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## THE EFFECTIVENESS OF USING PICTURE TO IMPROVE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMP NEGERI 1 KEFAMENANU

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### ABSTRACT

Language is a human and non-instinctive method of communicating idea, feeling and desires by means of a system of sounds and sounds symbols. Speaking is a number of impossible from must be selected. Picture is visual representation (of in object or scene or person or abstraction). This study is aim to know whether there is an effect of using picture to improve the speaking ability of SMP Negeri 1 Kefamenanu. The method used to conduct this study is descriptive quantitate method. There were 20 students class VIII in the second grade students of junior high school as the sample of this study. The result of the formula above, it is done through the following procedure check the t-score by using 1 level of significance states in the low of one tailed test. One tailed test used instantly of two tailed is the tendency of the writer in order to match with the result of the two groups. Thus, in accordance the result of the data analysis in this study concludes 18 students have got score good 2 students got enough level. Based on the conclusion of data analysis the writer would like to give suggestion for the teacher and the students to pay attention more of the studying about speaking. Confronting with the large class teacher is expected to use a good method particularly communicative method that can help the students to be virtually independent for the spoken language.

**Keywords:** *Effectiveness; Improve; Speaking Ability; Using Picture.*

### INTRODUCTION

Language cannot be separated from human's life and it is one of the universal systems in a culture that functions as a means of communication. English is the International language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language and it is spoken all over the world. English is one international language, and as a second language in Indonesia. As a second language, it has related world which used by people to communicate with each other. English can be important in all aspect of life such as social, economic, education, cultures among nations. The ability to speak in English is a kind of dream which comes true, because there are few Indonesia learners who can speak English. In a second language

situation, such as Australia, where the target language is also the main language of communication outside of the classroom, it was felt that the conceptualization should be expanded to reflect potential situations beyond the classroom that could trigger language anxiety.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Whereas a skills deficit model relates to problems at the input and processing stages of learning, as a result of poor study habits, or a lack of skills. These results in anxiety at the output stage due to the realization of this lack of knowledge. Richard, (1990: 20) Speaking skills are often considered the most important part of an EFL course, and yet the difficulties in testing oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all.

Speaking is very important skill because by mastery the skill people can carry out conversation with other, gives the ideas and changes the information with others. Rikhard, (1990 : 40) Speaking classroom the learners should walk as much as possible on their own, talking to one another directly and not through medium of the teacher. In the speaking classroom the teacher and the students have significant role to the process of teaching and learning. The problem in English which is very difficult to understand the other persons, actually have desire to speaking but afraid made mistake, having desire to speaking but lack of vocabulary, from that all make difficulty to expression that foreign language as international language in the world. The difficulty is not only who have but students who took English.

The researcher reasons for choosing the topic can be stated as follows: First, speaking is very important for advanced students to mastery of speaking to develop their skills of speaking, listening, reading and writing. Moreover, it is very useful for them: especially it can be used in daily conversation in communication. Second, the mastery of speaking is very useful for students to bridge them to understand scientific books written in English to get important information and knowledge. Third, students who have scanty vocabulary especially dealing to mastery speaking, they may face difficulties in learning English. Therefore, vocabulary is very important for them in learning any foreign language, without knowing or learning vocabulary, they cannot use the language the learning.

In school based curriculum of 2006 there are some competition standards and basic competition which have to be reached by students in learning English. In the competition standard of second grade student of junior high school, then student must be able to say the introduction and simple information in school context. The main Material for descriptive test is giving order here; student must to able give orders to a person or some person who is or are near with them with them, such as their friends their teacher or the other one. So based on the explanation above, she wants to conduct a study entitled, "The Effectiveness of Using Picture to Improve Speaking Ability of the Second Year Student of SMPN 1 Kefamenanu"

## LITERATURE REVIEW

### Theories of Speaking

Speaking as part of integral form overall of person of personality, expressing the speaker environment strata of society and his her to educational background, speaking is a ability to speak to express articulator sound or word, to expressing is to communicate. It is or he has evaluated its communication effect to all hearers and has to know all discuss situation.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Willy a. Gennady that speaking is one of the elements of communication. Where communication is the Output modality and learning is the input modality of language acquisition. As a human being, we always need communication to express our idea to do everything; what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea (Richard, 1990:20).

