

USING LOCAL KNOWLEDGE-BASED PICTURE STRIPS IN TEACHING ENGLISH SPEAKING TO SECONDARY SCHOOL STUDENTS

THESIS

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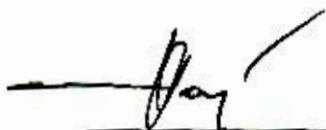
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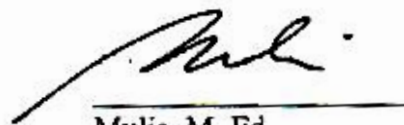
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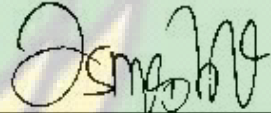
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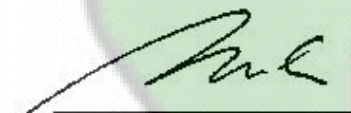
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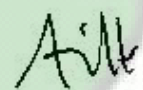
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Using Local Knowledge-based Picture Strips in Teaching English

Speaking to Secondary School Students

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang **disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya . demikian surat ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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I admit that there are many flaws and limitations in finishing the thesis, but I hope that people, especially teachers, can benefit from it. I also anticipate that the next researcher will be able to broaden and detail the research.

Banda Aceh, December 21th 2021
The Writer,

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ABSTRACT

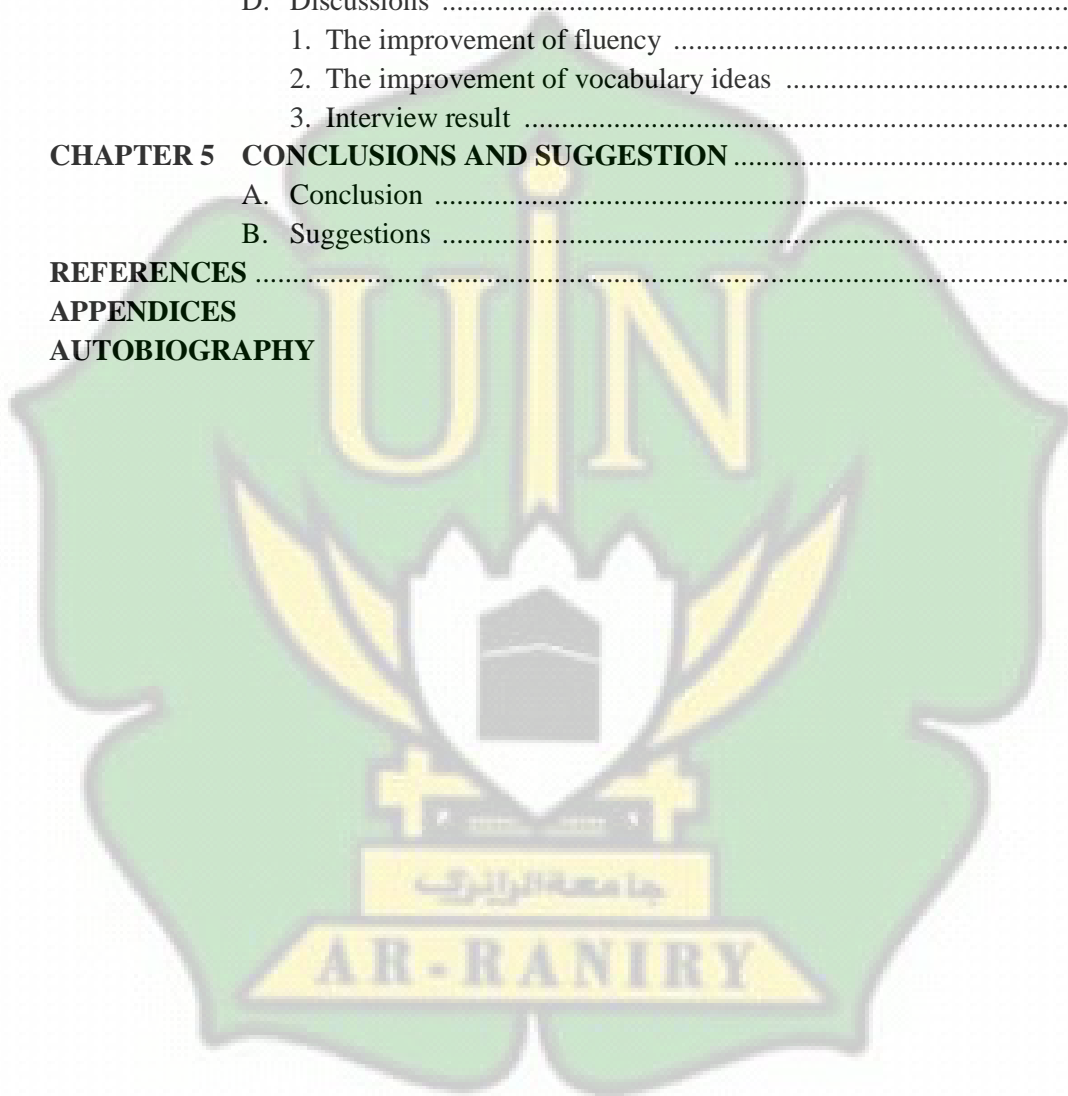
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Keywords : speaking; picture strips; local knowledge.

This study aims to investigate whether the use of local knowledge-based strip images has improved students' speaking skills. The method used here is a mixed method, quantitative and qualitative because the data obtained from the pre-test, post-test and interviews. . This research was conducted at MTsN 9 Bireun with grade 1 students as the population and grade 1c as the sample. The reason for choosing this school is because it is located in a rural area which has a value that researchers need and does not have in all other schools. The results of this study indicate that the use of Local Knowledge-Based Strip Drawings has improved students' speaking skills. It can be concluded that the use of images with local wisdom content has improved students' speaking skills, especially in terms of fluency which has increased by 45.15% and vocabulary ideas have increased by 50.11%. As well as the results of interviews which concluded that their speaking skills were getting better.

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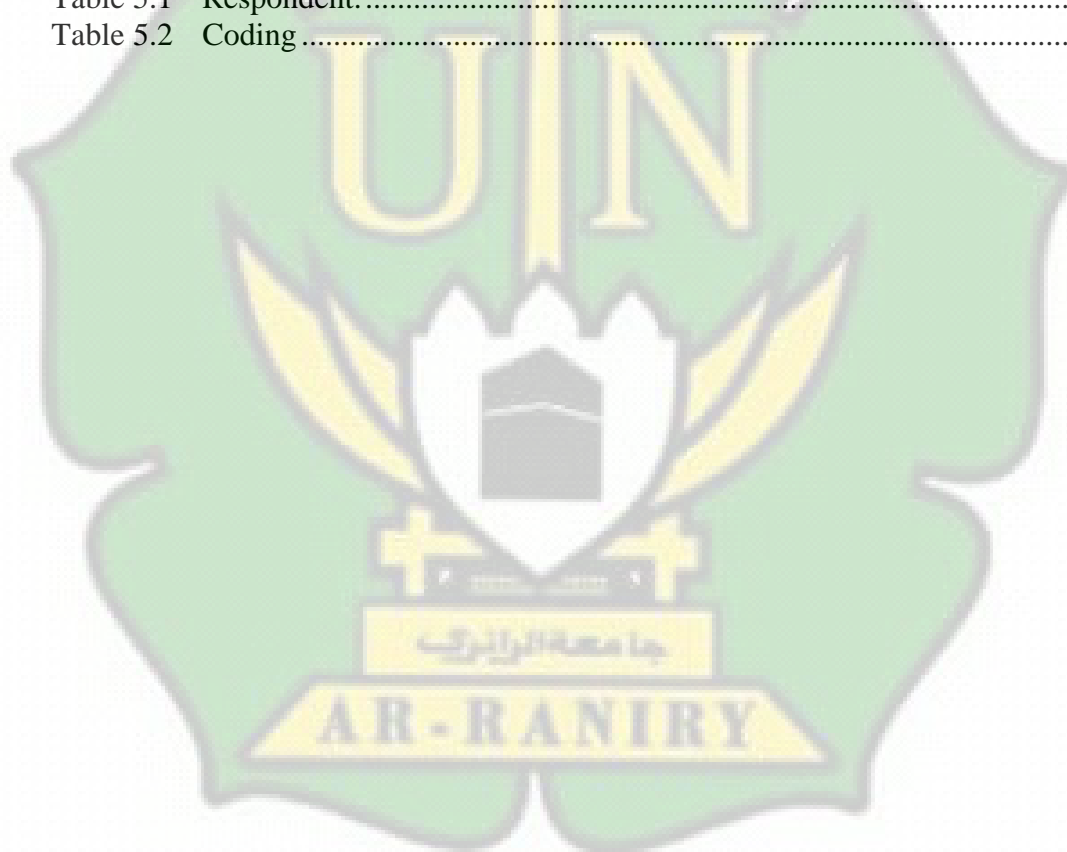
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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills in language because speaking is an activity used by people to communicate with others. According to Fraleigh&Tuman (2018), speaking is communication between the speaker and the audience. In public communication, the speaker usually performs verbal activities (talking), while the audience only listens but is not passive, which means the audience can respond to what they hear. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking is seen as the central skill. The desire to communicate with others, often face to face and in real-time, drives us to attempt to speak fluently and correctly. In the learning process speaking is one of the skills that students have to do. Therefore communication or speaking is the goal of English language teaching is to develop student ability in using English.

