

The Effectiveness of Using Picture as Media Towards Students' English Speaking Skills

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ABSTRACT

The objective of this research was to find out the effectiveness of using picture as media towards students' English speaking skills. This research was conducted at MAS Al-Manar Medan in the academic year 2022/2023. The samples of this research were 37 students of class XI IPA and IIS. This research was conducted using an experimental research design with two classes, the experimental class consisting of 19 students and the control class consisting of 18 students. The experimental group was given pre-test, treatment and post-test and the control group was given pre-test and post-test. The instrument of this research was an oral test, which was given in the pre-test and post-test. The results of this research showed that the t-observed value was higher than the t-table ($15.288 > 2.030$). The alternative hypothesis was accepted. It means that the effectiveness of using picture as media significantly affected towards students' English speaking skills.

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PENDAHULUAN

English is one of the compulsory subjects taught in senior high school. There are four skills that should be mastered by students namely listening, speaking, reading, and writing. Speaking is one of important skill to be accomplished by students. Through speaking, a person can communicate or share ideas, emotions, feelings, and desires. It means that, students should be able master speaking skills to enable create a good communication in English.

In teaching speaking, there are usually some obstacles, such as students who are less confident, nervous when speaking in front of the class, lack of vocabulary, and the low interest of students in learning to speak using English. As revealed by previous research which states that the students' difficulties in learning how to speak up in the classroom is they are afraid of speaking English because lack of vocabularies, feel unmotivated, and confuse how to express. Some students have no interest and feel lazy in learning speaking. There were several reasons that make them behave it, namely: the material too flashy, afraid of making mistakes, lazy to memorize vocabulary, and lack of vocabulary. This phenomenon was happened because of the teachers always emphasize too much grammar lesson than speaking material. So that students feel insecure and shy to standing in front of the class.

In line of the previous phenomenon found, there were some similar problems in learning speaking based on the researcher's experiences when Magang II in MAS Al-Manar. Some students were not active in expressing their ideas, opinions and thoughts through speaking English. Most of them still too shy and confused about what they want to speak. They were not confident to speak English. If the teacher asking them to speak in front of class, they will bargain the command or even directly refuse it.

In this case students should have extra effort to master speaking skills with require a role of teachers in creating convenience atmosphere in class. The phenomenon becomes the preliminary data in this research that were found by the researcher in which showed that speaking activities did not run well in class because many students not interested in learning English.

So, based on the phenomenon above this research' proposed to apply picture as a learning media towards students' speaking skills in class. Moreover, pictures can present the real situation. So, students could easily express

their ideas, opinions, or thoughts about the picture they saw. The use picture as media hopefully could make students interested in learning speaking in English. The researcher expected that the use of picture would help students to express their idea easily. Besides, the researcher also expected that students could be more motivated and comprehend the lesson if they were taught by using pictures.

METODE

This research is an experimental research. In this research, the researcher would collect data by conducting Quantitative Pre-experimental Research pretest-posttest control group design. According to (Creswell, 2012) in (Agustina, 2019) quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers. In this case, the researcher will conduct pretest-posttest control group design. (Sugiyono, 2012), stated that "there are two groups chosen randomly, the previously given a pretest to find out the initial state between experimental and control group". It means that, one group will treat as the experimental class where the researcher will apply Pictures as media in teaching and the other group was treated as the control class where the researcher use conventional teaching method.

Population and Sample

This research's population taken from the students of MAS Al-Manar Medan Kecamatan Medan Johor in the academic year 2022/2023. Meanwhile, in determining the sample, the researcher used purposive sampling which according to (Millan and Schumacher, 1984) in (Nurvitasyari, 2017) a sample is a group of subjects chosen from the population. So, this research was involved two classes of XI-IPA and XI-IIS with the total number 37 students from MAS Al-Manar Medan as the research samples.

Instruments of the Research

The instrument that would be used in this research was the oral test. Where, the students were divided into two groups, namely experimental group and control group. This test consists of two types, namely pre-test and post-test to collecting the data of this research.

Technique of Analyzing Data

To analyze the data, the researcher used t-test formula as stated by Arikunto, 1990) formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\left[\frac{\sum x_1^2}{n_1} + \frac{\sum x_2^2}{n_2} - 2 \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

- t : T-calculated
- X_1 : The mean score of experimental group
- X_2 : The mean score of control group
- $\sum X_1^2$: The number of deviation score experimental group
- $\sum X_2^2$: The number of deviation score control group
- n_1 : The sample number of experimental group
- n_2 : The sample number of control group

RESEARCH RESULT AND DISCUSSION

1. The Mean Score of Experimental Group

$$X_1 = \frac{\sum x_1}{n_1}$$

$$X_1 = \frac{1020}{19}$$

$$X_1 = 53.68$$

From the calculated above, it showed that the mean of experimental group were 53.68.

2. The Mean Score of Control Group:

$$X_2 = \frac{\sum x_2}{n_2}$$

$$X_2 = \frac{270}{18}$$

$$X_2 = 15$$

From the calculation above, it showed that the mean score of control group were 15.

