

The effect of using picture on students' speaking ability

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Speaking is one of the basic skills of the English language. However English is very important to learn. But for Indonesian students', learning English is not an easy task. The students' should master English in all skills. There are four major skills of English: listening, speaking, reading and writing which support each other. In fact, is not easy for students' to communicate with others by use speaking English accurately, fluently, and acceptably. The students get difficulty in developing their ideas, they cannot remember anything to say and they do not have any motivation to express themselves. In this research the problem is "Is there any significant difference in speaking ability between the students which uses picture and the students which not uses picture on the seventh grade at SMPN2 Rambipuji in the 2018/2019 Academic Year?"The design of this reserach is experimental research, the design of this research was quasi experimental with the pretest and posttest design. The subject is the seventh class consist 40 students, the data collecting by using speaking test using picture on descriptive text.It was used two classes is experimental and control group after calculation by using SPSS the result of the Independent Samples Test, the Sig. (2- tailed) is 0,000 and less than 0,05 ($0,000 < 0,05$) it means the Null Hypothesis (H_0) is rejected. So, Alternative Hypothesis (H_a) is accepted then the result is there is significant difference in students' speaking ability using picture on descriptive text between the students who were taught using picture on descriptive text. In concluded there is significant effect on students'speaking ability of using picture in experimental group. It can be concluded that teaching speaking of using picture on descriptive has significant effect in form of students' speaking ability of the seventh grade students at SMPN 2 Rambipuji in the 2018/2019 academic year.

Key word : speaking ability, picture.

INTRODUCTION

English is very popular language among people in many countries, and so does in Indonesia. As a foreign language, English is very important to learn. But for Indonesian students', learning English is not an easy task. The students' should master English in all skills. There are four major skills of English: listening, speaking, reading and writing which support each other. Speaking in linguistics term has various definition. In Hornby, speaking means saying something to express ideas and

opinion. According to Kushartanti (2005, p. 32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion. (Nunan, 2000, p. 39). Speaking is very important in our life because without speaking we cannot expressing our mind with other person and also speaking also is the way that we use to interaction with the other people. In fact, is not easy for students' to communicate with others by use speaking English accurately, fluently, and acceptably. The students get difficulty in developing their ideas, they cannot

remember anything to say and they do not have any motivation to express themselves. This supported by River (1968) who say that the learners often have nothing to say probably because their teacher had selected a topic that is not appropriate for them or they do enough information about it. Baker and Westrup (2003) also supported that above idea and stated it is very difficult for learners to answer when their teacher ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary many students' cannot speak well be apply or how to use the grammar accurately. Other problem is when the students share the same mother-tongue they try to use it in speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reasons is that the teacher ask are their learners tp talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that application of mother-tongue is very natural for learners to use. If the teacher do not urge their learners to talk in English, learners will automatically use the first language to explain something to their classmate. The final reason refers to the fact that if teachers regularly use their learners will feel comfortable to do so in their speaking class. Those problems made students' prefer to be not active in speaking class of course this situation makes the students bored and lazy to practice their English. Therefore, to overcome the problem the use effective media in teaching and learning speaking can be handle it. Because speaking cannot be

done only by use theory, but also by requiring practice effective way. The class can be successful if the teacher can choose the effective media and technique in giving information and teaching materials for the students'. The ability of teachers in use media will influence the students' achievements. One of the effective media that can be used by the teacher to solve the problem on teaching speaking by use media picture.

The researcher try to implementation picture in teaching and learning process to develop speaking students' ability. Sadimanet. al. (2010, p. 29) mentions one of the strengths of picture is that pictures concrete. Moreover, pictures are learning media that help teacher link between the materials taught to the students' with the real situations and encourage students' to make connection between the knowledge possessed and its application in their lives.

The application of picture on the students' ability makes teaching and learning process more effective and interesting, this can encourage the students' to give and share their ideas or knowledge about what they think the most important thing is they are enjoying and comfortable when they studied English and reduce mistake on their speaking than the students' more active and creative when in speaking class.

RESEARCH METHOD

The design of this research is experimental research, the design of this research was quasi experimental with the pretest and posttest design. The subject is the seventh class consist 40 students, class A as control group and class B as experiment group

then the data collecting by using speaking test using picture on descriptive text.

