

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

The researcher has conducted observations, interviews and documentation at IPNU IPPNU Tegalsambi, Jepara. In this chapter, data was presented regarding the use of picture media in English-speaking program on the topic of the five pillars of Islam by teachers and IPNU IPPNU members as students. This study used a qualitative approach and using field research methods. There are several important things that need to be formulated. From the results of obtaining data in the field, the authors formulate problems that are collected and analyzed in the following discussion.

#### **A. Research Finding**

##### **1. IPNU IPPNU Profile**

###### **a. The history of IPNU IPPNU Tegalsambi, Jepara**

IPNU IPPNU Tegalsambi was formed to accommodate teenagers in 2013. At that time, conditions were still difficult, because many of the members did not have an organizational background and had an average junior high school education. In addition, the elected chairman of IPNU IPPNU also experienced a vacuum for a long time (2 years) for reasons of busy work. Besides, many of the IPNU IPPNU members at that time had the background of the organization Fans of the soccer club. So, to be directed directly to carry out youth empowerment activities in the village is still not possible. There needs to be a special approach for the members to stay united, such as doing positive activities that members like, one of which is Fun Futsal and Camping. Time passed and activities that were originally just for fun, little by little were inserted with youth empowerment activities. over time, IPNU IPPNU Tegalsambi began to rise. This was marked by the active start of the members to form an art studio called "Sanggar Seni Obor" as a means of channeling the talents of village youth in the field of art. from the art studio, achievements such as performing in an event at the regency hall, ronggowarsito

museum, and annual performers at the tegalsambi village earth alms event<sup>1</sup>.

From IPNU IPPNU Organization, the members' minds can mature. By that time, it is proved that One of the innovations that have now become the IPNU IPPNU Tegalsambi work program in responding to the progress of the current era is by holding an English Program which aims to provide English language provisions to members of the IPNU IPPNU Tegalsambi which in the future can make them a generation who is competent in religion and social sciences. IPNU IPPNU members are students, with this English speaking program will help a lot in improving their abilities in the school environment. IPNU IPPNU has work programs such as english program, journalistic training, orphan compensation, the commemoration of 1 Muharram with Oncor parade, the commemoration of santri day by holding competitions, and Takbir Keliling every night 1 syawal<sup>2</sup>. So that, when leaving IPNU IPPNU, members can take part in society and answer the challenges of today's world.

**b. Identity of the Organization**

Name of organization : IPNU IPPNU Tegalsambi  
 Address : Jl. Sunan Mantingan, Tegalsambi 59427  
 Type of organization : Islamic Organization  
 Establishment : 2013  
 Regency : Jepara  
 Province : Central Java

**c. Vision and Missions of IPNU IPPNU Tegalsambi, Jepara**

- 1) Vision of IPNU  
 Optimize the potential and improve the quality of IPNU cadres, with nationalistic insight and morality.
- 2) Mission of IPNU  
 Actively participate in building the Republic of Indonesia by raising the banner of IPNU in every

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<sup>1</sup> 'Mr. Arf, The Interview From The Researcher, Interview 1 History Of Ippnu Ippnu Tegalsambi, Transcript 1, June, 22nd, 2023'.

<sup>2</sup> 'Dvd, The Interview From The Researcher, Interview 1 Ippnu Ippnu Work Programs, Transcript 2, July, 2nd, 2023'.

service, in the fields of discipline, social humanity and the environment<sup>3</sup>

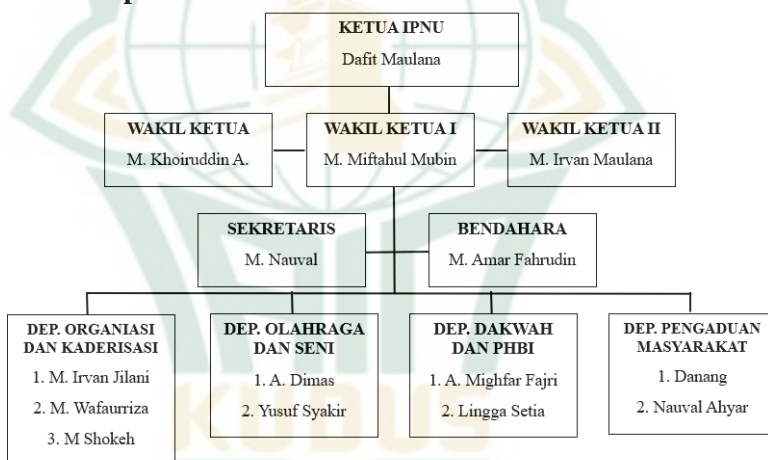
3) Vision of IPPNU

To form the perfection of women students of Indonesia who are pious, have good morals, are intelligent, and with a national perspective.

4) Missions of IPPNU

- a) Building quality NU cadres is morally good, and democratic in the life of society, nation, and state.
- b) Developing the quality of cadre resources towards the creation of gender equality.
- c) Forming cadres who are dynamic, creative, and innovative<sup>4</sup>

**d. Organization Structure of IPNU IPPNU Tegalsambi, Jepara**



**Figure 1. Structure of IPNU Tegalsambi Jepara**

<sup>3</sup> 'Hasil Konbes Dan Rakernas 2019'.

<sup>4</sup> 'Hasil Konbes 2020 Ppoak'.



**Figure 2. Structure of IPPNU Tegalsambi Jepara**

## **2. The Implementation of Pictures as Media in Teaching Speaking of Five Pillars of Islam at IPNU IPPNU Tegalsambi, Jepara English Program**

This research has taken place at the NU Building, where IPNU IPPNU conducts routine activities. This English-speaking program is part of the routine activities included as part of the IPNU IPPNU work program which has the aim of improving the English language skills of IPNU IPPNU members, especially in speaking in facing the challenges of today's digital world and complementary to developing tourism potential in the village<sup>5</sup>.

