

The Effect of Using Picture Series toward Students' Speaking Skill at the Second Grade in MTSS Nagari Binjai

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Abstract. *The purpose of this research was to determine the effect of using picture series on students' speaking skill. The researcher had done at MTSS Nagari Binjai. The problems in this research was caused by several factors. Firstly, students paid less attention to the English teacher. Secondly, they were afraid of making mistake to express ideas. In this research a quasi-experimental design was used by the researcher. The researcher used pre-test and post-test to experimental and control class. The sample was 2A as experimental class and taught by using picture series and 2B as control class and taught without using picture series. To determine the sample, the experimental and control class, the researcher utilized SPSS 20 to examine the data and check for normality and homogeneity. The researcher utilized the t-test formula to test the hypothesis and consulted the results in a t-table with level of significance of 0.05. It was found that there was a significant effect of using picture series toward students speaking skill. Then there was a significant difference between students who were taught using picture series and those who were taught without them. The value of t-calculated in the post-test from the experimental and control classes was greater than the t-table ($3.4 > 2.021$). The last hypothesis was that teaching with picture series was superior than teaching without picture series in terms of improving students' speaking skill. In the post-test, the mean score of the experimental class was greater than the control class ($8.10 > 2.54$).*

Keywords: *Speaking Skill, Picture Series*

Abstrak. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan gambar seri terhadap keterampilan berbicara siswa. Penelitian dilakukan di MTSS Nagari Binjai. Permasalahan dalam penelitian ini disebabkan oleh beberapa faktor. Pertama, siswa kurang memperhatikan guru bahasa Inggris. Kedua, mereka takut membuat kesalahan untuk mengungkapkan ide. Dalam penelitian ini, peneliti menggunakan desain eksperimen semu. Peneliti menggunakan pre-test dan post-test untuk kelas eksperimen dan kontrol. Sampelnya adalah 2A sebagai kelas eksperimen dan diajar menggunakan gambar seri dan 2B sebagai kelas kontrol dan diajar tanpa menggunakan gambar seri. Untuk menentukan sampel yaitu kelas eksperimen dan kelas kontrol peneliti menggunakan program SPSS 20 untuk menguji data dan mengecek normalitas dan homogenitas. Peneliti menggunakan rumus uji-t untuk menguji hipotesis dan mengkonsultasikan hasilnya pada tabel-t dengan taraf signifikansi 0,05. Ditemukan bahwa terdapat pengaruh yang signifikan dari penggunaan gambar seri terhadap

keterampilan berbicara siswa. Kemudian terdapat perbedaan yang signifikan antara siswa yang diajar menggunakan gambar seri dan siswa yang diajar tanpa gambar. Nilai t hitung pada postes kelas eksperimen dan kontrol lebih besar dari t tabel ($3,4 > 2,021$). Hipotesis terakhir adalah bahwa pengajaran dengan gambar berseri lebih unggul daripada pengajaran tanpa gambar berseri dalam hal peningkatan keterampilan berbicara siswa. Pada post test nilai rata-rata kelas eksperimen lebih besar dari kelas kontrol ($8,10 > 2,54$).

Kata kunci: Keterampilan Berbicara, Gambar Berseri.

LATAR BELAKANG

Speaking is one of the four skills that important to be taught to students because it will help them to use their English in communication and interaction with the other people. Harmer states that there are two main components in speaking namely speaker and listener. The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate each other to avoid misscommunication that happened to them .

Brown states that speaking is a productive skill, like writing, it involves using speech to express other meaning to other people. Interaction is two-way communication that involves using language and body language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding .

Teaching speaking in the class is not an easy job. In fact the students have many problems in learning English the students' speaking skill. It means the students still needed more guidance from the teacher. According to Brown there are some features that make speaking difficult language skill. The features cover clustering, redudancy reduced forms, performance variables, colloquial language, rate of delivery, stress, rthym, intonation of English and interaction .