The Scheme of Quasi Experimental Design Nonrandomized Control Group, Pre-Test and Post-Test Design

	Group	Pre-test	Treatment	Post-test
R	Experimental	Y1e	X	Y2e
R	Control	Y1c	-	Y2c

(Donald, Lucy, Asghar, 2002, p. 308)

Notes:

X : Treatment by using picture

Y1e : Pre test for experimental group

Y1c : Pre-test for control group

Y2e : Post-test for experimental group

Y2c : Post-test for control group

Finding, Discussion and Conclusion

This research is teaching speaking by using media picture was done of the seventh grade at SMPN 2 Rambipuji in the 2018/2019 academic year, the research start from June 18th until June 29th 2019. The population of this research are 40 students taken from 2 class. There were three steps in conducting this research. It involved pre-test, treatment and post-test. Firstly, the pretest was done on Monday, June 17th 2019. The test was administered by 40 students. The test was held to find out students' speaking score before having treatment. Secondly, the students were give treatment by using picture on descriptive text can reduce mistake students speaking ability and improvement on students' achievement in their speaking. The treatments were given two meeting .

It was on Wednesday, June 19th 2019, the second treatment were given on Tuesday, June 25th 2019 was given to find out students' speaking ability 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, They are Vocabulary, fluency, comprehension, grammar and pronunciation

The Result of Pre-test

1. Control Group

a. Pretest

The control group is class who are taught without using picture on descriptive text or only taught by use conventional teaching. A pretest was conducted to determine the result of speaking ability, the material in pretest class is "Doraemon picture", subject in the control group pretest are 20 students.

The result from the pretest in control group the are 1 students got 44 score, 2 students got 48 score, 8 students got 52 score, 7 students got 56 score and 2 student got 60 score.

2. Experimental Group

b. Pretest

The experimental group is class taught using picture on descriptive text in speaking learning, the material in pretest class is "Doraemon picture" for the subject in the experimental group pretest are 20 students from the result of the pretest. The data showed the highest score achieved by students is 64 and the lowest

score is 44. The detail result are 1 student got 44 score, 2 students got 48 score, 7 students got 52, 5 students got 56 score, 3 students got 60 score and 2 students got the highest score are 64 score

Independent Samples Test										
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	
Hasil										
Equal variances assumed	1.736	.196	-	680	38	.501	-1.000	1.470	-3.977	1.977
Equal variances not assumed			-	680	35.283	.501	-1.000	1.470	-3.984	1.984

group is 54.40, than the data of pre-test above was then compared by using independent t-test to know whether both experiment and control group have significant different or not. The null hypothesis (H₀) and alternative hypothesis

Speaking The Result Pre-test Scores in Experimental and Control Group

Statistic	Experimental	Control
Mean	54.40	53.40
Variance	27.621	15.621
Minimum	44	44
Maximum	64	60
Range	20	16

From the table, it showed that the mean score of control groups pre-test is 53.40. Whereas, mean score of the experiment

(H_a) were proposed.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai	control group	20	53.40	3.952	.884
	experimental group	20	54.40	5.256	1.175

The value level of significance on the table above is 0.501. It show that significance value of pre-test is higher than 0.05 level of significance. So the null hypothesis is accepted. It names that the experimental group and control group have the same ability.

The Result of Post-test

1. Control Group

a. Post test

A posttest of control group aims to look at outcome of learning of speaking ability using picture without treatment at VIII A. From the result of the posttest, the data showed the highest score achieved by students is 76 and the lowest score is 56.

The lowest score is 56 achieved by 1 student then 2 students got 60 score and 6 students achieved 64 score then 2 students achieved 68, 5 students got 72 score and also 3 students achieved the highest score is 76 score.

2. Experimental Group

b. Posttest

A posttest of experimental group aims to determine the result of students' learning ability after get treatment for second meeting. From the result of the posttest the data showed the highest score achieved by students is 80 and the lowest score is 56.

With the result 1 student achieved 56 score, 3 students got 60 score and 3 students got 64 score then 68 score achieved by 5 students, 6 students got 72 score and also the highest score achieved by 2 students is 80 score

Descriptive Analysis of the Students' Speaking ability on descriptive Text The Result Post-test Scores in Experimental and Control Group

Statistic	Experimental	Control
Mean	67.80	66.80
Variance	46.274	45.642
Minimum	52	52
Maximum	80	76
Range	28	24

Based on table above, the mean score of experimental group is 67.80, and the control group 66.80. The minimum score of experimental group is 52 and control group is 52 than the maximum score of experimental group is 80 and maximum score of control group is 76.

Hypothesis Testing

The hypothesis testing is used to see whether the hypothesis is acceptable or not. In this research the null hypothesis (H_0) is rejected. It was formulated that there is no significant difference in students' speaking ability between the students who were taught using picture on descriptive text and the students who were taught conventional teaching and the students which not picture.