*“Every week, coinciding with the “rutinan” also takes place the English language program that we initiated as one of our work programs. This is to improve the English language skills of IPNU IPPNU members, not only that, seeing the potential of the village which is a tourist village is also one of the*

<sup>5</sup> ‘The Result Of Observation From The Researcher, Observation Of Ippnu Activity, June, 23<sup>rd</sup>, 2023’.

*extra points for us to be able to attract many tourists, and last but not least, technological advances require IPNU IPPNU teenagers to participate in developing this Indonesian country in one way, namely equipping themselves in foreign languages”<sup>6</sup>.*



**Figure 3. Researcher Explained his Purposes in IPNU IPPNU Weekly Routine**

This English-speaking program is under the control of a teacher/tutor who teaches IPNU IPPNU members by using picture media. This picture media is considered quite suitable to be applied in the English-speaking program because the use of pictures can increase the interest, motivation, and imagination of students/members in learning.

*“The media I use are pictures that can support learning. Based on my personal experience and a little research, I have found that picture media can attract students' interest in learning, make it easier for students to imagine, and increase their learning motivation. And that's what is currently being applied”<sup>7</sup>.*

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<sup>6</sup> ‘Dvd, The Interview From The Researcher, Interview 1 Activities Of Ippnu Ippnu, Transcript 2, July, 2nd, 2023’.

<sup>7</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 1 Teaching Media Used, Transcript 3, June, 21st, 2023’.

The implementation of this English-speaking program is something new in IPNU IPPNU and experienced ups and downs in its implementation due to several underlying factors, such as the activity of members and teachers who teach. However, as time goes by, this program tries to be maintained considering the benefits that this program will bring among IPNU IPPNU members.

*“This English work program is something new in IPNU IPPNU. This began in 2021, which is recognized as the ups and downs of its activities, due to the busyness of teachers and members. However, we try to make an effort by continuing to implement the program”<sup>8</sup>.*

Thus, the history and background of the establishment of the English-speaking program of IPNU IPPNU Tegalsambi Jepara that researcher have found. After that, the researcher will report the findings of the implementation of pictures as a media in teaching speaking the five pillars of Islam in the IPNU IPPNU Tegalsambi English program.

#### **a. Preparation of Implementing Pictures as Media in Teaching Speaking of Five Pillars of Islam**

Speaking English is an activity that not everyone can do. Someone must be able to master several things to be able to speak English. The components needed to be able to speak English include mastery of a lot of words, the ability to know how to read each word and the confidence to be wrong in front of people. In this study, researchers observed the implementation of the English-speaking program implemented by IPNU IPPNU.

Based on the researcher's findings in the field, Mrs. HMR as the teacher/tutor who teaches this English-speaking program explained the source of material used in the class. Mrs. HMR as the teacher/tutor who teaches the English-speaking program explained the source material used in the class. Several sources are her

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<sup>8</sup> ‘Dvd, The Interview From The Researcher, Interview 2 The Beginning Of English Program, Transcript 2, July, 2nd, 2023’.



reference to get the material which is then compiled and combined according to the needs. Supporting needs in the teaching process such as pictures media, markers, flipchart paper, glue, etc. are also prepared<sup>9</sup>.

*“Before the class starts, I usually prepare the materials that will be used. I usually take the materials from textbooks at school, videos on YouTube and websites, then I combine and organize according to the needs in the field”<sup>10</sup>.*

Before the English-speaking program begins, activities often begin with a weekly routine of IPNU IPPNU members which aims to discuss other programs that will be carried out.

*“Its application often begins with the IPNU IPPNU routine....”<sup>11</sup>*

In its application, the picture media was chosen by Mrs. HMR as the tutor/teacher in this program. Before the implementation, the activity was opened by the teacher by saying greetings and praying together for the smooth running of the activity. In the picture below, Mrs. HMR as the teacher reviewed the material learned in the previous meeting<sup>12</sup>. In addition, vocabulary memorization deposit activities related to the material in the previous meeting were also carried out. The purpose of this is to strengthen the material and memory of IPNU IPPNU students/members of the material that has been learned. In addition, the more vocabulary a student has, the smarter the student can string words together and pronounce them in the form of sounds.

*“The program is immediately opened by me as the teacher and reviews the material we learned*

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<sup>9</sup> The Result Of Observation From The Researcher, Observation Of Preparation, June, 23<sup>rd</sup>, 2023’.

<sup>10</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.

<sup>11</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.

<sup>12</sup> The Documentation Of Review Previous Material, June, 23<sup>rd</sup>, 2023’.

*last week. Then, to improve my speaking skills, I go through depositing the vocabulary learned last week. The goal is the more vocabulary students have, the faster they will be able to string words together and speak later”<sup>13</sup>*



**Figure 4. Opening & Learning process**

From the explanation of teachers and students regarding the preparation stage, we can conclude that it begins with routine activities carried out by IPNU IPPNU. After that, it is continued with the English-speaking program which begins with the preparation of needs during the teaching process, such as paper, markers, ballpoint, glue, learning materials, and media. Before implementation, the teacher opened with a prayer and continued to review the material presented at the previous meeting. This is intended so that students remember and understand well the material presented. And to strengthen it, the teacher checks the students' vocabulary memorization.

#### **b. Implementation of Pictures as Media in Teaching Speaking of Five Pillars of Islam**

This is the main part of the research, which is the application of picture media in teaching speaking. This English-speaking program is usually held on Fridays or

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<sup>13</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.



other days according to the existing conditions after maghrib or isha<sup>14</sup>.

