

JURNAL

**Pengaruh Gambar Cued Terhadap Kemampuan Berbicara Siswa Kelas
Tujuh Smp Islam Sejahtera Badas Pada Tahun Akademik 2017/2018**

**THE EFFECT OF PICTURE CUED TO THE SEVENTH GRADE
STUDENTS' SPEAKING ABILITY OF SMP ISLAM SEJAHTERA
BADAS IN THE ACADEMIC YEAR 2017/2018**



Oleh:

ADI RISWANTO

13.1.01.08.0160

Dibimbing oleh:

- 1. Agung Wicaksono M.Pd**
- 2. Khoiriyah M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2018**

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2018

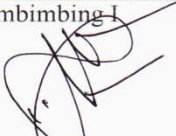


Yang bertanda tangan di bawah ini:

Nama Lengkap : Adi Riswanto
NPM : 13.1.01.08.0160
Telepon/HP : 085648932021
Alamat Surel (Email) : Aldiano.rafael@gmail.com
Judul Artikel : The Effect of Picture Cued to the Seventh Grade
Students' Speaking Ability of SMP Islam Sejahtera
Badas in the Academic Year 2017/2018
Fakultas – Program Studi : FKIP – Bahasa Inggris
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI.
Alamat Perguruan Tinggi : Jl. KH. Ahmad Dahlan No.76, Mojoroto Kediri.

Dengan ini menyatakan bahwa :

- Artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- Artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 10 January 2018
Pembimbing I  Agung Wicaksono M.Pd NIDN: 0711076802	Pembimbing II  Khoiriyah M.Pd NIDN: 0719017501	Penulis,  Adi Riswanto 13.1.01.08.0160

**THE EFFECT OF PICTURE CUED TO THE SEVENTH GRADE
STUDENTS' SPEAKING ABILITY OF SMP ISLAM SEJAHTERA
BADAS IN THE ACADEMIC YEAR 2017/2018**

Adi Riswanto
13.1.01.08.0160
Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris
Aldiano.rafael@yahoo.com
Agung Wicaksono M.Pd & Khoiriyah M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

Speaking is one of the skills for communication such as for express desires, ideas or desire to do something, negotiate or solve a particular problem, or maintain social relationships by speaking. Most of the students have problems in speaking such as how to speak fluently, correctly and using good pronunciation. Teachers should provide interesting media such as Picture cued to encourage students' speaking skills. The purpose of the research is to investigate the effect of student's speaking of narrative text by using picture cued. Specifically, this research is aimed at: Finding out the effect of using picture cued to the seventh grade students' speaking ability of SMP Islam Sejahtera Badas in academic year 2017/2018.

The design of this study was an experimental study with a group of pre-test-post-test students. The subject of this research is the seventh grade students of SMP Islam Sejahtera Badas in Academic Year 2017/2018. The total sample of students is 21 students. The instruments used in this study are pre-test and post-test in the form of oral tests with the topic of describing a person. Data were analyzed by using t test formula.

The results showed that the t-score (21.350) was higher than the t table at the 5% significance level (2.086). This means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, it can be concluded that there is a significant influence of Picture cued to the seventh grade students' speaking ability of SMP Islam Sejahtera Badas in the Academic Year 2017/2018.

Therefore, it can be suggested that the use of Picture cued can be an alternative medium for teaching English, especially speaking, in order to improve speech. As a reference, researcher recommends that Picture cued be used in teaching speech. Then, the researcher suggested to the English teacher to teach talk by using Picture cued media. The next suggestion is that students are expected to use the Picture cued media in learning to speak, this can help them to improve their speaking skills more easily. The last suggestion is to another researcher who does the same research that this research might be referenced.

KATA KUNCI : Picture Cued, Speaking, Speaking ability

I. BACKGROUND

There are four skills in the language, listening, speaking, reading and writing. Nunan (2003:2) suggests: “Speaking is productive oral skill and it consists of producing systematic oral expressions to deliver the meaning”. Because speaking is productive oral skill. So, it will be used for communication. People who have ability in speaking will be better in sending and receiving information or message to another. So, it should be had by everyone because everyone needs it well.

