THE USE OF PICTURE IN DEVELOPING STUDENTS SPEAKING SKILL

THESIS

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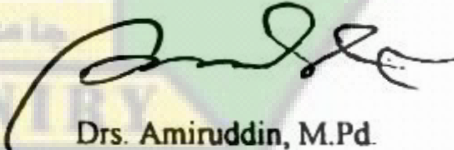
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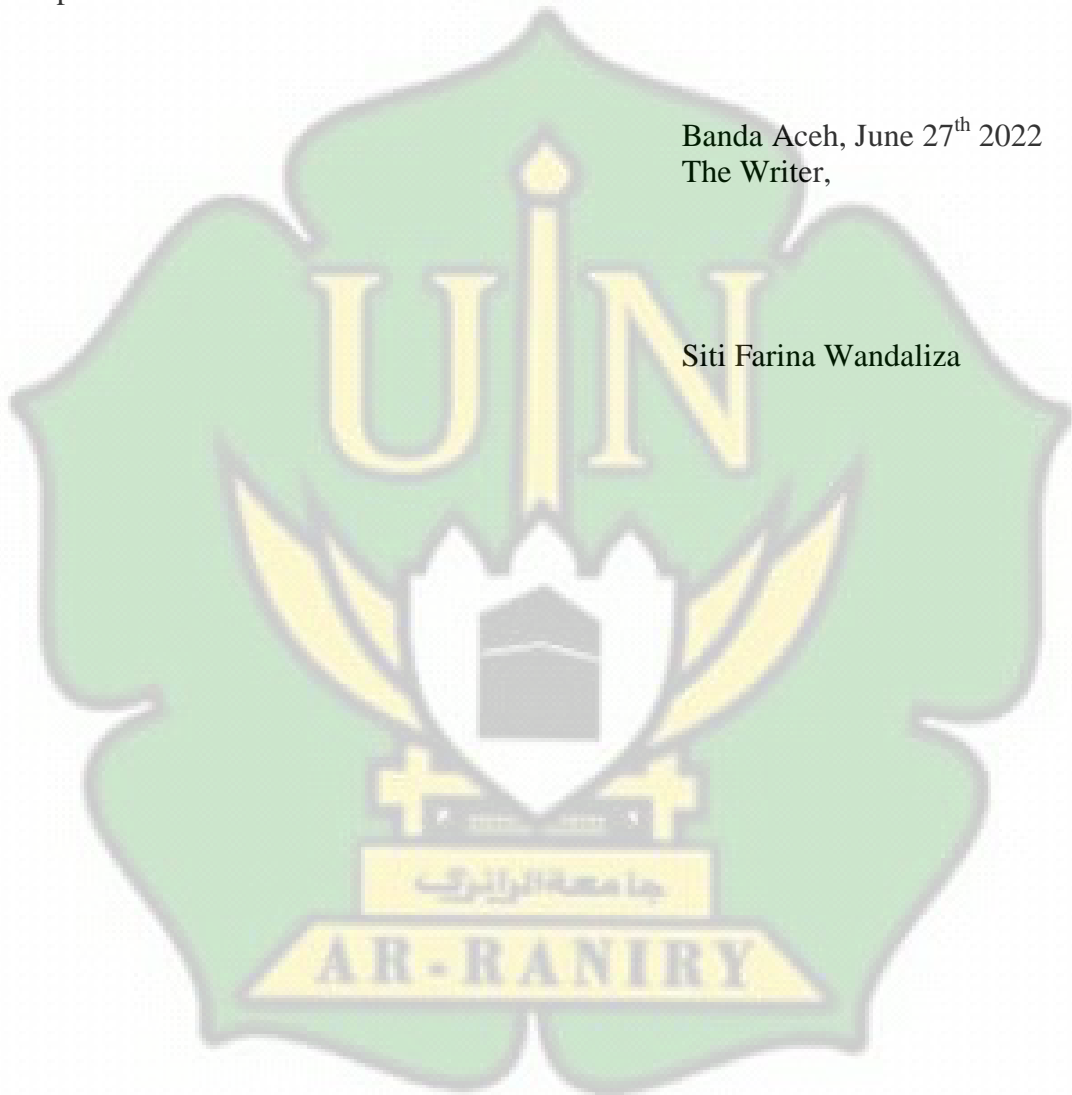
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ABSTRACT