*“Its application often begins with the IPNU IPPNU routine on Friday or other conditional days after maghrib/Isha...”<sup>15</sup>*

After opening with prayer and reviewing the material from the previous meeting, the teacher goes directly into the core of the activity. In this case, the teacher provides vocabulary in picture form about the material that will be taught at that time<sup>16</sup>. The hope of giving the vocabulary is to increase the students' vocabulary and make them familiar with the vocabulary in English.

*“I always distribute picture vocabulary about the material we will learn that day and ask them to understand it”<sup>17</sup>*



**Figure 5. Vocabularies as picture media**

<sup>14</sup> ‘The Result Of Observation From The Researcher, Observation Of English Program Activity, June, 23<sup>rd</sup>, 2023’.

<sup>15</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.

<sup>16</sup> ‘The Documentation Of Vocabulary As Picture Media, June, 30<sup>th</sup>, 2023’.

<sup>17</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.

After providing vocabulary and it is felt enough for students to understand, then the teacher provides explanations and benefits related to the material that will be discussed on that day. The researcher found that the vocabulary and the material presented have a correlation that is related to one another.

*“Then, I explain the material we will learn and the benefits of learning the material”<sup>18</sup>.*

In the activities, Mrs. HMR often inserts picture-matching games related to vocabulary. This activity is one of the interesting things for students because, in addition to learning vocabulary, they are also required to be able to find the right vocabulary pair according to the picture. After this is done, the teacher gives students a picture to discuss with other students who have previously been paired. Furthermore, each group of students gets a picture that they have to describe or they have to make a conversation. In this activity, the teacher monitors the performance of the students in understanding the pictures they receive. After all, students have finished discussing the pictures they received, the teacher asks students to come forward to practice speaking as well as presenting the results of the discussions they have worked<sup>19</sup>.

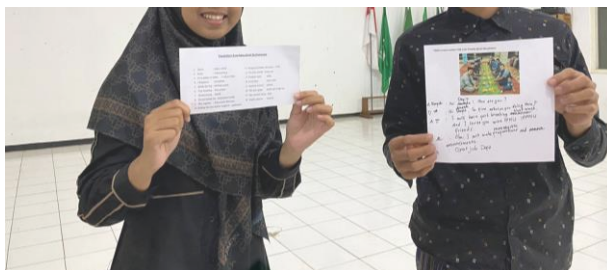
*“After that, I often insert games to match pictures related to the vocabulary. Then, I give each group a picture and in pairs I ask them to discuss the picture, then make a conversation or describe individually about the picture and practice it”<sup>20</sup>.*

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<sup>18</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.

<sup>19</sup> ‘The Result Of Observation From The Researcher, Speaking Practice, June, 23<sup>rd</sup>, 2023’

<sup>20</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 2 Implementation English-Speaking Program, Transcript 3, June, 21st, 2023’.



**Figure 6. Speaking practice**

The researcher found that the implementation of English-speaking program received a good response from IPNU IPPNU members and society. This is considered good because it can increase the existence of IPNU IPPNU in society.

*“Its implementation often gets a good response from IPNU IPPNU members and the community”<sup>21</sup>.*

On the other hand, many of the students expressed that this activity was very exciting because it was the first time they got this kind of learning. Some of the most interesting activities for students are recognizing vocabulary through pictures, matching vocabulary with pictures and speaking practice using pictures as the object of discussion<sup>22</sup>. The picture media used and given to students also provide motivation and student imagination. So that students more quickly capture what is explained by the teacher.

*“It's fun because there are many friends. And this is the first time I got this method because I've never had it before”<sup>23</sup>. It's fun with pictures*

<sup>21</sup> ‘Dvd, The Interview From The Researcher, Interview 2 Implementation Of English-Speaking Program, Transcript 2, July, 2nd, 2023’.

<sup>22</sup> ‘The Documentation Of Matching Picture, June, 30<sup>th</sup>, 2023’.

<sup>23</sup> ‘Njw, The Interview From The Researcher, Interview 1 Implementation Of English-Speaking Program, Transcript 5, July, 2nd, 2023’.

*because we can understand and imagine more with the pictures<sup>24</sup>*.



**Figure 7. Matching picture and its media**

Researchers in this study can examine more broadly that in its application, the teacher provides the pictorial vocabulary to students related to the material discussed to make it easier for students to know each word that is the object of discussion. After that, the teacher explains the material discussed at the meeting that day. An exciting activity carried out to avoid student boredom is by matching pictures with the appropriate vocabulary. In this activity, students will be busy searching and grabbing pictures to be paired with the right vocabulary. After the matching is complete, the teacher gives picture problems and asks students to solve them well with their friends. After that, the teacher asks the students to present it to test their speaking skills.

### **c. Evaluation of Implementing Pictures as Media in Teaching Speaking of Five Pillars of Islam**

Every teaching and learning process needs evaluation to determine the benchmark of students' ability and understanding. In this study, the researcher found the evaluation process carried out by teacher in the

<sup>24</sup> 'Amd, The Interview From The Researcher, Interview 3 Teaching Media Used In Implementation, Transcript 4, July, 2nd, 2023'.

English-speaking program. Based on the teacher's statement, in every meeting he always conducts an evaluation, which is repeating the memorization of vocabulary by depositing vocabulary in the next meeting<sup>25</sup>. In addition, the teacher often corrects some students' pronunciation and grammar that are still wrong to be corrected<sup>26</sup>.



**Figure 8. Vocabulary Memorization**

*“my evaluation is to correct their performance by correcting their pronunciation and grammar, and to make them memorize vocabulary for the next meeting”<sup>27</sup>.*

*“the knowledge we get is much easier to enter the brain and has improved in terms of speaking, and feeling more courageous. Because here the teacher is fun and if we make a mistake, we are*

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<sup>25</sup> ‘The Result Of Observation From The Researcher, Observation Of Students Memorization, June, 23<sup>rd</sup>, 2023’

<sup>26</sup> ‘The Documentation Of Giving Correction To Students, June, 30<sup>th</sup>, 2023’

<sup>27</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 5 Evaluation Of Teaching Activity, Transcript 3, July, 2<sup>nd</sup>, 2023’.