Speaking skill is one of the language skills that is very essential to support further oral communication especially in English. Teaching speaking is considered to be difficult among four skills. Young (1992) in Araghi and Amineh (2014) states: “Speaking is probably the most stressful one among the four language skills from the perspective of both FL teachers and learners”. It means that more effort is required by the students and various interesting activities also are required by the teachers. Furthermore, it is not enough for the students to hear and listens the speech only. Larekeng and Salasiah (2015:222) states: “Speaking is one of language skills that needs more practice to obtain compared to other skills like reading, writing, and

listening”. In this sense, the teachers need to give the opportunities for the students to practice their oral language especially in speaking.

This research needs to be carried out because some of students sometimes cannot communicate well in English language and they get difficulties in speaking test, especially doing retell story orally. The problems are faced by students in speaking is generating ideas, defficult to deliver ideas in to speaking text, and also difficult to choose the appropriate vocabulary to expres ideas and how to pronounce well.

Although they have been given the explicit background knowledge about narrative texts, but from the result of speaking test for Junior High School especially the students that are lower than the expected result is found that most of students get difficulties of using English in speaking activities especially in the retelling about narrative text. It is difficult for the students because they cannot explain it well and they are confused what they will say about.

In addition, they cannot both make good grammatical sentences while retelling story and producing the appropriate pronunciation like the target language. As the

result, the students get low speaking score and cannot obtain the passing score for speaking competency. It is provided by their test result in speaking which is lower than Minimum Achievement Criteria (KKM). They usually forget what they have studied, because they do not know how to manage their memory to recall the information that they receive and memorize.

In order to improve students' speaking skill, the teachers must strive hard to drill and stimulate students' skill including their skill, intelligences, creativity, technique, and interest by giving good learning material and designing learning activities that make them have challenge and be active to practice the language especially in retell objects orally.

There are some text type that taught in Junior High School one of them is narrative text is. Some techniques that can be used in teaching speaking on narrative texts is; role play, cooperative learning. This technique can be done monolog. One way to do monolog is by doing retelling story orally. This activity is to enable the students to retell story orally on narrative texts based on the given material or text.

All material that have to be learnt in stage of school was written by ministry curriculum of Indonesia and published it, so all of school in Indonesia has known about it. The research was not arbitrary to take this

case and material. It was taken in curriculum section of SMP Islam Badas. In writer's material was about narrative text that contained in SK (4) and KD (4.1) of speaking skill in Junior High school by using KTSP curriculum that has purpose to "*Melakukan monolog pendek dalam bentuk Narrative / Descriptive dan Recount text*".

Departing for this problem, this research investigates the use of picture cued as a media to improve students' speaking ability in narrative text. As stated by Wright's (1989:2) says that pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall story or experiences the teachers must help their students to cope with. Teachers can use the pictures in any techniques or activities in order to meet the goal of speaking. Pictures are very valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students Raimes,(1983:27-28). Sometimes, teachers and students can use their creativity since they can create their own drawings as the media. One of the advantage of picture cued is ideal for reflecting the reality. Especially photographs are an authentic source, which truly illustrates a situation or an event, portrays a person.

II. METHODS

Creswell (2012: 115) states that variable has two types, there are independent and dependent variable. First, Dependent variable is the variable that is affected by the independent variable other names for dependent variables are criterion, out comes, and effect variables. Dependent variable in this research is students' speaking in narative text such as vocabulary, fluency, grammar, pronounciation, and comprehension. Second, Independent variable is an active variable then we manipulate the values of the variable to research its effect on another variable. So, the independent variable in this research is the use of picture as a media in teaching learning process. By arrange the first picture until the last picture and explaint to them what the picture does.

In conducting this research needs a plan some steps the researcher will take. Consequently, the design of the research should be suitable for the research condition. For these reason, the researchers has to follow the research design, if the researchers want their research will be successful.

