



## English Speaking Skill Management Through Administration Image Media Industry

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### ABSTRACT

English speaking ability of seventh-grade students of Bina Mulya junior high school Bandar Lampung from year to year is still low. Based on the observations obtained data, the average value of students' English learning outcomes is still relatively low. In teaching and learning activities, there is often a lack of student interest and motivation in learning, and this can be caused by inadequate learning facilities that cause boredom for students to learn. This is where the teacher is required to be able to train himself to be skillful in developing his teaching system and be accustomed to providing positive reinforcement and response because the ability of students' absorption is different. After using the image media, students are more active. These student activities cause student learning outcomes to increase in each cycle. The increasing average value of student learning outcomes in learning activities can show this. So it is concluded that using image media in learning English can increase the average student learning outcomes, especially speaking skills and procedures. Also, the management of image media in learning is very influential on the activity and motivation and the value of student learning outcomes.

**Keywords:** *Speaking skill, Image media, Management*



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## **INTRODUCTION**

English has different characteristics from the exact or social sciences, which lie in the function of language as a means of communication. This identifies that learning English is not just learning vocabulary and grammar in the sense of knowledge, but must be sought to apply and use in daily activities as a means of communication. In daily life, people usually judge a person's English ability from his or her speaking ability. Someone who can fluently convey ideas in English is said to be proficient in English.

The English-speaking ability of seventh grade students at Bina Mulya junior high school in Bandar Lampung from year to year is still low. Based on the results of the researcher's observations of seventh grade students, it was found that the average value of students' English learning outcomes was still relatively low. This is indicated by the fact that students who express ideas in English orally often stop in the middle of the conversation; the average duration of speech is under 5 minutes; they use very limited vocabulary; and they lack the courage to start talking in English both to the teacher and to classmates. The researcher's findings in the previous semester in class VII, which focused on transactional interpersonal and functional communication, showed that students only answered the main idea, were less able to develop answers, and even asked questions in English. The brevity of the answers given by the students did not indicate a lack of ideas but rather a low level of English-speaking skill.

In teaching and learning activities, there is often a lack of student interest and motivation in learning; this can also be caused by inadequate learning facilities that cause boredom for students to learn. This is where the teacher is required to be able to train himself to be skilled in developing his teaching system and be accustomed to providing positive reinforcement and responding, because the ability of students' absorption is different.

This research will focus on efforts to improve English-speaking skills by using image media for seventh grade students at Bina Mulya junior high school in Bandar Lampung. Among learning media, image media are the most commonly used. This is because students like images more than writing, especially if the images are made and presented in accordance with good requirements, which will certainly increase their enthusiasm for following the learning process. It is expected that image media can motivate and develop students' thinking power and familiarize them with how to actively ask questions and express opinions in English.



## **METHODS**

### **Research Subject**

This learning improvement research was conducted at Bina Mulya junior high school in Bandar Lampung. Cycle I was conducted on September 19, 2022, and Cycle II was conducted on October 3, 2022. This research was devoted to the English subject with the learning aspect of speaking skills. The author took the subject of students of class VII, semester 1, Bina Mulya junior high school Bandar Lampung in the academic year 2022-2023, which amounted to 31 people, consisting of 18 boys and 13 girls. The characteristics of students in class VII at Bina Mulya junior high school in Bandar Lampung consist of 31 students divided into:

1. 30 % of students with outstanding achievements
2. 28 % of students with moderate achievements, and
3. 42 % of students perform poorly or slowly.

### **Description per Cycle**

The procedure for implementing this research was carried out by dividing it into two cycles. The implementation of these cycles is as follows:

#### *Cycle I (First):*

1. Planning Stage
  - a. Plan the number of cycles based on available time.
  - b. Determining the research class, namely class VII.
  - c. Establish Competency Standards, Basic Competencies, and Indicators.
  - d. Preparing lesson materials.
  - e. Make a lesson plan to make it easier to apply the learning material delivered.
  - f. Create and prepare drawing media and worksheets.
  - g. Make student observation sheets and questionnaires.
  - h. Determining the observation method uses closed observation where a teacher is present as an observer.
2. Implementation Stage

There are three main activities in the core activities, namely Introduction, Core Activities, and Closing.



