CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Picture Media
a. Definition of Picture Media

Picture may be a visual representation of an individual, question, or scene, as a portrayal, drawing, photo, etc[1]. The picture is a depiction so distinctive or realistic as to propose a mental picture or provide an exact thought of something. Concurring to Andrew Wright, pictures are the representation of places, objects, and individuals that are a fundamental portion of general encounters, not a fair viewpoint of strategy[2]. National Geographic state that Media is the plural frame of the medium, which may be a tool that implies passing on something. The main function of media is as a teaching tool and teaching aid that can influence classroom climate and an effective learning environment effective. In the education field, media can be concluded as teaching tools to support. Meanwhile, teaching media can provide and present the material in the teaching and learning process[3]. Teaching media makes a difference educator simpler in conveying information within the course[4]. Besides that, Pictures as a teaching help are for the most part utilized in teaching and learning forms[5]. In

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[1] Adib Ahmada And St Sofia Munawaroh, 'A Survey On The Students� Perceptions In Learning Speaking Through Picture Media', *Darussalam English Journal (Dej)*, 1.1 (2021), 13 <Https://Doi.Org/10.30739/Dej.V1i1.1034>.

[2] Andrew Wright, *'Pictures For Language Learning'*, Cambridge University Press, 16 Nov 1989 .

[3] Muh. Rajib Silmi, 'Types Of Media And Teaching Techniques In Teaching Speaking At Smp Brawijaya Smart School Malang', *Suar Betang*, 12.2 (2018), 223 <Https://Doi.Org/10.26499/Surbet.V12i2.33>.

[4] Muh. Rajib Silmi, 'Types Of Media And Teaching Techniques In Teaching Speaking At Smp Brawijaya Smart School Malang', *Suar Betang*, 12.2 (2018), 223 <Https://Doi.Org/10.26499/Surbet.V12i2.33>.

[5] Mohammad H. Al-Khresheh, Ahmad Khaerurrozikin, And Abdul Hafidz Zaid, 'The Efficiency Of Using Pictures In Teaching Speaking Skills Of Non-Native Arabic Beginner Students', *Universal Journal Of Educational Research*, 8.3 (2020), 872–78 <Https://Doi.Org/10.13189/Ujer.2020.080318>.

the teaching process, teachers can use pictures as a form of showing places, objects, and people.

b. Types of Pictures as Teaching Media

To support the teaching process, picture as teaching media should be useful for students in the teaching-learning process. There are types of useful pictures in the teaching-learning process:

1) Situational Pictures
   a) Showing the correlation between people and objects which is proper for the teaching-learning process, especially for introducing, and practicing grammatical structures from easy to hard
   b) Appear strong points of interest and are easy to find on the internet, daily newspaper, magazine, etc. The pictures also should be able to uplift interest and express imagination.

2) Individual Pictures
   a) Pictures of persons or things might be used at primary school to present or examine vocabulary.
   b) Portrait pictures are pictures that show a person in close-up for intermediate and advanced learners. The questions can be asked by students to know the age, proportion, married status, and traits of character. Those pictures have some clues to make sure the students or learners know the meaning and the structure of new word/sentence[6].

c. The Advantages of Pictures Media

The utilization of pictures as media is chosen to inspire the students to speak in lessons and to assist them to organize and express their thoughts effortlessly. The picture also can be called visual media which also create the learning process more fun and engaging[7]. There are three advantages of using picture media in the teaching process:

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[6] 'Grazyna Szyke, "Using Pictures As Teaching Aids", In English Teaching Forum, No. 4, Volume Xix, October 1981, P.45.

[7] Mohammad H. Al-Khresheh, Ahmad Khaerurrozikin, And Abdul Hafidz Zaid, 'The Efficiency Of Using Pictures In Teaching Speaking Skills Of Non-Native Arabic Beginner Students', *Universal Journal Of Educational Research*, 8.3 (2020), 872–78 <Https://Doi.Org/10.13189/Ujer.2020.080318>.