The design of the research is quantitative research. According to John W Cresswell (2014:32) Quantitative research is an approach for testing objective theories by examining the relationship among variables.

Quantitative includes experimental and non-experimental research designs. Experiments include true experiments design in one-group using pre-test and post-test, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized assignments. (Keppel, 1991). To make the true researches the writer uses experimental design. Moreover, (Allen and Davies 1977:3) says "an experiment then is a series of controlled observations which will inevitably need the use of one or more test".

This study was conducted in experimental research to know the effect of picture cued as a media to improve students' speaking ability at seventh grade students of SMP Islam Sejahtera Badas. The term experimental design refers to the conceptual framework within which the experiment is conducted. The experimental designs is One-Group using pre-test and post-test.

This research was conducted at seventh grade students at SMP Islam Sejahtera Badas in academic year 2017/2018. The subject of this research is the seventh grade of SMP Islam Sejahtera Badas in the academic year of 2017/2018. The reason why the researcher chooses at seventh grade students at SMP Islam Sejahtera Badas in academic year of 2017/2018 as a research place because the place is near with the researcher house, so they know that students still confused how to speak well. And with this method the

researcher hope that the researcher can help speaking learning process.

John W Creswell, (2012:142) states that a population is a group of individuals who have the same characteristic, For example: all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations can be small or large. The population in this research is the seventh grade students of SMP Islam Sejahtera Badas. The population of seventh grade students in the academic year 2017/2018 is twenty one students. There is only one class, it consists of twenty one students.

John W Creswell, (2012:142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The choice was seventh grade. There were twenty one students consist of ten males and eleventh females.

In this research, the technique of collecting data is spoken test. There are three process of collecting the data:

1. Pre-test

The researcher introduces himself and tells the purpose of his research. After that, the researcher gives a short explanation about pre-test that the pre-test is about speaking focuses on retelling story about legend. After

that, the researcher calls each student to come forward and asks them to tell the story as far as they can. The last, the researcher gives score about the result of the test.

2. Treatment

In this treatment, the researcher will give the treatment two meetings by teaching using picture. The first, researcher explains to the students about narative text and give vocabulary. The second, researcher explain how to speak or retell by using picture cued.

3. Post-test

After giving the treatment, the researcher gives a short explanation about post-test that the post-test is about speaking focuses on retelling story about legend. After that, the researcher calls each student to come forward and asks them to tell the story as far as they can. The last, the researcher takes the result of this post test to know the students' final speaking ability of retelling story after getting the treatment.

III. FINDING AND CONCLUSION

In this activity most of the students didn't get motivation, they are lazy to study English, the student didn't want to bring the dictionary and didn't pay attention when the teacher was teaching. It made students' speaking low. They also got problems in speaking narrative text including fluency, pronunciation, vocabulary, grammar, and

comprehension. It was supported by the result of their score in pre-test.

Based on the data, the maximum score of the students' speaking in each item is same that is 20, but it has different achievement in result of each item. In the average of fluency the students only get 9, pronunciation the students get 9, vocabulary the students get 10, grammar the students get 8, and the comprehension the students get 10. So from the pre-test, the research know that the students' score is low. And there is no students who pass the test. It can be concluded that from the data pre-test score, the research has known that the big score is in vocabulary and comprehension. And the worst score is in the fluency and pronunciation. Therefore, all of the students speaking ability need to be increased. The standard score of seventh grade students of SMP Islam Sejahtera Badas was 75. So, the scores of seventh grade students SMP Islam Sejahtera Badas should be more than 75. If the students scoreless then 75, they did not past the test. But if their score more than 75, they would past the test.

After giving the pre-test, the researcher gave the students a compensation in two meetings. The first meeting is on Thursday, 09 November 2017 and the second meeting is on Friday day, November 10, 2017. Each treatment takes 40 minutes.

