



THE EFFECTIVENESS OF PICTURE SERIES TOWARD SPEAKING
(An Experimental Research At Eleventh Grade Of SMK Pemuda Taruna Ngraseh
Bojonegoro)

Oleh

Iin Widya Lesatri¹⁾, Ahmad Khudhori²⁾ & Edi Suwandi³⁾

^{1,2,3}University of Nahdlatul Ulama Sunan Giri Bojonegoro

Email: ²ahmadkhudhori98@gmail.com & ³edisuwandi@unugiri.ac.id

Abstract

As one of the basic skill of English, speaking had an important role in language learning process. Speaking was an expression of human being through conversation. Based on observation at SMK Pemuda Taruna Bojonegoro, the researcher found that the students had difficulties in developing ideas that they want to speak. They got difficulties in recalling imagination about something that they wanted to say. To overcome this problem, the researcher tried to apply the technique in teaching speaking English, namely picture series. The research method used in this research was quasi- experimental research. The data collected through pre-test and post-test. The sample of the research was the eleventh grade students of SMK Pemuda Taruna Ngraseh. The result of the data indicated that, there was difference between the value of students pre- test and post-test. The mean score of post-test (84,39) was the higher than the score obtained in the pre-test (39,45). From t-count , the researcher found that, the value of t- count (-42,698) was higher than t-table (-47,191) at the level of significance 0,000 degree of freedom (df) = 17 . Based on the findings, the researcher concluded that, the use of picture series had good improvement for students' speaking skill at SMK Pemuda Taruna Ngraseh.

Keywords: Effect, Picture Series & Speaking Ability.

INTRODUCTION

As one of the basic skill of English, speaking had an important role in language learning process. Speaking was an expression of human being through conversation. Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Without speaking, how could we expressed our ideas to other people and made the other people understand with what we say to them. From the statement it could be known that speaking played important role in communication. Someone cannot express their idea when they had not speaking ability. They got confuse each other without speaking ability. If someone wanted to express what on their mind or they wanted to give an information to other, absolutely they needed to speak. Because speaking was important way to share information. By speaking people could understand what their interlocutors mean.

Based on observation that the researcher did on April 18 2019 at SMK Pemuda Taruna Bojonegoro, the researcher found data that the students had difficulties in developing ideas that they want to speak. They got difficulties in recalling imagination about something that they wanted to say. The students' speaking skills were relatively low. They had difficulty in expressing ideas and opinions orally as they worked afraid of making mistakes and not confidence to speak English. The researcher tried to apply the technique in teaching speaking English to overcome the students' problem, namely picture series.

According to Smaldino in Ahmad Ibnu Fahrizal (2015:48) The first benefit of using picture series is that it will make the students interested in speaking English because picture series is one of the visual teaching media. Wright in Luki Nugroho (2014:3) states that pictures are very important in helping students to retell experiences or understand something

since they can represent place, object, people, etc. Using picture series as media teaching can helped the students to elaborate their ideas. One picture could stimulate students to create introductory sentences and other helped the students to create the supporting sentences.

There are some advantages of picture series, according to Raimes (1983:27-28) picture is a valuable resource as it provides a share experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and focus of interest for students.

Furthermore, pictures serve for illustration, develop learners' imagination, make the learning process more interesting and entertaining. Pešková (2008:8). State that pictures are ideal for reflecting the reality. Especially photographs are an authentic source, which truly illustrates a situation or an event, portrait a person, etc. Pictures draw learners' attention, whether in books or while listening to a lecture. Texts accompany by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures. Pictures offer various opportunities of activities, especially based on practicing all four language skills, and have an entertaining element which can be exploit by various games.

From the explanation above, it could be assumed that the role of picture series was really essential in teaching English. It could be said then, the role of using picture series was quite appropriate in teaching speaking.

RESEARCH METHOD

This research used experimental research. According to Ary (2006 : 325) state that experimental research design was to enable researcher to estimate the effect of an experimental treatment. Experimental research could be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population. A researcher chose the design to determine the validity of conclusions could be drawn from the study. The researcher applied quasi-experimental design. This design

involved two classes of same level. One class taught by using picture series and another one was provided without using picture series. At the end of treatment, the experimental class and the control class would received a post test, and the result of two test (pre and post test) would be compare to find the significant difference between the experimental and control class.

