

THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

The problem of this study was “Is it significantly effective to use pictures to improve students’ speaking skill to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau?”. This study was conducted to find out whether it is significantly effective to use pictures to improve students’ speaking skill. There were two hypotheses; null hypotheses (H₀) and alternative hypotheses (H_a). The sample of the study was 23 students which were taken through cluster random sampling. Research method of this study was pre-experimental with one group pre-test and post-test design. The writer used speaking test and analyzed the data by using conversion of score range, individual score, and match t-test. Based on the result of data analysis, it was found out that students’ average score in the pre-test was 46.43 and post-test was 60.54. Finally, the results of matched t-test calculation shows that the t_{obtain} was higher than t_{table} . The t_{obtained} was 31.37 while the t_{table} was 1.717. It means that the null hypotheses (H₀) was rejected and automatically the alternative hypotheses (H_a) was accepted. It can be concluded that it is significantly effective to teach speaking skill by using pictures.

Keywords: Effectiveness, Speaking, Picture

1. INTRODUCTION

English is an international language which has been used by countries all over the world. It is used in trade, science, business, politics, education and more. People need English to communicate with others, particularly to establish and maintain relationship. In Indonesia, English as foreign language and one of the compulsory subjects at school, for

levels Elementary School, Junior High School, Senior High School, and college. Many educators agree that students should learn to speak English as a second language when interacting with others. It aims to make students capable of keeping track of where English is used by all walks of life and activities.

Speaking is one of four basic skills instead of listening, reading, and writing

that have to be mastered by students so that it is a crucial part of second language learning and teaching. Henry G. Tarigan (1981:15) states that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feeling. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

From the observation, the writer often finds students' difficulties in learning how to speak up in classroom. They are afraid of speaking English because lack of vocabularies, feel unmotivated, and confuse how to express

what they want to say. There are many ways to teach speaking. Teaching speaking can be done through dialogues, pictures, games, etc. In brief, English teacher or lectures should be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, and give attention to the speaking components. In this study, the writer focuses on picture to improve students' speaking ability. There is a phrase that describes a picture means a thousand words. Picture is a good media that can be used to motivate the students and provide the participants with practice in improving speaking skill.

Based on the description above, the writer conducted a study entitled The Effectiveness of Using Pictures to Improve Students' Speaking Skill to the Sixth Semester Students of English Education Study Program at STKIP PGRI Lubuklinggau in the Academic Year of 2014/2015. In this study, the writer would like to find out whether or not it is significantly effective to use pictures in teaching speaking skill to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau in the academic year

of 2014/2015.

2. RESEARCH METHODS

The writer used a pre experimental method with one group pre-test and post-test design to conduct this research. According to Borg, W. R in Latief (2010:96) pre experimental designs is experiment that is implemented only in one class without control class. In doing this study, the writer used one group pre-test and post-test design. The design as follow:

Experimental T1 X T2

Where

T1 : Pre-test of experimental group

X : Treatment (Picture)

T2 : Post-test of experimental group

In this study, firstly the writer administered the pretest to the students. Then, the writer gave treatment to them. Finally, the writer administered the posttest to the group.

There are two kinds of variables of this research: the independent variable and dependent variable. According to Fraenkel and Wallen (2009:42) independent variables are those the investigator chooses to study (and often

manipulate) in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to have an effect on, to influence somehow, another variable. Dependent variable is the variable that is presumed to affect by the independent variable. The independent variable of this research is the use of picture, and the dependent variable is the students' speaking achievement.

Population is entry group of individuals or items in which statistical measurement is investigated. Therefore, the population of this study conducted at the sixth semester students of STKIP PGRI Lubuklinggau in the academic year 2014/2015 with total number of students were 64 students.

Table 1 The Population of the Study

No.	Class	Number of Students
1	VIA	23
2	VIB	26
3	VIC	15
Total		64

Source: STKIP PGRI Lubuklinggau in the academic year 2014/2015

Sample is the minimum number to represent selective populations that are examined to gain the data or information about the whole. Sample is items selected randomly from a population and used to test hypotheses about the population. According to Fraenkel and Wallen (2009:90), sample is a group of subjects on which information is obtained. Sample is items selected randomly from a population and used to test hypotheses about the population. Cohen, Manion, and Morrison (2007:15) states that there are many methods of selecting sample such as random sampling, probability sampling, systematic sampling, stratified sampling, cluster sampling, volunteer sampling, quota sampling and purposive sampling.