1) Pictures are engaging

Using pictures is one good one to increase students` creativity, makes them energetic in class, and provide an enjoyable learning environment.

2) Pictures are frugal

It implies that pictures are simple to discover, and teachers or tutors are effortlessly to find in magazines, daily papers, photographs, or indeed draw it. It is supported by the internet that exists nowadays, where everything can be found on it.

3) Pictures are helpful

Pictures are one recognized way of speaking to a genuine circumstance that would be incomprehensible to make in any other way. However, teachers or tutors should have numerous contemplations to choose the pictures. There are some criteria for pictures in teaching media:

a) Appeal: It implies that the substance of the pictures ought to capture intrigued and creative energy for the understudies.

b) Significance: It implies that pictures that will be utilized as media ought to be pertinent to the reason for the lesson.

c) Acknowledgment: It implies that the critical highlights of the pictures ought to be inside the students' information and cultural understanding.

d) Clarity: It implies that the pictures must be clear since the swarmed pictures make the understudies befuddled and divert, understudies ought to be able to see the significant detail[8].

d. Implementation of Picture Media in English-Speaking Class

Implementation is the application or implementation. implementation is the application of ideas, policies, innovations in a practical action, so as to get an impact in the form of changes in knowledge, skills

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[8] Febriana Anisa Putri, Agus Mustajib, And Maizarah Maizarah, 'A Study On Students' Ability In Using Pictures On Reading Descriptive Text At 10th Grade Ma Sabilal Muhtadin Tembilahan', *J-Shelves Of Indragiri (Jsi)*, 1.1 (2019), 1–12 <Https://Doi.Org/10.32520/Jsi.V1i1.797>.

and attitudes[9]. There are three kinds of learning media in general, which are audio, visual, and audio-visual. Visual media is often used to enhance a more exciting learning atmosphere. Pictures become one of the most frequently used forms of visual media and are also the most accessible. Visual media can accelerate understanding and enhance memory.

The use of teaching media can affect the effectiveness of learning, such as: 1) students' limitations will be overcome, 2) classroom will be exceeded, 3) direct interaction between students and environment will be established, 4) providing variations in learning activities, 5) creating a strong, concrete, true and realistic basic concept, 6) desire and interest will be raised, 7) motivation and enthusiasm in learning will improve, 8) and concrete to abstract experiences will be experienced[10].

Good teachers or tutors will provide good teaching media to support students' or learners' enthusiasm in English-speaking classes. Several benefits of using picture media in English speaking class: 1) picture media is excellently enhancing students in speaking English, 2) picture media can stimulate and motivate students in English speaking class, 3) students feel enjoy during class, 4) Using a wide variety of meaningful speaking activities such as using pictures can provide a great contribution for students in cultivating basic interactive skills required for life and at the same time could make their learning more purposeful and pleasant[11].

From the statement above, the researcher can conclude that picture media is a tool to give knowledge, provide teaching materials, accelerate students' or

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[9] Muhammad Fathurrohman Dan Sulistyorini, Implementasi Manajemen Peningkatan Mutu Pendidikan Islam Peningkatan Lembaga Pendidikan Islam Secara Holistik' (Yogyakarta: Teras,2012), Hlm. 189-191

[10] Sudrajat, A. (2008). *Pengertian Pendekatan, Strategi, Metode, Teknik Dan Model Pembelajaran*. Bandung Sinar Baru Algensindo.

[11] *Rahmi Aulia Nurdini, 'The Use Of Picture To Improve Students' English Speaking Skill'*, Vol. 2, Desember 2018.

learners understanding, and make the learning process easy and pleasant. On the other hand, picture media can present an interesting elaboration of the structure or organization of a thing, thus also strengthening memory. Picture media can also foster student interest and clarify the relationship between the content of learning materials and real life.