After giving the treatment, the students said that retelling story by using picture cued is easier than memorized it each sentences. By using picture cued, the students became very interested and excited in learning speaking. Before, they did not pay attention to the teacher but now, they are already to study English well. Therefore the students not only can learn easily and enjoy to practice speaking skill but also can feel confident to practice in front of class. To know whether picture cued influences students' ability or not in speaking, the researcher gave a post-test to the students. The item was same with the pre-test but different topic, the test was conducted in the retelling story of text. Post-test is conducted to measure the students' speaking ability after having treatment.

Based on the data, the maximum score of the students' speaking in each item is same that is 20, but it has different achievement in result of each item. In the average of fluency the students get 15, pronunciation the students get 13, vocabulary the students get 16, grammar the students get 13, and the comprehension the students get 13. So from the post-test, the researcher knew that the students' score is increasing and most of the students passed the test, and the most increasing in this test is vocabularies and fluency. Actually the score of each item is increasing, the second score is

better than the first. It means that students score is increasing. The standard score of seventh grade students of SMP Islam Sejahtera Badas was 75. So, the scores of seventh grade students SMP Islam Sejahtera Badas should be more than 75. If the students scoreless than 75, they did not pass the test. But if their score more than 75, they would pass the test.

From the table frequency of Pre-Test above, it could be seen there was 3 students who got score 40-42, 4 students who got score 43-45, 8 students who got score 46-48, 0 student who got score 49-51, 5 students who got score 52-54, 1 student who got score 55-57 and for post-test, 3 student who got score 68-70, 10 students who got score 71-73, 6 students who got score 74-76, 0 student who got score 77-79, 1 student who got score 80-82, 1 student who got score 83-85. In pre-test data no students were able to pass the test, but in post-test data the score was increasing although there were some students did not pass the test but their score was increasing. There were 13 students did not pass the test and there are 8 students could reach the score of KKM (75).

Based on the calculating above, if the t-score \geq t-table and the level of significant was 1%, it means that is very significant, so H_0 is rejected. If the t-score \geq t-table and the level of significant was 5%. it means that it was significant, so H_0 rejected. It could be seen

that t-score 21,350 and the degree of freedom (db) was $(N-1) = 21-1 = 20$. Finally, the t-table was 2,845 at the level of significance was 1% and 2,086 at the level of significance was 5%. It means that t-score was higher than t-table, thus it could be concluded that the result of the research was, picture cued gave the effect of picture cued to the seventh grade students' speaking ability of SMP Islam Sejahtera Badas.

IV. BIBLIOGRAPHY

- Anderson, M, Kathy (2003). *Text Type in English 3*. Australia
- Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ:Prentice-Hall, Inc.
- Brown, H. Douglas, (2003). *Language Assessment Principle and Classroom Practices*. San Francisco University : Longman.
- Cameron, Lynne (2001), *Teaching Language to Young Learners*. Language Teaching Library. Cambridge.
- Cresswell, John W, (2014). *Planning Conducting And Evaluating Quantitative And Qualitative Research, New York, Pearson. Fourth edition*.
- Creswell, John W. (2012). *Educational Research: planning, conducting, an Evaluating Quantitative and qualitative research. 4th edition*.

- Pearson: USA *University of Nebraska-Lincoln*
- David P. Harris, (1977) *Testing English as A Second Language*, Bombay: Tata Mc Graw-Hill Publishing Company Ltd.
- Harmer, J. (2001). *The Practice of English Language Teaching third edition*. Longman.
- Harmer, J. 2007. *The Practice of English Language Teaching fourth edition*. Longman.
- Larekeng and Salasiah. (2015). Mindvisualizer Application in Class of Speaking. *TEFLIN International Conference*.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.
- Pešková, Karolína. (2008). *Teaching about English Speaking Countries through Pictures. Diploma Thesis*. Brno: Department of English Language and Literature, Faculty of Education Masaryk University
- Raimes, Ann (1983) *Techniques in Teaching Writing*. Oxford University Press.
- Richards, Jack C (2008) *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press.
- Wright, Andrew (1989). *Picture for Language Learning*. Cambridge Handbooks for Language Teachers.