E	O1	X	O2
C	O3	X	O4

E : Experimental class C : Control class

O₁ : Pre-test (in experimental class) O₃ : Pre-test (in control class)

X : Treatment that will be given for experimental by using picture series.

O₂ : Post-test (in experimental class) O₄ : Post-test (in control class)

In this research, the researcher was used total sampling to obtain the sample. According to Sugiyono (2012), total sampling is technique sampling where total of sample same with population. In SMK Pemuda Taruna Ngraseh there are 30 students as same level at the eleventh grade. The researcher took eleventh grade as a sample. Because of the students in eleventh grade only two classes (11 A class there are 18 students and 11 B class there are 12 students) so, the researcher use total sampling technique. For this research the researcher choose only two classes because the population were homogenous, that was 11-A there were 18 students as experiment class and 11-B there were 12 students as control class.

The instrument of this research are tests. According to Ary (2010:201) test is a set of the stimuli presented to an individual in order to elicit responses on the basis of which a numerical score could be assigned. The test from the researcher was to know the achievement of students. The researcher made English test for students that consist of eight pictures. The researcher used oral speaking test to measure students' speaking ability. The students gave a sequence pictures as the test. The test involves pre-test and post-test. The equipments for this research that used are question sheets that contain 8 pictures about narrative text. The researcher used oral



speaking test to measure the students' speaking mastery in order to obtain the empirical data. Therefore, the researcher was prepared 8 pictures and every picture has 4-8 picture sequence in a series. The way the researcher improves the students' speaking skill was treatment through picture series. After giving the Pre-test, the researcher was conducted the treatment through picture series; it was used in experimental class only, while in the control class was not. The treatment was given for four meetings.

1. Calculating the four components of students ability of using speaking by using SPSS 22.
2. Classifying the score of the students pre-test and post-test.

The data by referring to the scoring the classification of score according to Jacobs in Adi Isma (2014:35).

Level	Score	Classification
A	86-100	Very Good
B	71-85	Good
C	56-70	Fair
D	41-55	Poor
E	≤40	Very Poor

1. Computing the frequency and the rate percentage of the students score by using SPSS 22.
2. Calculating the mean score of the students achievement by using SPSS 22.
3. Calculating the standard deviation of students pre-test and post-test both of experimental and control group by using SPSS 22.
4. Finding the significant difference between the score of pre-test and post test both experimental and control group by using SPSS 22.
5. Calculating reliability and validity of the students pre-test and post test both of experimental and control group by using SPSS 22.

The data were collected from the pre-test and post-test. The pre-test was given before the treatment and post-test after the treatment. The pre-test was conducted to find out the data of

the students' level mastery in mastering English speaking before the treatment was given.

Classification	Score	Pre-test			
		Experimental group		Control group	
		Freq. (F)	Percentage (%)	Freq. (F)	Percentage (%)
Very good	86 – 100	0	0 %	0	0 %
Good	71 – 85	0	0 %	0	0 %
Fair	56 – 70	0	0 %	0	0 %
Poor	41 – 55	6	33,5%	5	41,5 %
Very Poor	≤ 40	12	66,5%	7	58,5 %
Total		18	100.0	12	100.0

From the table above it can be conclude that the students' speaking skill was extremely poor. It was important to look for the solution to improve the students' speaking skill. Therefore the researcher tried to apply picture series as a media in learning speaking for eleventh grade students in SMK Pemuda Taruna.

After pre-test, the researcher gave a treatment for experiment class. That was learning speaking using picture series. In the experimental class, there did not found the students who got score ≤40 there are also did not found students who got poor (41-55) and fair (56-70) classification score. There was 13 students for each band (52.0%); of students who got score between 71-85 and 11 (61,1%) students who got very good, the score between 86 – 100 and 7 (38,9%). Meanwhile, in the controlled class there are found 9 (75,0%) students got fair, the score between 56-70. The most score appeared on the table are the score between 71 – 85 with frequency number 3 or 25,0% of the students. Unfortunately, there did not found students got very good, the score between 86-100. Furthermore, the lowest score in the experimental class was 80 while in the control class was 61. Then, the highest score in the experimental class was 94 while in the

control class was 72. The details of students' post-test score can be seen on the table below:

Classification	Score	Post-test			
		Experimental group		Control group	
		Freq. (F)	Percentage (%)	Freq. (F)	Percentage (%)
Very good	86 – 100	7	38,9 %	0	0 %
Good	71 – 85	11	61,1 %	3	25,0%
Fair	56 – 70	0	0 %	9	75,0%
Poor	41 – 55	0	0%	0	0 %
Very Poor	≤ 40	0	0%	0	0 %
Total		18	100.0	12	100.0

In this research, hypothesis testing used T-test to see there were a significant difference between the means of experimental group and control group. The t result compared with t-table to determine if it significant. The researcher used independent T-test to compare experimental group and control group as difference subjects.

