

## The Influence of Using the Picture and Picture Method in Enhancing Students' Speaking Ability

<sup>1</sup>Maharani Ariesta, <sup>2</sup>Siti Shalihah, <sup>3</sup>Ali Maksum

<sup>1,2,3</sup>Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

<sup>1</sup>maharaniariesta30@gmail.com, <sup>2</sup>siti.shalihah@uinbanten.ac.id,

<sup>3</sup>ali.maksum@uinbanten.ac.id

### ABSTRACT

This research aims to determine the influence of utilizing the Picture and Picture method in enhancing the speaking skills of 7th-grade students at MTsN 3 Kota Tangerang (State Islamic Junior High School 3 Tangerang City). This study employed a quantitative approach with a quasi-experimental design, involving two classes: an experimental class taught using the Picture and Picture method and a control class taught using conventional methods. Data were collected through a pre-test and post-test, then analyzed using the t-test. The research findings indicate a significant increase in the post-test results of students in the experimental class compared to the control class. The average score of students in the experimental class increased from 54.84 to 72.81 after the treatment, whereas the control class only increased from 56.37 to 58.10. Thus, it can be concluded that the Picture and Picture method is effective in enhancing Arabic speaking skills.

**Keywords:** *Picture and Picture-method; Speaking skills; Arabic language.*

### INTRODUCTION

Language generally refers to sound, deep attraction to something (*al-wulū'*), error, something not considered important, speech, nonsense, and falsehood. The word "language" (*lughat*) is not found in the Qur'an. Instead, the term *lisān* (tongue/language) is used, while the word *laghw* (idle talk) is used with a different meaning from the meaning of "language." In general, language constitutes the communication tool utilized by millions of people worldwide (Nuridin, Imas Kania Rahman, 2024).

Arabic is one of the foreign languages that is increasingly in demand for study and research by the public. This interest arises both from the normative and spiritual approaches, which hold that Arabic is the language of religion because the Qur'an was revealed in it, and from the educational and communicative approaches, which regard Arabic as a language worth studying deeply to understand its historical and aesthetic aspects (Roihah Wafiyah, 2019).

In Indonesia, Arabic is learned through various educational institutions, both formal and non-formal. Formal institutions include educational institutions ranging from the basic level (Islamic elementary school or *madrasah ibtidaiyah*) to higher education. Meanwhile, non-formal institutions, such as Islamic boarding schools (*pesantren*), also teach Arabic, both as a discipline and as a communication tool (Kosim, 2021).

Speaking skill is one of the arts and a fundamental linguistic skill, serving as the main medium for language learning. This skill is utilized in dialogue and discussion. Moreover, it is a skill that requires attention because Arabic is a language of communication, and good speakers are those who understand the interests and needs of their listeners, and are capable of conveying their speaking material in accordance with those interests and needs by using language accurately and mastering various grammatical structures.

In learning speaking skills, students must be able to comprehend Arabic grammar, vocabulary, and sentence structure. This can be achieved through speaking practice, listening, and reading. To enhance speaking skills, students must also practice using Arabic in various situations, including formal or informal, written or oral contexts. In the speech act of speaking, the conveyed message is often accompanied by behavior and expressions, which help reinforce the meaning of the message (Agus setyonegoro, Akhyaruddin, 2020). To achieve optimal results in speaking instruction, several factors need consideration, particularly the competence of the teacher and the learning method employed. These two factors play a dominant role in determining the success of the speaking skill learning process.

The Picture and Picture method is a learning approach that employs a series of logically arranged pictures. This method aims to make learning more engaging and enjoyable for students, while simultaneously encouraging them to be more actively involved in the learning process (Alo Karyati, 2023). The images used in this method also function as instructional media that can stimulate students' active participation in the classroom. Through this method, students will practice speaking based on the sequence of pictures they arrange (Elin Rosmaya, 2020).

The application of the Picture and Picture method begins with the teacher conveying the basic competence and achievement indicators of the subject so that students understand the learning objectives and the competencies they must master, thereby making the learning process more focused. Subsequently, the teacher conducts a material presentation to create an important initial momentum in learning, during which the teacher must also successfully provide motivation and build a positive atmosphere so that less confident students become enthusiastic. In this process, the use of picture media provides an opportunity for students to be actively and creatively involved in discovering learning materials with guidance from the teacher (Dista Praseptia, 2021).

