

DOES PICTURE PUZZLE OVERCOME STUDENTS SPEAKING ANXIETY? OPPORTUNITIES FOR TENTH GRADE STUDENTS

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Research Background

- Speaking has always been a part of our life. The ability to speak is always a benchmark for other abilities that we have.
- Speaking anxiety is one of the obstacles faced by tenth grade students at SMA Muhammadiyah 4 Porong.
- To overcome student obstacles, teachers use media based on students' needs and learning styles.
- In speaking, an image is very important to improve students' memory through visual images, (B. Aouatef, 2015).
- Through the picture puzzle that they have compiled, they can increase their confidence in speaking in front of the class.

Research Gap

➤ Previous Research

(S. Kurniawan and M. A. Rahman, 2023)

which focuses on conducted to test whether puzzle games media could increase students' activeness and speaking skills. The results of this research are that the use of puzzle games can increase students' activeness and speaking fluency skills at 7th grade at SMPN 1 Jabon.

➤ This Research

- This research employs focuses on the use of the picture puzzles media to overcome speaking anxiety and increasing speaking skill for kinesthetic students.

Research Question

➤ Research Question:

Is there any effect of using picture puzzle to overcoming student's speaking anxiety for tenth grade students of SMA Muhammadiyah 4 Porong?

➤ Research Objective:

The aim of this research was to determine the effectiveness of the picture puzzles media to overcome speaking anxiety and improve speaking skills in tenth grade students.

Research Methodology

- ❖ **Research Design** = This study employs a quantitative methods (Pre-experimental one group pre-test post-test design)
- ❖ **Research Setting** = This research was conducted at SMA Muhammadiyah 4 Porong.
- ❖ **Population and Sampling** = This research was ensured of 22 tenth grade Putri Students of SMA Muhammadiyah 4 Porong.
- ❖ **Data collection** = first step (pre-test), second step (treatment), and third step (post test).
- ❖ **Data Analysis** = Comparative statistical analysis and numerical computations are used in this study. Tests using comparative statistics clarified using the Wilcoxon test.
- ❖ **Instrument** = Pre-test and Post-test

Results

NO	CLASS	TOTAL STUDENTS	MEAN	
			Pre-Test	Post-Test
1.	X- Putri	22	75,27	88,18

Based on the table above, the difference in the average scores achieved by students. The test results increased by 12,91, namely from the initial test 75,27 increased to 88,18. It demonstrated that the post-test mean score was higher than the pre-test mean.

Results

Test Statistics^a

	Post - Pre
Z	-4.164 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

if the significance value is <0.05 then the hypothesis is accepted, if the significance value is >0.05 then the hypothesis is rejected.

These results indicate that there was an increase in students' speaking scores when using picture puzzle media. It means, here was some improvement between the pre-test score and the post-test score, according to a comparison between the two.

Discussion

- This research supports the previous studies that picture puzzle media can train students' memory in the form of visual pictures when speaking English in front of the class.
- The results of this research show that not only does it improve students' speaking skills, but picture puzzle media can also overcome students' speaking anxiety. With the help of picture puzzle visualization, students can focus more and remember narrative stories.

Conclusion

- These results indicate that there was an increase in students' speaking scores when using picture puzzle media, according to a comparison between the pre-test and post-test.
- Puzzle preparation activities also can be used as an evaluation tool to measure students' understanding of narrative text material.
- The result from the use of picture puzzle media in teaching narrative text can be the basis for further research in the field of education.

References

Some of the references adopted in this study

Douglass Brown and J. Heaton's book, page 31.

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