*often helped to speak and organize the language correctly*”<sup>28</sup>.



**Figure 9. Conversation practice & evaluation**

Furthermore, the evaluation process carried out by the teacher is to provide corrections related to the pronunciation of words and sentences pronounced by students. At this stage, students are expected to be able to understand every mistake made so that in the future they can minimize their mistakes. The next evaluation is the correction of students' grammar. This is important in speaking classes, besides being able to speak correctly and fluently, grammar must also be considered according to spelling.

In this evaluation stage, the teacher deliberately does not give homework to students. It is hoped that students will not be bored, or afraid and still enjoy enjoying the English-speaking program. This proved to be true when students said they were happy and felt excitement when the teaching process took place. It is also supported by the speed with which they understand the pictures and vocabulary given to them.

*“I did not give any assignments, for fear of burdening them and making them not enjoy the program”*<sup>29</sup>

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<sup>28</sup> ‘Amd, The Interview From The Researcher, Interview 5 The Effect Of Implementation, Transcript 4, July, 2<sup>nd</sup>, 2023’.



*“It's fun because we can learn to quickly understand the images presented and the vocabulary given”<sup>30</sup>*

In addition, the evaluation results given by the teachers showed positive things where students felt that after this English-speaking program students better understand the five pillars of Islam in the context of English and increase their awareness to be able to compete at the international level.

*“Honestly, I want this class to continue because it's fun and not boring. besides, increasing knowledge is certain, but this is different”<sup>31</sup>.*

*“English is essential because not all countries use Indonesian and English is an international language that helps us communicate with other people”<sup>32</sup>.*

From this activity, the researcher saw that the evaluation carried out by the teacher was to correct the mispronunciation of words or sentences spoken by students. In addition, the teacher also corrects grammar that is still wrong or incorrectly done by students. The goal is for students to better understand the real structure of the English language. Uniquely, in this evaluation, the teacher does not charge students with homework. This aims to make students feel comfortable when going to the English-speaking program. And it can be seen when students feel happy and tend to increase their knowledge.

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<sup>29</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 5 Evaluation Of Teaching Activity, Transcript 3, July, 2<sup>nd</sup>, 2023’.

<sup>30</sup> ‘Amd, The Interview From The Researcher, Interview 1 The Implementation, Transcript 4, July, 2<sup>nd</sup>, 2023’.

<sup>31</sup> ‘Amd, The Interview From The Researcher, Interview 5 The Effect Of Implementation, Transcript 4, July, 2<sup>nd</sup>, 2023’.

<sup>32</sup> ‘Njw, The Interview From The Researcher, Interview 6 The Important Of English, Transcript 5, July, 2<sup>nd</sup>, 2023’.

### 3. The Challenges Faced by IPNU IPPNU Members in Practicing Speaking of The Five Pillars of Islam Using Picture Media During the Speaking Program

In the teaching process, not all students can follow the program well, because each student has the ability in understanding the knowledge delivered by the teacher. Some of them may have challenges in understanding the material of the five pillars of Islam using picture media in the English-speaking program. Mrs. HMR explained that students are constrained by the English language used in the English-speaking program. As it is known that students in the English-speaking program have to learn about the five pillars of Islam in the context of English. At that point, they feel as if they are repeating the pillars of Islam from zero.

*“The members/students are familiar with the pillars of Islam, but when it is presented in English, it is as if they are repeating from scratch because of the different language and vocabulary”<sup>33</sup>*

Mrs. HMR as the teacher in this English-speaking program stated that students tend to be shy to speak in public using English. This is because they still think it is taboo when villagers speak English.

*“they tend to be shy to speak in public using English because they still think it is strange when villagers speak English”<sup>34</sup>*

In addition to feeling awkward, the fear of being ridiculed and laughed by other students when speaking English is also a challenge that must be faced and resolved. Students' perception of English as difficult makes them have less willingness to learn. Furthermore, many of the students feel confused about how to read which is different from Indonesian.

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<sup>33</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 3 The Challenge Faced, Transcript 3, July, 2<sup>nd</sup>, 2023’.

<sup>34</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 3 The Challenge Faced, Transcript 3, July, 2<sup>nd</sup>, 2023’.

*"...On the other hand, they are afraid of pronouncing vocabulary in English for fear of being ridiculed by other friends"*<sup>35</sup>

*"There are still many members who are not interested in joining this English program. They think that English is difficult and it's strange for villagers to speak English. The awareness is still lacking. Then in practice members/students often feel confused by the vocabulary and different ways of reading"*<sup>36</sup>

In this study, researchers found facts presented by one of the students regarding things that reduce student motivation to learn, namely the fear of the Javanese accent that is still thick when speaking English. This makes them embarrassed and afraid of being laughed at when other people who are better at speaking English than them. On the other hand, self-confidence is the underlying thing that hinders students from learning English because of their inability to pronounce the "R" word.

*"It's difficult to pronounce because we have a Javanese tongue and the accent is still Javanese. It's embarrassing to be laughed at if someone is better at speaking English"*<sup>37</sup>

*"I'm a bit insecure because I can't speak R properly and I can't speak English either"*<sup>38</sup>

Mrs. HMR also explained that, besides the problems above, it is also equally important and the biggest challenge is to familiarize and introduce English to the community.

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<sup>35</sup> 'Mrs. Hmr, The Interview From The Researcher, Interview 3 The Challenge Faced, Transcript 3, July, 2<sup>nd</sup>, 2023'.

