Development of Image Series Media in *Text Descriptive* to Improve English Speaking Skills

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Abstract : Speaking skills are seen as a very important skill to be understood by learners of a language. This is related to the function of language as a means of communication which requires its users to be able to use the language in real communication. The implication of this is that teachers should be able to create a learning environment that is able to facilitate learners to practice functional expressions actively and communicatively. Meanwhile, speaking skill is considered as one of the language skills that is used as a benchmark in determining the quality of ability. This research uses the method of methods (SLR). regarding research methods: "Literature" which means it is a critical analysis of the research that is being done on a special topic or in the form of a question to a part of science. helps us in compiling a framework that is in accordance with the theory, findings, and results of previous research in solving the problem formulation in the research that we make. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. With the use of the SLR Method, a systematic review and identification of journals can be carried out. The results of the study are described basically the ability to speak can be influenced by the methods and media provided, the initial stimulus carried out by the teacher will be able to stimulate the child's ability, especially at the psychomotor level, interesting learning media will certainly have an influence on students during the teaching and learning process in the classroom. For this reason, the role of the teacher as a facilitator is expected in providing stimulus to students.

Introduction

The principle of learning English from partial to integrated learning, from content-based learning to competency-based, is contained in the content standards regulated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number. 65 of 2013 concerning process standards for primary and secondary education. In the content standards, it is stated that students are required to be able to understand 4 English language competencies (reading, listening, speaking and writing) which are taught in an integrated manner. The most important language skills are speaking skills. Currently, the existence and role of language is something that is considered important. Language is a communication tool that can be enjoyed by all creatures in this hemisphere. Language is needed as a means of communicating and interacting with other humans in society. Language itself has a basic form in the form of spoken or spoken words. So it is clear that learning a language is essentially learning to communicate, and communicating is synonymous with speaking. In order to be able to tell well, a person

must have sufficient linguistic competence and the elements that are required so that the speaking process can run easily, properly and correctly. These elements include, among others, pronunciation, intonation, spelling, and vocabulary.

The main purpose of education in general is to provide an environment for students to cultivate and develop their talents and abilities to the fullest, so that students can realize themselves and function fully according to their own needs. Education is something that cannot be separated from life, education holds a very important element in shaping mindsets, morals and behavior so that it is in accordance with existing norms, such as religious norms, customs, culture, society, and others (Aufia Aisa, 2021).

Teaching English in junior high schools includes four language skills, namely: listening, speaking, reading and writing. All of this is supported by other language elements, namely: Vocabulary, Grammar and Pronunciation in accordance with the theme as a means of achieving goals. Of the four language skills above, learning Speaking skills is not working as it should. The ability to express meaning in simple short monologues in the form of procedures and narratives using a variety of spoken language accurately, fluently, and acceptable to interact in the context of everyday life is one of the Basic Competencies (KD) that must be mastered by Class VII Junior High School Students. (JUNIOR HIGH SCHOOL). Teaching must make students active. Creative in expressing the meaning of the material provided.

Speaking is one aspect of language skills that is productive, meaning that a person's ability to convey ideas, thoughts or feelings that are in the speaker's mind. Thus speaking means expressing ideas or verbal messages actively through sound symbols so that communication activities occur between the speech partner and the speech partner. Speaking is a language skill that develops in a child's life, which is preceded by listening skills and it is during this period that speaking or speaking skills are learned. Furthermore, conveying messages through spoken or spoken language is the ability to pronounce articulate sounds or words to express, state, and convey thoughts, ideas and feelings (Densemina Yunita Wabdaron, 2020).

The ability to speak English is a must in the era of communication and globalization. Studying English in Junior High School, especially in Speaking competence is highly prioritized. Because this is a self-development tool for students in science, technology and art. After students graduate from their studies, students are expected to grow and develop into intelligent, skilled and personable people who are ready to play a role in national development. This is the author's most difficult challenge, namely preparing students to be skilled in expressing meaning in monologues in the form of procedures through demonstration methods.

