A STUDY ON USING PICTURE TO MOTIVATE STUDENTS IN LEARNING ENGLISH OF THE FIRST GRADE STUDENTS OF SMA DHARMA AYU

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Abstract

This study aims: To Find out whether picture are effective to motivate the students in learning English, to identify the problems the students face in using picture in learning English and to categorize the level of the students' mastery on using picture in learning English. The method used in this research is descriptive. this writer applied multiple choice and use 50 items multiple choice for measuring student's ability in learning english.The students were find answer so that the student has to choice carefully to the paper.Multiple choice means questions to the students and it is hoped students can answer the questions related to answer.There are 10 students taken to do the test. The results showed that the students' learning English using picture reached a minimum standard of completeness (80%).Then from research testing conducted by the author shows that the ability to learning English using picture of the first grade students in SMA Dharma Ayu Kefamenanu can reach the minimum standard of achievement (80%) using picture because the picture are easy for students to improve their abilities. Number 5, 9, 13, 19, 27, 34, 35, 37, 46 difficult questions categories which are indicated by wrong answers by 4 and 5 numbers. While the easiest questions are 1, 10, 18, 22, 28, 39, 42, 43, 48, because students answer all the questions correctly which are indicated by right answers 10 number, it can be concluded that students have the ability to work on the questions given, where 41 questions are included in the easy category and 9 difficult questions. The writer says that, the research activity is important than she has to able to do the good data analysis because to analyze the data accurately is more difficult. It is to be problem that faces her when she was doing analysis the field study.

Keywords: Picture, Motivate, Learning English

Abstrak

Penelitian ini bertujuan: Untuk mengetahui apakah gambar efektif untuk memotivasi siswa dalam belajar bahasa Inggris, untuk mengidentifikasi masalah yang dihadapi siswa dalam menggunakan gambar dalam pembelajaran bahasa Inggris dan untuk mengkategorikan tingkat penguasaan siswa dalam menggunakan gambar dalam pembelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah deskriptif. Penulis ini menerapkan pilihan ganda dan menggunakan 50 item pilihan ganda untuk mengukur kemampuan siswa dalam belajar bahasa Inggris. Siswa menemukan jawaban sehingga siswa harus hati-hati memilih kertas. Pilihan ganda berarti pertanyaan kepada siswa dan diharapkan siswa dapat menjawab soal-soal yang berkaitan dengan jawaban. Ada 10 siswa yang diambil untuk mengerjakan tes. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Inggris siswa menggunakan gambar mencapai standar ketuntasan minimal (80%). Kemudian dari pengujian penelitian yang dilakukan penulis menunjukkan bahwa kemampuan pembelajaran bahasa Inggris menggunakan gambar siswa kelas I SMA Dharma Ayu Kefamenanu dapat mencapai standar ketuntasan minimal (80%) menggunakan gambar karena gambar mudah bagi siswa untuk meningkatkan kemampuannya. Nomor 5, 9, 13, 19, 27, 34, 35, 37, 46 kategori soal sulit yang ditunjukkan dengan jawaban salah dengan nomor 4 dan 5. Sedangkan soal yang paling mudah adalah 1, 10, 18, 22, 28, 39, 42, 43, 48, karena siswa menjawab semua soal dengan benar yang ditunjukkan dengan jawaban benar nomor 10 maka dapat disimpulkan bahwa siswa memiliki kemampuan untuk bekerja. pada soal yang diberikan, dimana 41

soal termasuk dalam kategori mudah dan 9 soal sulit. Penulis mengatakan bahwa kegiatan penelitian lebih penting daripada harus mampu melakukan analisis data yang baik karena menganalisis data secara akurat lebih sulit. Hal itulah yang menjadi masalah yang dihadapinya saat melakukan analisis studi lapangan.

INTRODUCTION

A language is a set of words over some alpahabet. It is used to communicate and often used by human to express something. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism.Learning motivation once formed,the student will use an active learning attitude to learn,and express a keen interest in learning, and can focus attention in class to master knowledge. In education, English has been one of the most important subjects or materials in any educational program. Nur Rohmah (2008:1) states that the globalization of English has prompted continuing debate about the rule of English as a language for international communication and how people from other linguistic communicaties might be in the world.

