THE USE OF PICTURES AND SENTENCE COMPLETION DRILLS IN SPEAKING TEACHING-LEARNING ACTIVITY

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ABSTRACT

Speaking is a very important skill in language proficiency. As a main skill to have in all languages, speaking is taught in various ways. Theoretically, pictures are a good media to be used to increase learners interest and sentence completion drills are good to make the teaching-learning activities to be fun. Based on the observation, in this teaching-learning activities, pictures are very good in enhance learners interest and focus while sentence completion drills are very good in turning the class to be fun and relax, sentence completion drills increase the interaction of teacher to learners and learners to learners. Moreover, sentence completion drills are very good to attract students starting either creating a conversation. The use of pictures and sentence completion drills are two very good combination in classroom in teaching-learning speaking.
Keywords: Speaking, Picture, Sentence Completion Drills.

INTRODUCTION

Speaking is a must skill in life for language is defined as the sound used to communicate (*Nunan_Chapter_3_tefl.Pdf*, n.d.). Speaking is a skill of producing a meaningful sound as a transactional and interactional function in communication (Bahadorfar & Omidvar, 2014). Speaking either expected some vital skills such as vocabulary, grammar, pronunciation, and sentence structure (Widodo, 2020). These skills are simultaneously programmed and built into expressing ideas in communication. Unlike writing which autonomically comes from reading, speaking is built from listening (Aryadoust, 2019). Writing is extensively trained by reading while speaking is intensively trained by listening comprehension, a good speaker is a good listener.

For these theoretical explanations, teaching speaking as a part of language competence is urgent and taken seriously in any formal and informal department. Further, in Indonesia, speaking English is still a hard part to be passed so English teacher took this as a serious problem to be handled. Moreover is the coming of the pandemic, students are ordered to study

virtually by some education programs such as zoom, google meeting, google classroom, and others. For some occasions these situations are accepted but lack of practice in speaking skills.

Optimalized the virtual method for speaking practice is a must, trial and error for some media and method can't be denied. For a condition, there's a will of using pictures and completing sentence drills in maximized the session of speaking practice. The question of this research are:

1. How is the use of pictures in speaking teaching and learning?
2. How is the use of sentence completion drills in speaking practice?

This research expected to show readers about how is the application of picture and sentence completion drills in speaking practice.

THEORETICAL REVIEWS

A. SPEAKING

Speaking ability whether daily or formally important is a must to have (Krebt, 2017). The following are some subskills must be completed, they are:

1. Pronunciation
2. Grammar/ sentence structure
3. Vocabulary
4. Ideas composition
5. Fluency/ Intonation (Al-Khresheh et al., 2020; Bahadorfar & Omidvar, 2014; Harchegani et al.,

2013; Krebt, 2017; Mafruudloh & Fitriati, 2020; Mahmud, 2016; Maulana, 2017; *Nunan_Chapter_3_tefl.Pdf*, n.d.; Tahir & Hanapi, 2017; Widodo, 2020; Yabarmase, 2013)

These complex subskills in speaking had been tried to maximize in several methods of teaching. Freeman, D.L (1986) defined 8 methods of teaching language which are able to be applied for speaking, they are:

1. Grammar Translation Method
2. Direct Method
3. Audio-Lingual Method
4. Silent Way
5. Suggestopedia
6. Community Language Learning
7. Total Physical Response
8. Communicative Approach

Larsen, in this book, exposed the realization of the 8 methods in teaching English by explaining the following things:

1. The history of the method
2. The use of the method in specific area/place
3. The characteristics of the method, teachers, and students in the application
4. The principles concluded in the application of the teaching method, and

5. The techniques used or collaborated in the application of the teaching method

The following is the table of the 8 teaching methods application which shows the principles and techniques applied:

No	Teaching Method	Principles	Techniques
1	Grammar Translation method	1. Focus on reading 2. The primary skills are reading and writing 3. The ability to speak in target language is not a goal 4. Also focus on grammar	1. Translation activity 2. Reading comprehension 3. Fill in blanks 4. Memorization 5. Composition/ writing composition
2	Direct Method	1. The main purpose is to use the language in communication 2. Initiated by reading activity 3. 100% use target language, native language is not allowed 4. Students conducted to think in target language 5. Pronunciation and self-correctness are facilitated anytime. 6. Grammar is explained at the end of the class	1. Reading aloud 2. Conversation practice 3. Questions and answers exercises 4. Fill in blanks 5. Paragraph writing 6. Dictation
3	Audio-Lingual Method	1. Language form is dependent on context 2. Split the grammar of native language and target language 3. Teacher is the model of the target language 4. The basic learning process	1. Dialog memorization 2. Backward build-up drill 3. Repetition drill 4. Chain drill 5. Single-slot substitution drill 6. Multiple-slot