### The Problem of Speaking

There are some characteristics can make speaking difficult. As (Thornbury, 1990:30).Demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult

- 1) Clustering fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.
- 2) Redundancy the speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language
- 3) Reduce forms contraction, elisions, reduced vowels, and all form special problems in teaching spoken English.
- 4) Performance variables one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.
- 5) Colloquial language makes sure your student's reasonably well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.
- 6) Rate of delivery another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed fluency

### Speaking Skills

Speaking is productive skill the oral made. It like the order skill, is complicated than it scales first and involves more than just pronouncing words. Speaking is an important medium to get communication we can see in the fact some literature. The important an improvement purpose from speaking skill gets a container in a special chapter to make for

the first in 1995 year. A few of the about teaching at the level to improve speaking of junior and senior high school.

It is thinking of what one wishes to say choosing the right words from our vocabulary putting the words the proper grammatical framework communication the feeling we have and so on speaking is producing movements of the ribcages the vocal and the mouth. The important and improvement purpose from available in each concept (Thornbury, 1990:102).

## **Theories of Using Picture**

Picture is a representation (of an object or scene or person or abstraction) produced on a surface as (Hill, 2005:85) pointed out “the standard classroom is usually not a very suitable environment for learning language that is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring “images” of reality into the unnatural world of the language classroom picture bring not only images of reality, but can also function as a fun elements in the class. Pictures meet with a wide range of use in many other aspects of foreign language teaching (Wright, 2011:4-6) demonstrated this fact on an in five very different language areas. To be more specific, beside lessons where picture are in the main focus the might be used just as a “stimulus for writing and discussion, as an illustration of something being read or talked about, and background to a topic and There are many reasons for using picture in language teaching as (Wright, 2011: 2).

Pointed out, they are motivating and draw learner’s attention and refer to the fact that they provide a sense of the context of the language and give a pictures, such as availability, they are cheap often free they are personal (teacher select them) flexibility-easily kept, useful for various types of activities, they are “always fresh and different” which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

## **Picture Form**

Pictures that used in teaching language have many forms, such as:

### **1. Picture flashcards**

Divide the picture flashcards into two groups only. The first group covers “big flashcards” (about 15 x 20 cm or large), typically used by the teacher for whole class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group that covers “small picture flashcard” (smaller than about 5 x 5cm), usually used by students for working individually or for games and activities in pairs or group (Hill, 1990: 3).

### **2. Drawing**

Drawing finds huge potential in teaching language. That in the first place simple drawings and possibly substitutes other forms of picture. Wright also stated that drawings provide an immediately available source of pictorial material for the activities students and

teachers drawings also have a special quality, which lies in their Immediacy and their individuality (Wright, 2011:203).

## METHOD

### Research Design

In order to achieve the aim to the research, she used descriptive quantitative method. She choose it because the wanted to find out whether. Picture is effective to improve student speaking ability and there is any correlation between teaching speaking by using picture or without using pictures. Descriptive quantitative method is a kind of research use to describe situation or variable as an existance situation or phenomena. This writing applies descriptive method because it is able to describe the second year students of SMP Negeri 1 Kefamenanu as a many to find out speaking ability.

### Population and Sample

#### 1) Population

Population is a group of individuals or items that share one or more characteristic. The population of the research covers the second grade students of SMPNegeri1 Kefamenanu the number of 2014 students; they are divided into two class. Each class consists of 40 students.

#### 2) Sample

Sample is an entity that is representative of a class A and B where class A was control 20 students and class B was experiment class 20 students. So the researcher choose the second grade students con consist of two class, so the researcher look students as the sample as the study. The kind of sample is random sample.