Then, for students in Indonesia as EFL learners, speaking also is the most important skill. Based on the KTSP academic curriculum, Agus, Mahrum, and Hastini (2014, p. 2) explain "the goal of language learning is to enable students to

communicate the language." The main purpose of learning is aimed to improve the students' skills in communicating English well.

In Indonesia, many students still find it difficult and even feel lazy when they are faced with English lessons in class. Especially in terms of speaking, they are afraid and embarrassed if they make mistakes because they do not master many vocabulary ideas, and are not confident to express the contents of the message in their heads into English words or sentences. Akhyak and Idramawan (2015), Indonesian students are still at a low level of speaking accomplishment. The students tend to be shy to speak to share their ideas. However, apart from their difficulties, the role of teachers is also very limited. At every meeting in the classroom, the teachers usually only rely on a reading book to teach speaking which will place a lot of restrictions on the students and they will get bored easily. The lack of creativity of the teachers greatly affects the interest and improvement of their speaking skills. According to Miller & Leonard (2018), there are obstacles often experienced in speaking: the speaker does not adjust to the audience's situation, and lacks knowledge about the theme of the conversation.

In connection with these obstacles, Anderson (2016) explains, to become a good person in speaking, a continuous learning and training process is needed so that a person can develop his communication. In learning English, especially for speaking skills, it is necessary to have the right way to make it easier for students to understand and practice English directly. Because the essence of learning speaking is how students are able, brave, and active in using English. The use of the right way or method will certainly influence the results of the teaching and learning process. The

influence given must be effective so that the method that has been applied can be measured for its validity. Therefore, to get good effectiveness in learning speaking, the researcher used Local Knowledge-based Picture Strips to handle it.

According to Kunzle (2015), picture strip stories comprised of graphic art for reproduction that told stories through the use of pictures. In an article, Lavery (2011) also stated, picture strip stories can be used from beginners' level to advanced level for a variety of language and discussion activities. The students could express their ideas, combined with visual information. Picture strip stories could create students' confidence to communicate with others because students' memory was stronger than before directly caused by the picture. This technique prepared a chance for students to develop their understanding and remembering by the image.

Base on several responses of experts and articles show about Picture Strips in Teaching English and tells it can help student's speaking skills. Several studies have emerged using this technique to overcome the problem in teaching and learning speaking. Most of the previous studies, most of them used the taught in the classroom for several meetings and used the pre-test and post-test methods to see the comparison before and after giving treatment. All of the researchers conclude there was a significant improvement of the students' skill of speaking mastery from the pretest and posttest after they were taught by using Picture Strips. In this research, the highest improvements of the students' speaking skill mastery were in adding vocabulary, fluency, and self-confidence achievement.

The previous research above is one of the quick and easy ways to improve students' speaking skills or overcome problems in improving speaking quality which

is hampered by lack of confidence because fear of making mistakes because their speaking is not fluent and, limited vocabulary ideas. By considering the differences between previous research and what the researcher has done. It has made little difference by adapting the way this technique is applied to younger students. In other terms, the same technique has been used here but in a different way of presentation or application and with the same goal, to improve students' speaking skills. In this research, what I have done here is to combine Picture Strip with Local Knowledge, and the researcher focuses on two things, fluency and vocabulary idea. This is very suitable because students at the school are students from an environment that is close to the culture and traditional understanding that occurs in the environment where they live.

This study has collaborated Picture Strip with Local Knowledge. Local knowledge is a collection of facts and relates to the whole system of concepts, beliefs, and perceptions held by people about the world around them. This includes how people observe and measure their environment, how they solve problems, and validate new information. This includes the processes by which knowledge is generated, stored, applied, and transmitted to others. The purpose of the collaboration between the two is because Local Knowledge and Picture Strips can encourage students to actively speak. After all, the pictures provided present a plot that describes a culture or understanding inherent in the environment where students live. and this research focuses on improving vocabulary and fluency ideas so that students have better confidence in speaking English.

Based on the interview that was conducted with the English teacher at MTsN 9 Bireuen, Aceh on 27 May 2021 in Kutablang, it can be reported that the teacher still finds some problems in teaching speaking. All obstacles are the same as what the researcher explained on the previous page which states that students are still afraid to make mistakes when speaking in English because they do not have many vocabulary ideas and lack confidence because they are not fluent in English.

To overcome these problems, teachers must find the right way to improve students' speaking skills. Just like the previous research, One solution that has been recommended is to use Local Knowledge-Based Picture Strips. This technique is very fun, enjoyable and makes students more active in the learning process.

B. Research Questions

1. Does Using Local Knowledge-Based Picture Strips improve students' vocabulary ideas?
2. Does Using Local Knowledge-Based Picture Strips improve students' speaking fluency?
3. What was the immediate response from students after learning to speak using Picture Strips Based on Local Knowledge?

C. The Aim of Study

This study has aimed “to investigate whether using local knowledge-based picture strips can improve students' speaking skills”. There are three specific objectives in this research:

1. The use of Local Knowledge-based Picture strips to improve students' English speaking fluency.

2. The use of Local Knowledge-based Picture Strips to improve students' vocabulary ideas.
3. To see student responses after learning speaking by using Local Knowledge-based Picture strips.

D. Significance of Study

The results of this study have provided information regarding the application of “using local knowledge-based picture strips can improved students speaking skills”. The benefits of the research are expected to :

1. To the teachers

This research is expected to provide information for English teachers about how to use local knowledge-based picture strips to improve students speaking skills.

2. To other researchers

The results of this study can be used as a reference for other researchers in conducting further research related to the use of local knowledge-based picture strips to improve students speaking skills

E. Research Terminologies

To make it easier to understand the meaning of some of the terms in this study, the researcher has provided several topic definitions.

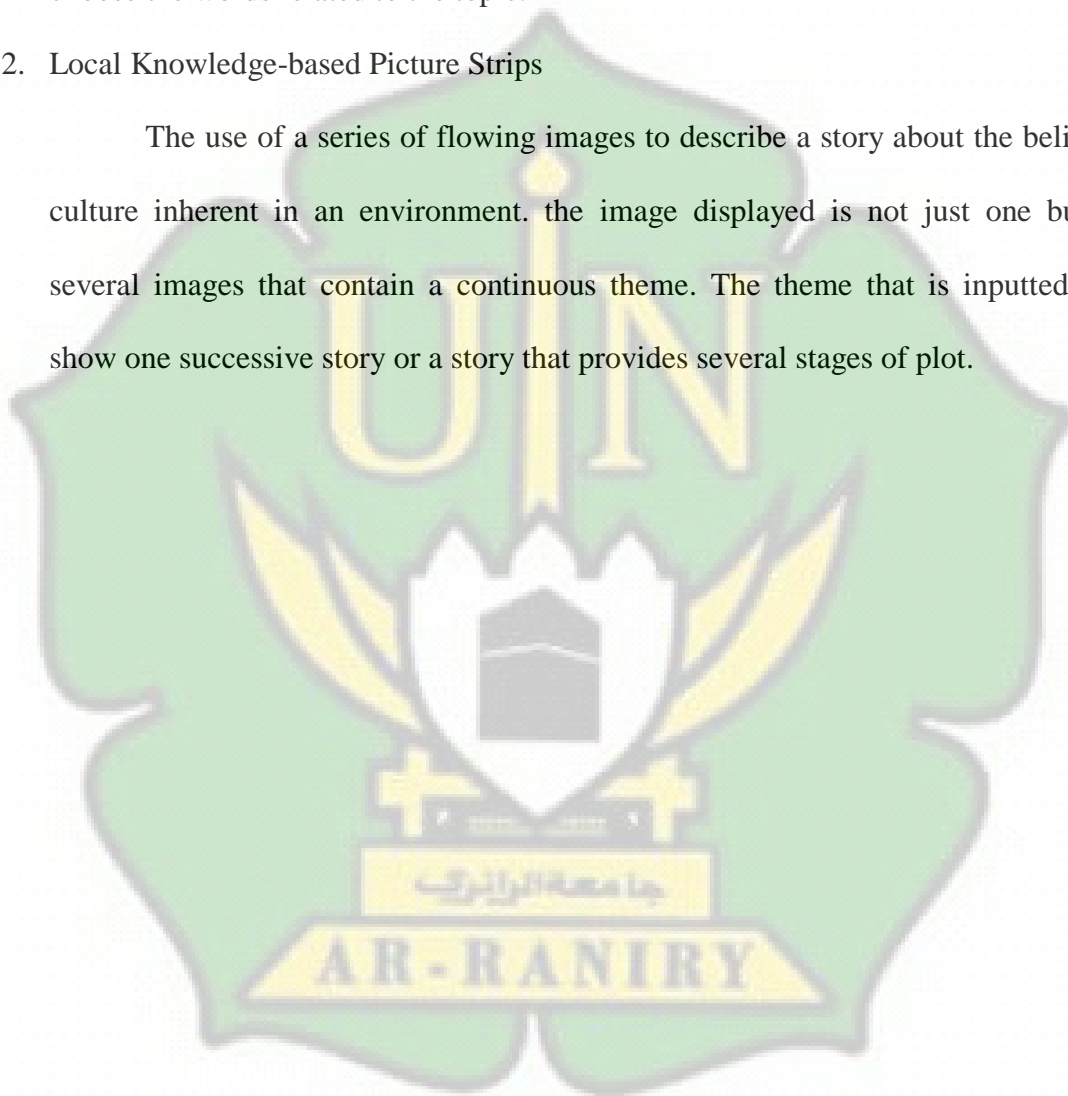
1. Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as “speakers” of that