According to Wright, there are three activities that can use the picture-series as the media. The activities are repetition, recombination, and pronunciation. The first activity is repetition. In this activity, the teacher wants the students to concentrate on imitating the sound of the language and it is less concerned with understanding the meaning. Pictures can be used to motivate and remind the students about what they want to say. The teacher can hold up a picture as a signal for the students to repeat the words or sentences. The

second activity is recombination. In this activity, it includes question and answer, and also substitutions and transformations. These activities encourage the students to remember and change the language forms correctly but there is no or little communicative challenge. The last activity is pronunciation. In this activity, pictures can be used to pronounce certain sounds. The pictures are drawn in a card then the word and the sound can be given

Based on the preliminary research by doing observation and interview the teacher on 14th July 2021 that was done the researcher at second grade of MTSs Nagari Binjai, there were some problems happening during English teaching and learning process dealing with speaking. The teacher provided written material and gave example of how the text worked such as dictation, etc. The teacher asked the students to practice speaking the text.

The students have problem with their speaking skill. The first problem the students paid less attention to learn English. The class was still dominated by teacher and few students who enjoyed the speaking class. The researcher found that some students do not have any idea to be shared. The second problem the students' lacked confidence to speak, because they were afraid of making mistakes when asked to speak expressing ideas. They were afraid to be laughed at by the others. So, they have no courage to speak up in front of the class. Although they had tried to speak something but the still afraid to say it wrongly. The third problem is about teaching media. There were no media used in the class the teaching and learning process. Teaching and learning process usually uses technique which is centered to the teacher while the students just silent and listen to the teacher's explanation. Teaching media are ones of the tools that can encourage and motivate who are listening and staying during learning process.

Based on the problems which were informed by the teacher before, the researcher has one solution to solve the problems. It is the picture series technique. Picture series are pictures which show series chronologically.

According to Wright, pictures series can help the student expand their imagination to relate one event to another as what the pictures show, then they can make a story from it. Besides, it can motivate and attract their attention and their involvement in speaking. Picture gives a lot of contribution because it is interesting for the student and they have

something to look at while teaching and learning process is happening, students not only can hear but also can see the sign which is illustrated by the picture to express an idea.

METODE PENELITIAN

In conducting the research, the researcher used an experimental quantitative research. In this experimental research, the researcher used quasi-experimental design by using the pre test-post test control design. The experimental group and the control group were given post-test in the last meeting. The test was the same in qualities and quantities to keep the reliability of the research.

Respondents

The population of this research was the students at the second grade of MTSS Nagari Binjai. The population was described in the following table:

Table 1. The Distribution of Population of Second Grade of MTSS Nagari Binjai

NO	CLASS	TOTAL STUDENTS
1	VIII A	29
2	VIII B	29
TOTAL		58

Source: English teacher of MTSS Nagari Binjai 2021

From this table, the population from this research was 58 students that were the total of the students in the second of the second grade in MTSS Nagari Binjai.

Sample

To determine the sample of this research, the technique that was used was purposive sampling technique. In this research, the researcher chose both of the 2 A and 2 B classes as the sample because of some considerations. It was because the population had the same syllabus or the same material. The population had the same teacher. The population was homogenous and normal based on the result of the students' speaking score for the daily test that the researcher had done by inputting the score into SPSS 2.0.

Instruments

The instrument of this research was oral test. There were two kind of test that did by the researcher, they were pre-test and post-test. Both the oral test have same difficulty level and content, as well as instruction. In this research the test was made by considering validity and reliability of the test.

Procedures

There were some procedures of experimental reserach are as follow :

1. Pre-test in experimental class and control class

In this research, the researcher gave the pre-test to the sample class before teaching. The researcher asked the students of experimental class to retell the story about Malin Kundang as the picture series they got, whereas in control class the researcher asked the students to retell the story of Malin Kundang without picture series in. This pre-test was given for the second grade of students MTSs Nagari Binjai. The researcher did the following instructions:

- a. The teacher divided students into group
- b. The teacher gave explanation about material and asked the students of both classes to discuss in they group to make sentence about the topic before they perform in front of the class, but for the students of experiment class retell the story based on the picture series
- c. The teacher gave students time to practice with their group
- d. The teacher asked students to do performance in front of the classroom
- e. The teacher and the researcher analyzed the students performance and giving scores

1. Treatment

a. Experimental class

The researcher used picture series activity in students speaking skill of expression asking opinion trough their lesson material in syllabus program in the learning process. in this activity, the researcher asked the student to do picture series about material such narrative text.