English also becomes a requirement of the learning subject for students who want to graduate from junior high school or senior high school. It will be an important requirement for people who want to apply for jobs.As foreign language in Indonesia, it has been learned seriously by many students to have a good prospect in the community of international world. It is acquired through learning process. Brown (1947) states that learning is acquired or getting of knowledge of a subject or a skill by study, experience, or instruction.

However, learners always face many problems when they learn English as a foreign language. Learners should recognize and learn "to be", tenses, etc. that they do not know in either mother tongue or Indonesia language. Herlina (2006:99) acknowledges that each teacher has various ways or styles in teaching English. The ways are related to the teachers abilities to give motivation to the students. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic setting.

 Gardner (2009:25) states that motivation is very important to make students like learning English process. Teacher‟s motivation is related to teacher use of motivating strategies, which in turn are related to students motivation and English achievement. While Brophy (2004:4) states that: "Motives, goals, and strategies can be dificult to distinguish in situations that call for intentional learning of cognitive content, because forms of motivation to learn and optimal strategies for accomplishing the learning tend to occur together in the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may not be the ones desired by their teachers.Brophy (2004:1) adds that learning is fun and exciting, the materials must be matched to the students' interests and abilities.

The writer's observation at some schools found that many students were not interesting in joining English subject. They argued that the teachers could not teach using media. They were

just asked to read textbooks without providing media that would help them to master the materials given

Review of Related Literature
Many studies about the effectiveness of using picture have been done in recent years. Those studies have found out picture could motivate students to learn English and get good achievement. To enrich knowledge the writer will review some them as follows: Fristly Gine Rahmadani (2012) Picture as media in teaching vocabulary which are learning and enhancement students in acquire the language. The purpose of this research is to know whether teaching vocabulary to the seventh grade student of SMPN 1 Sungai Betung in academic year 2011/2012 through picture is effective. The methodology is through pre-experimental study, using a measurement technique in form of label the picture, complete sentence and change the picture in to word in the sentence which consists of 20 test items. Based on the data analysis, mean score of pre-test is 3.97, qualifying poor and post-test mean score is 7.22, qualifying average to good. Teaching vocabulary through pictures effectively improve the students' achievement of vocabulary.

Picture in Teaching
Picture is something that has an image of an object. it is will help the taecher to explain new foreign word,beside that it will makes the students easier to understand the new foreign words or vocabulary, picture will help to get students understanding about new vocabulary.Using pictures as the authentic materials can help the students have better performance. It is confirmed by the study of Mansour zander (2014) which was found that pictures help the students to understand the difficult words easily by looking at the pictures. The use of pictures improves the students' interest, motivation, and attitudes. The students are interested in joining in classroom. They like because the use of pictures can attract the students to write well in learning. Then, the use of pictures can motivate the students. Mentions that the sequences order of pictures can also activate the students' motivation. They like the pictures which are given by the lecturers. Moreover, the use of pictures arouses the students' good attitudes.

Using picture in the classroom to motivate is the case with approaches to teaching and learning in general. picture are communicative in essence, and so using picture in English teaching and learning can well realize the fundamental idea of the communicative language teaching approach.Using picture is a good way to improve students ability in the classroom. Students have to know and well understand the rules of the picture and should be clear about what has been, is being and will be done or said, and what is more important,they have to take some actions doing or saying something,to compete in the study .In so doing,they can practise their skills of listening, speaking, reading and writing comprehensively, and especially they get more practice in listening and speaking.Used picture in the classroom to motivate learners to learn teaching materials. Learners who are active players, are apt to fall into playing and learning simultaneously. In addition to the obvious traits of fun and immersion, challenge, curiosity, control, fantasy, collaboration, and competition are some of the main elements which attract the attention of players.

Motivation in Teaching
Motivation has been central in both educational and psychological research. It plays a significant role in several theories of human development and learning.There are some expert who define the word motivation. According to Krause, Bocherner, &Duchesne, (2003) the word motivation refers to getting someone moving.When we motivate ourselves or someone else, we develop incentives or we set up conditions that start or stop the behavior. David Myers (1996:297) states that "motivation as aneed or desire that serves to energize behavior and to

direct it towards a goal." Hamer (1988:51) states that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something or to reach the goal.

According Jennifer George (2000:427) motivation is " psychological force that determine the direction of a person"s behaviour, a peson"s level of effort and a person"s level of persistence in the face of obstacles". Brown (2001:75) states motivation is a factor of high or low of the goal. Based on the definition above, it can be concluded that motivation is an arousal, impulse, emoticon or desire that consciously drives one doing particular action and order to achieve goal. In short, motivation is concerned with the factors that stimulate or in hibit the desire to engage in behavior.