language. Furthermore, in almost any setting, speaking is the most frequently used language skill.¹ Speaking is expressing thought, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic.

2. Local Knowledge-based Picture Strips

The use of a series of flowing images to describe a story about the beliefs or culture inherent in an environment. the image displayed is not just one but has several images that contain a continuous theme. The theme that is inputted must show one successive story or a story that provides several stages of plot.



CHAPTER II

LITERATURE REVIEW

This section has presented a review of the relevant literature related to some related research findings and some concepts or terms that have been applied in the research concerned.

A. Definition Of Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is expressing thought, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic.

Speaking is known as an oral skill that plays a necessary role in human interaction and communication. Learning to speak is considered more difficult by students than learning to understand the spoken language. Speaking ability is an important process of language learning. When the people communicate their ideas, minds, and feeling to the other to deal so far with the concept of oral skills.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process, we can call it is an interaction between two sides.

When someone speaks to another person, there will be a relationship. The relationship itself is communication. Furthermore, Anderson (2016) explains that to become a good person in speaking, a continuous learning and training process is needed so that a person can develop his communication. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is communication. To express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked about and to make another respond to what the speakers say.

Brown (2010) speaking is a productive skill that can be corrected directly by the observer or the teacher. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Therefore, in a formal environment between teachers and students have to always interact to make communication. Because in the fact, most of our daily communication remain interactional. It can interest in language was essential. Therefore, language instruction should provide learners with

opportunities for meaningful communicative behavior about a relevant topic by using interaction as the key to teaching language for communication because communication derives essentially from the interaction.

B. Speaking is a Productive Skill

Brown (2010) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in terms of several types of speaking performance:

a) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, several prosodic, lexical, and grammatical properties of language may be concluded in the criterion performance.

b) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued tasks including simple sequences and relationships up to the simple sentence level.

c) Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

C. The Aims Of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why speaking is very important. Basically, there are three important aims of speaking (Tarigan,2010) :

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in a particular purpose (Tarigan, 2008:30). In this case, the speaker just wants to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example, when the teacher told a story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in a certain activity (Tarigan, 2008:35). The teacher has to make good

teaching to the students by giving them an example in delivering material. From the example, the students can understand the mindset of the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and plan (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

D. The Aspects of Speaking

In speaking, some aspects must be fulfilled by the learners. It can be used as a measurement of whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is as follows according to Brown (2010) :

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a student's competence to comprehend all of the speakers' say to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily speak English well.

d. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is an important component of language. Therefore, it is necessary if the students have good pronunciation because if they have good pronunciation so their speaking will be understandable. The concept of "pronunciation or the sound of the language" may be said to include: pitch, intonation, sound and spelling, and stress.

E. The Characteristics of Effective Teaching In Speaking

The following characteristics of a spoken language are adapted for several sources (Richards in Amiqah, 2014), they are,

- Clustering

Fluent speech is phrasal, not word by word. Students can organize their output both cognitively and physically in the group through clustering.

- Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language. Students can capitalize on this gesture of spoken language.

- Performance Variable

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, backtrackings, and corrections.

- Colloquial Language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

- Rate of delivery

Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

- Stress, Rhythm, and Intonation

These are the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey an important message.

- Interaction

A note in this previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

F. The Concept of Local Knowledge

1. Definition

Martin (2017) Local knowledge is a collection of facts and relates to the entire system of concepts, beliefs, and perceptions that people hold about the world around them. This includes the way people observe and measure their surroundings, how they solve problems, and validate new information. It includes the processes whereby knowledge is generated, stored, applied, and transmitted to others.

These include such labels as traditional knowledge (TK), indigenous technical knowledge (ITK), folk and local knowledge, environmental or ecological knowledge (EK), and sometimes it has also been called people's science.

The concept of traditional knowledge implies that people living in rural areas are isolated from the rest of the world and that their knowledge systems are static and do not interact with other knowledge systems.

Indigenous knowledge systems are often associated with indigenous people thus rather limiting for policies, projects, and programs seeking to work with rural farmers in general. Furthermore, in some countries, the term indigenous has a negative connotation, as it is associated with backwardness or has an ethnic and political connotation.

Local knowledge is the knowledge that people in a given community have developed over time, and continue to develop. It is:

- Based on experience
- Often tested over centuries of use
- Adapted to the local culture and environment
- Embedded in community practices, institutions, relationships, and rituals
- Held by individuals or communities
- Dynamic and changing

2. The function of Local Knowledge

Local wisdom is seen as very valuable and has its benefits in people's lives. The system was developed because of the need to live, maintain, and carry on life under the situation, conditions, abilities, and values that are lived in the community concerned. In other words, the local wisdom then becomes part of their wise way of life to solve all the life problems they face. Thanks to local wisdom, they can carry on their lives, and can even develop sustainably.

3. Dimensions of Local Knowledge

According to Mitchell (2010), local wisdom has six dimensions, namely:

a. Local Knowledge Dimension

Every community can adapt to its environment because the community has local knowledge in mastering nature. As well as public knowledge about climate change and several other natural phenomena.

b. Local Value Dimension

Every community has local rules or values regarding actions or behavior that are adhered to and mutually agreed upon by all its members but these values will change according to the progress of the community. The values of actions or behavior that exist in a group are not necessarily agreed upon or accepted in other community groups, there is uniqueness. Like the “Dayak” tribe with a tradition of tattooing and piercing in some parts of the body.

c. Local Skill Dimension

Every society can survive (survival) to meet the needs of their respective kinship or called the economic substance. This is a way to maintain human life that depends on nature, from hunting, gathering, farming, to home industries.

d. Local Resource Dimension

Each community will use local resources according to their needs and will not exploit them on a large scale or commercialize them. The community is required to balance the balance of nature so that it does not have a dangerous impact on it.

e. Dimensions of Local Decision-Making Mechanisms

Each community has its local government or is called a tribal government. The tribe is a legal entity that orders its citizens to act by the rules that have been agreed upon for a long time. If someone violates these rules, then he will be given certain sanctions through the tribal chief as the decision-maker.

f. Dimensions of Local Group Solidarity

Humans are social creatures who need the help of others in doing their work because humans cannot live alone. Just like humans work together in protecting the surrounding environment.

4. Types and examples of local knowledge

Each region has a role as a result of the concept of "local knowledge", one example is taken from Aceh. several things happened from the concept of local knowledge in Aceh:

- *Peusijek*

This ceremony is performed when one's wish is achieved. Like having a field, having a new vehicle, having a house, and so on. This procession is filled with prayers for safety and well-being and success in obtaining something as well as a form of gratitude to God Almighty.

- *Meugang*

The next Acehese traditional ceremony is “*meugang*” or “*makmeugang*”. This traditional ceremony carries out a procession of slaughtering sacrificial animals, namely cows or goats. Usually, in national celebrations such as Eid al-Adha, we will also slaughter sacrificial animals and do it once a year.