- a. In the introductory activity, after the teacher greeted the students, the teacher opened the lesson with apperception, pre-requisites and motivated the students.
- b. In the core activities, the teacher conducts the learning process by using image media.
- c. The teacher distributes worksheets, and students work on the prepared image text questions.
- d. Students look up and translate difficult words in the text using a dictionary.
- e. The teacher and students conduct an information discussion.
- f. The teacher and students summarize the lesson material that has been discussed.
- g. The teacher gives the students a questionnaire.
- h. Students take a formative test.

3. Observation and Evaluation Phase

Observation was carried out simultaneously with the implementation of classroom actions carried out by the researcher as an observer. Observation was carried out during the activity (quantitative analysis), while evaluation was carried out at the end of the learning activity (qualitative analysis).

4. Reflection Stage

After the learning process is completed, the next step is to reflect. This reflection aims to find the shortcomings of the learning that has been done. These deficiencies concern teacher activities in implementing learning.

*Cycle II (Second):*

1. Planning Stage

- a. Establish Competency Standards, Basic Competencies, and Indicators.
- b. Preparing lesson materials.
- c. Creating a learning improvement plan.
- d. Create and prepare image media that become research materials.

2. Implementation Stage

- a. The teacher opens the lesson with apperception, prerequisites and motivates the students.
- b. Implementation of the initial test to determine students' mastery of the material that has been given in the first cycle.



- c. Conduct the learning process using image media.
- d. The teacher distributes worksheets and students work on the prepared image text questions.
- e. Students look up and translate difficult words in the text using a dictionary.
- f. Discussion-information between teacher and students
- g. The teacher and students summarize the lesson material that has been discussed.
- h. The teacher gives the students a questionnaire.
- i. Students take a formative test.

### 3. Observation and Evaluation Phase

At this stage, the teacher makes direct observations of student learning activities, and the learning process carried out.

### 4. Reflection Stage

The data obtained from the Cycle II action activities will be analyzed and used as reflection material to improve the following learning process, and with learning designed in such a way as to utilize image media, especially students will become more interested and motivated to learn.

Based on the description above, the author can conclude the following:

1. The results of learning conducted by the author for two cycles can show progress, especially students' speaking ability.
2. During the two cycles of learning the researcher did were:
  - a. Analyzing data obtained from observations and consulted with peers and supervisors.
  - b. Make an improvement plan by determining the objectives of the improvement, choosing the right materials, preparing learning steps and determining the right evaluation tools.
  - c. Analyze the results of the first lesson improvement to be improved in the second lesson.

## RESULTS AND DISCUSSION

### Description per Cycle

In the results of research that has been carried out on learning activities in Cycles I and II, the results are obtained in the form of percentages in Table 1.

**Table 1. Students' Readiness to Receive Lessons**

No.	Aspects observed	Readiness to Receive Lesson		Number of Students
		Cycle I	Cycle II	
1.	Bring a textbook	31 (100%)	31 (100%)	31
2.	Bring a dictionary	7 (23%)	20 (64%)	31
3.	Bring a notebook	31 (100%)	31 (100%)	31
4.	Bring stationery	31 (100%)	31 (100%)	31
Average		25 (75%)	28 (84%)	

To encourage student participation in learning activities, observations were made. The data obtained in the form of percentages is shown in Table 2.

**Table 2. Student Learning Activities**

No.	Aspects observed	Student Learning Activity		Number of Students
		Cycle I	Cycle II	
1.	Concentrate on the image	31 (100%)	31 (100%)	31
2.	Actively working on the worksheet	13 (42%)	21 (69%)	31
3.	Actively look up and translate difficult words using a dictionary	31 (100%)	31 (100%)	31
4.	Active in teacher-student discussions	9 (28%)	17 (56%)	31
5.	Actively answer the teacher's questions	16 (51%)	24 (78%)	31
Average		20 (60%)	25 (75%)	

Based on the questionnaire results, students' responses to the use of image media can be seen in percentage form in Table 3.

