THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS SPEAKING SKILL

(An Experimental Study at the 7th Grade student of SMP Negri 5 Cepu in Academic Year 2018/2019)

BY

YUYUN AGUSTINA

NIM: 15120072

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

2019

LEGITIMATION

THESIS

THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS SPEAKING SKILL

(An Experimental Study at the 7th Grade student of SMP Negeri 5 Cepu in Academic Year 2018/2019)

By

YUYUN AGUSTINA

NIM 15120072

This is to certify that the sarjana's thesis has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Language Education

August 19th 2019

Board of Examiners

Chair   : Ima Isnaini Taufiqur R, S.Pd.M.Pd   (.................)

Secretary   : Fitri Nurdianingsih, M.Pd   (.................)

Member   :   1. Ima Isnaini Taufiqur R, S.Pd.M.Pd (.................)

2. Moh. Fuadul Matin,S.S, M.Pd   (.................)

3. Abdul Ghoni Asror, M.Pd   (.................)

Approved by

Rector

Drs. Sujiran, M.Pd

NIDN 0002106302

iv

CHAPTER 1

INTRODUCTION

This chapter consist of the background of the study, research problem, the objection of the study, significant of the study, and definition of key terms.

A. Background of the Study

According to Ramelan, English is one of the most important languages in the world, because English has a function as an international language that plays an important role in communication and modernization around the world. Therefore, English becomes a foreign language that is taught throughout the world, include Indonesia. In Indonesia, English is used as communication language when Indonesian people communicate and cooperate with foreigners. It shows that English in Indonesia is very important. Because its importance, English becomes a compulsory material taught from elementary school, junior high school and senior high school. In learning English there are four skills that must be mastered by student, there are writing, reading, listening and speaking Brown (2001 : 232).

Speaking is one of important skill besides four other skill. Teaching speaking is very important for students to improve their knowledge and communicative skill. According to Ladouse (in Nunan, 1991: 23) speaking is describes as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Another hand, according to Byrne (1984) speaking is oral communication. It is activity done by people to communicate with others appropriately and the right situation.

In reality, although English has been taught since elementary school, most of the students in junior high school and senior high school rarely use English when communicate with their teacher in the classroom. This condition can be caused by: First, they often find difficulties in many aspects, like the lack of students vocabulary mastery and pronunciation mastery so that they cannot express their ideas. Second, the teacher does not create the appropriate condition in class where the students can actively communicate with others in English.

Learning speaking at junior high school can be done with many medias to help students in speaking skill such as: pictures, card, paper sheet, etc. By using media, it is hoped that the students will be able to learn and pay attention to the material. Brown (1973; 1) stated that using a variety of media will increase the probability that students will learn more and retain better what they are expected to develop, and also media are used to motivate students in learning. Based of that, students need to choose one of media which is the best for students in order that students get more effective speaking learning to improve their skill. According to Daryanto (2011 : 100) there are some advantages of picture : (1) it is easy to use in teaching and learning activities because it is practical without requiring any equipment, (2) The price is relatively cheap than other types of teaching media, and (3) Pictures can be used in many ways, for different levels of teaching and various disciplines. In short, using pictures may be very useful to help teacher to improve students speaking skill.

B.   Research Problem

The problem that will discussed in this study is

1. Is the use of picture effective in improving students speaking skill?

2. What are advantages and disadvantages of using picture to improve students speaking skill?

C. The Objective of the Study

Based on research question above, the objective of the study is :

1. To know the effectiveness of using picture to improve students speaking skill.

2. To know the advantages and disadvantages using pictures to improve students speaking skill.

D. Significance of the Study

The result of the study is expected to give the following benefits

a) For students

This research is expected to help students to be better in terms of speaking and practicing their confidence when talking in English.

b) For teachers

This research can be one of the most references for junior high school English teachers in the use of picture as media in improving students speaking skill.

c) For readers

The study of this study will be a good reference and knowledge for the reader who want to improve students speaking skill by using picture media.

d) The researches

This result will be a useful reference for the researches because as a prospective teacher he should be able to know suitable technique and media to teach English so the student not feel bored.