In this study, the writer took sample by using cluster random sampling. According to Fraenkel and Wallen (2009:95) cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals. So in cluster random sampling, the writer selected VI A as the samples of the study with total number of the students were 23.

In this study, the writer used oral test in collecting the data. The students were

given the pictures and asked to speak in front of the class about fifteen minutes. The conversation was recorded by using good accuracy, fluency and comprehensibility.

The data obtained were analyzed through three techniques, they were: (1) conversion of score range, (2) individual scores, (3) the matched t-test.

3. FINDINGS AND DISCUSSION

The study of teaching speaking skill by using pictures was done to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau. This study was started from April 21st, 2015 until May 26th, 2015. Total population of the study was 64 students from 3 classes. Sample of the study was taken by using cluster random sampling. The result was showed that class A was taken as the sample of the study. The sample consisted of 23 students.

There were three steps in conducting this research. It involved pre-test, treatment and post-test. Firstly, the pre-test was done on Tuesday, April 21st, 2015. The test was administered by 23 students. The test was held to find out students' speaking score before having

treatment. Secondly, the students were give treatment by using pictures as a media to improve their speaking achievement. The treatments were given four times. It was started from April 28th, 2015 until May 19th, 2015. Thirdly, post-test was done on May 26th, 2015. Post-test was given to find out students' speaking scores after treatment.

There were three findings in this study, they were: (a) the students' scores in the pre-test, (b) the students' scores in the post-test, (c) the result of normality testing, (d) the matched t-test. The speaking test consisted of three components. They are accuracy, fluency and comprehensibility. By using the result of the test, the writer got students' speaking scores. The scores were gotten by using inter-rater in analyzing the data. It means that the scores were conducted by two raters. The first rater was the lecturer of English at STKIP PGRI Lubuklinggau. Her name is Ardayati, M. Pd. and the second rater was the writer herself. Students' speaking score was calculated by adding the score from rater 1 and rater 2. Then, the scores were divided by 2.

Students' Speaking Score in the Pre-Test

Pre-test was given in order to find out students' speaking score before they got treatment from the writer. In this study, pre-test was done on April 21st, 2015. In conducting the pre-test, students were asked to describe one of the topics. The topics were your friend's physical appearance and your future dream job. Students were given 10 minutes to describe their friend's physical appearance and their future dream job in front of the class. The writer scored students' speaking skill based on three components. They are accuracy, fluency and comprehensibility. The pre-test was given to 23 students from class A. The highest score for pre-test was 67 and the lowest score was 33.

Students' Speaking Score in the Post-Test

The post-test was given in order to find out students' speaking score after they got treatment from the writer. In this study, post-test was done on May 26st, 2015. In conducting the post-test, students were asked to describe one of the topics. The topics were your friend's

physical appearance and your future dream job. Students were given 10 minutes to describe their friend's physical appearance and their future dream job in front of the class. The writer scored students' speaking skill based on three components. They are accuracy, fluency and comprehensibility. The post-test was given to 23 students from class A.

The highest score for post-test was 83 and the lowest score was 44. It showed that students' speaking achievement increased because their average score in the post-test was higher than pre-test.

The Results of Normality in the pre-test

Based on the result of normality calculation in the pre-test, the writer found out that $\chi^2_{\text{obtained}} = 5.49$ which is the degree of freedom (df) = 11.1 (6-1) with significance level was 99% (0.5) and $\chi^2_{\text{table}} = 11.1$. The criterion for normality test was if $\chi^2_{\text{obtained}} < \chi^2_{\text{table}}$, it can be concluded that the data distribution of pre-test can be considered as "normal".

The Results of Normality in the post-test

Based on the result of normality calculation in the pre-test, the writer found out that $\chi^2_{\text{obtained}} = 8.04$ which is the degree of freedom (df)= 5 (6-1) with significance level was 99% (0.5) and $\chi^2_{\text{table}} = 11.1$. The criterion for normality test was if $\chi^2_{\text{obtained}} < \chi^2_{\text{table}}$, it can be concluded that the data distribution of post-test can be considered as "normal".