### Instrument

Instrument is a tool used to collect the data. To get the data needed, she used two kinds of instrument. First she used a tape recorder to record the students speaking (describing a picture), and second, before giving the test she distributed pictures to the students, and she explained about the pictures. The test is essay test with 20items divided into 2 parts. Parts 1 with 16 items and parts 2 with 4 items. Of 1 aspect there is describing of place.

### Techniques of Testing the Hypothesis

In order to know is he hypothesis is accepted or not, she used some statistical rules by operating the T-test (Hadi, 1990: 226), he argued that the difference between two means in found out by using the formula of T-test as follows:

$$= T \frac{mx - my}{\sqrt{\frac{(Ex^2 + y^2)(1 + 1)}{(Nx + Ny - 2)(Nx + Ny)}}$$

Notes:  $M_x$  and  $M_y$  are the means score of the two groups, where  $X^2$  and  $Y^2$  are the standard deviations and  $M_x$  and  $M_y$  are subjects.

Hadi (1990: 126) states that the man difference is considered significant if the score from the T-test calculation coals or is higher than the scores from the table, or the mean difference will be significantly showed.

## FINDINGS AND DISCUSSION

This part deals with the analysis of finding as seen in the following Tables:

**Table 1a: The Means and Standard of Deviation of Pre-test of Control Class (Y)**

Y	F	Y-M	(Y-M) <sup>2</sup>
85	1	24.5	600.25
80	1	19.5	380.25
70	1	9.5	90.25
65	1	4.5	20.25
65	1	4.5	20.25
65	1	4.5	20.25
65	1	4.5	20.25
65	1	4.5	20.25
60	1	-0.5	0.25
60	1	-0.5	0.25
60	1	-0.5	0.35
60	1	-0.5	0.25
55	1	-5.5	30.25
55	1	-5.5	30.25
55	1	-5.5	30.25
50	1	-10.5	110.25
50	1	-10.5	110.25
50	1	-10.5	110.25
50	1	-10.5	110.25
45	1	-15.5	240.25
Y=1210	F=20	Y-M=9.862	Y-M <sup>2</sup> =1945

Notes:

- Y : Scores of the subject  
 F : The frequency of the scores  
 Y-M : The Score subtracted by the mean

Table 1.a shows that the mean score is 60.5 and the standard Deviation is 9.862. It means that the mean score of control class is higher than control class that is resulted From 60.5. It can be implied that before the technique applied, the control class had better ability in spoken English than experiment class, although this class was not full carried about by the research. The mean differences this is manifested by the control class in the Post-test they can be known if there was a technique applied in the experiment class.

**Table 2a: The Means and Standard of Deviation of Pre-test of Experiment Class (X<sub>1</sub>)**

X	F	X-M	(X-M) <sup>2</sup>
85	1	19.73	390.06
80	1	19.75	390.06
70	1	9.75	95.06
70	1	9.75	95.06
65	1	4.75	22.56
65	1	4.75	22.56
65	1	4.75	22.56
60	1	-0.25	0.06
60	1	-0.25	0.06
60	1	-0.25	0.06
60	1	-0.25	0.06
60	1	-0.25	0.06
55	1	-5.25	27.56
55	1	-5.25	27.56
50	1	-10.25	105.06
50	1	-10.25	105.06
50	1	-10.25	105.06
50	1	-10.25	105.06
50	1	-10.25	105.06
50	1	-10.25	105.06
X=1205	F=20	X-M=9,283	X-M <sup>2</sup> =1723.7

Notes:

- X : Score of the subject  
 F : The frequency of the scores  
 X-M : The Scores subtracted by the mean

Table 2.a shows that the average score of the experiment class in the Pre-test is 60.25 but the standard deviation is 9.283. It means that the mean score of control class is higher than experiment class that is 0.22 resulted from 60.5-60.25. It can be implied that before the technique (experiment) applied, the control class had better ability in spoken English than experiment class, although this class was not full carried about by the research.