2. English Speaking Skills

There are four main skills that language learners should have. These skills are listening, speaking, reading, and writing. One of the main focuses of learning language for learners in both EFL and ESL contexts is how to enhance speaking skill[12]. Speaking is an attempt to create and convey messages through the use of verbal and nonverbal symbols, in a variety of settings[13]. Speaking skills are the ability to convey ideas through verbal language[14]. There are two kinds of speaking, verbal and nonverbal speaking. Verbal speaking is the delivery of messages in oral and written form, while nonverbal speaking is communication that typically uses body language.[15]

There are several aspects that we need to understand in speaking[16]:

a. Fluency

Fluency may be a characteristic that comes about in normal sounding discourse quality, incorporating the utilization of stops, beats, intonation, stress, speaking speed, and the utilization of adds and intrusions.

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[12] Taher Bahrani And Rahmatollah Soltani, 'How To Teach Speaking Skill?', *Journal Of Education And Practice*, 3.2 (2012).

[13] Zakiyah Farhanah Pratiwi And Mutiara Ayu, 'The Use Of Describing Picture Strategy To Improve Secondary Students' Speaking Skill', *Journal Of English Language Teaching And Learning*, 1.2 (2020), 38–43 <Https://Doi.Org/10.33365/Jeltl.V1i2.603>.

[14] Tarigan, D. (1990). Materi Pokok Pendidikan Bahasa Indonesia 1. Buku 1 Modul 1-6. Jakarta Depdikbud.

[15] Angela M Sihotang And Others, 'The Effective Way To Develop Speaking Skills', 9.1 (2021).

[16] Angela M Sihotang And Others, 'The Effective Way To Develop Speaking Skills', 9.1 (2021).

b. Grammar

Grammar is a language structure that is commonly found in sentences.

c. Pronunciation

Pronunciation is the way how people speak a word or sentence correctly. It determines people can understand what we say.

d. Comprehension

Comprehension is the action or capacity to comprehend something.

There are some ways to enhance speaking skills:

a. Eye contact

Something crucial in speaking. It may help to improve and create people's trust in what we are talking about.

b. Articulation

It is how to speak clearly. It means every word must be clear to speak and hear.

c. Interlocutor

How to direct people to pay attention and show your speaking style that is different from others.

d. Body language

When somebody is communicating, we must moreover include body language to create it less demanding for the other individual to get it the discussion. Separated from expressions, hand developments, and pose are moreover required in communicating.

e. Empathy

Putting yourself to understand and put the position of someone are speaking.

f. Atmosphere

We ought to continuously talk loosely so that the individual we are talking to will superiorly get it what means, and put our mental state in a loose and calm position when talking.

g. Emotion

When we conversation about something that inspires sentiments of feeling in ourselves, we got to keep our emotions in arrange to stabilize them. When feelings

are included within the discussion the sentences talked tend to end up vague.

3. **IPNU IPPNU English Language Program**
   a. **Definition of IPNU IPPNU**

   IPNU is Ikatan Pelajar Nahdlatul Ulama or Student Association of Nahdlatul Ulama. IPPNU is Ikatan Pelajar Puteri Nahdlatul Ulama or Nahdlatul Ulama Women's Student Association. Nahdlatul Ulama (NU) is an islamic organization in Indonesia. IPNU-IPPNU is an organization that is learning, leadership, social, national, and religious in its functions as a forum for the Nahdlatul Ulama (NU) students, to prepare NU successor cadres who can implement and develop *Ahlussunnah waljamaah* (NU's motto)[17]. IPNU IPPNU carries out two main tasks. First, to be a forum for developing the potential of the young generation of Nahdlatul Ulama in the segment of students, santri (Islamic students), and students of the university to develop optimally. Second, as the implementer of Nahdlatul Ulama policies and the guardian of the values upheld by Nahdlatul Ulama. In the current context, IPNU IPPNU carries out a challenging task, that is, to carry out the process of empowering cadres and developing the potential of human resources in the wider community in general so that they can contribute to national, social, and religious life on the global stage.