This method possesses various characteristics, such as encouraging activity, creativity, innovation, and creating a pleasant learning atmosphere. In this method, pictures play the main role as media in the learning process. Therefore, every

teacher needs to prepare various types of pictures in the form of cards with proportional sizes, neither too small nor too large (Umi Hanifah, 2019).

Based on initial observations in the 7th grade of State Islamic Junior High School 3 (MTs Negeri 3) Cilegon City, it was found that students' speaking skills were still low. Students experienced difficulty in conveying ideas in a structured and confident manner, which was influenced by limited vocabulary mastery, minimal speaking practice, and the continued reliance on conventional teaching methods. Additionally, the lack of visual media like projectors (infocus) was a constraint in creating an interactive learning atmosphere.

Similar research has been conducted by Roihah Wafiyah (2019) and Elsy Syahfitri (2020) through the Classroom Action Research (CAR) approach, and both showed positive results regarding the improvement of students' speaking abilities. However, this study differs as it uses an experimental approach and is conducted in a different context and educational level. Roihah Wafiyah's research (2019) indicated that the application of the Picture and Picture method not only improved students' speaking skills but also increased teacher activity from 89% to 94% (Roihah Wafiyah, 2019). Meanwhile, Elsy Syahfitri's research (2020) showed an increase in classical mastery across two cycles, reaching 78.13% for the 25 tested students.

Based on the existing problem background, this research formulates two main questions: first, what are the steps for effectively implementing the Picture and Picture method in efforts to improve Arabic speaking skills among 7th-grade students at MTs Negeri 3 Cilegon City; and second, what is the comparison of the improvement in Arabic speaking skills experienced by 7th-grade students at MTs Negeri 3 Cilegon City before and after the Picture and Picture method is used in the learning process. The objective of this research is to determine the effect of using the Picture and Picture method in improving the speaking skills of 7th-grade students at MTs Negeri 3 Cilegon City. This research is expected to provide an alternative solution to the low speaking ability of students through a more visual, active, and enjoyable learning approach, while also contributing to the development of Arabic language teaching methods.

## **METHODS**

### **Subject of Research**

This quantitative study employed a Quasi-Experimental Design, specifically the Nonequivalent Control Group Design, to investigate the effect of the Picture and Picture method on students' Arabic speaking ability. This design was necessitated by the inability to use random assignment to form comparison groups, relying instead on pre-existing classes—a common constraint in educational field research

(Creswell & Poth, 2016). The specific design involved a two-group pretest-posttest structure. Both the experimental group and the control group underwent a pretest (O1). Subsequently, the experimental group received an intervention (X) using the Picture and Picture method, while the control group received no specific treatment (-). Finally, both groups were measured again using a posttest (O2) to compare the differential impact of the intervention. The study was conducted at MTs Negeri 3 Kota Cilegon from April to May. The research population comprised six classes of seventh-grade students at the school. The non-randomly selected sample consisted of two intact classes: Class 7C, serving as the experimental group, and Class 7B, serving as the control group. The total number of participants was 61 students, consisting of 32 students from Class 7B and 29 students from Class 7C. An essential inclusion criterion for participation was active engagement and attendance throughout all data collection sessions.

### **Instrument**

The primary research instrument used to collect quantitative data and test the hypothesis was a Speaking Ability Test. This test was administered in two forms: a pretest to establish baseline speaking competence in Arabic before the intervention, and a posttest to ascertain the improvement or change in speaking ability following the application of the Picture and Picture method. To complement the quantitative findings and provide richer contextual information regarding the implementation of the method and the learning process, the study also utilized several qualitative data collection instruments: Observation Sheets were used to systematically record the process and dynamics of learning when the Picture and Picture method was applied. Interview Guides were employed for semi-structured interviews with the Arabic language teacher and the seventh-grade students to obtain more accurate information about the Arabic learning process, the teaching methods, and media used. Finally, Documentation was collected to further support the context of the study.