- *Kenduri Beureuat*

The traditional ceremony of Aceh *kenduri beureuat* is a tradition of the people of Aceh which is usually held in the month of Syaban in the hijri calendar. People will come with *idang*, which is a package of food containing rice and side dishes in a container. Then, the community will eat the feast together to enjoy the blessings of the month of Syaban as a form of gratitude.

- *Tulak Bala*

The traditional ceremony of Aceh *Uroe Tulak Bala* is a tradition performed by the people of the southwest coast of Aceh once a year. This

ceremony is performed every month of Safar which aims to ward off evil or calamity.

- *Khenduri kawen*

This ceremony is carried out when a woman and a man are getting married. by following all the long and unique stages of the process and full of religious values.

G. The Concept of Picture Strips

Fanshao (2010) stated that Strip story is a split information ordering technique that provides a large amount of speaking practice. Each student is given part of a story or other text, which they have to memorize. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to repeat each sentence many times.

Sloan in Turohmah (2015) also stated that strip stories mean a corporative learning group that is given one or more segments of the story. Gibson in Mary and Jhon in Azhar (2010) stated that the procedure of strip story consists of breaking down a story sentence by sentence and typing each sentence on an individual strip of paper. These sentences will be randomly distributed to the students. The student's task will be then to communicate the contents of their strips to the others in the class in so doing, to orally re-assemble the strips putting the sentences of the story ontological sequence. Diane (2010) stated that Picture Strip Stories are allowed the

students to practice negotiated meaning and the students can view the picture and compare it with their prediction.

This teaching technique can be applied to train language functions: describing, giving information, or giving an opinion. By providing a stimulus in the form of pictures, students explain objects, events, or people in the picture using English. The ultimate goal of this technique is that students can express ideas from their heads easily. Many benefits can be taken from the application of this technique. For students, this technique will give the experience of speaking in English. For teachers, this can be feedback on the success of their teaching process. For schools, this kind of technique can improve students' abilities which will support school quality.

H. Some Previous Related Research Findings

Wulandari (2021) Developing Students' Speaking Ability By Using Picture Strips Story, The aims of this research were, to find out whether picture strip story can improve the students' speaking ability after that technology is implemented, and to find out the students response after implementation of picture strip story in teaching speaking. The subject consists of 20 students in X.4 class of SMA Kartikatama Metro. Then the result showed that this technique can improve students' speaking ability and the students also give a positive response to this technique. The study used one group pretest-posttest design. There were two raters to judge the students' speaking performances. Repeated measure t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS (16.0). The result concluded that there was a significant difference on level 0.05 because t-rat

was more than t-table ($10.865 > 2.093$), students' speaking ability was an increase after they were taught by using the picture strip story technique, and 90% of students gave a positive response.

Marbun (2019) *The Implementation Of Picture Strips Story In Improving Students' Speaking Ability Of Dharma Agung University*. This study examines the process of improving students' speaking skills through Picture Strip Story for the first semester students of the Faculty of Letters, DarmaAgung University. The author offers a method in teaching English class using Picture Strip Story which aims to make students excited to know and practice speaking English more easily and more fluently. This research was conducted quantitatively with two treatment classes; experimental and control classes. Samples were taken using the random sampling technique. In analyzing the data, this study uses the T-test formula. The findings show that there is a significant difference in the mean scores obtained from the experimental group (85, 46) and the control group (70, 75). Tobs value $> t_{table}$ ($P = 0.05$) df (58), or $6.78 > 1.67$ ($P = 0.05$). It means H_a is accepted. Thus it can be said that the application of Picture Strips Story significantly affects students' speaking ability.

Kosdian (2016) in his thesis: *Improving Students' Speaking Skill by Using Picture Strip Story*. The subject of his research was the first-year students of SMA 1Luragung. The objective of their research was aimed at improving students' speaking skills by using Picture Strip Story to know the improvement of students' speaking ability using Picture Strip Story. From that research, he found that Picture Strip Story could improve students' speaking skills.

Khairunnisa (2014) researched: The Effect of Using Picture Strip Story Technique Toward Speaking Ability of First Grade Students At MA Al-IhsanBuluRampai. The objectives of her research were to find out students' Speakingability taught without using Picture Strip Story Technique, to find out students' Speaking ability taught by using Picture Strip Story Technique, and to find out if there is any significant effect of using Picture Strip Story Technique toward speaking ability of the second-grade students at MA ALIhsanBuluhRampai. The type of her research was quasi-experimental. She used pre-test and post-test which were designed with nonequivalent Group. The result of her research was the implementation of the PictureStrip Story technique was effective in improving speaking English ability.

Meanwhile, Damayanti (2016) had conducted her research entitled "The Use of Picture Strip Story To Improve Students' Speaking Skill (Eighth Grade Of SMP MuhammadiyahTempuran Academic Year 2015/2016). The type of her research was classroom action research. The subjects of her research were the students of VIII A that they had a low score in English lessons. The researcher took action in class that inquired about the problem. The research collected the data by giving pretest and two cycles. The result of her research showed the improvement of the students" mean score after they were given treatment by using picture strip story media.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research has referred to mixed methods research, quantitative and qualitative. The researcher has combined the two methods to be able to retrieve accurate data from two things, firstly the results of data from the researcher by using statistical methods, and secondly, the results of data from students by conducting a final interview.

In more detail, this research is larger in the direction of quantitative but has mixed several qualitative methods because the researcher has considered the problem under study to be quite complex and dynamic, and the data obtained from the sources were collected using a different method more natural, namely direct *interview* with sources and got a natural answer.

This research used several methods which include a pretest, treatment, post-test, and a final interview. The research design of data can be shown as follows:

O1 → X → O2 + interview

Where:

O1 = Pre-test

X = Treatment

O2 = Post-test

B. Research variables

There were two variables in this research. As an independent variable, students' speaking skills increased by using local knowledge-based image strips, and the dependent variable was influenced by the independent variable, the change in vocabulary ideas and fluency increased. This research shows that using local knowledge-based pictures affects the students' ability in speaking skills or not.

C. Research Location

This study was conducted at MTsN 9 Bireuen. It is located on Banda Aceh - Medan Road KutaBlang- Tingkeum Manyang-Bireuen-Aceh. This school is one of the educational units with MTs level. In carrying out its activities, MTSN 9 Bireuen is under the auspices of the Ministry of Religion. The reason for choosing this school is because it is located in a rural area which has a value that researchers need and does not have in all other schools.

D. Population and Sample

The population in this study was all students in the first grade of MTsN 9 Bireuen. The students are separated into five classes; The total numbers of the population were 140 students.

In this study, one class was taken as a sample. This is done in Class Seven, namely Class VII C consisted of 30 students. they were chosen as an example of this research based on the assumption that the knowledge and abilities of grade VII C students have a standard knowledge of English.

E. Research Instrument

To obtain data, several tests have been carried out consisting of pre-test and post-test. The purpose of the pre-test was to find out how far the students' speaking ability was before being given treatment and the purpose of the post-test was to determine the improvement of students' speaking ability after using the treatment. and to strengthen the data results, a final interview was conducted with most of the students to hear their responses directly.

F. Data Collection Procedure

Data was collected through tests (pre-test, treatment, post-test,) and final interview with students.

(1) Pre-test

Before giving treatment to students, the speaking test was given to find out the students' initial level at the first meeting and then asked students to express their opinion about the topic from the researcher. In that way, students' speaking ability, fluency, vocabulary ideas they express, and self-confidence will be seen and assessed.

(2) Treatment

After the pretest, the next step is giving treatment to students. In this section, three stages have been carried out; opening, treatment core, and closing.

First, at the opening stage, the students were asked how they were and some talks about self-introduction and a little explanation about the importance of the English language and were also given an introduction to what treatment they would get. it all took about ten minutes.

Second, at the core treatment stage, several procedures have been carried out;

- ❖ students sit in groups
- ❖ providing an overview of one topic of local wisdom to each group
- ❖ students have been asked to describe what the picture has told in a few sentences and write it down on paper so it doesn't get lost.
- ❖ students have presented the results of their group work by speaking in front of the class.

Third, Closing has been done by encouraging and motivating students to keep practicing to be better.

(3) Post-Test

After treatment, a post-test was used after giving treatment to students at the last meeting. This test is the same as the previous initial test. This post-test aims to see an increase in students after being given treatment.

(4) Interview

Based on Cohen in Nadzirotunnuha (2017) Interview is a flexible tool for data collection, enabling multi-sensory channels to be used; verbal, non-verbal, spoken, and heard. To strengthen the results of the data, final interviews with students were carried out to find out directly from their opinions after being given treatment. This interview was only conducted once and the aim was to see whether most of them felt that their speaking improvement was better or not.