   In carrying out its duties and functions, IPNU IPPNU has made several activities such as:

   1) Holding regular activities such as YASINTANA (Yasin, tahlil, and nariyah), the purpose of practicing NU teachings and being a form of preserving the rituals of practice in NU teachings. This activity also has the aim of strengthening the relationship between members.

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   [17] Sri Mulyani, 'Strategi Dakwah Ipnu-Ippnu Dalam Mengatasi Kenakalan Remaja Di Kecamatan Banyakan Kediri':, *At-Tanzir: Jurnal Ilmiah Prodi Komunikasi Penyiaran Islam*, 2022, 39–60 <Https://Doi.Org/10.47498/Tanzir.V13i1.971>.

2) Holding a social movement for natural victims builds members' awareness of each other[18]

b. The Role of IPNU IPPNU

The existence of the IPNU-IPPNU organization has a significant role in improving the religious character of adolescents because this organization consists of teenagers or students. There are some roles of IPNU IPPNU in society:

1) Improving the skills and mentality of students in the community through activities carried out
2) Mentoring and teaching at the Islamic school
3) Becoming a bridge for boarding school students in opening up insights into science and technology through journalistic training
4) A place to exercise talent, practice leadership, and public speaking.[19]

4. Five Pillars of Islam
a. Definition of Five Pillars of Islam

According to language terms, the origin of the word *rukun* comes from Arabic, the plural "*arkan*" has several meanings, namely pillars, milestones, pillars, buildings, backrests, behavior, parts of something, elements (basis), behavior, tendency, inclination, principle, element, *fardhu*, obligation, and so on. According to the Indonesian Dictionary (KBBI), the meaning of a pillar is that which must be fulfilled for a work to be valid. Example: A prayer that lacks the conditions and pillars is not valid. Another meaning of *rukun* is the principle.

Islam means compliance in implementing everything that comes from the Prophet Muhammad. Whether in the form of orders, prohibitions, or others. The main elements in Islam are two, namely (1) confirming in the heart that Allah is One and the Prophet

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[18] M Riziq, Abdul Mukhlis, And Heru Susanto, *'Peran Komunitas Sosial Keagamaan Dalam Meningkatkan Religiusitas Remaja: Studi Pada Ipnu-Ippnu Ranting Capgawen Selatan, Kabupaten Pekalongan'*, 2021.

[19] Burhan Nudin, *'Peran Budaya Organisasi Ipnu- Ippnu Dalam Pengembangan Pendidikan Agama Islam Di Kabupaten Sleman'*, 2017.

Muhammad is the messenger of Allah and (2) reciting the two kalima *shahada* verbally as for outward actions related to worship, such as prayer, include the perfection of Islam[20]. Islam is also known as a religion of obedience, submission, submission, obedience, acceptance, peace freedom, safety, prosperity, honesty, willingness, sincerity, purity, cleanliness, truth, tranquillity, and the enjoyment of heaven.

The pillars of Islam are one of the approaches created by Allah to form a Muslim personality, by providing some basic exercises to form a habit or habituation that will later give birth to positive traits and behaviors that remain[21]. The basic training provided by Allah to form these positive traits and behaviors begins with oral training (*shahada*), followed by physical exercise (*prayer*), followed by material ownership training (*zakat*), accompanied by lust and lust control training (*fasting*), and hajj (*pilgrimage*).

b. Five Pillars of Islam

1) Syahada

Accepting that God is one and the Prophet Muhammad s.a.w is the messenger of Allah. This *shahada* (testimony) has a meaning that a Muslim must know and practice. As for the one who says it verbally but does not know its meaning and does not practice it then there is no benefit at all with his his *shahada*. The content of the shahada as the first pillar of Islam:

أشهد أن لا اله الا الله وأشهد أن محمدا رسول الله

Meaning: I testify there is no god but Allah and Muhammad is the messenger of Allah.