No	Method	Principles	Techniques
		is habit formation; repetition is on focus. 5. Contain many positive reinforcements to support the positive learning habits 6. Preventing errors is important 7. The major learning objective is to define spoken grammar than written form by positive learning habit to use target language in communication	substitution drill 7. Transformation drills 8. Questions and answers drill 9. Use of minimal pairs 10. Complete the dialog 11. Grammar game
4	Silent Way	1. Teacher and students share familiar things in teaching-learning activities 2. Students develop their own inner criteria for correctness and concretely show teachers their learning progress in actions. 3. Silence as a tool exercise the initiative, it removes teacher as the centre attention and create meaning by focus on students' perception. 4. The silence let teacher observe students and encourage students on group working. 5. Students gain autonomy	1. Teacher's silence 2. Sound-color charts 3. Peer correction 4. Rods 5. Self-correction gestures 6. Word chart 7. Fidel chart 8. Structured feedback
5	Suggestopedia	1. Learning in a comfortable	1. Classroom set up

		environment.	2. Peripheral learning
		2. The comfortable environment increases the students confident.	3. Positive suggestion
			4. Visualization
			5. Choose a new identity
		3. Learning activity happen by the real things around	6. Role-play
			7. First concert
		4. Teacher's authority is the centre of the learning	8. Second concert
			9. Primary activation
		5. Teacher's authority enhances students self-confident	10. Secondary activation
6	Community Language Learning	1. Learning activities happen in group	1. Tape recording students' conversations
		2. Community is the centre of learning activities	2. Transcription
			3. Reflection on experience
		3. Teacher's superiority is not a priority	4. Reflective listening
		4. Students learning the language's parts in communication/ speaking	5. Human computer
			6. Small group tasks
7	Total Physical Response	1. The learning activities are fun	1. Role reversal
		2. Students' understanding on language is built before speaking by writing	2. Action sequence
		3. Observation is the basic activity	
		4. Students successful feeling is the main actor	
8	Communicative Approach	1. Communicative competence is the goal of the learning	1. Authentic materials
		2. Games are actively involved	2. Language games
			3. Scrambled sentences
			4. Picture strip story

		3. Target language is the only language used to transfer ideas	5. Role play
		4. Errors are tolerated since students asked to use target language as they can.	
		5. Grammar and vocabulary are taught contextually.	
		6. Students are guided to interpret the meaning of the target language	

Table of eight language teaching methods, adapted from Diane Larsen-Freeman, 1986.

RESEARCH METHOD

This is a qualitative research, the instrument which is used in this research is observation. There are 4 subjects (2 elementary students and 2 junior high school students). The research was done in two days teaching speaking by using pictures and applying the sentence completion drills. Due the teaching activity, the key researcher directly observes the activity as the data to be analysed.

The following are pictures used in speaking teaching learning activities:

The teaching material targeted:

1. Vocabulary: the colour, the parts of the thing.
2. Grammar: the use of this, that, these, and those
3. Sentence completion: what is…? what is that…..?
4. Ideas development: conversation building

THE RESEARCH RESULT

How is the use of pictures in speaking teaching and learning?

The use of pictures in speaking teaching and learning are as the following:

1. Teacher attracts learners' attention by showing the pictures.
2. Teacher guide learners to discuss the pictures in detail
3. Teacher enhances learners' vocabulary by the detail of the picture
4. Teacher guide learners use 'this, that, these, and those' to the picture
5. Teacher guide learners to create sentence in questions and statements by using the pictures
6. Teacher guide learners to create conversation by offering questions and propose statements using the picture

How is the use of sentence completion drills in speaking teaching and learning?

The use of sentence completion drills in speaking teaching and learning are as the following:

1. After having discussion by using the picture, teacher can check learners grammar ability by asking them to complete the sentence
2. Teacher trains learners by check their ability in using this, that, these, and those
3. Teacher attracts learners in creating conversation script by using the grammar of this, that, these, and those in the sentence completion
4. Teacher guide students to complete sentence directly, face to face, as a daily conversation.

CONCLUSION

Speaking is a must skill of language any learners should master. Speaking is very important as the main indicator of language proficiency. In speaking teaching and learning, many media, techniques, and method can be collaborated. In this research report, picture and sentence completion drill are two good combinations used to improve the efficacy of speaking teaching and learning. It is found that picture can increase learners' interest in learning process either help their focus to sentence building session. Furthermore, sentence completion drills are good ways in checking learners' grammar ability and

exercises session. It is also observed that sentence completion drills and pictures usage are two good combination for teaching and learning variety to enhance learners focus and interest.

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