G. The technique of Data Analysis

In the assessment method, the inter-rater has been used here. For the assessment of student test results, the assessment rubric has been determined previously. The following is an assessment rubric adopted from the previous study:

Aspects	Weight	Criteria and Score			
		1	2	3	4
		40	60	80	90
Fluency	2	Speaking with many pause	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Vocabulary ideas	2	speaking with a lot of thought and pause	Speaking with a little thought and a little pause	speaking with good vocabulary ideas	speaking with a lot of vocabulary and fast

Table 1.1 assessment rubric

The researcher analyzed the data from pre-test and post-test scores. To analyze the achievement, the researcher used the following formula.

1. Calculating the mean score of the students' pre-test and post-test by using the

following formula: $\bar{x} = \frac{\sum x}{N}$

Note :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students

2. Finding the improvement's percentage of students' speaking accuracy and comprehension achievement. The formula is as follows:

$$\bar{P} = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where :

P = The percentage of the students' improvement

X1 = The mean score of the pre-test

X2 = The mean score of post-test

3. To know the percentage of students speaking in Pre-test and Post-test by using the following formula:

$$\% = \frac{F}{N} \times 100$$

Where :

% = The percentage of students' speaking 30

F = The frequency of students

N = Total number of students

4. To know the significant difference between the score of the pre-test and post-test.

The researcher calculated the value of the test by using the following formula:

$$t = \frac{D}{\sqrt{\sum D^2 - \frac{\sum D^2}{N}}} \quad N(N-1)$$

Note :

t = Test of significance

D = Mean deviation

($\sum D$)² = The square of the sum score for difference

$\sum D$ = The sum of the total score for difference

N = The number of subjects

The formula explained the significant difference between pre-test and post-test. The formula aimed to know the method effective or not in achieving the students' oral communication skills of the First Grade at MTsN 9 Bireuen.

To strengthen the results of the study, the researcher has added one more step, namely a final interview. In solving it, the researchers did several things as follows:

1. Interview data collection method

The majority of class VII c with 21 students out of 30 are designated as respondents because the result of this interview only needs a majority response. This interview was conducted by using a recorder and has been written in the book then processed by several methods. The researcher asked at least 3 questions referring to their speaking improvement after learning with Using Local Knowledge-based Picture Strips.

Sources of data were obtained from the results of an in-depth interview with individuals, namely directly between the interviewer and the respondent study. Through this method, the researcher can find out in-depth about their speaking improvement. According to Sugiyono (2014), there are 3 types of interviews, namely interviews structured, semi-structured and unstructured interviews. In this study, the researcher has used a semi-structured interview method, namely: an interview conducted more freely when compared to a structured interview. The purpose of this type of interview is to find out a more open problem where the interview was asked opinions and ideas. Interviews were conducted openly where the subject knows they are being interviewed and knows the purpose of interview. The following questions were asked by the researcher to the respondents:

- ❖ The benefits of learned speaking using Local Knowledge-based Picture Strips.
- ❖ The improvement of their vocabulary ideas and speaking fluency.
- ❖ The challenge or difficulty.

2. Data processing and data analysis techniques

According to Miles and Huberman in Sugiyono (2012), the determination of three ways to perform data processing and data analysis techniques :

❖ Coding

Coding has required reading and has identified the important topics of the interview. The interviewer has also coded the relevant terms or use of words or sentences. In terms of coding, it is also necessary to pay attention to the context in which the term appears.

❖ Classification of data

Classification of coding is done by looking at the extent to which related units of meaning. This classification is done to build categories of each classification.

❖ Make a report where the results of the analysis are described.

Chapter IV

Finding and Discussion

A. The Findings

This chapter has presented the data results. The researcher has obtained three kinds of data; pre-test post-test scores and final interview results. In this section, the research results have been presented in the form of data in the classroom. Data from the field that has been obtained from this observation is the raw material for obtaining accurate results.

1. Data results of pre-test and post-test

After calculating the result of the student's score, the mean score of both the pre-test and post-test could be presented in the following table:

Table 1.2 The Students' Mean Score of Fluency and Vocabulary ideas in Pre-test and Post-test

Variables	Mean Scores		Percent Improvement
	Pre-Test	Post-Test	
Fluency	52,26	75,86	45.15%
Vocabulary ideas	51.96	78	50.11%

The above table has shown that the students' mean score of Fluency on the pre-test was 52.26 and the student's average score of the vocabulary on the pre-test was 51.96. Meanwhile, the average score of students' fluency in the post-test was 75.86 and the average score of students' vocabulary in the post-test was 78. The increase from the average score of 34 students' fluency scores in the pre-test and

post-test was 23.6 (45.15%) and the increase in the average score of students' vocabulary in the pre-test and post-test was 26.04 (50.11%).

In the other words, we can say that the improvement was significantly different and the students' ability progressed because the mean score of post-test was higher than pre-test. To know the percentage of the students' mean score of fluency, vocabulary in the pre-test clearly, following the chart was presented:

Chart 2.1 Mean Score of Pre-test, Post-test, and Improvement of fluency

Variable	Pre-Test (X1)	Post-Test (X2)	Improvement
Average	52,26	75,86	23,6

Based on the chart above, it shows that the mean score in the pre-test of fluency is (52.26) and the post-test is (75.86) and the improvement is (23.6). It's seen that they were significantly different. In brief, it shows that the mean score of the students' speaking skills by using Local Knowledge-based Picture Strips in fluency can be achieved.

Chart 2.2 Mean Score of Pre-test, Post-test, and Improvement of Vocabulary.

Variable	Pre-Test (X1)	Post-Test (X2)	Improvement
Average	51,96	78	26,04

Based on the chart above, it shows that the mean score in the pre-test of vocabulary is (51.96) and the post-test is (78) and the improvement is (26.04). It's seen that they were significantly different. In brief, it shows that the mean score of

the students' speaking skills by using Local Knowledge-based Picture Strips in vocabulary can be achieved.

Table 3.1 Total Mean Score Between Pre-test and Post-test in Term of fluency, Vocabulary.

Variable	Score	
	Pre-Test (X1)	Post-Test (X1)
Total	155,82	229.26
Average	5.19	7.64

Table 4.2 above shows that there was an improvement in students' speaking in terms of fluency and vocabulary ideas, before and after treatment was given. The average total mean score of pre-test (X₁) was derived from the total score of fluency, and vocabulary (155.82) divided by the total number of students (30) and the result got was (5.19), and the average total mean score of post-test (X₂) was derived from the total score of fluency and vocabulary, (229.26) divided by the total number of students (30) and the result got was (7.64). The improvement of the students' speaking skills is shown in this chart below:

Chart 3.2 Total Mean Score of Pre-test, Post-test, and Improvement of Fluency, Vocabulary.

Total Mean Score And Improvement			
Variable	Pre-Test (X1)	Post-Test (X1)	Improvement
Average	51,6	7,64	2,45

To sum up the chart above, it can be seen clearly that the average total mean score of fluency and vocabulary ideas improved from pre-test to post-test. In pre-test (5.19), in post-test (7.64), and improvement by pre-test to post-test is (2.45).

1. The Classification of Students' Pre-test and Post-test Scores

The percentage of the pre-test and post-test calculated the pronunciation score and content. The result can be seen in the following tables:

Table 4.1 The Rate Percentage of Fluency Pre-test and Post-test Score

NO	Classification	Score	Fluency			
			Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	80-100	0	0%	10	33.33%
2	Good	66-79	0	0%	20	66.67%
3	Fair	56-65	10	33.33%	0	0%
4	Poor	40-55	17	56.67%	0	0%
5	Very Poor	≤39	3	10%	0	0%
Total			30	100%	30	100%

The table shows that from 30 students, 0 students categorized to "Very good", 0 students who categorized to "Good", 10 students (33.33%) who categorized to "Fair", 17 students (56.66%) who categorized "Poor" and there were only 3 students (10%) who categorized into "Very poor".

While, 0 students categorized to "Very good", but in this table, 10 students (33.33%) who categorized into "Very good", and there were 20 students (66.66%) who categorized to "Good" while in table 4.3 still 0 students who categorized to

"Good", 0 students (0 %) categorized to "Fair", while in table 4.3 there were 10 students who categorized to "Fair", and still 0 students categorized to "Poor and Very poor". If we compare, it can be seen clearly that the numbers are different, because in (Pre-test of Fluency) the student who categorized "Very good" and "Good" was 0 and (Post-test of Fluency) the "Very good" increased to 10 students and 20 students who categorized to "Good". In the table above (Pre-test Fluency) the student who categorized "Fair" was 10 and (Post-test of Fluency) the "Fair" was 0 students. In the table (Pre-test of Fluency) the student who categorized "Poor" was 17 and only 3 students who categorized into "Very poor", while in (Post-test of Fluency) the "Poor and Very poor" category was 0 students.