E.   Definition of Key Terms

Researchers classify the terms used in this study as follows :

a)   Effectiveness

Wojtczak (2002) defines effectiveness is a measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for specified population.

b)   Picture

A visual representation of a person, object, or scene as a painting, drawing, photograph that can be used as a medium of learning speaking.

c)   Speaking

One's ability to express what he/she thinking, feeling and seeing. Speaking ability is a matter which need much effort, no matter how great an idea is, if it is not communicated properly, it cannot be effective.

CHAPTER II

THEORETICAL REVIEW

A. Speaking

Speaking is the delivery of language through the mouth. To speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking can be formal and informal depends on the context.

1. Concept of English Speaking skill

According to Harmer (2007:284) speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and languages. While Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations. Furthermore Tarigan (1986 : 3) argues that speaking is the skill of a person to pronounce articulation sounds or words aimed at expressing, expressing and conveying the person's thoughts, ideas and feeling. Moreover, According to Ladouse (in Nunan, 1991: 23) speaking is describes as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Another hand, according to Byrne (1984) speaking is oral communication. Above theories emphasize that speaking in an effort to use language freely, communication and understanding each other. Therefore, based on those expert it can be concludes that speaking is the ability to produce the language and share their ideas.

In learning English, the main goal is to able to speak well so they can use it in communication. Speaking skill believed as important aspect to be success in English speaking. According to Ratih in Syakir 2002 explained that when people speak, they construct ideas in words, express perception, feeling and intentions, so that interlocutors grasp meaning of what the speakers mean. If the students do not have speaking skill, they wont understand the English words that saying by the speaker, does not acknowledge the language, they cannot understand meaning of speaker's mean. In that condition, they cannot be said success in learning English.

According to Nunan (in Brown, 2001:205) writes that generally there are two types of spoken languages, as follow:

a. Monologue

Monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and etc. , then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different from monologue, that dialogue is the speaking that involves two or more speakers. Speaking includes some components which should be mastered by students: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context.

a. Vocabulary

Vocabulary is an important aspect in teaching language. Hatch and Brown (1995:1) defined that vocabulary as a list of a words for particular language or a list or set of words that individual speakers of language might use. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983: 111). Vocabulary in this study covers the selection and the use of varied words that used by students. So that vocabulary is a total number of words which have meaning in a particular language which is necessary for students to use in speaking.

b. Pronunciation

The way of speaking is called pronunciation. Moreover, pronunciation is the manner how to pronouncing the sound correctly. In oxford dictionary (2008, p.352) defines that pronunciation as a way in which a language or particular word or sound. Besides that, Homby (1984:670) explain that pronunciation is a way in which a language is spoken, person way of speaking a language or words of language. So that pronunciation refers to the way of person in speaking a word that is pronounced.

c. Fluency

According to Longman Dictionary (2001:541) fluency is a mode expressing thought in a language, whether oral or written, especially such use of language in the expression of thought as exhibits the spirit

and faculty of an artist, choice or arrangement of words in discourse. Fluency refers to the one who express quickly and easily (Oster, 1985: 210). Fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

d. Comprehension

According to Hornby (1984) comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. Comprehension denotes the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the speaker said) (Heaton, 1991: 35). Moreover, comprehension defines as the ability to understand completely and be aware of understanding whatever .

B. General Concept Pictures as Media

To teach speaking one of the most commonly used English language learning media is "pictures" or image. As an English teacher, a monotonous English teaching method is certainly not recommended. English learning method using pictures has proven to be able to improve the student's speaking ability.

Mary and Michael states that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the English. Speaking by using pictures as a media of learning can make the English learning atmosphere more fun. This is because students prefer pictures rather

than text book, especially if the pictures are made and presented in accordance with good requirements, and will certainly increase the spirit of students in following the learning process. Therefore, students can easily improve their speaking ability by using the pictures. According to Gerlach and Ely (1980: 227), there are advantages of the pictures as follows :

a.   Pictures are inexpensive and widely available,

b.   They provide common experiences for an entire group,

c.   Pictures can help to prevent and correct misconceptions,

d.   They help to focus attention and to develop critical judgment,

e.   Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool,

f.   They are easily manipulated.