<sup>36</sup> 'Dvd, The Interview From The Researcher, Interview 3 The Challenge Faced, Transcript 2, July, 2<sup>nd</sup>, 2023'.

<sup>37</sup> 'Amd, The Interview From The Researcher, Interview 2 The Challenge Faced, Transcript 4, July, 2<sup>nd</sup>, 2023'.

<sup>38</sup> 'Njw, The Interview From The Researcher, Interview 2 The Challenge Faced, Transcript 5, July, 2<sup>nd</sup>, 2023'.

Rural residents tend to consider English as something less important and considered Westernized when speaking English in the environment. That makes them less supportive of students in learning and practicing English every day.

*“the influence of the village environment that does not support them in practicing English is also an obstacle for them”<sup>39</sup>*

From the various challenges presented by students and teachers, most of the challenges they face are challenges that come from within the students. Challenges such as fear of being ridiculed when wrong, shame when doing wrong and motivation from within students who are still weak. Besides, the external factors that underlie the internal problems above are external factors that still exist around students. Factors such as lack of support from families and communities who still consider taboo people who speak English. this is what makes students feel afraid, ashamed and does not develop motivation to learn English.

#### **4. The Strategies Used by Teachers/Tutors in Overcoming Members' Challenges in English-Speaking Programs Using Picture Media at IPNU IPPNU Tegalsambi, Jepara English Program**

Every challenge faced, there must be a way to overcome. As a teacher, she has her ways or strategies to overcome the various challenges she faces. In this study, researchers found information that teachers have various strategies to overcome shyness to speak in public by providing support to students, convincing students that mistakes are natural and keep going to enrich the vocabulary.

*“For the first problem, as a teacher, of course, I understand the differences in vocabulary and understanding, and the solution is to keep trying to*

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<sup>39</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 3 The Challenge Faced, Transcript 3, July, 2<sup>nd</sup>, 2023’.

*give and guide them to keep wanting to learn and enrich their knowledge of English*”<sup>40</sup>

The second challenge is the fear of ridicule from friends when saying the wrong words. The teacher provides a solution to this, namely by motivating to always be confident and convincing students that having English language skills will facilitate their future path in life.

*“The second problem is the motivation that I always try to give them to stay confident and give them a description that in the future English will give them a lot of convenience*”<sup>41</sup>

The next problem or challenge experienced by students is pronunciation, which is still considered strange for some students, which is dealt with by the teacher by providing pronunciation justification with the help of google translate voice. This is to show students how to pronounce words correctly. The teacher teaches students to give polite corrections to other students' mistakes. And to keep students engaged, the teacher several times combines digital media such as videos and websites that contain exciting content.

*“For the third problem, English pronunciation is sometimes different from Indonesian and sometimes sounds funny or strange when spoken. I often give them an understanding of how to pronounce words, the use of google translate voice part is one way to tell them how to pronounce correctly. For those who tease each other, we try to reduce it by asking them to give polite corrections to their friends. And to keep them engaged, I often use digital media such as videos and websites that contain fun material*”<sup>42</sup>

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<sup>40</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 4 The Strategies Used, Transcript 3, July, 2<sup>nd</sup>, 2023’.

<sup>41</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 4 The Strategies Used, Transcript 3, July, 2<sup>nd</sup>, 2023’.

<sup>42</sup> ‘Mrs. Hmr, The Interview From The Researcher, Interview 4 The Strategies Used, Transcript 3, July, 2<sup>nd</sup>, 2023’.



In addition to teachers, students also have hopes and suggestions for teachers to overcome the challenges that often occur during the teaching process. As a teacher, teachers must have more patience in teaching. This is needed so that students stay and enjoy every material given by the teacher.

*“The teacher must be patient. The teacher must motivate the members/students to keep up the spirit of learning. In application, teachers often provide refreshing materials and teaching materials to attract the attention of students/members, such as collaborating with technology and guiding members/students when experiencing problems in speaking practice”<sup>43</sup>*

Based on the interview results, students expect learning methods that are fun and can improve English-speaking skills such as watching movies in English without translation and listening to stories and songs in English. This is so that the brain is accustomed to being exposed to English vocabulary and sentences and makes it easier to pronounce in the form of sound.

*“I hope there is a method to improve speaking easily, such as watching movies in English without translation, listening to stories and listening to songs in English, so that our brains get used to English and easily pronounce it in the form of sound”<sup>44</sup>*

Almost the same opinion was conveyed by one of the students to the researcher in this study. Students argue that using songs and singing in English also makes the learning atmosphere fun. In addition, when the teacher's teaching method is fun, students automatically feel and enjoy the class. This student also gave appreciation to the

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<sup>43</sup> ‘Dvd, The Interview From The Researcher, Interview 4 The Strategies Used, Transcript 2, July, 2nd, 2023’.

<sup>44</sup> ‘Amd, The Interview From The Researcher, Interview 4 Strategies Used, Transcript 4, July, 2<sup>nd</sup>, 2023’.



teacher that the picture media used in learning was also suitable.

*“I think the picture method is just right. Then, we use English songs and singing, and if the teacher enjoys it, we enjoy it too”<sup>45</sup>*

From the results of this study, it can be concluded that students want every activity in the classroom to contain elements of comfort and excitement. This aims to increase students' interest in learning and make it easier for students to accept the material provided by the teacher. Some activities such as listening to songs, watching movies, singing and listening to stories in English are the choice of students in strategies to improve English-speaking skills.