The Result of Matched T-test Calculation

Based on the students' score obtained in the per-test and post-test, the writer calculated the matched t-test to find out whether or not it was significantly effective to teach speaking skill by using pictures to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau in the academic year of 2014/2015.

Finally, the result of matched t-test calculation shows that the t_{obtain} was higher than t_{table} . The t_{obtained} was 31.37 while the t_{table} was (1.717). It means that the null hypothesis (H_0) was rejected and automatically the alternative hypothesis

(Ha) was accepted. It can be concluded that it is significantly effective to teach speaking skill by using pictures to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau in the academic year of 2014/2015.

Based on the findings above, the writer can interpret that after giving treatment by using pictures, students' speaking score was higher. It means that it is significantly effective to teach speaking skill by using pictures. It can be proved from the difference between students' average score obtained in the pre-test and post-test. In the pre-test, students' average score was 46.36. On the other hand, in the post-test, students' average score increased to be 60.54. In addition, the highest score in the pre-test was 67 and the lowest score was 33.

There are some factors that affect why students' score in the pretest was low. Firstly, students have no preparation to describe the material. Secondly, Students cannot express what they want to say in English, but the students know what they have to say, but it took time. Thirdly, Students are afraid to talk in front of anyone as they are afraid to make

any unconscious mistake. Because of three factors above, consequently students cannot express what on their mind is related to the topics given by the lecturer. The topics were your friend's physical appearance and your future dream job.

Based on the problems above, the writer decided to give treatment the students. The writer used pictures as a media to help students in describing their idea in the form of speaking skill. The writer took four meetings in giving treatment. It was started from April 28th, 2015 until May 19th, 2015. The materials of treatment were introduced themselves, give personal information, exchange personal information and explain hobbies and interests. Students were asked to explain the topics in front of the class and their performance were scored by the raters.

After giving treatment, the writer continued the next step. The last step was called post-test. The highest score for post-test was 83 and the lowest score was 44. It was showed that students' speaking achievement increased because their average score in the post-test was higher than pre-test. It can be concluded that it is significantly effective to teach speaking

skill by using pictures to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau in the academic year of 2014/2015.

The effectiveness was considered as the result of pictures used by the writer in the treatment. Students' speaking achievement increased in the post-test and it was influenced by some factors. They were: Firstly, Pictures help students in expressing idea and information. Secondly, students feel confidence to describe the topics because they have a guideline from the writer. Finally, students can describe briefly because they have a good preparation and more information about the topics.

It can be concluded that teaching speaking skill by using pictures has advantages in learning process especially in describing someone physical appearance. Besides, students were motivated to be active in the classroom and are able to give brief explanation based on the topics given by the writer.

Finally, the result of matched t-test calculation shows that the t_{obtain} was higher than t_{table} . The t_{obtained} was 31.37 while the t_{table} was (1.717). It means that the null hypothesis (H_0) was rejected and

automatically the alternative hypothesis (H_a) was accepted. It can be concluded that it is significantly effective to teach speaking skill by using pictures to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau in the academic year of 2014/2015.

4. CONCLUSION

Based on the result of the study in the previous chapter, it can be concluded that it was significantly effective to improve students' speaking achievement by using pictures to the sixth semester students of STKIP PGRI Lubuklinggau in the academic year of 2014/2015. It can be proven by the comparison of the percentages of the students' conversion in the pre-test and post-test. In the pre-test, the students' highest score was 67 reached by 1 student and the lowest score was 33 reached by 5 students. The average score of the pre-test was 46.36. On the other hand, the highest score in the post-test was 84 reached by 3 students and the lowest score was 44 reached by 1 student the average score of the post-test was 60.54. The data of the average score of the pre-test and post-test showed that students' speaking scores improved after

the teacher gave treatment by using pictures as teaching media.

In addition, Based on the statistic, the result of matched t-test calculation was 31.37 and exceeded (1.717) as coefficient of t_{table} with 95% significantly level for one tailed test. It can be concluded that in the pre-test, $t_{obtain} < t_{table}$. On the other hand, in the post-test, $t_{obtain} > t_{table}$.

Based on the conclusion above, the writer found out that the use of pictures as 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.

5. REFERENCES

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