A person who has recited the two sentences of *shahada* must be treated according to Islamic law, both during his life, such as marriage law and

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[20] Khaerul Khakim, *Modul Kerifa"Iyyahan*, H. 17

[21] Nurjanah, *'Lima Pilar Rukun Islam Sebagai Pembentuk Kepribadian Muslim'*, 2014.

inheritance law and at the time of his death, even if the person does not obey the teachings of Islam.

2) Shalat

In language, prayer is prayer. While in terms of prayer is an act of worship in which it contains certain words and actions that begin with takbir and end with salam.

3) Zakat

Zakat is one of the main worship services and one of the pillars of Islam. The meaning of the word zakat comes from Arabic from the word "*Zaki*" which contains several meanings such as cleaning, growing, and blessing. Which often occurs and is found in the Qur'an with the meaning of cleaning. The Qur'an said:

$$\text{وَلَٰكِنَّ ٱللَّهَ يُزَكِّى مَن يَشَآءُ ۗ وَٱللَّهُ سَمِيعٌ عَلِيمٌ ٢١}$$

Meaning: But Allah purifies whoever He wills. And Allah is All-Hearing, All-Knowing.

4) Fasting

According to the dictionary, fasting means to refrain, abandon, and close oneself from everything, both in the form of speech and action, from food or drink. Whereas according to the terminology, fasting is refraining from everything that invalidates the fast at a certain time starting from sunrise to sunset with certain conditions. Ramadan fasting is one of the pillars of Islam that is required of every Muslim, both men and women.

5) Hajj (Pilgrimage)

Hajj is visiting the *Kaaba* (a square building, elegantly draped in a silk and cotton veil and the holiest shrine in Islam) to perform an act of worship for Muslims who can do so, which must be done in a certain place, at a certain time, and at certain actions. Hajj is not performed in any place, at any time, and with any action. with any action. If Hajj is performed in such circumstances, it is not Hajj.

B. Theoretical Framework

Learning English, especially in today's digital era is very necessary. this is because of the needs of the times that require the younger generation to continue to develop. To answer the challenges, the young generation must be able to work hard and realize, such as giving the young generation an English-speaking program. Teaching speaking in an Islamic organization (IPNU IPPNU) must have the right teaching strategy so that teaching can run well. One of the teaching methods used such as the picture method is quite easy. But there are still some weaknesses that must be improved. In this study, the researchers got closer to the teachers and members of IPNU IPPNU and asked some questions to get information, especially in the application of the picture method in an English-speaking program.

Picture media is considered suitable to improve the speaking ability of students or members because picture media (Pictures) can improve students' ability to speak English (Speaking). Attractive picture media also motivates students in the learning process, students become interested in speaking English with their partner friends. They are not afraid to be wrong in speaking English, and this makes them dare to speak in front of other friends or front of the class. Of course, this is very positive in fostering their confidence in mastering English-speaking skills.[22]

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[22] Hetty Dwi Agustin, *'Peningkatan Kemampuan Speaking Melalui Gambar'*, Vol 7, No 2: Juli 2013 .

Teaching English speaking at IPNU IPPNU

Problems:

-Low of ability in English communication

-Low of opportunities in international level competition

-Low in understanding of Islamic value

Learning English speaking using picture media of five pillars of islam

- Improving members' ability in English communication

- Opening opportunities to compete in international level

- Improving the understanding in Islamic value.