## **B. Discussion**

### **1. The Implementation of Pictures as Media in Teaching Speaking of Five Pillars of Islam at IPNU IPPNU Tegalsambi, Jepara English Program**

The implementation of picture as teaching media in the five pillars of Islam is also the implementation of teacher spirituality. Because The teacher's spirituality may help students feel motivated, empowered, and encouraged to do their job well, link their beliefs to what they do, and teach with integrity<sup>46</sup>. This research has taken place at the NU Building, where IPNU IPPNU conducts routine activities. This English-speaking program is part of the routine activities included as part of the IPNU IPPNU work program which has the aim of improving the English language skills of IPNU IPPNU members, especially in speaking. This English-speaking program is under the control of a teacher/tutor who teaches IPNU IPPNU members by using picture media. Thus, the history and background of the establishment of the English-speaking program of IPNU IPPNU Tegalsambi Jepara that researcher have found.

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<sup>45</sup> ‘Njw, The Interview From The Researcher, Interview 4 Strategies Used, Transcript 5, July, 2<sup>nd</sup>, 2023’.

<sup>46</sup> Taranindya Zulhi Amalia And Others, ‘Integrating Spirituality In Teaching English To Young Learners Based On The Independent Curriculum In Elementary Schools’.

### a. Preparation of Implementing Pictures as Media in Teaching Speaking of Five Pillars of Islam

The researcher found that the teacher/tutor who teaches the English-speaking program explained the source of the materials used in the class. The extant research literature on teacher preparation offers some valuable insights that can be used to assess effective preparation practices<sup>47</sup>. In learning, the sources/references are not only from textbooks, but also from interaction and communication<sup>48</sup>. Several places become the reference to get the material which is then compiled and combined according to the supporting needs in the teaching process such as picture media, markers, flipchart paper, glue, vocab list and others are also prepared. Those are the tools in supporting the teaching process. In its application, picture media was chosen by tutors/teachers in this program. It is considered that picture media is easy to find and can provide motivational stimulation to students during the learning process. Pictures can provide better stimulation than words<sup>49</sup>.

Before the implementation, the activity was opened by the teacher by saying greetings and praying together for the smooth running of the activity. To check students' memorization, the teacher reviewed the material that had been learned at the previous meeting. In addition, vocabulary memorization activities related to the material in the previous meeting were also carried out. The teacher usually did checking vocabulary memorization one by one. This aims to strengthen the material and memory of IPNU IPPNU members as students in this program. On the other hand, having a lot

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<sup>47</sup> Donald J. Boyd And Others, 'Teacher Preparation And Student Achievement', *Educational Evaluation And Policy Analysis*, 31.4 (2009), 416–40 <<https://doi.org/10.3102/0162373709353129>>.

<sup>48</sup> Nur Zazin And Muhammad Zaim, '*Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z*', Vol 1, No 1 (2019).

<sup>49</sup> Eirini Zormpa And Others, 'The Production Effect And The Generation Effect Improve Memory In Picture Naming', *Memory*, 27.3 (2019), 340–52 <<https://doi.org/10.1080/09658211.2018.1510966>>.

of vocabulary in English makes students more vocabulary and allows them to speak faster.

### **b. Implementation of Pictures as Media in Teaching Speaking of Five Pillars of Islam**

Implementation is generally defined as a series of planned and deliberate activities designed to integrate evidence-based practices in the real life<sup>50</sup>. The main activity in this research is the implementation of the use of picture media in teaching the pillars of Islam. After everything is ready, the next activity that the teacher does is to provide a list of vocabulary related to the material that will be given at that time. Giving vocabulary at the beginning of learning aims to make students able to analyze the vocabulary they just got. On the other hand, by giving vocabulary at the beginning, it makes them wonder and guess the material that will be given.

After it was sufficient for students to read and understand the vocabulary given, the teacher then delivered orally the material related to the theme at the meeting. This oral delivery of material aims to increase students' understanding of the material they get. In addition, the delivery of material will further open students' imaginations in exploring the material provided. When the teacher finishes delivering the material, the activity continues by giving students a random piece of picture and vocabulary to then be pasted and matched according to the pair on the flipchart paper that is already available. This activity aims to hone students' critical thinking skills, concentration and understanding of the context of the material being given.

The matching activity trains coordination among students in finding matching pairs of pictures and vocabulary. Matching pictures can trigger students to become active in learning, so it can enhance student learning outcomes<sup>51</sup>. After the matching activity, the

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<sup>50</sup> Albers, B And Pattuwage, L. (2017). *Implementation In Education: Findings From A Scoping Review*. Melbourne: Evidence For Learning.

<sup>51</sup> Eny Utami, 'Penggunaan Model Pembelajaran Picture And Picture', 2013.

teacher divided the students into pairs and formed a small group. Then, the teacher gave a picture problem to each group for them to discuss. Students were asked to describe an object, including its function and shape. Not only that, students are also required to make a conversation from an activity that they might get. This activity aims students can adopt a democratic attitude, respect differences, and think deeply, as well as train them to be responsible for their opinions<sup>52</sup>.

In this study, after completing the discussion on the theme of the image obtained, students were asked by the teacher to present the results of the discussion with their partners in front of the class. This aims to increase student confidence and improve student speaking skills by using image media in the material of the pillars of Islam.

### **c. Evaluation of Implementing Pictures as Media in Teaching Speaking of Five Pillars of Islam**

Every teaching and learning process needs evaluation to determine the benchmark of students' ability and understanding. The teacher used communicative language in teaching and spoke in English for every situation in the learning and communication in English program<sup>53</sup>. In this study, the researcher found the evaluation process carried out by teacher in the English-speaking program. Based on the teacher's statement, in every meeting she always conducts an evaluation, which is repeating the memorization of vocabulary by depositing vocabulary in the next meeting. In addition, the teacher often corrects some students' pronunciation and grammar that are still wrong to be corrected. This aims to minimize the possibility of future errors.