The first challenge Students in class differ in ways, intensity and thinking between one another. These differences include interests, abilities, gaps, experiences, ways of learning and so on. This has an impact on the process and learning outcomes. Learning to express meaning in monologues in the form of procedures has been carried out previously in previous schools, but the learning outcomes turned out to be below the Minimum Completeness Criteria (KKM). Students are very passive and lack self-confidence, learning progresses slowly and seems boring. (Teiseran, 2020).

Speaking skills are seen as very important skills to be understood by learners of a language. This is related to the function of language as a communication tool which requires its users to be able to use the language in real communication. The implication of this is that teachers should be able to create a learning environment that can facilitate students to practice functional expressions actively and communicatively. Meanwhile, speaking skill is considered as one of the language skills which is used as a benchmark in determining the quality of ability.

The initial analysis found that students at SMP 2 Katibung did not have a good ability to convey the contents of their message to others using English. This ability is to align exactly what is in the mind with what is said, so that other people who listen to it can have the same interpretation as the speaker's will. In essence, students realize that the ability to speak is a means to communicate, or a provision to continue their education to a higher level. However, it should be noted that every time students are assigned to speak English, students often experience difficulties. These difficulties can be in the form of not being fluent when speaking, or not being clear in expressing their ideas.

Based on the conditions for learning English speaking skills above, the achievement of speaking skills for Class VII students in the 2021/2022 school year at State Junior High School 2 Katibung is still relatively low and does not meet the minimum Completeness Criteria (KKM).

Details of student scores can be seen in the following table:

Table 1. List of Average Values of English Learning Outcomes for Class VII Students of SMPN 2 Katibung

Academic Year	Basic competencies	Indicator	Average Achievement (KKM: 65)			
			Listening	Speak	Reading	Writing
2020/ 2021	4.7.Text Description 4.7.2 Compose oral and written descriptive texts, very short and simple, related to people, animals, and objects, taking into account social functions, text	Doing very short and simple monologues in descriptive text related to people.	70	62	72	70
2021/ 2022	structure, and linguistic elements, correctly and appropriately context		72	64	74	72

Source: Documentation of grade VII English teacher scores at SMPN 2 Katibung.

Data on the achievement of student learning outcomes for the last two years shows that speaking skills are still low with an average score of 63 (KKM 65). This achievement is still below the score of the other skills, namely listening 71, reading 73 and writing 71. Students still have difficulties in developing ideas about what they can express in speaking skills. Students' lack of understanding of the various functions of speech expressions and linguistic contexts also makes it more difficult to master speaking skills. Based on the results of a preliminary study conducted by the author, there are still many students whose mastery of speaking English is lacking, especially in class VII students of SMP N 2 Katibung. The average result of the speaking competence formative test in English class VII lessons for the 2020/2021 school year is 62 and in the 2021/2022 school year it only increased slightly to 64.

From the description above, it can be concluded that the English language skills of class VII students at SMPN 2 Katibung, South Lampung Regency, are still low. If observed more closely, students' intrinsic factors are the dominant factors in learning to speak. The author suspects that the factors considered to be the cause of low speaking skills are low knowledge of applicable language rules and limited knowledge or experience (schemes) that will be conveyed to the interlocutor or listener. The low ability of students to express themselves is

possible because the learning media used so far has not been able to motivate them to be enthusiastic in learning English, especially in speaking skills.

The problem of the lack of ability of students in mastering initial skills is due to the tendency of students to only be given conventional method treatment by the teacher as a learning facilitator. Teacher as*learning center* of course it can provide innovation, creativity in managing learning and learning in the classroom, for this we need a media so that the problem of students' lack of English speaking skills can be resolved by utilizing learning media of course the teaching and learning process can be fun and spur students' learning motivation.

In addition to student learning achievement data, the author has also collected data on student learning styles at SMPN 2 Katibung through a learning style survey by distributing the learning style test survey link to class VII students at https://www.proprofs.com/quiz-school/story.php?title=apa-gaya-belajar-anda_7e3 From the results of the learning style test, the following data were obtained:

Table 2. Learning Styles of Class VII Students of SMPN 2 Katibung

No	Class	The number of students	Learning style		
			Visual	auditorium	Kinesthetic
1.	7 A	35 Students	54,28 %	28,57 %	17,14 %
2.	7 B	34 Students	61,76 %	20,58 %	17,64 %
3.	7 C	35 Students	45, 71 %	31,42 %	22, 85 %
4.	7 D	34 Students	52,94 %	17,64 %	29,41 %

Source: Documentation of SMPN 2 Katibung curriculum.