b. Control class

The researcher did a method that used by the teacher in teach narrative text. The method that researcher used was discussing, where the teacher gave explanation for the students and then discussed it with them, after that the teacher asked the students retelling the narative text in front of the class.

c. Post test in experimental class and control class

1) Post-test in experimental class

After treatment, the researcher asked the students to retell the story based on picture series they got. The researcher followed instructions below:

- a. The teacher explained about activity that have done the students
- b. The teacher selected the students to picture series by divided them the into group
- c. The teacher with the students set the stage for perform the picture series
- d. The teacher prepared the students to observe their friends while the perform in the front of the classroom.
- e. The students performing using picture series
- f. The teacher and the researcher evaluated the students performance and gave final score.

2) Post-test in control class

The researcher asked the students to retell the story without picture series. The researcher followed instructions below:

- a. The teacher explained about activity that have done the students
- b. The teacher with the students set the stage for performance
- c. The teacher prepared the students to observe their friends while they perform in the front of the classroom.

- d. The teacher and the researcher evaluated the students performance and gave final score.

Data Collection

The researcher gave speaking pre-test before give treatment to the students. Then, the researcher taught the classes for two meeting with different method. After teaching for two meetings, the researcher gave post-test to both classes. Next, the students were given speaking post-test in form of oral performance test. While the students doing their test, in order to get the correct data, so that both of the scorers can replay the students' performance later to give them score correctly.

The teacher and the researcher were raters on this research. The raters gave score on students' speaking ability which was based on the guideline of scoring rubric for speaking test. Then, to get fixed score for speaking test, the score from the first rater and second rater was calculated to get the final score.

Data Analysis

To analyze the data, the researcher took the test to compare the difference of the mean score between the control class and the experimental class. To find whether the significant effect of students speaking skill which was taught picture series with narative text using t-test formula as follows:

$$\bar{x} = \frac{\sum fxi}{n}$$

$$s = \sqrt{\frac{\sum f (xi - \bar{x})^2}{n-1}}$$

$$SS = \sum x1^2 - \frac{(\sum x1)^2}{n1}$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(SS1+SS2)}{n1+n2-2} \cdot \frac{1}{n1} + \frac{1}{n2}}}$$

Where

- | | |
|----|----------------------------------|
| A. | : Mean Score |
| B. | : Mean Score of Experiment Class |
| C. | : Mean Score of Control Class |
| D. | : Standard Deviation |
| E. | : The Sum of Squares |

J.	$\frac{ss1}{n1}$	K. : The Sum of Squares of Experiment Class
L.	$\frac{ss1}{n1}$	M. : The Sum of Squares of Control Class
N.	$\frac{ss1}{n1}$	O. : Number of Sample of Experiment Class
P.	$\frac{ss2}{n2}$	Q. : Number of Sample of Control Class
R.	$\frac{ss2}{n2}$	S. : The Value of the Obtained-t

Finally, after calculating the data by using t-test formula, the result was compared with the table t-table with the level of significance 0.05 and the degree of freedom (df)=N-2, N=Total number of population of experiment and control class then, the researcher answered the three hypothesis stated in this research and stating the data descriptions.

HASIL DAN PEMBAHASAN

The data of this research was collected based on the research that was done by the researcher at the second grade of MTSS Nagari Binjai. The scores of the students' speaking skill were collected after conducting a pre-test at the beginning of the research and a post-test at the end of the research after the treatment. The experimental and control classes were used as the data of this research. The pre-test and post-test were given in the form of oral test and the students were asked to tell the story about the legend of Malin Kundang and the legend of Batu Menangis in front of the class.

There were 58 students which were involved as the sample. The sample in the experimental class (2 A) was 29 students and the sample in the control class (2 B) was 29 students. But there were only 53 students involved in both pre-test and post-test (29 students in experimental class and 24 students in control class). It was because some students did not come to the school on the day of the test for several reasons. So the researcher only took the data from students that joined the both test (53 students as final sample).