The results showed that the teacher in this case did not give homework. the positive results also showed

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<sup>52</sup> Nurul Afiefah, 'Pembelajaran Dengan Metode Diskusi Kelas', 11 (2014).

<sup>53</sup> Hassanudin, "Teaching English As A Foreign Language", (Yogyakarta: Cv Budi Utama, 2014) P. 56'.

that students experienced an increase in terms of understanding and knowledge of science in English and increased students' awareness of the importance of English in competing at the international level. it does not rule out the possibility for anyone from any background, to be able to compete at the international level, including IPNU IPPNU.

## **2. The Challenges Faced by IPNU IPPNU Members in Practicing Speaking of The Five Pillars of Islam Using Picture Media During the Speaking Program**

Speaking as a manifestation of communication to connect with people orally, can effectively communicate their ideas, feelings and opinions and the goal is for participants to create comfortable social interactions and communicate well<sup>54</sup>. The lack of knowledge about English has a huge impact on students' interest in learning. In addition, the assumption that English is a difficult subject makes them not put great interest in learning English. Many of them do not learn English optimally. In addition, many students ignore English lessons and make them the second choice of other lessons. In the process of learning, there must be such a thing as a challenge faced by students and teachers. this challenge is something that must be found a way out. the results of the study show that there are several challenges faced by students and teachers, namely:

- a. Students feel that they have to repeat from zero the material of the pillars of Islam that have been obtained.

Students are often exposed to the pillars of Islam in one language, namely Indonesian or Arabic translated into Indonesian. In Indonesia, learning Islamic studies is still largely one-way or using one language (Arabic) only and not using bilingual between Indonesia or Arabic<sup>55</sup>. This can be considered normal because students are used

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<sup>54</sup> M. Arif Rahman Rahman Hakim, 'Strategi Pengajaran Speaking Bagi Para Pembelajar Bahasa Inggris Berkarakteristik Introvert', *Jurnal Pendidikan (Teori Dan Praktik)*, 4.1 (2019), 49 <<https://doi.org/10.26740/jp.v4n1.p49-58>>.

<sup>55</sup> Taranindya Zulhi Amalia, 'Multicultural Education, The Frame of Learning Islamic Studies Towards Islamic Religion Teachers Bilingually', vol. 1, no. 1, 2013.



to getting material about the pillars of Islam in the context of Indonesian. However, they have just learned the pillars of Islam in the context of English, which has a slight difference in vocabulary.

b. Being shy to speak in public.

Children's self-confidence is defined as an attitude that children have in life which is reflected in student behaviour such as showing their will, and their emotions (sad or happy), daring to appear in front of the class, getting along with their peers or with the teacher<sup>56</sup>. Speaking English is still considered taboo for most rural communities. They are afraid of being labeled as Westernized by some people when learning to speak English.

c. Fear of being ridiculed by friends.

This happens many times during the teaching process. When a student makes a mistake in pronouncing a word or sentence, some of the other students ridicule their friend who made a mistake. So, they are afraid to speak English.

d. Having a thick Indonesian accent.

As someone who lives in a village, the regional accent is still strong. This makes students feel embarrassed to speak if they meet other people who have good English. Beside a thick accent can interfere with communication and make us sound less skilled in speaking English. Many Indonesians want to learn English beside to communicate better, but often find it difficult to get rid of the regional accent that is often attached to English pronunciation.

e. Unsupportive environment.

Developing a learning environment is a challenge for teachers. It requires high teacher creativity to create an ideal learning environment. The environment is considered very influential on a person. The environment influences the mindset and motivation of a person to do

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<sup>56</sup> Unggul Priyadi, Wahyu Adi Prabowo, And Daniar Mutiara Sari, 'Membangun Kepercayaan Diri Anak Melalui Pelatihan Public Speaking Guna Persiapkan Generasi Berkarakter', 2.2 (2013).



something, rural students are no exception in learning English. This often happens among rural communities who lack awareness in improving English skills. So that from that, a stigma was formed that considered English to be an important gap. As a result, students will feel uncomfortable if they have to speak English in their environment.

f. No rubric assessment.

Evaluation is one part of the teaching and learning process and a method to determine the results of the learning provided by the teacher to students. The teacher is able to provide a variety of assessments to students to measure their understanding and fluency in speaking. one of the assessments that can be used is the picture-cued task. One of the popular measures for stimulating spoken language performance at intensive and extensive levels is the picture cue. Pictures can be very simple, designed to elicit a word or phrase; somewhat more complex; or consist of a sequence that tells a story or event<sup>57</sup>. The simple rubric assessment for measuring students' ability in speaking can see by students' vocabulary, grammar, fluency, and accuracy.

### **3. The Strategies Used by Teachers/Tutors in Overcoming Members' Challenges in English-Speaking Programs Using Picture Media at IPNU IPPNU Tegalsambi, Jepara English Program**

Language learning strategies is a skill, tactic, or way of organizing and implementing learning to achieve the desired learning success in learning a new language<sup>58</sup>. Language learners ("learners" refers to them later), whether they are high school students or university students, are the most important factor in learning a new language. Success or failure will be determined by what learners do.

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<sup>57</sup> H. Douglas Brown, *Language Assessment: Principles And Classroom Practices*, Nachdr. (New York: Longman, 2006).

<sup>58</sup> Amri Isyam, 'Strategi-Strategi Belajar Bahasa Asing', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 4.2 (2011), 86 <<https://doi.org/10.24036/Ld.V4i2.1259>>.

Learning any field of study requires a strategy, and this includes learning a new language such as English. It is not enough for the learner to rely on willingness, intelligence, and teachers alone, but they also have a learning strategy if they want to succeed in learning. Many learners of English as a foreign language still do not know learning strategies, so they fail or have less success in applying the newly learned language.