Based on the learning style data above, it can be concluded that most Class VII students at SMPN 2 Katibung tend to have a visual learning style, which means that they use their sense of sight to observe, read media, draw and also demonstrate. Students who have a visual learning style will easily understand and understand information if it is presented visually, there are lines, colors, shapes or pictures while learning something.

Research conducted by Israwati et al, (2019) the use of media in the teaching and learning process can result in motivation and stimulation in the teaching and learning process, and can affect students' psychology. The benefits of media in learning are the first that the delivery of subject matter can be uniformed. Both learning processes become clearer and more interesting. The three learning processes become more interactive. Fourth, the use of time and energy is more efficient. Fifth, the quality of student learning outcomes increases. The six learning processes can be done anywhere and anytime. Seventh foster a positive attitude of students towards the learning process. Eighth, change the role of the teacher in a more positive and productive direction. One of the media that can be used to improve children's oral language skills is serial picture media. Image media is a visual media. Visual media is media that can convey messages/information visually. This means that the recipient of the message, namely students, will receive information through the sense of sight, because the message will be poured into visual communication symbols (Israwati, Rosmiati, Putry Julia, 2019).

Based on the data collected, the writer will describe learning media in the form of images that were previously only available in textbooks to become a serial image media that has high appeal for students with the aim of improving English speaking skills.

Research methods

This scientific article was prepared using the (SLR) method. regarding research methods: "Literature" which means a critical analysis of research that is being carried out on a specific topic or in the form of a question about a part of science. assist us in compiling a frame of mind that is in accordance with the theories, findings, and results of previous research in solving the problem formulation in the research that we make. The SLR method is used to identify, review, evaluate, and interpret all available research on interesting topic areas, with specific relevant research questions. With the use of the SLR method, a systematic review and identification of journals can be carried out. To complete this research, researchers collected journal articles from Google Scholar, Research Gate, SINTA, DOAJ, and Scopus. The keyword is the development of picture series media in descriptive text to improve speaking skills. The articles that were collected were only articles published in the period 2017 to 2022. From various articles, the researcher chose 8 articles that were closely related to the keywords used. The next step, the researcher grouped articles related to the development of picture series media in descriptive text to improve English speaking skills.

Results and Discussion

Based on the results of the research in accordance with the researchers who will be conducted, there are several studies that are considered relevant, namely as follows:

Research Donny Adiatmana Ginting,*at, al* (2020) this study aims to increase English vocabulary using picture media for children in the fine nets village, Kec. Secanggang, Kab. Wow. The results of the training showed that ten children had low abilities after participating in the English vocabulary training activities. Meanwhile, five children had intermediate abilities after participating in English activities. In other words, this training succeeded in increasing the abilities of five children from low to medium. It is hoped that this training will be carried out on an ongoing basis so that it can improve the abilities of the children of Jaring Halus Village, Secanggang District, Langkat Regency (Israwati, Rosmiati, Putry Julia, 2019).

Furthermore, research conducted by, Hj. Andi Mas Ani, S. Pd (2020) with the title the use of color picture card media as an effort to improve speaking skills in English subjects in class VIII SMP 4 Mataram Odd Semester 2016/2017 academic year. Unsatisfactory learning achievement in English is a teacher's concern that must be improved. Through this research the teacher wants to know the achievement of learning English through the use of colored picture cards as media. In this learning theory it is stated that it is designed to stimulate student activity in learning English lessons in class, so that it can increase the active learning of students. This research was conducted in class VIII, on the day, cycle I. Based on the analysis of qualitative descriptive data, there was an increase in learning achievement. The implementation of learning in cycle I and cycle II showed an increase. This can be seen from the percentage of student learning outcomes which showed an increase from cycle I, an average of 53.5 with the number of students who completed 11 people (38.8%) and students who did not complete 19 people (61.2%), increased in cycle II an average of 69.1% with the number of students who completed 26 people (88.9%) and students who did not complete 4 people (11.1%). The results

of this study are expected to be useful for teachers as professionals while for schools to improve learning quality and services (Al, 2020).