The First Hypothesis

The first hypothesis result in this research stated that there was a significant effect of students' speaking skill who were taught by using picture series toward students' speaking skill at second grade in MTSS Nagari Binjai ($H_a : t\text{-calculated} > t\text{-table}$). The researcher used t-test formula to test the hypothesis. It was found that t-calculated was

higher than t-table. It means H_a was accepted and H_0 was rejected. The conclusion could be seen below:

Table 2. The Calculation of First Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	$29+29-2 = 56$
Level of Significant ()	0.05
T-Calculated	4.38
T-Table	2.021
$T\text{-Calculated} > T\text{-Table} (4.38 > 2.021)$	

Based on the data above, it was shown that the degree of freedom (df) was 56, the level of significance was 0.05 and the t-calculated was 4.38. T-table at of 52 (the close df) was 2.021. So, t-calculated was bigger than t-table ($4.38 > 2.021$). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

The Second Hypothesis

In second hypothesis, there was significant differences between students' speaking skill who are taught by using picture series than the students' speaking skill who were not taught by using picture series. ($H_a: t\text{-calculated} > t\text{-table}$). The conclusion could be seen below:

Table 3. The Calculation of Second Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	$29+24-2 = 51$
Level of Significant ()	0.05
T-Calculated	3.4
T-Table	2.021
$T\text{-Calculated} > T\text{-Table} (3.4 > 2.021)$	

Based on the data above, it was shown that the degree of freedom (df) was 51, the level of significance was 0.05 and the t-calculated was 3.4. T-table at of 40 (the close df) was 2.021. So, t-calculated was bigger than t-table ($3.4 > 2.021$). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

The data of result comparison from pre-test and post-test in experimental class and control class were as follow:

Table 4. The Comparison of Pre-Test and Post-Test from Experimental Class and Control Class

Test Result Class	PRE-TEST	POST-TEST
Experimental Class	$\bar{x} = 56.5517$ SD = 5.18643 S² = 26.899	$\bar{x} = 64.6552$ SD = 5.4332 S² = 28.436
Control Class	$\bar{x} = 56.25$ SD = 4.86763 S² = 23.694	$\bar{x} = 59.2500$ SD = 5.75024 S² = 33.971

Based on the table above, it can be stated that the post-test result of experimental class was higher than pre-test result ($64.65 > 56.55$). It means that the method used had improve students' speaking skill. Then, the post-test result between experimental and control class showed that the experimental class get higher mean score than control class ($64.65 > 59.25$). Then, it was indicated that the 24 students who were taught by using picture series as media got better result than the students who were taught without picture series.

The Third Hypothesis

In third hypothesis, it was found that the students' speaking skill who were taught by using picture series was better than students who were not taught by using picture series. It can be seen from the post-test experimental class and control class. The improvement of mean score experimental class was better than the improvement of the

mean score of control class ($8.1035 > 2.5417$). On the other hand it can be seen that the mean score of post-test of experimental class was greater than the mean score of control class on post-test ($64.65 > 59.25$). So it can be concluded that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected

Table 5. The Calculation of Third Hypothesis Testing in Both Classes

Independent Samples Test					
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	Sig. (2-tailed)
Equal variances assumed	.776	.383	3.511	51	.001
post-test Equal variances not assumed			3.492	48.013	.001

Based on the result above it showed that the t-test value 3.511. T-table of the data 2.021. It can be concluded that t-test value $>$ t-table.

This research was done by giving the speaking test to the students in the experiment and the control class. The speaking test was given in order to see the students' speaking skill. The researcher had seen is there any significant effect using picture toward students' speaking skill.

In this research the researcher divided the classes into two, experimental class and control class. The researcher taught both classes for four meetings for each class the experimental class was taught by using picture series and control class without picture series. During the teaching and learning process in the classroom, the researcher taught both classes the same materials namely Narrative Text. The first thing that the researcher

did was giving the pre-test to both classes than taught them for four meeting. After that the researcher tested the material that had been taught in the post-test.

In conducting this research there were 29 students included in the experimental class and 29 students who were included in the control class. But only 24 students who were joined both pre-test and post-test in the control class and 29 students who were joined both pre-test and post-test in experiment class. It was because some students did not come on the day of test to the school. So the researcher did not take the data from those who were not taking the both test.