Thus, foreign language learners who have learning strategies are learners who have skills or ways to organize and carry out the learning process to achieve successful. Here are some strategies for overcoming members' challenges in English-speaking programs using picture media. In this study, the researcher found several strategies to overcome:

a. Provide motivation and encouragement.

Community factors that influence learning are student activities in the community, mass media, socializing with friends, and forms of community life. This is necessary to remind students that mistakes are natural in the learning process. There is no need to be afraid or ashamed of these mistakes. The key is to keep your spirits up and improve the capacity in speaking English. The family has a huge impact on everyone's life person's life. So does the learning process. Students who learn will receive influences from the family such as the way parents educate, relationships between families, family economic conditions, home atmosphere, attention, and understanding of parents and others<sup>59</sup>.

b. Build confidence.

Children who have high self-confidence tend to be more successful in doing what they want<sup>60</sup>. Children's self-confidence needs to be built from an early age, as it requires a gradual process. Most parents want their children to be happy, empathetic, confident, have high

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<sup>59</sup> Arianti, 'Urgensi Lingkungan Belajar Yang Kondusif Dalam Mendorong Siswa Belajar Aktif', Vol. 11, No. 1, Juni 2017.

<sup>60</sup> Unggul Priyadi, Wahyu Adi Prabowo, And Daniar Mutiara Sari, 'Membangun Kepercayaan Diri Anak Melalui Pelatihan Public Speaking Guna Persiapkan Generasi Berkarakter', 2.2 (2013).

self-esteem, and excel in their fields. Teachers have the right to motivate students to always be confident in themselves. As a teacher, it is mandatory to provide an overview of the benefits of learning English in the future and bright future savings if students can speak English.

- c. Combines the learning process with today's digital media.

In the thriving 21st century, a variety of Technology provides opportunities for learners to engage in self-directed actions, the possibility to independently interact, privacy, and a safe environment where errors can be fixed and specified feedback given<sup>61</sup>. Students tend to be embarrassed when they mispronounce a word or sentence, therefore the collaborative use of google translate voice can help students know the correct pronunciation of vocabulary.

- d. The main and fundamental thing for the teacher is to be a patient person.

This strategy is needed so that students remain comfortable in learning. A person's patience depends on how they are familiarized with the school and home environment<sup>62</sup>.

- e. Creating a pleasant environment.

The rise of social media has made Generation Z play an active role in cyberspace. In utilizing social media as a medium for learning Islam in Generation Z, it is also necessary to pay attention to the effective and efficient delivery of learning messages and the occurrence of a quality learning process<sup>63</sup>. Activities such as singing, watching movies, and listening to stories in English are strategies that can be used to increase students' interest in learning speaking.

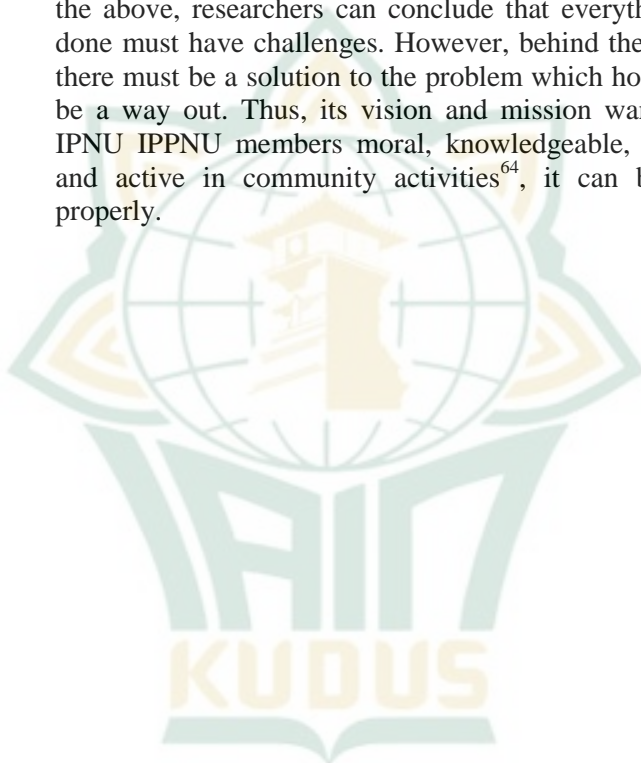
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<sup>61</sup> Dewi Sri Kuning, 'Technology In Teaching Speaking Skill', *Journal Of English Education, Literature And Linguistics*, 2.1 (2019), 50–59 <<https://doi.org/10.31540/Jeell.V2i1.243>>.

<sup>62</sup> Siti Hodijah, Yeni Rachmawati, And Mubiar Agustin, 'Upaya Guru Dalam Menanamkan Sifat Sabar Di Ra Persis I Kota Bandung', *Edukid*, 15.2 (2019), 95–102 <<https://doi.org/10.17509/Edukid.V15i2.20604>>.

<sup>63</sup> Nur Zazin And Muhammad Zaim, 'Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z', Vol 1, No 1 (2019).

Learning a new language like English in an Islamic organization is a new challenge. Speaking is still a concern for each individual in conveying and understanding the pillars of Islam in a different language. However, this is helped by the use of picture media in the English-speaking program to help IPNU IPPNU members improve their ability and understanding of the five pillars of Islam. From the above, researchers can conclude that everything that is done must have challenges. However, behind the challenge, there must be a solution to the problem which hopefully can be a way out. Thus, its vision and mission want to make IPNU IPPNU members moral, knowledgeable, nationalist, and active in community activities<sup>64</sup>, it can be realized properly.



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<sup>64</sup> Mufarrihul Hazin, Dkk, *'Hasil Konbes Dan Rakernas 2019'*, Sekretariat Umum Pimpinan Pusat Ikatan Pelajar Nahdlatul Ulama, 2019.