Table 4.2 The Rate Percentage of Vocabulary Pre-test and Post-test Score

NO	Classification	Score	Vocabulary			
			Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	80-100	0	0%	16	53.33%
2	Good	66-79	0	0%	14	46.67%
3	Fair	56-65	8	26,67%	0	0%
4	Poor	40-55	22	73.33%	0	0%
5	Very Poor	≤39	0	10%	0	0%
Total			30	100%	30	100%

The table shows that from 30 students, 0 students categorized to "Very good" and "Good", 8 students (26.66%) who categorized to "Fair", while 22 students (73.33%) categorized to "Poor" and only 0 students who categorized to "Very Poor".

The table shows that from 30 students, in this table 16 students (53.33%) who categorized as "Very good", but in the table (Pre-test of vocabulary) there were 0 students who categorized to "Very good", and there were 14 students (46.66%) who categorized to "Good", while in the table there were 0 students who categorized to "Good", then this table (Post-test of vocabulary) 0 students who categorized to "Fair", "Poor", and "Very poor" while in the table there were 8 students who categorized into "Fair" and 22 students who categorized into "Poor", while in the table (Post-test of vocabulary) 0 students who categorized into "Very poor" same with a table (Pre-test of vocabulary). If compare both of the tables above, it can be seen clearly that the numbers are different, because in the table (Pre-test of vocabulary), the student who categorized "Very good" was 0 and in the table (Post-test of vocabulary) the "Very good" category were 16 students. In the table (Pre-test of vocabulary) the student who categorized "Good" was 0 and in this table, the "Good" increased to 14 students. In the table (Pre-test of vocabulary) the student who categorize "Fair" was 8 and in this table, the "Fair" was 0 students. While in the table the student who categorized "Poor" was 22 and in this table (Post-test of vocabulary) "Poor" and "Very poor" category was 0 students.

2. The final result of interview

A. Respondents

In this study, the researcher took 21 students (the majority) out of 30 as respondents.

NO	Name initials of respondent	Code
1	AL	R1
2	Am	R2
3	FL	R3
4	FR	R4
5	IF	R5
6	KA	R6
7	KF	R7
8	LM	R8
9	MF	R9
10	MI	R10
11	MU	R11
12	MFA	R12
13	SU	R13
14	MK	R14
15	ZU	R15
16	ZF	R16
17	NA	R17
18	SBP	R18
19	RA	R19
20	RS	R20
21	SU	R21

Table 5.1

B. Data processing and data analysis techniques

The following is a code for a group of meanings obtained from interview with research participants;

NO	Classification code	Data transcription
1	Fluency improvement	"It's really enjoyable, speaking with the picture makes me speak fluently"
		"I can catch material quickly because of the picture"
		"By looking at the picture, the memory being more sensitive and I can speak faster"
		"I can speak with less of spouse"
2	Vocabulary idea improvement	"I know better what to say in English with this picture"
		"The content of the picture brings me to talk easily"
		"The picture of this theme helps me to appear a lot of words"
3	Challenges	"the picture train me to get a lot of vocabulary"
		"I have to think harder"
		"When I speak in front of the class it challenged my self-confidence"
		"I feel I have to talk a lot of things from the image"

Table 5.2

The coding results above, the interview results can be classified into three;

- fluency

The various answers that have been given by the respondents. they said that the theme presented in the picture had made their speaking more fluent.

- Vocabulary idea improvement

The results of the interview answers above have shown that they have improvements and improvements in generating vocabulary ideas because they are moved by the pictures that have been provided.

- Challenges

There are several kinds of challenges that they have faced during the interview. having to speak from the content listed in the picture has made them think harder to get vocabulary ideas and test their level of self-confidence.

C. Report of Respondent's perception result

As explained in the previous section, each respondent has received a question on the same perception which aims to see the respondent's perception of improving speaking by Using Local Knowledge-based Picture Strips.

1. The benefits of learned speaking using Local Knowledge-based Picture Strips.

Using local knowledge-based picture strips provides many benefits, but what about the personal perceptions of these respondents has been presented in this section. Their responses have varied. R1 has stated that the benefits he got after learning to speak using local knowledge-based picture strips had made him able to speak English faster. there are about 8 other respondents (R2, R4, R7, R11, R12, R14, R15, R20) who said the material presented was easier to understand because it was helped by pictures so that they could speak in English more lightly. Meanwhile, 5 other respondents (R3, R5, R6, R8, R9) have explained that the benefit they feel the most is that they become more

confident in speaking English. In contrast to R10, he explained that studying with pictures made him forget the time, which means that he enjoys learning speaking accompanied by pictures from the theme of local knowledge. It is also different from the responses from R13, R16, and R17 where they said that using local knowledge-based picture strips had made their memory more sensitive so that it gave rise to many vocabulary ideas. And the last respondents (R21, R18. And R19) said the benefits what they get is not afraid to make mistakes in speech.

2. The improvement of their vocabulary ideas and speaking fluency.

In this section, the respondents' perceptions of improving their vocabulary ideas and fluency in speaking have been presented after using local knowledge base picture strips. Of the 21 respondents, all stated positively that in this way they had improved in generating vocabulary ideas so that they could speak English more fluently and quickly. however, there were 2 respondents (R5 and R8) who stated that they were not very positive, i.e. they said that they had only experienced a slight increase. when the researcher asked, why? both gave the answer that they lacked vocabulary, but they again said that there was an improvement but only a little.

3. The challenge or difficulty.

In this section, the respondents were asked by the researcher whether there were any challenges or difficulties they encountered while learning to speak using local knowledge-based picture strips. It can be concluded that more than half of

them or about 17 respondents out of 21 said that they all enjoyed learning to speak in this way because the pictures provided imported something very close to their daily lives, namely the stages of Acehnese traditional marriage. However, 4 respondents (R3, R5, R6, R8) gave a different perception, namely, they said that when they did presentations, that was where they felt challenged because they had to fight shame and build self-confidence, but by doing so they admitted that their level of confidence, vocabulary ideas, and their fluency gets better.

The results of interviews with the majority of students and the answers that have stated that Using Local Knowledge-Based Picture Strips have been able to improve their speaking skills.

D. Discussion

1. The Improvement of the Students' Speaking in terms of fluency

The teacher needs more effort training the students to practice how to have a good talk to make the listener understand what the speaker says. The use of Local Knowledge-based Picture Strips made the students' speaking in terms of fluency increase. Table 4.1 indicated that the students' fluency in post-test is greater than pre-test ($75.86 > 52.26$). The process that could be explained from pre-test to post-test and giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that the researcher could find, they were:

- Most of the students still spoke with many pause
- Most of the students' still spoke too slowly

. After the researcher gave treatment by using local knowledge-based picture strips then gave a post-test, the findings were:

- Most of the students can speak in general with normal speed and not much pause
- The majority of students can speak more fluently

2. The Improvement of the Students' Speaking in Term of Vocabulary ideas

The use of Local knowledge-based picture strips made the students' speaking in terms of vocabulary ideas increased. After the researcher applied the method, the students' vocabulary increased. Table 4.1 indicated that the student's vocabulary in the post-test was greater than in the pre-test ($78 > 51.96$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that the researcher could find, they were:

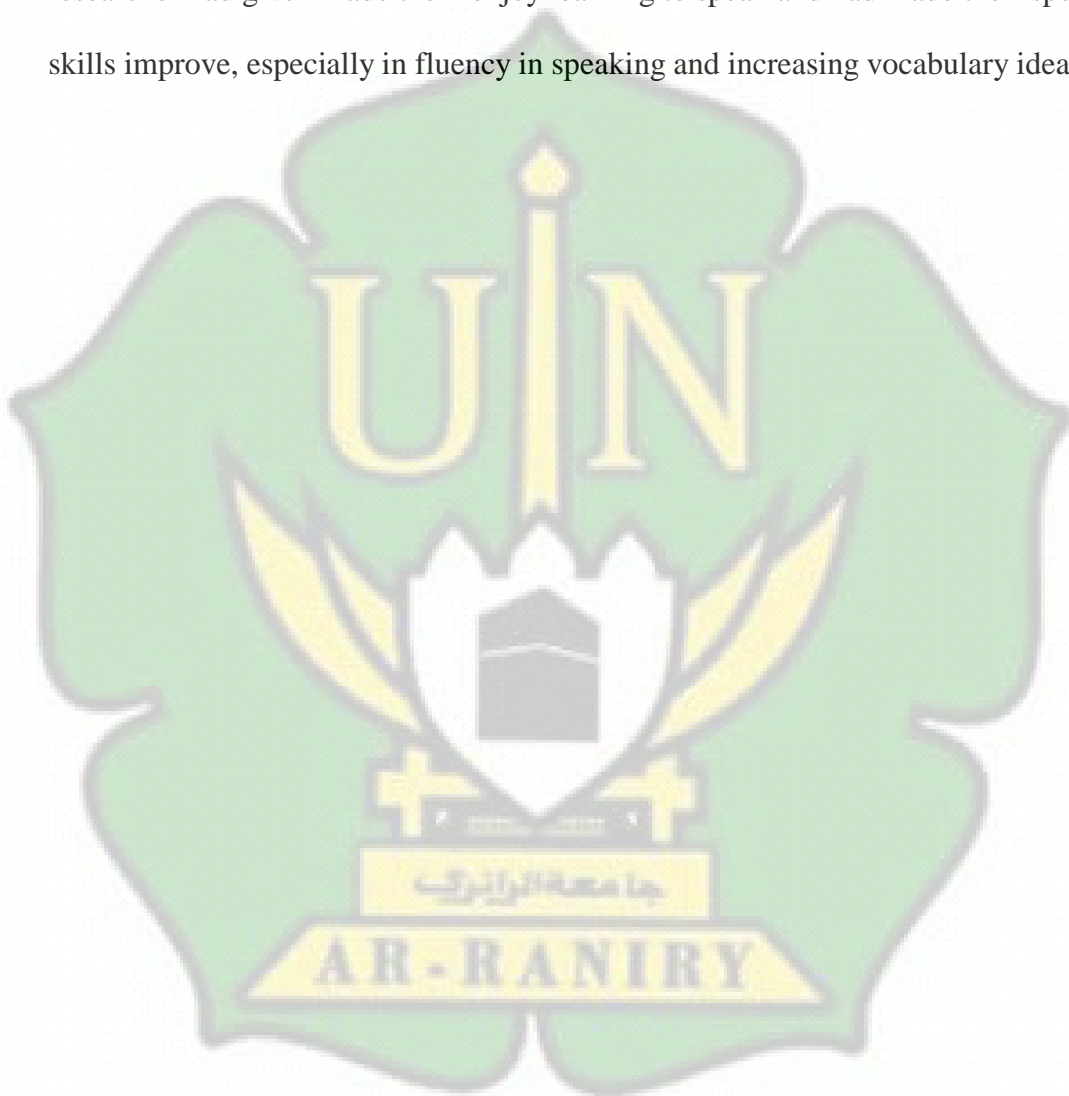
- The students still poorly achievement in vocabulary ideas.
- Some students' speaking was containing with irrelevant words and the meaning of their vocabulary was still confused and obscured.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' vocabulary in the pre-test was still low. After the researcher gave treatment by using local knowledge-based picture strips then gave a post-test, the findings were:

- Students bring up more vocabulary ideas in their speaking
- The vocabulary they describe is clearer and by the topic in the picture.

3. Interview result

The researcher has conducted a final interview of 21 respondents. as presented on the previous page stated that their perception of the treatment that the researcher had given made them enjoy learning to speak and had made their speaking skills improve, especially in fluency in speaking and increasing vocabulary ideas.



CHAPTER V

Conclusions And Suggestions

This chapter has presented the data results. The researcher has provided suggestions related to conclusions.

A. Conclusion

This research is related to the application of Local Knowledge-based Picture Strip in teaching speaking to first graders at MTsN 9 Bireuen. In connection with the results of research and discussion, it can be concluded as follows:

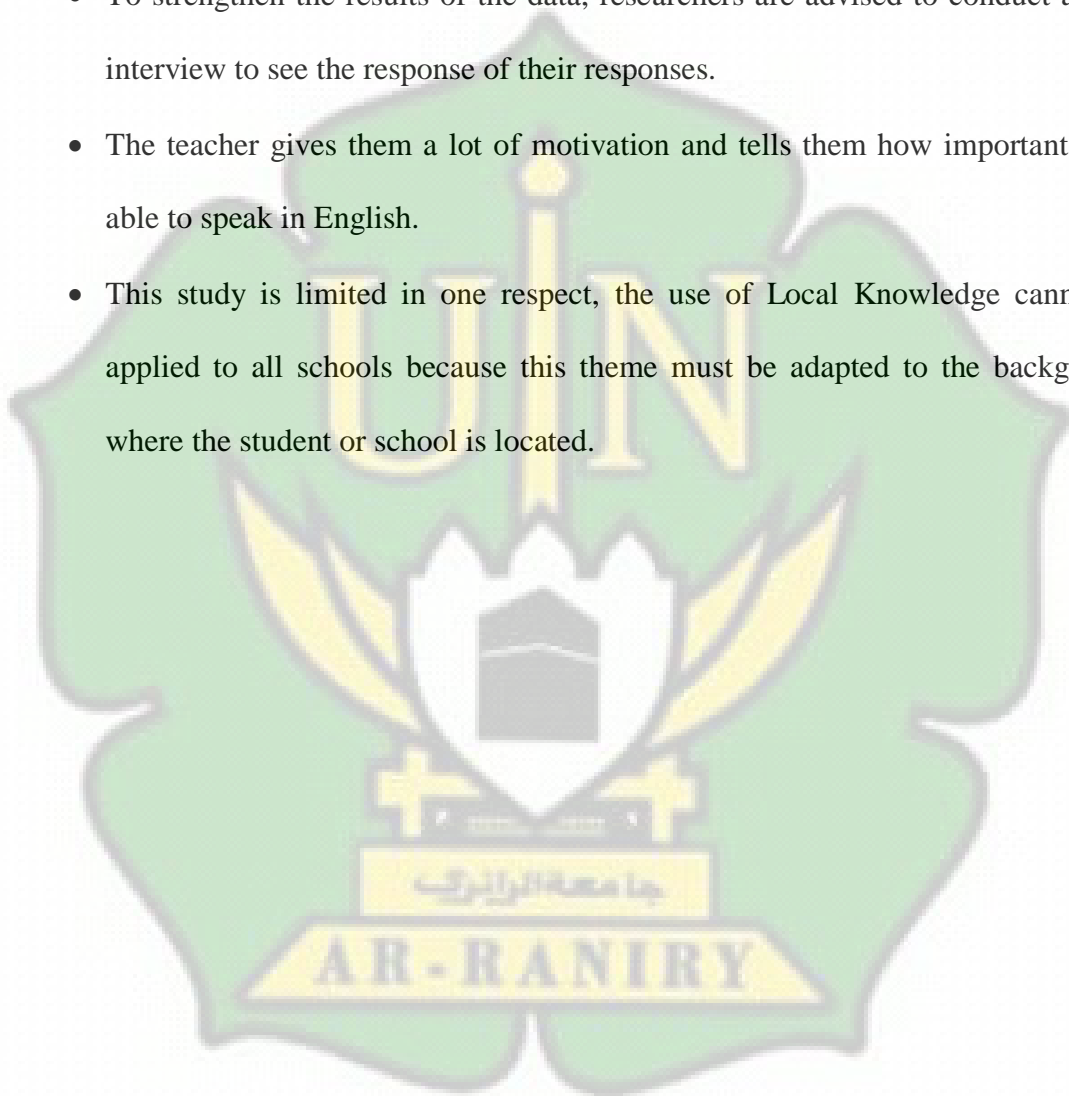
1. In terms of student speaking fluency, it has been shown that the improvement is better after using Local Knowledge-based Picture Strips.
2. Indicated by a significant difference between the post-test and pre-test. Using local knowledge has also shown that students' vocabulary ideas have improved well.
3. As well as strengthening the results of the data obtained from an interview with the majority of students who showed that Using Local Knowledge-Based Pictures had improved their speaking skills especially in terms of fluency and vocabulary ideas.

B. Suggestions

In the conclusion above, the researcher recommends some suggestions as follow:

- The teacher needs to improve students' understanding comprehension by doing some activities: for example, the teacher helps students find difficult vocabulary

- The teacher chooses good material such as simple pictures and relates it to the local wisdom environment, it makes students have no difficulty in explaining the story.
- To strengthen the results of the data, researchers are advised to conduct a final interview to see the response of their responses.
- The teacher gives them a lot of motivation and tells them how important to be able to speak in English.
- This study is limited in one respect, the use of Local Knowledge cannot be applied to all schools because this theme must be adapted to the background where the student or school is located.