Besides, giving advantages in teaching, pictures also have disadvantages, pictures is not suitable to demonstrate meaning of all vocabularies specifically abstract noun for instance word.

Furthermore, there are three kinds of pictures according to Marry and Michael (1973 : 164) :

(1) Pictures of individual persons and of individual object, examples :
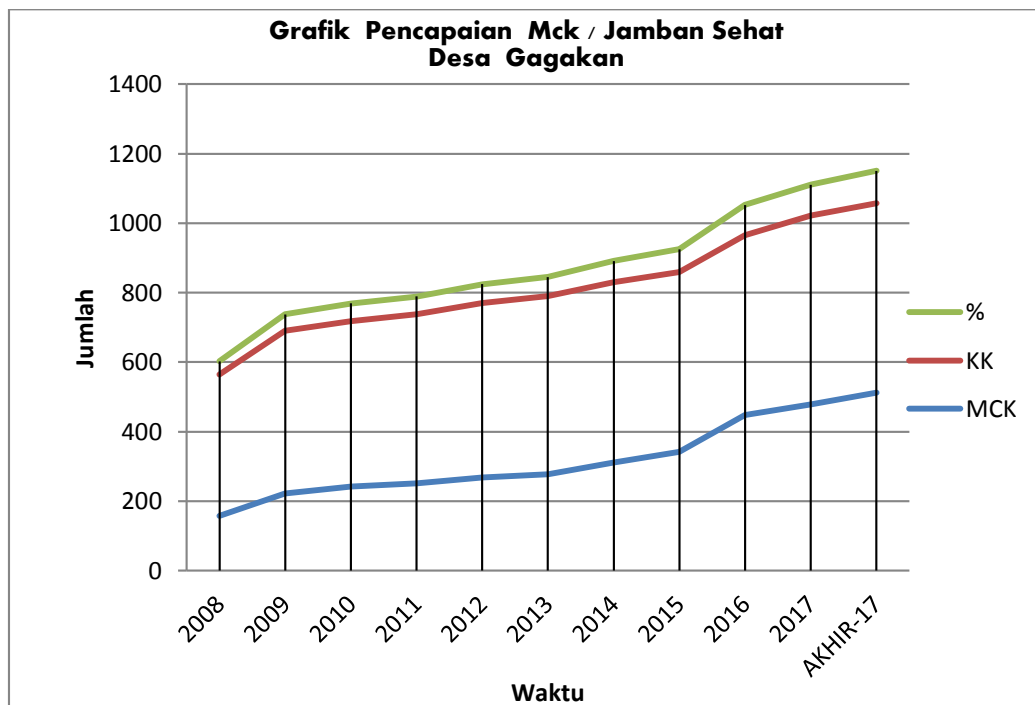

(pict 2.1. of individual person)   (pict 2.2. of individual object)

(2) Pictures of situations in which people do something in which the relationship of objects and/or people can be seen, example :

Pict 2.3

(3) A series of pictures on one chart.

C. Previous Study

Previous research using a picture to improve speaking skill is review as a study reference describe below.

First, according to the result of research that has been done by Episiasi, Ardayanti & Novita Sari (STKIP PGRI Lubuklinggau) in their research titled "the effectiveness of using pictures to improve student's speaking skill" that the use of pictures as a media in teaching speaking was very useful for the students. The students who were taught by using pictures got better score and were motivated in speaking English. The students also had great self confidence in expressing their idea in learning English.

Second, according to the result of research that has been done by Mr. Puguh Karsono (teacher of SMP N 1 Anggana) in his research titled "using pictures in improving the speaking ability of the grade eight-A students of SMP N 1 Anggana" that the students' speaking ability had improved after using picture, mostly the students' could improve their fluency, content, pronunciation and grammar. And also dealing with teaching speaking by using pictures, the students boredom and problem in speaking. They were not shy anymore, they were enthusiastic and encouraged to learn English speaking, the students' had real-life communication, authentic activities, shared knowledge and meaningful learning.