Ita Lestari, et al (2021) presented efforts to increase the ability to tell stories through the media of bright images in children aged 5-6 years in the village of Mertak, Pujut Subdistrict, Central Lombok Year 2021, The results of the research show that the ability of children to tell stories can be increased through the use of media of bright images as follows: children listen to the teacher tell a story using the media of bright pictures, the children are given the opportunity to tell stories in front of the class using the media of bright pictures alternately, after that the children are asked to sort the stories of the bright pictures, this can be seen from the improvement in the storytelling ability of children aged 5-6 year at PAUD Setuwi Jati that occurred, where the score achieved before the action was 134 (27.92%) and in cycle I the score achieved was 201.5 (41.98%) with a maximum score of 480. Score increase from before the action to the cycle action I reached 67.5 (14.06%). In cycle II actions, it reached a score of 374 (77.92%) with a maximum score of 480. The improvement in storytelling ability from cycle I to cycle II actions reached 172.5 (35.94%) (Ita Lestari, 2021).

Research conducted by Eka Fransiska (2020) with the title of using picture series to improve the speaking skills of grade 1 students at SDI Onekore 6 The use of learning media can make teaching and learning activities more effective. Learning media can assist teachers in conveying learning messages and are faster and more easily captured by students. This study aims to get an overview of improving the speaking skills of class I students at SDI Onekore 6 by using media images. The research method used is descriptive qualitative with Class Action Research. Data collection techniques used instruments in the form of direct observation of learning activities carried out by teachers and students and practice of speaking using media images. Based on the analysis and processing of data, it was obtained that the average value of the initial test was 17.5, the average value of speaking skills in the first cycle was 33.85 and the average value in the second cycle was 56.87. The value obtained shows that there is an increase in students' speaking skills in cycle I and cycle II by using media images. This means that the use of media images can improve students' speaking skills in Indonesian language lessons (Fransiska, 2020).

Furthermore, Fahruddin et al (2022) research which aims to determine the effectiveness of using picture card media to improve the speaking skills of group B children in Nurul Iman Sekarbela Islamic Kindergarten in the 2021/2022 academic year. This study uses a quantitative experimental method Pre-experimental Design with a one group pretest-posttest design. The sample in this study were group B children at Nurul Iman Sekarbela Islamic Kindergarten, a total of 15 people consisting of 7 boys and 8 girls. Data collection techniques in the form of observation and documentation. Analytical techniques include effectiveness tests, normality tests, and statistical hypotheses. The results of the normality test obtained a significance value of 0.200 pretest and 0.172 posttest more than (>) 0.05, meaning that the data is normally distributed. The results of the study showed that there was significant effectiveness of using picture card media on the speaking abilities of group B children at Nurul Iman Sekarbela Islamic Kindergarten in 2021/2022. It can be seen from the significance value of the child's speaking ability of 0.000 which is less than 0.05 (0.000 <0.05) which means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means that the use of picture cards is effective (Fahruddin et al., 2022).

The role of verbal communication in the use of picture media to improve the ability to speak Mandarin for kindergarten children by Maisyah Putri in (2019) The research conducted

aims to find out the role of verbal communication in the use of picture media to improve the ability to speak Mandarin. This research method is qualitative descriptive. The results of the research show that the use of image media is one of the most effective means to improve learning performance, especially in Mandarin language lessons. This can be seen in the picture which serves to attract the attention of the students so that they can more easily understand the Mandarin language learning delivered by the teacher. (Princess, 2019).

Research conducted by Arsan Shanie in 2021 entitled Improving early childhood speech skills through learning using modern wayang media, funny animated characters. Improved children's abilities include listening, responding to comments, speaking more clearly, sorting ideas, discussing and expanding vocabulary (Shanie & Nur Fadhilah, 2021).