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APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-16658/U n.08/FTK/KP.07.6/11/2021	
TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY	
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY	
Menimbang	a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11095/U n.08/FTK/KP.07.6/7/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
Mengingat	1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional; 2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen; 3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi; 4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN; 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh; 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
Memperhatikan	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021
Menetapkan PERTAMA	MEMUTUSKAN Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11095/U n.08/FTK/KP.07.6/7/2021 tanggal 29 Juli 2021
KEDUA	Menunjuk Saudara: 1. Dr. Jarjani, M.Sc., MS Sebagai Pembimbing Pertama 2. Mulia, M. Ed Sebagai Pembimbing Kedua Untuk membimbing Skripsi: Nama Nuraina NIM 170203232 Program Studi Pendidikan Bahasa Inggris Judul Skripsi Using local Knowledge - Based Picture Strips in Teaching English Speaking to Secondary School Students
KETIGA	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
KEEMPAT	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,


Muslim Razali

Tembusan

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

<https://stakad.ac.id>

ment



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16890/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah MTsN 9 Bireuen

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NURAINA / 170203232**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lampermai Kec. Krueng Baroena Jaya Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Using Local Knowledge-Based Picture Strips in Teaching English Speaking to Secondary School Students***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 November 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

*Berlaku sampai : 17 Desember
2021*

APPENDIX C

Confirmation Letter from MTsN 9 Bireuen



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BIREUEN
MADRASAH TSANAWIYAH NEGERI 9 BIREUEN
Jalan Banda Aceh - Medan Km.232 Kuta Blang Bireuen 24356
Telpon (0644) 451159; Email : mtsn_kutablang@yahoo.com

SURAT KETERANGAN PENELITIAN
Nomor: B-2156 /Mts.01.12.09/TL.00/11/2021

Kepala Madrasah Tsanawiyah Negeri 9 Bireuen dengan ini menerangkan bahwa:

Nama : **NURAINA**
NIM : 170203232
Jurusan/ Prodi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Berdasarkan surat Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh : B- 16890/Un.08/FTK.1/TL.00/11/2021 tanggal 17 November 2021, yang bersangkutan telah melakukan Penelitian pada Madrasah Tsanawiyah Negeri 9 Bireuen Kabupaten Bireuen, mulai tanggal 18 s/d 20 November 2021, dalam rangka Penulisan Skripsi yang Berjudul:

"Using Lokal Knowledge-Based Picture Strips in Teaching English speaking to Secondary School Students".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya.

Kuta Blang, 23 November 2021



APPENDIX D

Local Knowledge theme based Picture Strips

1. Ba Ranup



2. Engagement (Jak ba Tanda)



3. Marry (Akad Nikah)



4. Intat linto



5. Intat darabaroe



6. Dowry (jeulame)



7. Idang Peuneuwoe



8. Peusijuk



APPENDIX E

The results of the writings they have presented by speaking in front of the class

1. Ba Ranup is a hereditary tradition that is no stranger to the people of Aceh, when a man proposes to a woman.
2. If the application is accepted, the family of the man will come back to conduct peukong haba (peukong-strengthen, haba-talk) which is to discuss when the wedding day will take place, including determining how much dowry will be received
3. Tueng Linto baroe (tueng-receiving, linto-male, baroe-baru) is the acceptance of the groom by the woman, acceptance by customary law or in the Acehnese tradition. The groom comes to the party with his entourage (family & relatives).
4. Tueng dara baroe is something that is done by men in other words is a pick-up by customary law or in the Acehnese tradition. This event is the same as the one above but it is the women who go to the men's party.
5. In the customs of Ureung Aceh, only known dowry in the form of gold and money. The dowry is usually determined by the woman and usually siblings have a dowry that keeps going up or at least the same. However, everything about this dowry is subject to change according to the agreement of both parties.
6. Idang (hidang) and Peunuwo or returnees are dishes given from the bride and groom to the other party. Usually when Intat linto baro (accompanies the groom), the group brings Idang for the bride in the form of clothes, necessities and daily equipment for the future wife. and at the time of Intat dara baro (delivering the bride), the group will bring back the tray that was previously filled with these items with Acehnese specialties such as sponge cake, boi cake, karah cake, wajeb, and so on, as much as the given tray or it may be less. with an odd number.

7. Peusijuek is an Acehnese custom from India too, but has adapted to Islamic culture.

Peusijuek is done to give encouragement, prayer and blessing to the intended person.

At the wedding, both sides of the family will perform Peusijuek at every opportunity.



APPENDIX F

Interview Question list and the responses of participants

1. What the benefit of learned speaking using local knowledge-based Picture Strips ? (Apa manfaat belajar speaking menggunakan Local Knowledge berbasis Picture Strips?)
2. The improvement of their vocabulary ideas and speaking fluency.
(peningkatan pada ide kosata dan kefasihan speaking mereka)
3. What the challenge or difficulty they face during learning speaking using local knowledge-based picture strip? (apa tantangan atau kesulitan yang mereka hadapi saat belajar speaking menggunakan local knowledge based picture strip?)

Informant 1

Interviewer : What the benefit of learned speaking using local knowledge-based Picture Strips ?

Informant 1 : kalau manfaatnya..kami lebih mudah ingat kosakatanya, kami susah mengingat tapi dengan gambar ini membantu sekali. Kemunculan kosakata jadi lebih terdorong gitu buk.

Interviewer : The improvement of their vocabulary ideas and speaking fluency, is there any improvement in both terms ?

Informant 1 : menurut kami iya buk, saya merasa ada peningkatan dalam kosakata kami. Ide kosakata kami jadi cepat muncul dengan melihat gambar-gambar itu dan membuat bahasa inggris saya menjadi lebih cepat saat bercerita.

Interviewer : What the challenge or difficulty they face during learning speaking using local knowledge-based picture strip?

Informant 1 : dasarnya bahasa inggris kami susah buk, tapi setelah belajar kemaren dengan pakek gambar itu jadi lebih seru gitu buk, jadi menurut kami gak ada kesulitan buk.

Interviewer : What the benefit of learned speaking using local knowledge-based Picture Strips ?

Informant 2 : saya jadi lebih cepat mengerti buk, karena di gambar itu udah menampilkan sesuatu yang saya tau buk.

Interviewer : The improvement of their vocabulary ideas and speaking fluency, is there any improvement in both terms ?

Informant 2 : jelas meningkat buk karena pun saya dengan gambar itu jadi lebih tau harus ngomong apa dan kosakata pun jadi lebih banyak yang mau saya katakan.

Interviewer : What the challenge or difficulty they face during learning speaking using local knowledge-based picture strip?

Informant 2 : saya merasa ada tantangan ketika saya harus maju kedepan untuk presentasi buk, itu sangat menguji kepercayaan diri saya.

Interviewer : What the benefit of learned speaking using local knowledge-based Picture Strips ?

Informant 3 : manfaat yang jelas saya rasakan adalah saya jadi lebih percaya diri buk karena konten dari gambar itu membantu banyak sehingga membuat speaking saya jadi lebih fasih karena juga lebih tau kosakata apa yang akan diucapkan dari gambar-gambar itu buk.

Interviewer : The improvement of their vocabulary ideas and speaking fluency, is there any improvement in both terms ?

Informant 3 : ya buk, ada. Dan yang paling saya temukan peningkatannya saat saya presentasi kedepan, rupanya saya bisa berbicara lebih banyak walaupun masih banyak jeda tetapi saya suka belajar dengan cara seperti ini.

Interviewer : What the challenge or difficulty they face during learning speaking using local knowledge-based picture strip?

Informant 3 : saya jadi harus lebih berfikir keras buk.

Interviewer : What the benefit of learned speaking using local knowledge-based Picture Strips ?

Informant 4 : dengan belajar speaking pakai tema gambar-gambar itu, bicara saya jadi lebih mudah buk, jedanya jadi lebih sedikit karena sudah dibantu dengan gambar yang membuat saya memiliki ide banyak untuk mengeluarkan kosakata.

Interviewer : The improvement of their vocabulary ideas and speaking fluency, is there any improvement in both terms ?

Informant 4 : konten yang tersedia membuat saya menjadi lebih mudah berbicara buk, jadi lebih fasih dan cepat daripada tanpa gambar. Ide kosakatanya langsung tergambar di kepala saya walaupun kadang tidak tau dalam bahasa inggris nya apa tapi saya bisa mencarinya dalam kamus dan tentu saja menambah kosakata saya buk.

Interviewer : What the challenge or difficulty they face during learning speaking using local knowledge-based picture strip?

Informant 4 : saya berpikir bahwa saya harus berbicara banyak dari gambar-gambar ini, karena sudah dibantu dengan gambar buk jadi saya merasa saya harus bisa.