Third, according to the result of research that has been done by Devina Nizzu in his research titled "improving students speaking skills through retelling story by using picture series at SMAN 7 Bandar Lampung" that there is improvement on students speaking skills taught through retelling story by using pictures series. Students vocabulary, grammar, fluency, pronunciation and comprehension also improved. It happens because retelling story through

picture series helped the students to built their ability in speaking, students can speak what they know based on the picture series.

Based on the explanation of research results there is an increase in students' skill in learning to speak. Students' enthusiasm in speaking activity also improved. So, using media can help students to make it easier to understand a particular situation in teaching and learning speaking activities, so that students can easily reveal everything they see in the picture through words (speak), because a picture is an effective way to improve students' speaking ability.

D. Theoretical Framework

In this chapter, the researcher focus on an pictures that students will use as a media to hone their speaking abilities. Often, researcher find the fact that students have difficulty to express their opinion or ideas orally in English. Therefore, researcher will try to use pictures in helping students to improve their speaking in English. Researcher assume that through this strategy, students will be easier to speak in English.

E. Statement of Hypothesis

The proposed hypothesis is

Ho : The use of pictures is not effective to improve students speaking skill.

H1 : The use of pictures is effective to improve students speaking skill.

CHAPTER III

METHODOLOGY

This discussion of this chapter covers research design, subject of the study (population and sample), variable, instrument of collecting data, and procedure of collecting data.

A. Research Design

In this study, the researcher will collect data by conducting an experiment. An experimental research describes what happened with particular variables where there is certain treatment given to the students, so that this study uses an experimental study as one form of quantitative research to see the effectiveness of using pictures to improve students speaking skill of the 7th grade students of junior high school. According to Creswell (2012 : 19) quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers. One group pretest posttest design used in this research tends to find out the effectiveness of using pictures to improve students speaking skill.

Based on the experimental research, the design of this study can be described in this pattern as follows :

T1 X T2

Where :

T1   : Pre-test (means pretest which is given before giving treatment to the

        students).

T2   : Post-test (means posttest which is given after giving to the students).

X   : Treatment (means teaching speaking skill by using pictures).

(Hatch an Farhady, 1982:20 in Setiyadi, 2006:44)

This research will be conducted at Junior High School in the academic year of 2018/2019. This study will use Pre-test and Post-test for both of two groups.

B. Subject of the Study

Subject of the study play an important role on any experiment. They are the main factor to check and measure whether the experiment is success or not.

- **Population**

  according to Sugiyono (2008:115), "Population is a generalization of the area consists of objects/subjects that have certain qualities and characteristics". Whereas, Arikunto (2006:130) states that "Population is a set or collection of elements possessing one or more attributes of interest". In this study, the population is the 7th grade student's of SMP Negeri 5 Cepu in academic year 2018/2019.

- **Sample**

  To study population more effectively, the writer will select the sample. According Sugiyono (2008:116) "Sample is a portion of the amount and characteristics possessed by the population". This study use cluster random sampling, whereas cluster random sampling is defined as a sampling method where multiple clusters of people are created from a population where they are indicative of homogeneous characteristics and have an equal chance of being a part of the sample. In this sampling method, sample is created from the different clusters in the population. In this study, took the two classes in the 7th grade of SMP Negeri 5 Cepu in academic year 2018/2019. Class 7C was taken as control group and class 7D was taken as experimental group.

C. Variables

Variable is a characteristic, number, or quantity that increases over time, or takes different values

in different situations. There are two basic types of variables ; Independent and dependent variable. Independent variable is the object of research that influences other factors, it's nature is free and the results are not influenced by anything. Dependent variable is the factors observed measured by researchers in a study, to determine whether there is an influence of independent variables. There are two variables in this study, as follow :

1. Independent Variable : Pictures

2. Dependent Variable : Speaking skill

D.   Instrument of Collecting Data

For the instrument, this study used speaking test. Speaking test used as a research instrument consist of (1) Instruction (2) Materials to be retold (3) Relevant Picture. At the beginning, the students were given the pretest to measure their initial ability in speaking. Then, used picture series is implementation in the class to describe the story, then the students got the post test on describing pictures. This analytic score has five items and each item scores five. So, the maximum score is 25. But it will be multiplied with 4, so the final maximum score will be 100. In scoring the students' performance, speaking scoring rubric will be used .