Table 4.5

The Calculation of Mean and Standard Deviation of Experimental Group

No	Student's Initial Names	$T_2 - T_1$ (X_1)	$X_1 - X_1$	$(X_1 - X_1)^2$
1	AY	60	6.32	39.94
2	BAF	60	6.32	39.94
3	EAZ	50	-3.68	15.54
4	GWD	50	-3.68	15.54
5	MAAL	50	-3.68	15.54
6	MGS	50	-3.68	15.54
7	MIK	70	16.32	266.34
8	MF	40	13.68	187.14
9	NAD	50	-3.68	15.54
10	NA	60	6.32	39.94
11	NPA	60	6.32	39.94
12	RF	50	-3.68	15.54
13	RRT	50	-3.68	15.54
14	SNN	50	-3.68	15.54
15	SNP	60	6.32	39.94
16	SFR	50	-3.68	15.54
17	SNT	40	13.68	187.14
18	SD	60	6.32	39.94
19	YMP	60	6.32	39.94
Total				$\sum X_1^2 =$ 1.060.06

From the calculation above, it showed that the calculation of mean and standard deviation of experimental group were 1.060.06.

Table 4.6

The Calculation of Mean and Standard Deviation of Control Group

No	Student's Initial Names	$T_2 - T_1$ (X_2)	$X_2 - X_2$	$(X_2 - X_2)^2$
1	ZS	10	-5	25
2	AA	20	5	25
3	AAS	0	-15	225
4	BP	10	-5	25
5	DA	20	5	25
6	DT	10	-5	25
7	FA	10	-5	25
8	IP	10	-5	25
9	JR	20	5	25
10	LSY	20	5	25
11	MMS	10	-5	25
12	HS	10	-5	25
13	RA	10	-5	25
14	RP	20	5	25
15	ZKS	30	15	225
16	SY	20	5	25
17	NM	10	-5	25
18	MA	30	15	225

Total

$$\sum X_2^2 = 1.050$$

From the calculation above, it showed that the calculation of mean and standard deviation of control group were 1.050.

Based on the calculations of the tables 4.5 and 4.6, the following formula of t-test hypothesis of this research:

$$t = \frac{x_1 - x_2}{\sqrt{\left[\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$t = \frac{53.68 - 15}{\sqrt{\left[\frac{1.060.06 + 1.050}{19 + 18 - 2} \right] \left[\frac{1}{19} + \frac{1}{18} \right]}}$$

$$t = \frac{38.68}{\sqrt{\left[\frac{2.110.06}{35} \right] [0.052 + 0.055]}}$$

$$t = \frac{38.68}{\sqrt{[60.28][0.107]}}$$

$$t = \frac{38.68}{\sqrt{[60.28][0.107]}}$$

$$t = \frac{38.68}{\sqrt{6.44996}}$$

$$t = \frac{38.68}{2.53}$$

$$t = 15.288$$

Testing Hypothesis

The hypothesis of the research consists of the alternative hypothesis (H_a) were the use of pictures can improve students' speaking skills of MAS Al-Manar Medan and the null hypothesis (H_0) were the use of pictures cannot improve students' speaking skills of MAS Al-Manar Medan.

To test the hypothesis, the formula of t-test and the distribution table of t-critical value were applied. If t-observed was higher than t-table, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The fact this research showed that t-observed was higher than t-table ($15.288 > 2.030$). Therefore, the students who were taught by using animal pictures as media got the higher score than those who were taught by using without animal pictures as media. It means that there was significant effect of using animal pictures as media towards students' speaking skills.

PEMBAHASAN

After the previous data have been measured data by using t-test formula. The calculations showed that, t-observed were 15.288. In degree of freedom (dk/df) of this research were 35 obtained ($N_a + N_b - 2 = 35$) with level of significance $\alpha = 0.025 = 2.030$, from the analysis of the data above, the hypothesis that had been formulated can be answered. This t-observed was later compare to t-table critical value at the $df = 35$ since the value of t-observed was higher than critical value ($15.288 > 2.030$) t-observed > t-table. The ability of students to express their ideas by using animal pictures was improving very faster. It was in line with the previous research that the use of picture can improve students' english speaking skills as the research has done by RiestyWulandari (2012), entitled The Use of Pictures to Improve The Students' Speaking Ability of XI IPS 2 of SMAN 1 Kasihan in The Academic Year Of 2011/2012. The result of her research was proven that using pictures effectively improve students speaking ability. Based on it, the researcher has found the same result that the use of picture affected on students' speaking skills. The students could express their ideas easily and they become brave to deliver their speaking in front of class.

SIMPULAN

Based on the research findings, it can be concluded that animal pictures significantly affected towards students' English speaking skills. The average results of post-test for experimental group was higher than control group. The

experimental group got the mean result 53.68 while for the control group got the mean result 15. The calculation of t-test presented that the result of t-observed (15.288) was higher than the result of t-table (2.030) at 0.025 levels of significances. The result of this research showed that most of students agreed that animal pictures as media was attractive in learning speaking and it gave some advantages for them. Animal pictures media was able to make the students easy to express their idea and they would not be afraid of making mistakes.

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