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This research was designed to consider that English speaking is a complex subject to be mastered by young learners. Using the correct teaching method is essential to developing their English speaking skills. The research explored the effect of using the picture method on the students development of English speaking in the first-grade students of SMAN 3 Meulaboh and found out the student's opinions about using the picture to develop their speaking skills. The research was conducted at SMA 3 Meulaboh, involving 21 first-grade students. They used quantitative pre-experimental research approaches and designs and data-gathering studies through pre-test, post-test, and questionnaire. Data analysis shows that t_{score} is 9.27 and t_{table} at the significant level = 0.05 is 1.725. Thus, the data shows that t_{score} was higher than t_{table} (9.27 > 1.725). The data show that the alternative hypothesis (Ha) is accepted. It means that using the picture method develops students' English speaking skills. In addition, based on students' responses to the questionnaire, they consider using pictures an effective and suitable method of teaching English speaking skills. This finding conforms to the previous study that using pictures can help students to develop students" English speaking skills.

CHAPTER I

INTRODUCTION

This chapter presents the background of study, the research questions, the research aims, significance of the study, hypothesis and the terminology to provide a better understanding of the study.

A. Background of Study

Developing students' English speaking skills can be done through several learning approaches. According to Ginanjar (2013), several learning methods, such as cooperative activities, role-playing, creative tasks, drilling, and pictures, develop students' speaking skills. These methods can help students actively practice their English in class. However, the students often find some difficulties in speaking English. There are several reasons why these subjects are difficult for students. They are shy and nervous about speaking and joining in the conversation if the teacher asks them to speak. Therefore, teacher finds it difficult to invite students to talk during class activities. Another factor is that students are not interested in learning foreign languages, especially English.

Therefore, this causes them to believe they do not need to communicate in English. They also have limited vocabulary and do not understand how to apply correct grammar Rayana (2012). Then, the students were afraid to make mistakes while speaking English in front of the class. They lack confidence in their ability to express themselves in English. Furthermore, the teacher spent much time discussing the material rather than practicing speaking English. (Paramasivam,

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2013) Students are afraid and embarrassed to speak English and fear making mistakes. Teachers have problems getting students to talk about what they are doing. As a result, applying a specific teaching style in English is crucial in increasing students' motivation to speak English fluently and become active participants in the speaking category.

Another issue is that the students lack the enthusiasm to talk in the second language, mainly English. They do not care to attempt to speak English as a result. Additionally, they do not understand and apply proper syntax and do not have the vocabulary necessary to communicate in English. Even if students have studied grammar, there are moments when they cannot speak English. Additionally, when the students practice speaking English in front of the class, they worry about making mistakes. They lack the self-assurance to articulate themselves in English. In addition, the teacher spends much time teaching the students rather than giving them opportunities to practice speaking English.

Specific instructional methods must be used to motivate the students to speak English fluently and actively participate in speaking class. Speaking is one of the core skills of learning a foreign language, along with hearing, reading, and writing. Speaking is a way to communicate one's thoughts and deliver a message verbally. Speaking is a speech meant to be acknowledged by the speaker, and the receiver interprets the words to recognize the speaker's choices, claim Gert and Hans (2008). Furthermore, Rebecca (2006) stated that speaking is the earliest form of language acquisition for children. It is a part of the majority's daily

involvement in language activities. It has been taught to children since elementary school, but speaking English is difficult.

According to Grognet A.G in Iman (2016). Speaking is a necessary part of communication. By speaking, we may share our thoughts, ideas, and opinions. Speaking is the most crucial skill because Speaking is one of the four basic language abilities; it is an essential aspect of language education. Speaking a foreign language to communicate with others necessitates paying close attention to the accuracy of the language. A speaker must pick the most relevant and grammatically acceptable words to correctly and mainly express the message and order the discourse so the listener can understand it.