Figure 1. Theoretical Framework

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C. Review of Previous Studies

The researcher collected some previous study that related to this research, those researches are explained as follow:

N o	Research es	Title	The result	Similarit ies	Differenc es
1	Mochlis Ekowijay anto (2020)	The Integration of Islamic Values in Implement ation Of Learning English: Islamic Education Students' Perspective [23]	Students had a reasonabl y great ability in integratin g Islamic values into the teaching and learning process.	Mochlis' research and this research have similariti es, which is applying Islamic values in English class.	Mochlis' research: Islamic values material (salam and don't), not focus on speaking skills, the participant is students of the university, and do not have specific teaching media. Meanwhil e, this research focuses on five pillars of Islam, IPNU IPPNU as the

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[23] Mochlis Eko Wijayanto, 'The Integration Of Islamic Values In Implementation Of Learning English: Islamic Education Students Perspective', *Eternal (English, Teaching, Learning, And Research Journal)*, 6.1 (2020), 18 <Https://Doi.Org/10.24252/Eternal.V61.2020.A2>.

				participant, focuses on speaking skills and using picture media in teaching.
2.	Zulfugarova Sabina (2018)	The Importance of Teaching Listening and Speaking Skills[24]	This research deals with a few activities to develop students' listening and speaking skills and show why it is crucial to develop and the obstacles the learners have.	Sabina's research and this research both are talking about speaking and how to deal with the obstacles that appeared.	Sabina's research: only talking about speaking and listening. Meanwhile, this research focuses on the five pillars of Islam as material, IPNU IPPNU as the participant, focus on speaking skills.
3.	Zakiyah Farhanah Pratiwi and	The Use of Describing Picture Strategy to	This research shows Many	Zakiyah's research and this	Zakiyah's research: talking about the

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[24] Zulfugarova Sabina, 'The Importance Of Teaching Listening And Speaking Skills', *World Science*, 2018 <Https://Doi.Org/10.31435/Rsglobal_Ws/12062018/5881>.

	Mutiara Ayu (2020)	Improve Secondary Students' Speaking Skill[25]	students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing the picture.	research both are talking about speaking and using pictures in teaching.	daily activity as teaching material, the participant is Students of senior high school. Meanwhile, this research focusses on five pillars of Islam as teaching material, IPNU IPPNU as the participant.
4.	Rahmi Aulia Nurdini (2018)	The Use of Pictures to Improve Students' English-Speaking Skill[26]	Using pictures is one of the best ways to make students excited, understand,	Using pictures as teaching media and talking about speaking	There are no Islamic values as teaching materials, the participant is students of senior

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[25] Zakiyah Farhanah Pratiwi and Mutiara Ayu, *'The Use of Describing Picture Strategy To Improve Secondary Students' Speaking Skill'*, *Journal Of English Language Teaching And Learning*, 1.2 (2020), 38–43 <Https://Doi.Org/10.33365/Jeltl.V1i2.603>.

[26] *Rahmi Aulia Nurdini, 'The Use of Picture to Improve Students' English Speaking Skill'*, Vol. 2, Desember 2018..

			memorize the material better, and be enthusiastic to speak English to others.	skills.	high school.
5.	Adib Ahmada, St. Shofia Munawaroh (2021)	A Survey on The Students' Perceptions of Learning Speaking Through Picture Media[27]	The information examination affirmed that the students were delighted with including the pictures as they might draw their consideration, grow their creative ability, and make a more curiously educating	The research concentrated on teaching speaking skills using pictures as teaching media.	The research focused on teaching speaking using picture media and using questionnaires to find the data/result.

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[27] Adib Ahmada And St Sofia Munawaroh, *'A Survey on The Students� Perceptions In Learning Speaking Through Picture Media'*, *Darussalam English Journal (Dej)*, 1.1 (2021), 13 <Https://Doi.Org/10.30739/Dej.V1i1.1034>.

			environm ent.		

In general, the above studies have similarities with this research, namely discussing English speaking and the use of picture media in English classes. but different things appear from the research conducted by Mochlis, which as a whole has similarities with this research, namely discussing the use of Islamic values in the learning material. this research and the five studies above have differences in terms of research subjects and locations, where the five studies above involve students in formal schools as research subjects taking place in formal educational institutions. However, the most different and distinguishing thing between this research and the five studies above is the use of the five pillars of Islam as material in the English-speaking program at IPNU IPPNU.