The alternative hypothesis (H_a) is accepted. It was formulated that there is significant difference in students' speaking ability between the students who were taught using picture and the students who were using conventional teaching and the students which not using picture.

Testing of Normality

The normality test is used to see whether or not the distribution of responses to the instrument is normal or not on the pre-test and post –test. The data was compared with the level of significance (0,05) to test the null hypothesis. If the significance is (α) is $>$ (0,05), which means the null hypothesis (H_0) is accepted means the distribution of data is normal. But, if the significant (α) $<$ (0,05), the null hypothesis (H_0) is rejected which means the distribution of data is not normal.

- a. Pre-test experiment and control group

The Result of Normality Pre-test Experimental

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	pretest		2	.01	2	.05	
	experiment	.226	0	.9	.904	0	0
	pretest control	.212	2	.00	.930	2	.15

a. Lilliefors Significance Correction

Based on the table test of normality above, the result of pre-test experimental group is 0,155 and control group is 0,050. The conclusion is the result of pre-test experimental and control group are normal distribution because both of the data had significance of more than ($\alpha > 0,05$).

- b. Pre-test experiment and control group

The Result of Normality Post-test Control group

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Post-test						
	control group	.226	20	.009	.930	20	.155

a. Lilliefors Significance Correction

The Result of Normality Post-test Experiment group

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Post-test						
	Experiment group	.168	20	.139	.942	20	.256

a. Lilliefors Significance Correction

Based on the tables on the results test of normality above, the result of post-test on control group is 0.155 and experiment group is 0.256. In the posttest experimental group the result is more than $>$ (0.05). And, in the posttest control group also the result is more than $>$ (0.05)

Homogeneity of Variance Test

Homogeneity test is used to know whether two groups; experimental and control class, that are taken from population have homogeneity or not. Homogeneity also used for read table of T-test result. If the significance is more than $> \alpha$ (0.05), it means the null hypothesis (H_0) is accepted. But, if the significance is less than $< \alpha$ (0.05), the null hypothesis (H_0) is rejected. The result of homogeneity of variance test as follow :

The Result Homogeneity Pre-test Experimental and Control

- a. Pre-test Experimental and Control Group

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	df1	df2	Sig.
1.736	1	38	.196

Based on the table test of homogeneity of variance above, the result of pre-test is 0,196. Because the result is more than $>$ (0.05), means the result is significant. In conclusion of homogeneity of variance test from pre-test H_0 is accepted.

The Result Homogeneity Post-test Experimental and Control

- b. Post-test Experimental and Control Group

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	df1	df2	Sig.
.138	1	38	.672

Based on the table test of homogeneity of variance above, the result of post-test is 0,672. The result is more than $>$ (0.05), means the result is significant. In conclusion of homogeneity of variance test from post-test H_0 is accepted.

The Hypothesis Testing

This research conducted a test of hypothesis to check whether there was a significant difference in the result of pre-test and post-test after treatments were implemented. This research used *independent sample test* because the sample in every class were 20 students' and the distribution of the data was normal. The technique of data analysis in this study was statistical analysis with t-test. The result of *t-test* posttest is follows:

Table 4.8 The Group Statistic

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Post test Control	20	66.80	6.756	1.511
	Post testEksperimen group	20	67.80	6.802	1.521

Independent Samples Test

		Levene's Test for Equality of Variances						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hasil	Equal variances assumed	.183	.672	-	38	.000	-1.000	2.144
	Equal variances not assumed	-	-	466	37.998	.000	-1.000	2.144

The result the Independent Samples Test, the Sig. (2- tailed) is 0,000 and less than 0,05 (0,000< 0,05) It means that (H₀) is rejected and (H_a) is accepted. It can be said that, there is significance difference is students speaking ability who taught using picture and students speaking ability who ware not taught using picture.

So,there is significant difference in speaking ability between speaking ability using picture between the students who were taught using picture and the students who were taught without using picture and the students which not using picture. Therefore the using of pictures is more effective than the application of conventional teaching on the students' speaking ability and can enhancing

achievement students' speaking ability at SMPN 2 Rambipuji then the students' can reduce their mistake on students speaking ability and also able to answer the question from the teacher more easily. The using of picture is able to make students' achievement in speaking test heiger than the students who are not teach by conventional teaching.

CONCLUSION
The result of data analysis and the discussion, showed that there is significant effect on students' speaking ability of using picture in experimental group. It can be concluded that teaching speaking of using picture on descriptive has significant effect in form of students' speaking ability of the seventh grade students at SMPN 2 Rambipuji in the 2018/2019 academic year. So, this research is relevant to solve the problem of the research.

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