METHOD

In terms of research design,this study employs descriptive qualitative research design. It deals with the act of both teachers and students communication during the teaching and learning process. It is believed that it can improve the process and practical learning. The population of this research selecting the students of SMA Dharma Ayu Kefamenanu as the population. The numbers of population are all the students class X IPS consist of 30 students. The sample of this study is purposive sample.The researher chooses 10 students on class X IPS of the first grade SMA Dharma Ayu as the sample of the researcher.

Instrument is a tool which is used for obtaining the data needed. In this study,the researher gave the students a task of 50 multiple choice to be done. To collect the data needed, reseracher will apply two kinds of procedure. *First,* The writer made a library study as a basic for the field writer in order to gather information. In the library study, he read some books, magizines, and other sources which have relationship with the problem of this study. *Second*, Field Research. In this study, she will begin with asking a permission letter from the Dean of Educational Sciences Faculty of Timor University to conduct the field research. Then, she will meet the headmaster and teacher of English of SMA Dharma Ayu Kefamenanu to teach and give students test. Finally, she will teach and ask students to complete the tests given.

The data that have been collected will be analyzed using the following techniques ; *Condification***,** Students' answers will be scored. This aims to identify whether the students could effectively understand learning english use picture or not. Categorize**,** The students' scores will be categorized using the ranges of score provided in the chart of level of mastery. *Tabulation,* based on the classification, the data will be tabulated. And the last is, *Counting individual score*. To know the score of individual students the research applied the following formula

$$\frac{TRA}{TTI} \text{ x } 100 \% = S$$

Notes :
TRA   = the total of right or correct answer and
TTI   = the of test items
S   = Score

To analyse the data, she will correct the students' motivation learning by using picture.The data will be analyzed using a checklist provided by Arikunto (1987). It is done through the steps as follows:

Range of score	Level of mastery
80 – 100	Very good
70 - 79	Good
60 - 69	Enough
50 – 59	Poor
Less than 49 %	Very poor

RESULTS AND DISCUSSION

Results

The result of its research can be see in the table 1, below :

Table 1. Students Score on Learning English Use Picture Test

No	Student Answer		Score
	Right	**Wrong**	
1	45	5	90
2	45	5	90
3	45	5	90
4	40	10	80
5	42	8	84
6	41	9	82
7	39	11	78
8	36	14	72
9	35	15	70
10	30	20	60
	Avarage		80 %

The data shows that there are 10 students attended in the multiple choice test.There are three students got 90.There is one student got 80.There is one students got 84.There is one student got 82.There is one student got 78.There is one student got 72.There is one student got 70.There is one student got 60.Table I shows that the students have mastered picture the data show that their average score is 80 %.

Discussion

The data shows that there are 10 students attended in the multiple choice test.There are three students got 90.There is one student got 80.There is one students got 84.There is one student got 82.There is one student got 78.There is one student got 72.There is one student got 70. There is one student got 60. The students have mastered picture the data show that their average score is 80 %. There are 6 students are categorized exellent,while 3 are good and 1 is enough, it means that their level of mastery is excellent.

Based on these findings, it can be seen that the use of images can help the process of learning English. This is in accordance with the opinion of Santoso, Muniroh and Akmaliah (2019)

which states that based on the results of research conducted, that images display visual instructions that are easier for students to accept in developing an understanding of English concepts.

CONCLUSION

After analyzing and describing the finding of this research, the writer concludes that, First grade students of SMA Dharma Ayu Kefamenanu have improved learning using English picture in the Multiple Choice test. The data shows that there are 10 students attended in the multiple choice test and all the past in the test. There is one student got 60. There is one student got 80. There is one student got 84. There one student got 82. there is one students got 78 .there is one student got 72.there is one student got 70.there are three students got 90 .This is based on data that their average score is 80 %. The students average score is 80% and the level of ability is very good. There are Based on the types of picture there are 5, 6, 9, 13 ,19, 27, 38, 34,46,difficult question categories which are indicated by wrong answers by 4 and 5 number. While the easiest questions are 1, 10, 18, 22, 28, 39, 40, 42, 43, 48. Because students answer all the questions correctly which are indicated by right answer 10 number.From table it can be concluded that students have the ability to work on the questions given, where 41 questions are included in the easy category and 9 difficult questions.

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