used is collaborative. Collaborative means collaboration between teachers and researchers. The teacher acts as the executor of the learning process, while the researcher acts as an observer. Researchers are directly involved in the research process from the beginning to the end of the study. It is expected that observations in the learning process can be observed. The research was conducted to improve the speaking skills of fourth grade students at Elementary school, in this case the action taken was to improve results and to solve problems in the classroom.

In this study, the author uses a research model that refers to the process of implementing the research proposed by Kemmis and Mc Taggart (1988) (Arikunto, 2021). In planning this research, Kemmis uses a self-reflection spiral system that begins with: (1) Planning (planning); (2) Action (acting); (3) Observing (observing); and (4) Reflecting (reflecting); and planning back which is the basis for a square off problem solving. The research design, as shown in Figure 1.

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                    ┌──────────┐
                    │ Planning │────────┐
                    └──────────┘        ▼
┌───────────┐       ┌──────────┐   ┌────────────────┐
│ Reflection│       │ Cycle I  │   │ Implementation │
└───────────┘       └──────────┘   └────────────────┘
        ▲       ┌───────────────┐        │
        └───────│  Observation  │◄───────┘
                └───────────────┘
        ┌───────────────────────►┌──────────┐
                                  │ Planning │────────┐
                                  └──────────┘        ▼
┌───────────┐       ┌──────────┐   ┌────────────────┐
│ Reflection│       │ Cycle II │   │ Implementation │
└───────────┘       └──────────┘   └────────────────┘
        ▲       ┌───────────────┐        │
        └───────│  Observation  │◄───────┘
                └───────────────┘
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Figure 1: Schematic of Classroom Action Research (CAR) Model Kemmis & MC Taggart

The data collection used in this study is as follows.

1. A test is a series of questions or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The test is used to measure the extent of students' speaking skills, whether the research is successful or not. The success of the research is based on the improvement of students' test results in each cycle.

2. Observation The method of observation in this study is to observe directly carefully the activities of writing essays on students' descriptions. Observations were made to observe all teacher and student activities during the learning process. The method of collecting and collecting data is by giving a test that will be given at the end of each cycle. The instruments used in this research are the syllabus and the Learning Implementation Plan (RPP).

    Thus the data analysis technique can be interpreted as a way of carrying out analysis of the data, with the aim of processing the data into information, so that the characteristics or properties of the data can be understood (Nasreen & Afzal, 2020). Based on the data collection technique, there are 2 types of data obtained, namely quantitative and qualitative, so that the analysis technique uses two paths, namely quantitative and qualitative

    a. Quantitative Analysis. Quantitative analysis techniques were carried out to analyse the results of the research. The following formula for finding the average of single data proposed by Chou & Chou, (2019) is as follows:

$$x = \frac{\sum x}{N} \tag{1}$$

    Information: x : average (mean) $\sum x$: total score, N : Number of cases (number of scores themselves). The next stage, the acquisition of the value of the increase in speaking skills at the end of the cycle is calculated on average. From the results of the

initial conditions or pre-action to the first cycle compared with the results of the second cycle test. If the results have increased, then the implementation of the *picture and picture* learning model can improve students' speaking skills.

b. Qualitative Analysis

Data in the form of information in the form of sentences that provide an overview of students' expressions of understanding the new learning media and student activities following learning (Bazeley, 2021). The data analysis through qualitative channels are as follows:

1) Data reduction

The data were obtained through written observations in detail. Then the data is expected to support each other because the focus of observation is the activities of teachers and students during the learning process of speaking skills using a *picture and picture* learning model that has been arranged in such a way that it is in accordance with the aspects to be assessed.

2) Data presentation Procedure

After reducing the data is the presentation of the data. In this stage, the data from the observation of teacher and student activities in learning speaking skills using *picture and picture* learning models are presented in narrative form.

3) Conclusion

The data generated in the presentation of the data are then drawn conclusions that represent the actual situation that contains the impact and effectiveness of the research that has been carried out.

C.   RESULT AND DISCUSSION

Based on the data that has been obtained from the results of the learning process and the data on learning outcomes obtained by students in the first cycle and in the second cycle, the research results are described as shown in Table 1.

Table 1. The Value of Students' Speaking Skills in Cycle I and Cycle II

Information	Cycle I Value 1		Cycle II Value	
	Meeting 1	Meeting II	Meeting 1	Meeting II
Total Value	1299	1366	1447	1539
Average	64.95	68.3	72.35	76.95
Min Value	44	50	60	68
Max Value	76	80	83	82
Completed KKM	8 people		18 People	
Average of Meeting 1 and Meeting II	66.62		82.50	
Completeness Percentage	40%		90%	

From Table 1 above, the average value of speaking skills for the first meeting was 64.95 and the second meeting was 68.3. Although classically there is an increase, this value is still not able to exceed the KKM 70 for that it is necessary to improve learning in cycle II in order to achieve learning mastery indicators. In the second cycle, the average value of speaking skills for the first meeting was 72.35 and the second meeting was 76.9. Improved speaking skills can be seen from the percentage of completeness of cycle I and cycle II. The initial condition of the first cycle of 20 students 8 of them had reached KKM 70 with a percentage of 40%, and there were 12 students still below KKM 70 with a percentage of 60%. Then the researcher conducted the second cycle of

20 students there were 18 people who had reached KKM 70 with a percentage of 90%, and there were 2 students who had not reached KKM or were still below KKM 70 with a percentage of 10%.

Based on the findings of observations of student learning activities and through cooperative models of pictures and pictures in cycle II, the learning process and speaking skills test results can be viewed, and it is clear that the outcomes of speaking skills in the material telling the location plan pictures are characterized as very good based upon. It has been determined that the learning has been successful through the analysis, reflection, and use of the success indicators that have been established. Thus, the intended learning goals have been accomplished. The study project "The Effectiveness of the Ability to Write Narrative Essays through the Media Picture Puzzle Series for Class IV Semester 2 Students of SD Negeri Jiken 05 Blora" was carried out by Sangadah et al., (2021). The findings of his study demonstrate the value of employing serial image puzzle media to teach fourth grade children how to write narrative essays 2016 study titled "The Effectiveness of Picture Series Toward the Students Writing Scores" by (Lidyawati & Nirwanto, 2016). The findings indicated that students who were instructed via a series of images had superior writing evaluation outcomes than those who did not get a sequence of visual instructions. The Effectiveness of Picture Series and Graphic Organizer on Students with High and Low Motivation in Comprehending Narrative Text" is the title of a 2016 study by Indriati & Rukmini, (2016). This study demonstrates that using a visual series instead of a graphic organizer for learning is more successful.

D. CONCLUSION AND SUGGESTIONS

Based on the analysis and discussion that has been carried out in the previous chapter, it can be concluded that the picture and picture learning model has an effect on student learning outcomes on the theme of environmental experiences around the house in grade IV Elementary schoolraja. The results showed an increase in students' speaking skills, the average value of speaking skills in the first cycle of the first meeting was 64.95 and the second meeting was 68.3. In cycle II, the average value of speaking skills for the first meeting was 72.35 and the second meeting was 76.9. This means that learning in cycle II has met the indicators of success, so it can be concluded that improving speaking skills by using picture and picture learning models can improve the speaking skills of fourth grade elementary school students.

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