Table of independent sample test presented value of sig. (2-tailed) was 0.00 < 0.05. It meant H0 was rejected while H1 was accepted. It was able to be concluded that there were differences between mean score of experiment group and mean score of control group. So, applying Index picture series had an effect toward students' speaking ability. From the table above also presented value of mean difference was 17.139. This value showed difference between mean score of experiment group and mean score of control group. And the difference was 14.407 until 19.871 (95% Confidence Interval of the Difference Lower Upper).

The researcher also comparing t-count with t table to know it was significant. From the table above were determined t-count was 12.852 and degree of freedom (df) was 28. These values were used as the basic of reference in finding the value of t table of statistical table. Based on t table, df 28 was 1.70113. Criteria for

making a decision in t test were the t result of t test was higher than value in t table. Using SPSS 22 the result t count was 12.852, it meant t count > t table, so H0 was rejected while H1 was accepted.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	.107	.746	12.852	28	.000	17.139	1,334	14,407	19,871
Equal variances assumed			12.738	23.006	.000	17.139	1,345	14,356	19,922
Equal variances not assumed									

According to Wright in Luki Nugroho (2014:3) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Based on the researcher experiment this theory was appropriate with the students condition in eleventh grade SMKPemuda Taruna. They could speak more when use picture series than without picture series. Picture series could stimulate students inspiration to tell a story. They were more talkative. The students score was improved after given the treatment used picture series, it can be seen from their post test score. It was so different, the

students pre test score was very low, and the students post test score there are improvement, especially in experiment class that got picture series treatment.

The use of media in teaching and learning process was very important. The teacher should choose one kinds of picture series media in teaching and learning English especially to improve students speaking skills. The media could help the teacher to teach and made the students more enjoy in teaching and learning speaking. One of media that was easy and interesting to apply in teaching speaking was



picture series. In conclusion, picture series shows that it was effected by improving students' speaking at eleventh grade of SMK Pemuda Taruna Ngraseh. It is suitable to improve students speaking skill. The students score was improved after they were learning using picture series.

CONCLUSION

After conducting the research of the effect of picture series in teaching speaking that was carried out from April to May 2019 and analyzing the data, the researcher found some research findings. All of the findings were gotten from the data that were collected by the researcher.

The first finding is a significant improvement of the students' speaking skill after they were taught by using picture series as media in teaching learning process. It can be seen from the mean score of the students in pre-test 39.44 to 84.39 in post-test. It indicated that the students' achievement was satisfactory enough. The research also showed indicators that picture series was effective to improve students' speaking skill. It could be seen that using picture series in teaching speaking was more interesting for the students.

The second finding is the implementation of teaching speaking through picture series could make the students more active in teaching learning process. It can be seen from the students' response during the learning process, the students gave the positive response and paid high attention to the teacher's explanation. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching learning process.

The application of picture series helped the students to get many ideas to speak in front of the class and it could reduce the students' boredom so they could participate actively in the learning process. The students' speaking skill after being taught by using picture series was better than before. It is showed from the score obtained by the students in posttest, where there is 12 students got good score (71-85) and 4 students got very good score (86-100). In conclusion picture series are effective to

improve the students' speaking skill in SMK Pemuda Taruna Ngraseh.

BIBLIOGRAPHY

- [1] Brown, H. D. *Characteristic of Successful Speaking Activities*. New York: Cambridge University Press. 2001.
- [2] Smaldino, E. Sharon et al. 2005. *Instructional Technology and Media for Learning*. New Jersey: Pearson. Spratt, Mary et al. 2005. *The TKT Course*. Cambridge: Cambridge University Press.
- [3] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Edition XX11; Bandung: Alfabeta, 2015
- [5] Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press

HALAMAN INI SENGAJA DIKOSONGKAN