In this research the researcher had seen the effect of using picture series toward students' speaking skill. It can be seen from the data that gained by experimental class in pre-test and post-test were different. The mean score of experimental class in pre-test was 56.55 while the mean score after treatment in the post-test were 64.65. After calculating the both pre and post-test mean score by using t-test, it showed that the value was bigger than t-table in the level significance 0.05 ($4.38 > 2.021$). On the other hand students who were taught by using picture series was better in the speaking skill rather than students who were not taught without picture series. We can see it from the result that gained by the experimental class. The improvement of the mean score of the experimental class was 8.10 while the control class was 2.54 this result can be achieved because picture series was an active media in teaching speaking. It was proven by the greater result of the experimental class. It can be concluded that there was a significant effect by using pictures series as media in teaching speaking skill and the speaking skill of the experimental class is better the control class. And then we can say that the alternative hypothesis of the first and third hypothesis is accepted.

The researcher also found that there was significant difference between speaking skill of the students who were taught by using picture series and the students who were taught without picture series. It can be seen from the t-test from the post-test of experimental class and control class. The value analysis shows that the t-calculated was bigger that t-table ($3.4 > 2.021$). It means that the second alternative hypothesis is accepted.

Based on the result this research that there significant difference between experimental class and control class. From this research the researcher knows that picture series is a good media in teaching English. Andrew Wright states that pictures contribute to interest and motivation, a sense of context of the language and a specific stimulus. Picture series can help the students expand their imagination to relate one event to another as what the picture show, then they can make a story from it . It help students to improve their speaking skill. The researcher assumes that it was because in the teaching and learning process the students than taught by using picture series got more input while studying. They were taught narrative text by using picture series. They tried storytelling in front of the class using picture series while studying. But somehow it was not easy for them because the pronunciation of native speaker was different with their pronunciation. But after taught for two times they can imitate the pronunciation increase their vocabulary. On other hand the students also focus with the grammatical. It made them familiar with the structure of past simple. It means picture series can help the students to be more active in the classroom.

After giving treatment to the experimental class the researcher analysis the speaking skill of the students. Some of them made improvement in pronunciation, some made improvement in grammatical and some in fluency. And of course this was not really worked for some students and did not make a big improvement on their speaking skill. But most of the students in experimental class made improvement in their speaking skill. And the researcher could the see that they were more confident in speaking after the treatment. This line with Reemans many teaching learning activities can be done with picture series. In short, a picture series of pictures that have a story sequence that is designed to be as a narrative or as a sequence . It makes students can improve their speaking skill. So all said not expert it was true, the picture series that good used to improve the students' speaking skill. So it can be concluded that pictures series gave positive impact toward students speaking skill.

KESIMPULAN DAN SARAN

Based on finding and also discussion of the research about the effect of using picture series as a media towards students' speaking skill, the researcher concluded that:

1. There was a significant effect of using picture series toward students speaking skill at the 2nd grade in MTSS Nagari Binjai. It can be seen from the score improvement in experimental class after teaching by using picture series in four meetings. On the other hand it was also proven by the value t -calculated of experimental class in pre-test and post-test was higher than t -table ($4,38 > 2.021$). In short, the first hypothesis of this research could be accepted that there is a significant effect of students speaking skill by using picture series. Thus, it can be said that the picture can increase students speaking skill.
2. There was a significant differences between the students who were taught by using picture series and the students who were taught without picture series. This is known from the mean score of post-test of the students in the experimental class was higher than students in the control class. In the experimental class obtained a mean score 64.65 while the students in the control class got a mean score 59.25. On the other hand the result of the t -test showed that the t -calculated was greater than t -table ($3.4 > 2.021$). It means that there is any significant difference of students speaking skill by using picture series and conventional strategy.
3. The students' speaking skill which were taught by using picture series as media better than students who were taught without picture series. It can be seen from the improvement score that made by experimental class was greater than control class ($8.10 > 2.54$). It means that the speaking skill of the students' who are taught by using picture series is better than the speaking skill of the students' who do not teach by using picture series.

In conclusion, picture series was an effective teaching media for teaching speaking. This conclusion gathered not only from the experts and previous researchers ideas but also from the empirical data that had been found by the researcher itself.

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