After the two weeks of the application of the experiment, the two classes were tested again in the same period, called posted. It is to analyze. The effectiveness of experiment during two weeks of period, although, the control class was not applied a technique (it was applied in the experiment class). The data was be figured out by the following tables

**Table 1b: he Means and Standard of Deviation of Post-test of the Control Class (Y<sup>2</sup>)**

Y	F	Y-M	(Y-M) <sup>2</sup>
90	1	21.5	462.25
85	1	16.5	272.25
75	1	6.5	42.25
75	1	6.5	42.25
70	1	1.5	2.25
70	1	1.5	2.25

70	1	1.5	2.25
70	1	1.5	2.25
70	1	1.5	2.25
70	1	1.5	2.25
70	1	1.5	2.25
65	1	-3.5	12.25
65	1	-3.5	12.25
65	1	-3.5	12.25
65	1	-3.5	12.25
65	1	-3.5	12.25
60	1	-8.5	12.25
60	1	-8.5	12.25
55	1	-13.5	182.25
55	1	-13.5	182.25
Y=1370	F=20	Y-M=19.24	Y-M <sup>2</sup> =7405

Notes:

Y : Score of the subject

F : The frequency of the score

Y-M : The score subtracted by the m

Table 1.b or Y2 shows that the average score is 68.5 and standard deviation is 19.24. The Standard deviation gained was lower than the standard deviation of experiment class in the posttest given furthermore, there was be another calculation of the mean differences. This is manifested by the experiment class in the posttest they can be known if there was a technique applied in the experiment class.

**Table 2 b: The Means and Standard of Deviation of Pre-test of Experiment Class (X<sub>2</sub>)**

X	F	X-M	(X-M) <sup>2</sup>
95	1	8.25	68.06
95	1	8.25	68.06
95	1	8.25	68.06
95	1	8.25	68.06
95	1	8.25	68.06
95	1	8.25	68.06
90	1	3.25	10.56
90	1	3.25	10.56
90	1	3.25	10.56
90	1	3.25	10.56
90	1	3.25	10.56
90	1	3.25	10.56
85	1	-1.75	3.06
85	1	-1.75	3.06
80	1	-6.75	4.56
80	1	-6.75	4.56
80	1	-6.75	4.56
80	1	-6.75	4.56
70	1	-16.75	280.56
65	1	-21.75	473.25
X=1735	F=20	X-M=8.408	X-M <sup>2</sup> =1413.89



Notes:

- Y : Score of the subject  
 F : The frequency of the score  
 Y-M : The score subtracted by the mean

Table 2.b shows that the average score is 86.75, but the standard Deviation is 8.408. It means that there was great change after the experiment was applied. It was proven by the fact that their score is 86.75 from the manifestation of score of both kinds of test can be said, there is a fantastic change. The comparison of the average score of the test given to both classes was oriented in the next table. It aims to know the possibilities of the standard deviation in respect to the level of 0.05 for hypothesis calculation.

## CONCLUSION

Based on the analysis of finding and discussion in chapter VI, it could be concluded that the use of pictures in the teaching of speaking it was proved by the obtained score of the pre-test showed that score 9,862 was higher than post-test it means that there was a significance difference in the achievement between student's in class VIII A who were taught improve speaking by using picture, and student's in class VIII B who were taught speaking without using picture technique (direct method) so, the conclusion is:

1. The effects of using picture to improve speaking ability important technique in succeeding the process of teaching learning and using picture means helping teacher and student to get the aim or objective of the learning a certain language.
2. The difficulties found by the student to improve speaking ability, because picture bring not only images of reality, but can also function as a fun element in the class and than using picture make learning becomes more active, because picture help the student to focus attention to the subject and make student active.

From the conclusion above, there are some suggestions that are proposed by the writer for the Student, The students give more attention and creative to improving and their knowledge by using picture in speaking, and increase their knowledge in memorize word or vocabulary and pronunciation. For the Teacher, The teacher of SMPN 1 Kefamenanu to defend and increase the value of achievement of students in English now and then. For the School, Confronting with the large class, teacher is expected to use good method, particularly communicative method that can help the students to be virtually independent for the daily spoken language. For future researcher, The writer hopefully that the advance researcher can continue this study going deeply of using pictures in speaking.

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