Siti Mutiatun put forward story telling using Madurese local knowledge-based image media as a strategy in speaking for class VII students, suggesting four language skills, one of which is speaking. Speaking is one of the skills used to communicate directly. In contrast to other skills, speaking is one of the skills that is difficult to apply because of the introvert and extrovert factors in each child. Story telling is an activity of retelling a story packed with local Madura knowledge. With stories based on Madurese local knowledge, students retell according to their understanding. This research is a qualitative descriptive research that will describe students' speaking activities. This research also describes efforts to optimize story telling as a strategy that students are interested in by using stories based on Madurese local knowledge (Mutiatun, 2021).

Research conducted by Anang Kusherminto, M. Pd (2019) with the title Improving speaking skills through the use of media images in students of class X MIPA 2 Even Semester SMA Negeri 1 Madiun City for the 2017-2018 academic year, this research generally aims to: 1) Knowing the use or role of media images in terms of improving the speaking skills of class X Mipa 2 SMA Negeri 1 Madiun City in the 2017-2018 academic year. 2) Improving the speaking skills of class X Mipa 2 students of SMA Negeri 1 Madiun City for the 2017/2018 academic year, and 3) Improving the attitude of the speaking skills of students of class X Mipa 2 SMA Negeri 1 Madiun City for the 2017/2018 academic year. Performance indicators at least 80% of students get a score of 68 or more as a complete limit in assessing students' attitudes and activeness in the process of learning speaking skills. At least 80% of students get a score of 68 or more as a completion threshold, because the Minimum Completeness Criteria (KKM) for class X Indonesian subjects consisting of 9 parallel classes is 68. Research procedures include: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. An increase occurred in the scores of students' speaking skills from the pre-action 10 students (30.3%) to the first cycle of students who reached the minimum mastery limit of 16 students (48.88%), and in the second cycle reached the minimum mastery limit of 29 students (87.88%) . The average score for mastering speaking skills from pre-action was 61.85, increasing in cycle I to 68.61, then in cycle II it increased to 70.09. The results of the pre-action findings of students who had a positive attitude towards learning speaking skills were 16 students (48%) increased in cycle I by 20 students (61%), then continued in cycle II by 30 students (91%). So it can be concluded that the results of classroom action research on the implementation of learning using media images in order to improve the speaking skills of class X Mipa 2 SMA Negeri 1 Madiun City for the 2017-2018 academic year (Kusherminto, 2019).

Astiani (2019) with the title Improving the ability to tell stories through the media of serial images in children in the Muslihat Al-Usmani NW Selagik Kindergarten group. The indicator for the success of this classroom action research is the achievement of children's

achievements with the following conditions: Research success is seen from learning achievement achieve classical completeness, that is, if 85% of the children get a minimum score of 3 stars. Based on the results of data analysis in each cycle, it appears that the results from cycle I to cycle II have increased. In the implementation of learning and the results of data analysis cycle I, for children's activities a classical completeness score of 50% was obtained and increased in cycle II to 90% (B Astiani, 2019).

Based on several research studies that have been conducted, media images have a level of effectiveness in improving children's speaking abilities, as stated by Putri, the use of media images is a very effective means of increasing learning achievement, especially in Mandarin lessons. This can be seen in the pictures that serve to attract the attention of students so that it is easier to understand the learning of Mandarin delivered by the teacher.

Media is one way that can be used to facilitate the learning process. The process of conveying information will not run easily without the use of good media. Learning media cannot be separated from its role in the preparation of teaching materials. Image media is included in the type of printed teaching materials. Self-learning media The definition of media has also been disclosed which states that media is anything that can be used to carry and convey messages from informants to recipients of information. If the delivery of the message is associated with the learning process, it means that the teacher acts as an informant, while the recipient of the information is the student. The media is divided into several parts including sound media, visual media and motion media. The media to be used in this study is serial image media. Serial image media, when referring to the classification of media according to Rudy Bretz, is included in the type of visual media. Media images are images that show continuity between one image and another so that an event can be told in sequence. This is of course different from loose images which have no continuity with other images and can only be used to tell certain situations or live events (Widodo et al., 2020).

Conclusion

Basically the ability to speak can be influenced by the methods and media provided, the initial stimulus carried out by the teacher will be able to stimulate children's abilities, especially at the psychomotor level, interesting learning media will certainly have an influence on students while participating in the teaching and learning process in the classroom. For this reason, the role of the teacher as a facilitator is highly expected in providing stimulus to students.

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