The learning process depends on how the teacher guides students and makes the teaching and learning process comfortable. It could be used through the use of pictures. To realize an effective learning process, the researcher conducted this research to develop students' speaking skills. Using the picture is one of the alternative techniques that can be used in teaching speaking. It shows new ways of creating learning process situations come alive. It is hoped that by using the picture, the teacher can motivate students to learn to speak and develop student achievement and enthusiasm in learning to speak.

Some material is comparable to our study, although it has a different focus. First, Kano and Fardyansyah (2015) used seventh-grade students in the study. Thirty-seven students took part in the study as participants. Three different types of tools were employed in this study: an observational study, a questionnaire, and a test. The research data were gathered quantitatively. The

study aimed to demonstrate how the seventh-grade students' speaking abilities improved after using visuals to teach them how to speak. The results demonstrated that using visuals in the classroom can pique students' interest in learning English and assist teachers in engaging them in speaking practice. It can also spark students' imaginations and inspire them to keep learning English, particularly as they improve their speaking.

Second, Asfa (2010) did the study with the eighth-graders at SMP H. Isriati Semarang. The research approach used two classes—the experimental and control groups or the sample. The researcher employed tests as the study's instrument for gathering data. The researchers used random cluster sampling to choose the study sample. The study looked into whether or not using visuals may help students become more fluent speakers of descriptive texts. The outcome demonstrated that using descriptions of images to enhance students' speaking abilities was a successful approach or method.

Third, Khamsiah (2016) did the study in Grade VII-A SMPN 1 Tandun. The journal article aims to let students convey their identities orally through visual media. Fourteen students participated. The research was conducted using classroom action research. Tests, observation, and field notes are the tools the researcher uses. Quantitative and qualitative data collection methods were used to gather the study's data. The research suggested that its findings might not be consistent over cycles. According to this study, visual media gives students an advantage when speaking, as evidenced by how much more confident they are when expressing their identities.

Fourth, Karsono did the research (2013). The journal article describes how employing visuals might help SMPN 1 Anggana students in grade 8 communicate more fluently. Thirty-one students participated in this study. Action research in the classroom methodology was used for the study. The speaking proficiency exam, student involvement measurements, observation, interview, and questionnaire were the tools that the researcher employed. The outcome demonstrated that using images had successfully raised students' participation and speaking skills. The use of images could improve students' capacity to talk. The students could polish up their grammar, pronunciation, and substance.

Fifth, Wulandari (2012) did the study in SMAN 1 Kasihan's second grade. The research was conducted using classroom action research. The information was gathered through watching how English was taught and learned, interviewing the students, and administering pre-and post-tests. The study aimed to determine whether visuals help XI IS 2 students in SMAN 1 Kasihan talk more fluently. Positive outcomes came from the research's actions. The kids were engaged and interested in participating in the English class, which is the first of three good outcomes. Second, the student's vocabulary, accuracy, and other language skills improved. The individuals, venues, and design of this study differ from those of the prior study. Most of the earlier research was done in junior high schools using classroom action research, quasi-experimental design, and qualitative techniques like interviewing, field noting, and observation. In contrast to earlier studies, this one used a quantitative technique and two tests a pre-test and a post-test to collect

data from senior high school students in the first grade. Third, using visuals to execute speaking was simple for the students.

Teaching speaking is essential for the students to develop their knowledge and communicative skill. There are many ways to teach speaking, for example, through games, pictures, dialogues, drama role-play, songs, movies, etc. The researcher chose to use pictures to develop the speaking skill because the picture is a real object; it is not difficult to find. Pictures can stimulate the student to be more active, and pictures are helpful for teaching activities, especially in conversation class. So, they are accustomed to expressing their ideas in English.

Using pictures is one activity in teaching speaking. This activity aims to train students' imagination and retell stories in speaking English. Munadi in Iman (2016) says that pictures make it easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they can speak more and build new ideas.

B. Research Questions

The researcher focuses on the following questions while performing this research:

1. Does the use of pictures at SMAN 3 Meulaboh help students develop their speaking skills?

2. What are the students' opinions on using the picture to develop their speaking skills?

C. Research Aims

Based on the formulation of the research questions, this research aims:

1. To help students develop their speaking skills at SMAN 3 Meulaboh.

2. To find out the student's opinions about using the picture to develop their speaking skill.

D. Significance of Study

The researcher hopes that the results of this research can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the students

    This research is expected to develop the students' interest in the learning process, especially in learning speaking.