### **Data Collection and Analysis**

Data collection was strategically carried out using a combination of techniques to test the existing hypothesis. The process began with the administration of the pretest to both the experimental and control groups. This was followed by the intervention phase, where the experimental group was taught using the Picture and Picture method. During this phase, observation was continuously performed to document the fidelity of the intervention's implementation. Concurrently, interviews were conducted with the relevant teacher and students, and documentation was gathered to enrich the qualitative understanding of the teaching context. Upon the completion of the intervention, the posttest was administered to

both groups to measure the outcome variable. The resulting quantitative data were then subjected to rigorous statistical analysis. Prior to the main hypothesis testing, the data were examined using a normality test and a homogeneity test to ensure the assumptions for parametric testing were met. The core statistical procedure was the independent samples t-test, which was used to compare the mean posttest scores between the experimental and control groups. This analysis was crucial for determining the statistical significance of the difference, directly addressing the research hypothesis: the Null Hypothesis (H<sub>0</sub>) stating that there is no effect of the Picture and Picture method on students' speaking ability, and the Alternative Hypothesis (H<sub>a</sub>) positing a significant positive influence of the method.

## **RESULTS AND DISCUSSION**

In this study, the researcher formulated the steps for research activities in teaching Arabic to 7th-grade students using the Picture and Picture method. These learning steps facilitated the researcher's application of the method to the 7th-grade students.

The implementation of the Picture and Picture method began with the teacher providing pictures to the students. Students were then asked to come to the front of the class one by one to explain the content of the pictures based on their individual abilities. Subsequently, the teacher supervised and provided guidance on how to correctly explain the pictures, as well as giving examples of accurate pronunciation. Next, the students were asked to imitate and, once again, explain the picture content individually, following the explanation provided by the teacher. The learning process was conducted through stages involving the activity of observing pictures, pronunciation practice, and individual oral presentation. These activities aimed to increase students' active engagement in the learning process and reinforce memory through a visual and verbal approach. Through this activity, students were able to enhance their speaking ability using the Picture and Picture method.

### **Sample and Pre/Post-Test Results**

The total sample size conducted in the 7th grade at MTsN 3 Cilegon City consisted of 61 students, comprising 32 students in the experimental class and 29 students in the control class. Before the intervention, students were administered a pre-test, and upon the conclusion of the learning process, they were given a post-test.

The results of the pre-test and post-test in the experimental class showed a lowest score of 45 and a highest score of 75, with a total score sum of 1,755 for 32 students, yielding an average of 54.84. Following the application of the Picture and Picture method, the scores showed an increase: the lowest score rose from 45 to 60, and the highest score reached 95, with a total score of 2,330 and an average of 72.81.

The control class pre-test results had a lowest score of 45 and a highest score of 70. The total pre-test score for the 29 students in the control class was 1,635, with an average of 56.37. Meanwhile, the learning process was conducted conventionally, resulting in an increase only in the highest score, from 70 to 75, while the lowest score remained 45. The total score for the 29 students was 1,685, with an average of 58.10.

### **Statistical Analysis**

Following the treatment and testing of both classes, the researcher conducted statistical testing to determine the influence of the Picture and Picture method on speaking ability in 7th-grade students at MTsN 3 Cilegon City, using the following statistical tests:

#### 1. Normality Test

The normality test was used to determine whether the studied sample was normally distributed. This test utilized the Kolmogorov-Smirnov test via SPSS. The condition for data to be considered normally distributed is when the significance value (Sig.) is greater than 0.05.

Based on the test results, the significance values (Sig.) for all pre-test and post-test data were greater than 0.05. Therefore, it can be concluded that the data obtained in this study are normally distributed, meeting one of the prerequisites for subsequent parametric hypothesis testing.

#### 2. Homogeneity Test

The homogeneity test is a prerequisite for the next test (the t-test). The criterion for determining whether data is homogeneous is that if the significance value (Sig.) is greater than 0.05, the data is considered to have homogeneous variance. Conversely, if the Sig. value is less than or equal to 0.05, the data is considered non-homogeneous (Dodiet Aditya Setyawan, 2021).