**Table 3. Student responses to the Use of Image Media**

No.	Question in Questionnaire	Students who answered	
		Cycle I	Cycle II
1.	Does the image media used by the teacher attract your interest in learning?		
	a. Very interesting	7 (22%)	9 (30%)
	b. Interesting	15 (47%)	18 (57%)
	c. Less interesting	4 (14%)	3 (9%)
	d. Not interesting	5 (17%)	1 (4%)
2.	Does the image media used benefit you?		
	a. There are so many	4 (12%)	5 (17%)
	b. Many	27 (88%)	26 (83%)
	c. Less	(0%)	(0%)
	d. None	(0%)	(0%)

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3.	Does the image media used by the teacher make it easier for you to learn with text?		
	a. Very clear	4 (13%)	6 (19%)
	b. Clear	14 (46%)	21 (68%)
	c. Less clear	11 (34%)	3 (9%)
	d. Not clear	2 (7%)	1 (4%)
4.	Is the image media used by the teacher in accordance with the material being taught?		
	a. Very suitable	31 (100%)	31 (100%)
	b. Suitable	0 (0%)	0 (0%)
	c. Less suitable	0 (0%)	0 (0%)
	d. Not suitable	0 (0%)	0 (0%)
5.	Is the image media used by the teacher in the important parts clearly described?		
	a. Very clear	8 (24%)	10 (33%)
	b. Clear	22 (72%)	21 (67%)
	c. Less clear	1 (4%)	0 (0%)
	d. Not clear	0 (0%)	0 (0%)
6.	Is the image media used by the teacher explained sistematically?		
	a. Very clear	9 (27%)	11 (34%)
	b. Clear	17 (55%)	20(66%)
	c. Less clear	4 (14%)	0 (0%)
	d. Not clear	1 (4%)	0 (0%)
7.	Is the image media used by the teacher clearly understandable?		
	a. Very clear	11 (36%)	13 (42%)
	b. Clear	14 (43%)	17 (54%)
	c. Less clear	5 (17%)	1 (4%)
	d. Not clear	1 (4%)	0 (0%)
8.	How about the improvement of your speaking ability after using image media?		
	a. Greatly improved	7 (22%)	(29%)
	b. Improved	21 (67%)	(71%)
	c. Less improved	2 (7%)	0 (0%)
	d. Not improved	1 (4%)	0 (0%)
9.	Does the drawing media used by the teacher match the worksheet given to you?		
	a. Very suitable	31 (100%)	31 (100%)
	b. Suitable	0 (0%)	0 (0%)
	c. Less suitable	0 (0%)	0 (0%)
	d. Not suitable	0 (0%)	0 (0%)
10.	What is your attitude when the teacher uses images in speaking lessons?		
	a. Very happy	15 (47%)	18 (59%)
	b. Happy	16 (53%)	13 (41%)
	c. Less happy	0 (0%)	0 (0%)



d. Not happy	0 (0%)	0 (0%)
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To determine the progress of student learning during the two cycles of learning activities, formative tests were conducted at the end of each cycle. The average score obtained can be seen in Table 4.

**Table 4. Data on Student Answer Results**

	Pre Cycle	Cycle I	Cycle II
Number of students	31	31	31
Average	61,54	65,60	71,40
Number of students who completed	13	14	23
Percentage of students completed	41,93%	45,16%	74,19%

The following are the Comparative Scores of students from pre-cycle, Cycle 1 to Cycle 2 in English subjects:

**Table 5. Comparative Scores of Students**

No	Name	Scores		
		Pre Cycle	Cycle 1	Cycle 2
1	ALFIAN YULIANDARI	50	55	75
2	ANGGI SAPITRI	50	65	80
3	DANDI SAPUTRA JAYA	55	60	65
4	DANI ARISKI	65	75	75
5	DEA MITHA JORIKA	70	70	80
6	DEDI IRAWAN	50	55	60
7	FERDIANTO	75	75	85
8	GHUPROTUL EVI LUFIAH	55	60	75
9	HABIB RIZKI PUTRA	75	75	75
10	JODI SAPUTRA	70	70	70
11	M. ALWI ADI SAPUTRA	50	55	70
12	M. NOPIYANTO	65	65	75
13	MAULANA AKBAR	55	60	65
14	MICHO APRIYANTO	80	80	75



