

THE USE OF WORDLESS PICTURE BOOKS TO STIMULATE EFL STUDENTS' ORAL DESCRIPTIVE TEXT PRODUCTION IN SPEAKING CLASS: A CASE STUDY AT JUNIOR HIGH SCHOOL IN CIAMIS

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Abstract: This research discusses the use of Wordless Picture Books to stimulate EFL students' oral descriptive text production in speaking class. Particularly, the purpose of this study was to find out students' perceptions of using Wordless Picture Books to stimulate EFL students' oral descriptive text production in speaking class. This qualitative case study was conducted in one of the Junior high schools in Ciamis, involving 15 students. Likert scale questionnaires were used to gather the data. The results of this study showed that students responded positively to the use of Wordless Picture Books to stimulate their oral descriptive text. Most of them agree that a Wordless Picture Book for learning descriptive text makes the process more enjoyable, easy, and fascinating. Wordless Picture Books can help students relax, confident and reduce anxiety. For the other researchers, it is suggested to conduct research concerning the implementation of using Wordless Picture Books in teaching other skills, such as teaching writing, teaching reading, etc. In addition, it is recommended that further research concern the use of Wordless Picture Book in descriptive text, by different approach, skills, and ways which was used in the present study.

Keywords: speaking, wordless picture book, descriptive text.

INTRODUCTION

Speaking is one of the abilities that must be developed by students because it, basically, is aimed for communication. Everyone should learn to speak in a subtle and precise manner since it is a daily necessity (Derakhshan et al., 2016). In classroom interaction, speaking or oral language is a foundation link in the process of student learning in thinking development. According to Derakhshan et al (2016), Speaking takes more than simply remembering vocabulary and grammatical understanding; speaking does not just cover knowing the linguistics characteristic of

the message. To achieve functional literacy, students are expected to acquire communication competence in both spoken and written language. The student must be able to write a variety of functional texts, monologues, as well as essays that take the form of instructions, descriptions, recounts, narratives, and reports. Students should be proficient in pronunciation, grammar, and the effective use of proper word choice to attain literacy, especially in speaking.

The students of English class must be able to speak English well because people identify the English mastery by their speaking English. By speaking, we can convey information and ideas, and maintain social relationships with other people. However, many students who dislike learning English, consider that learning English is difficult. Speaking ability, especially in oral descriptive text is a challenging problem for EFL students. The students' speaking skills are relatively very low. Globally, there is a debate that the majority of high school graduates cannot speak English properly (Gudu, 2015). Therefore, the method of teaching speaking, especially in oral descriptive text is needed to maintain students' enthusiasm and enjoyment during class. The use of Wordless Picture Books is one of the right approaches to learning to speak, especially in oral descriptive texts. It also helps overcome boredom while studying in class because the Wordless Picture Book is interesting.

The Wordless Picture Books strategy is useful for students in teaching speaking especially oral descriptive text (Serafini, 2014; Surista & Panjaitan, 2021). Wordless Picture Books is one of the ways that can increase students' achievement in speaking, at which the students were instructed to work in a small group to ensure the active participation of students themselves. A Wordless Picture Book is a book in which illustrations are used for telling the story without text. A Wordless Picture Book is a good medium for increasing creativity in speaking because the Wordless Picture Book strategy has the purpose of sketching visual images of text to aid in memory and recall of the story Yang et al. (2016). It means that the Wordless Picture Book will have a positive effect on the teaching and learning process. Students often struggle with ideas and topics for speaking. Thus, the Wordless Picture Book motivated students to learn and practice critical thinking (Smith, 2004). It is really needed to help students decide how to speak especially oral descriptive text.

Descriptive text is to describe an object, location, or people. In the first and second years of junior high school (SMP), students learn it. In the descriptive text, the students can describe thing, person, and place around them. In describing things, the students can describe a particular of thing such as its name, how the thing works and how to use it. In describing a place, the students can describe the location and something they are interested in. In describing people, the students can describe physical appearance of people such as eyes, nose, lips, hair, and face, and their personal appearance such as good-looking, friendly, and cheerful. The oral descriptive text is also important for the students besides written one. Chrisnindyasari (2013, p. 28) says that "basically teaching written and oral descriptive text is the same. The difference is only on the way of conveying point".