Aspects	Score	Description
nunciation		e few traces of foreign accent
		vays intelligible, though one is conscious of a definite accent
		Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
		Very hard to understand because of pronunciation problems, must frequently be asked to repeat.

Aspects	Score	Description
		Pronunciation problems so severe as to make speech virtually unintelligible.
ammar		Makes few (if any) noticeable errors of grammar and word order.
		Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
		Make frequent errors of grammar and word order which occasionally obscure meaning.
		Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
cabulary		of vocabulary and idioms is virtually that of a native speaker.
		Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
		Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
		Misuse of word and very limited vocabulary make comprehension quite difficult.

Aspects	Score	Description
		Vocabulary limitations so extreme as to make conversation virtually impossible.
ency		Speed as fluent and effortless as that of a native speaker.
		Speed of the speech seems to be slightly affected by language problem.
		Speed and fluency are rather strongly affected by language problems.
		Usually hesitant; often forced into silent by language limitations.
		Speech is so halting and fragmentary as to make conversation virtually impossible
mprehension		Appears to understand everything without difficulty.
		Understand nearly everything at normal speed, although occasional repetition may be necessary.
		Understand most of what is said at slower than normal speed with repetition.
		Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.
		Can not be said to understand even simple conversation virtually impossible.

E. Procedures of Collecting Data

Arikunto (2002:136) "research methods are methods used by researchers in data collecting research". Based on the understanding that it could be said that the research method used in a way to collect data that was in need in the study. The methods used to collect data in this study were :

1.Pre test

Pre-test is given before the researchers doing the treatments. First, the researcher came to the chosen class and explained to the students what they were going to do. It began with distributing the instrument and asking to do the test.

2.Post test

Post-test is a given after all the treatments in the experimental research done. The test that given to the students was similar with the pre-test.

F. Data Analysis

1. Validity & Reliability test

validity and reliability test in this study aims to determine whether the instrument used in the form of a questionnaire is appropriate or not. Validity test aims to test each item or indicator. The reliability test aims to determine whether the instrument used has consistency as a measurement tool or not. In this study students' learning abilities were measured based on 5 indicators :

Validity & Reliability Test Result

Items	R count	R table	Information
Pronunciation	0,770	0,361	Valid
Grammar	0,650	0,361	Valid
Vocabulary	0,746	0,361	Valid
Fluency	0,711	0,361	Valid
Comprehension	0,599	0,361	Valid
Cronbach's Alpha = 0,863			

2. Normality of the test

A test was said to be normally distributed if x^2 *value* $<$ x^2 *table*. To calculate the normality of the pre-test for both experimental and control group, the formula below was used :

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

x^2= Normality

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth times by n)

Hypothesis

Ho : The data distributed normally

H1 : The data does not distribute normally

(Arikunto, 2006: 290)

3. Homogeneity of the test

After finding out if the test was distributed normally or not, it is important to know whether the test was homogenous. The homogeneity of the test was used to determine whether or not the treatments can be conducted. The formula below was used to calculate the homogeneity:

$$F = \frac{Ve}{Vc}$$

In which,

Ve : variant of the pretest of experimental group

Vc : variant of the pretest of control group

If the F value ≤ F table, then it can be concluded that the data of the pretest was homogeny.

(Arikunto, 2006: 324)

The data from the oral test, will be arranged from the highest until the lowest one. The data from the pre=test will be analyzed to find out whether the result of the tests are similar or different. To compare of the data from pre-test and post-test with the same subject, the researcher will use the Repeated Measures T-Test. The formulate below (Arikunto, 2006:311) :

$$t = \frac{M_X M_Y}{\sqrt{\left[\dfrac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\dfrac{1}{N_x} + \dfrac{1}{N_y}\right]}}$$

Where :

Mx : the mean score of experimental group

My : the mean score of control group

Nx : the number of students of experimental group

Ny : the number of students of control group

X2 : the total square deviation of control group