15	MUSTOPA	50	55	60
16	OKTAVIANTO	55	60	65
17	RAYENDRA PATRIA	60	65	75
18	RIYANTO	75	75	70
19	SAFIKA RAMADANI	50	60	80
20	SANDI SAPUTRA	80	80	85
21	SEPTA MARIDINTIKA	55	60	60
22	SINDI NOPIYANTI	55	60	70
23	WANDA DWI CAHYANI	75	80	85
24	WAWAN SETIAWAN	70	75	80
25	WULANDARI	45	50	60
26	YAHYA ARISANDI	75	75	70
27	YANI AFRILIASARI	75	75	85
28	YENTI ANABRIYEN	55	60	70
29	YUNISA RAHMADINA	75	80	85
30	ZAMIL YANDRI	70	75	80
31	ZAVIRA EKA PUTRI	50	55	60
	<b>Amount</b>	<b>1935</b>	<b>2060</b>	<b>2265</b>
	<b>Average</b>	<b>62.41</b>	<b>66.45</b>	<b>73.06</b>
	<b>Percentage of Students Completed</b>	<b>41.93%</b>	<b>45.16%</b>	<b>74.19%</b>

KKM score= 70

KKM (Minimum Completeness Criteria)

In the table above, it can be seen that the completeness of student learning from each cycle has mostly increased:

1. From the pre-cycle students who achieved completeness, there were only 41,93% with an average of 62,41, meaning that pre-cycle learning completeness had not been achieved because the average score was below the KKM.
2. Based on the pre-cycle scores, which are still below the KKM, improvements are made in Cycle I, but the percentage in Cycle I has not achieved good results because students who reach completeness are only 45,16% with an average of 66,45, meaning that Cycle I learning completeness has not been achieved because the average score is below the KKM.



- Improvements in Cycle I have not achieved good results, so improvements were made again in Cycle II. After the improvements were made, there was an increase in learning outcomes, which was quite good. This can be seen in the increase in the score of the second cycle, which was quite good. This can be seen in the increase in the score of the second cycle, which reached 74,19% with an average score of 73,06, which means it is above the KKM.

### **Discussion of Each Cycle**

#### *Cycle I (First):*

In the observation data (Table 1), it can be seen that the average percentage shows activities that are quite good. This can be seen from the percentage of students who bring 100% textbooks, 28% dictionaries, 100% notebooks, and 100% stationery. Observed learning activities (Table 2) show that student activities are quite good. This can be seen in students who concentrated on paying attention to the images and actively looking for and translating difficult words using a dictionary (100%); students actively working on worksheets (42%); active in teacher-student discussions (28%); and actively answering teacher questions (51%).

Students' responses to the use of image media (Table 3) produced varied answers but showed a fairly good category. This shows that, in general, image media can be said to attract students' interest and arouse their enthusiasm for learning. Meanwhile, the reflection of the observation results showed that there was still a lack of student motivation and ability in the learning process. From the results of these observations and reflections, the researcher made a second improvement plan (Cycle II) because the results obtained were not satisfactory.

#### *Cycle II (Second):*

In the observation data (Table 1), it can be seen that students' readiness to receive lessons is getting better and improving when compared to Cycle I. Students' readiness to receive lessons is a supporting factor in learning activities. Readiness is a clue to the level of students' ability to realize their need to receive motivation, give certain responses, and consolidate the results of the lesson. Learning activity observation results (Table 2) indicate an increase in student activity. When compared to Cycle I, an average increase of 15% was obtained. This shows that student activities are in the good category.



Students' responses to the use of image media were categorized as very good. According to some experts, image media can stimulate students' thoughts, feelings, and attention to the subject matter presented. Dialogue or text contained in the image can generate students' interest and motivation to learn to speak English, which can improve their English learning outcomes.

Overall, the impact of using this image medium in learning on student learning activities and outcomes continues to increase in each cycle. Where previously students were less motivated and played an active role in interacting in learning, asking questions, and expressing opinions, after using this image medium, students were more active. These student activities cause student learning outcomes to increase in each cycle. This can be shown by the increasing average score of student learning outcomes in learning activities delivered, as clearly seen in Table 4.

Students' learning outcomes that have improved are due, among others, to increased student readiness, student activity, and student performance. From the results of the learning improvement research actions obtained by the researcher, it shows that the expected success indicators in this study have been met, namely improving students' speaking skills in the actions of each cycle. Based on these results, it can be said that the use of image media can increase students' motivation and learning outcomes.

## **CONCLUSION**

Based on the research and observations obtained after conducting learning activities, it was concluded that: 1) the use of image media in learning English can increase the average of students' learning outcomes, especially speaking skill, in Class VII semester 1 Bina Mulya junior high school Bandar Lampung in the 2022/2023 academic year; and 2) the procedure and management of image media in learning greatly influence the activity and motivation, as well as the value of students' learning outcomes.

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