The researcher found some previous studies related to this topic that have been conducted by Belinda Louie (2015), Lestari (2018), Maming, Irmayanti, & Nur (2019).

Marble (2012), Natale (2017), Revina & Nur (2019). That previous study focuses: 1) on developing students writing through Wordless Picture Books; 2) on the investigation of Wordless Picture Books to develop oral language skills; and 3) on designing and developing a Wordless Picture Book to improve the storytelling ability of level B kindergarten students. Meanwhile, this study was focused on the students' perception of using Wordless Picture Books to stimulate ELF students' oral descriptive text production in speaking class.

METHOD

This study was conducted at one of the junior high schools in Ciamis the sample selected is suitable for the topic which is the first grade of senior high school in which Wordless Picture Book is learned. The present study is designed by applying the framework of qualitative research because

the study “explores the problem or a central phenomenon through word description in which the report uses flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias” (Creswell, 2012, p. 16). In this study, the researcher employed case study at which this type provides researchers “the chance to have a comprehensive, in-depth grasp of the research problem, and then they can also make it easier to describe, understand, and explain the situation under study” Baskarada (2014, p. 1). In this case, the researcher analyzes a phenomenon that occurs in one of the schools related to a person and group using several data sources. The sample chosen was the 7th grade of Junior High School in Ciamis which consists of fifteen young learners. The researcher used a questionnaire designed to collect specific information related to the study. After that, the researcher made all the collected data into a sentence. The following formula provided by Hatch and Lazaraton (1991) was used in this research to determine the percentage of students' answers:

$$\text{Proportion} = \frac{\text{number of frequency}}{\text{total}} \times 100\%$$

Notes:

- P : Population of Answer
- N : Number of Answers (Number of frequency)
- T : Total of Sample

After the data was obtained, the researcher interpreted the data by using the following categories and codes.

Categories:

- 0% : None of the students chooses this alternative
- 1%-25% : Small parts of the students choose this alternative
- 26%-50% : Half of the students choose this alternative
- 51%-75% : Most of the students choose this alternative
- 76%-100% : All of the students choose this alternative

Codes:

- SA : Strongly Agree
- A : Agree
- N : Neutral
- D : Disagree
- SD : Strongly Disagree

RESULTS AND DISCUSSION

The result of this study is presented with a table, figure, and also the explanation of it. To make the questionnaire understandable for the responders, the writer has made a simple questionnaire that contains 10 statements. The answer for each statement explained that students preferred to use Wordless Picture Books as media for learning the production of oral descriptive texts. Students also felt helped by using this as secondary media or reference to stimulate the production of oral descriptive texts through Wordless Picture Book media. The result of the questionnaire is presented in the following Table 1, Table 2, Table 3, Table 4, Table 5, Table 6, Table 7, Table 8, Table 9, and Table 10.

Table 1. The students' answers for the statement number one

No	Statements	SA	A	N	D	SD
1	I feel happy with the use of Wordless Picture Books in teaching speaking, especially in learning descriptive text?	8 54%	2 13%	3 20%	2 13%	0 0%

From the Table 1, we can see that 54% or 8 students answered strongly agree, 13% or 2 students answered agree, 20% or 3 students answered neutral, and 13% or 2 students answered disagree. From the answers above, the writer concludes that most of the students are happy with the use of Wordless Picture Books.

Table 2. The students' answers for the statement number two

No	Statements	SA	A	N	D	SD
2	I really like the learning process, with Wordless Picture Books because it is very useful and improves my speaking skills?	4 27%	6 40%	3 20%	2 13%	0 0%

From the Table 2, we can see that 27% or 4 students answered strongly agree, 40% or 6 students answered agree, 20% or 3 students answered neutral, and 13% or 2 students answered disagree. From the answers in Table 2, the writer concludes that most of the students are like the learning process with Wordless Picture Books because it is very useful and improves students' speaking skills.

Table 3. The students' answers for the statement number three

No	Statements	SA	A	N	D	SD
3	The use of Wordless Picture Books in teaching descriptive text makes me more stimulate in learning?	7 47%	4 27%	3 20%	1 6%	0 0%

From the Table 3, we can see that 47% or 7 students answered strongly agree, 27% or 4 answered agree, 20% or 3 students answered neutral, and 6% or 1 students answered disagree. From the answers in Table 3, the writer concludes that most of the students felt that Wordless Picture Book help them to stimulate students in learning.