Based on the homogeneity test results, a value of 0.189 was obtained, which is greater than 0.05. Therefore, it can be concluded that the data have homogeneous variance, meaning there is no significant difference in variance between the experimental and control classes. This indicates that both groups had equivalent initial conditions regarding data variance, making it appropriate to proceed to hypothesis testing using a parametric method

#### 3. T-test

To verify the hypothesis or assumption, the Independent Sample T-Test is required to determine whether there is a statistically significant difference between the learning outcomes of the students in the experimental class and the control class. The decision-making basis for the independent t-test is: if  $T_{calculated} > T_{table}$ , the null hypothesis  $H_0$  is rejected; and if  $T_{calculated} <$

*Ttable*, the null hypothesis H<sub>0</sub> is accepted (Nuryadi, Tutut Dewi Asturi, Endang Sri Utami, 2017). Hypothesis testing was conducted using the Independent Sample T-Test, which yielded a significance value (Sig. 2-tailed) of 0.000 (< 0.05). This indicates that there is a significant difference between the experimental and control groups, thus the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted.

It is concluded that the use of the Picture and Picture method has a significant influence on enhancing students' speaking skills in the Arabic language subject. This finding reinforces the empirical evidence that visual-verbal approaches like Picture and Picture are capable of creating a more interactive and effective learning environment, especially in the development of oral communication ability. This discussion also affirms the relevance of this method for implementation in the context of Arabic language learning at the madrasah (Islamic school) level.

## **CONCLUSION**

This research aimed to examine the influence of the Picture and Picture method on enhancing the speaking skills of 7th-grade students at MTs Negeri 3 Kota Cilegon (State Islamic Junior High School 3 Cilegon City). The findings indicate that this method was implemented through several systematic steps: presentation of material using pictures, introduction of vocabulary, joint pronunciation practice, and oral delivery of the picture's meaning by students. The quantitative findings show a significant increase in the average scores of students in the experimental class compared to the control class. The average pre-test score in the experimental class was 54.84, which increased to 72.81 in the post-test, while the control class only experienced an increase from 56.37 to 58.10. Statistical testing using SPSS yielded a significance value of 0.000 (< 0.05), confirming that the use of the Picture and Picture method had a significant influence on the enhancement of students' speaking skills. These findings contribute to the practice of Arabic language teaching, specifically in improving students' oral competency through a visual and interactive approach. In the future, further research can be directed towards testing the effectiveness of this method on other language skills, with a broader population and in different school contexts.

## **REFERENCES**

- Agus setyonegoro, Akhyaruddin, H. Y. (2020). *Bahan Ajar Keterampilan Berbicara* (Af-idati Nurul 'Ilmi (ed.)). Komunitas Gemulun Indonesia.
- Alo Karyati, Y. R. (2023). Pengaruh Penggunaan Metode Picture and Picture Melalui Storytelling terhadap Peningkatan Motivasi Belajar Menulis Sakubun. *Journal of Japanese Language Education and Linguistics*, 7(1), 23.

- <https://doi.org/10.18196/jjlel.v7i1.17167>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Dista Praseptia, Z. (2021). Pengaruh Model Pembelajaran Picture and Picture Terhadap Peningkatan Prestasi Belajar Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 23. <https://doi.org/10.31004/edukatif.v3i5.1073>
- Elin Rosmaya. (2020). Penggunaan Metode Picture and Picture untuk Meningkatkan Keterampilan Berbicara (Materi Dongeng) pada Anak Sekolah Dasar. *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar*, 3(1), 70–71. <https://doi.org/10.33603/caruban.v3i1.3189>
- Kosim, A. (2021). Nama-Nama Pesantren Di Bandung Raya (Kajian Sociolinguistik). *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(1), 2. <https://doi.org/10.52593/klm.02.1.01>
- Nuridin, Imas Kania Rahman, N. A. (2024). Pembelajaran Keterampilan Berbicara Bahasa Arab dengan Menggunakan Pendekatan Teori Belajar Humanistik. *Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 696–703. <https://doi.org/10.31004/edukatif.v6i1.6365>
- Roihah Wafiyah. (2019). Peningkatkan Keterampilan Berbicara Bahasa Arab Materi Afrad Al-Usrah Melalui Strategi Picture And Picture Pada Siswa Kelas Iv Mi Nurul Ikhlas Waru Sidoarjo. In *uinsa* (Vol. 11, Issue 1). Universitas Islam Negeri Sunan Ampel Surabaya.
- Umi Hanifah. (2019). *تطبيق طريقة الصورة والصورة في تعليم مهارة الكلام*. July 2019.