Table 4. The students' answers for the statement number four

No	Statements	SA	A	N	D	SD
4	I have difficulty in learning descriptive text using Wordless Picture Books?	0 0%	4 27%	5 33%	6 40%	0 0%

From the Table 4, we can see that 27% or 4 answered agree, 33% or 5 students answered neutral, and 40% or 6 students answered disagree. From the answers in Table 4, the writer concludes that most of the students have no difficulty in learning descriptive text using Wordless Picture Book.

Table 5. The students' answers for the statement number five

No	Statements	SA	A	N	D	SD
5	The use of Wordless Picture Books mademe more confident in speaking English?	5 34%	3 20%	4 27%	2 13%	1 6%

From the Table 5, we can see that 34% or 5 students answered strongly agree, 20% or 3 answered agree, 27% or 4 students answered neutral, 13% or 2 students answered disagree, and 6% or 1 students answered strongly disagree. From the answers in Table 5, the writer concludes that most of the students felt confident to speak English, they practice in front of the class by using

Wordless Picture Book during learning process.

Table 6. The students' answers for the statement number six

No	Statements	SA	A	N	D	SD
6	The use of Wordless Picture Books in teaching speaking especially in descriptive text material allows me to express what I want to describe?	4 27%	5 33%	6 40%	0 0%	0 0%

From the Table 6, we can see that 27% or 4 answered strongly agree, 33% or 5 students answered agree, and 40% or 6 students answered neutral. From the answers in Table 6, the writer concludes that most of the students can to express what student want to describe in learning process.

Table 7. The students' answers for the statement number seven

No	Statements	SA	A	N	D	SD
7	I prefer to learn descriptive text by using Wordless Picture Books?	6 40%	5 33%	4 27%	0 0%	0 0%

From the Table 7, we can see that 40% or 6 students answered strongly agree, 33% or 5 students answered agree, and 27% or 4 students answered neutral. From the answers in Table 7, the writer concludes that most of the students are prefer to learn descriptive text by using Wordless Picture Books.

Table 8. The students' answers for the statement number eight

No	Statements	SA	A	N	D	SD
8	I feel a lot of benefits from using Wordless Picture Books on my speaking skills, especially in learning descriptive text?	4 27%	5 33%	4 27%	2 13%	0 0%

From the Table 8 above, we can see that 27% or 4 students answered strongly agree, 33% or 5 students answered agree, 27% or 4 students answered neutral, and 13% or 2 students answered disagree. From the answers in Table 8, the writer concludes that most of the students felt a lot of benefits from using Wordless Picture Books on speaking skills, especially in learning descriptive text.

Table 9. The students' answers for the statement number nine

No	Statements	SA	A	N	D	SD
9	I feel more interested in learning oral descriptive text through Wordless Picture Book?	4 27%	7 47%	2 13%	2 13%	0 0%

From the Table 9, we can see that 27% or 4 students answered strongly agree, 47% or 7 students answered agree, 13% or 2 students answered neutral, and 13% or 2 students answered disagree. From the answers in Table 9, the writer concludes that most of the students felt more interested in learning oral descriptive text through Wordless Picture Book.

Table 10. The students' answers for the statement number ten

No	Statements	SA	A	N	D	SD
10	I feel enjoy when learning oral descriptive text through Wordless Picture Book?	2 13%	7 47%	4 27%	2 13%	0 0%

From the Table 10, we can see that 3% or 2 students answered strongly agree, 47% or 7 students answered agree, 27% or 4 students answered neutral, and 13% or 2 students answered disagree. From the answers in table 10, the writer concludes that most of the students felt enjoy when learning oral descriptive text through Wordless Picture Book.

CONCLUSION

This research has found that a positive perspective from students using Wordless Picture Book to stimulate EFL students' oral descriptive text production can be concluded that after being taught in learning by using Wordless Picture Book can give good impact on the students. As can be seen from the vast majority of students' responses, our findings highlight most of them agree that using a Wordless Picture Book for learning oral descriptive text makes the process more enjoyable, easy, and fascinating. Wordless Picture Books can help students confident, reduce anxiety, and make it easier to express what the writer wants to describe.

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