2. For the teacher

    An additional reference that may be useful for the teacher is that a suitable learning method, model and use of pictures can be interesting in the teaching and learning process.

3. For the next researcher

    The result of this research can be used as previous research in his/her research.

E. Hypothesis

This research hypothesis can be put as follows:

Ha: The use of pictures develops students speaking skills.

Ho: The use of pictures does not develop students speaking skills.

F. Terminology

There are some terms in this research that should be defined as straightforward as possible in order to avoid misunderstanding. The terms are:

a. *Picture*

Using pictures is one activity in teaching speaking English. In this activity, students must use pictures in front of the class. According to Solahudin (2009), pictures help exercise students' imagination and retell stories in English. Each student gets one picture in this activity, and they have to describe it.

Stevenson (2010) stated that it has two meanings: to accomplish or produce something better and develop one's mental faculties through knowledge or experience. Put another way, it can be described as improving (Bull, 2008).

b. *Speaking Skill*

Speaking is a productive ability that can be immediately and experimentally seen, according to Brown (2004). The researcher deduced from the statement that speaking is a cooperative action between two or more persons in which both participants are listeners.

Students' speaking skills in this research pertain to their performance on two different speaking assessments, pronunciation and fluency. The researcher used Brown's (2004) speaking rubric to evaluate students' speaking. Speaking instruction is carried out by using this technique. The researcher hopes that the visuals will help students talk more clearly by using this method to study how students' speaking has changed.

CHAPTER II

LITERATURE REVIEW

A. An Overview on Using Picture

Using pictures is one of the activities in learning to speak English. In this activity, every student gets one picture, and they must describe it in front the class. According to Solahudin (2009), Using pictures is helpful for training students imagination and retelling stories in speaking English. In addition, Bailey (2005) states that in a speaking lesson, pictures and "manipulates" can motivate talking. Speaking is a productive skill. Therefore, pictures can be used to develop the skill.

The picture can be used as a stimulus for a creative activity because it is a real object which is very helpful for teaching the meaning of some words or stimulating the students activity, especially in conversation class. Wright (2006) additionally states that pictures can stimulate and provide information to be referred to in conversation and discussion as storytelling. The real object of the picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The use of pictures should be appropriate to the students level, and it should be visible to the students (Harmer, 2007).

The picture is one media used in teaching English; pictures are frequently helpful input for speaking, but the students' abilities must support them. The picture could be simple, intended to elicit a single word or phrase, or it could be complex and part of a series that recounts a story or incident. It is not easy to

teach English. As a result, English is not a recognized language in the state. People, in general, have a tough time hearing it. It is because their surroundings do not speak English. When it is time for the lesson, people only speak Indonesian.

According to the experts' opinions, the researcher concludes that the picture can be used to present an actual situation and facilitate an entertaining teaching-learning process. The scene depicted in the picture can be abstracted in the students' minds. Therefore, students like learning English as a result. When they view the photographs, they will be simple to speak. In order to better understand concepts when speaking English, the researcher aims to use visuals. The researcher will design a fun exercise to make the students look forward to class.

B. Types of Pictures

Merriem – Webster (2012) states that picture is a design or representation made by various means (such as painting, drawing, or photography). According to Harmer in Fauziah (2016), the picture can be in the form of flashcards, large wall pictures, cue cards, or illustrations and projected slides.

a. Flashcard

It is a small card that which teacher can hold up for students to see. Flashcards are handy for drilling grammar items, cueing different sentences, or practicing vocabulary.

b. Cue card

It is big enough for everyone to see detail. Sometimes teacher use large wall pictures when pointing to detail of pictures to elicit a response.

c. Giant wall image Cue card

It is a small card that students use in pair or group work. The teacher puts students in pairs or groups and gives some cue cards so that a student can pick up the top cue card in a pile. He or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or picture that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. The photograph can be found in books, newspapers, magazines, Etc.

e. Projected slide

In the multimedia class, the teacher also uses it. Sometimes the teacher uses it to show the pictures in a usable form.

C. The Advantages of Using Pictures in Teaching Speaking

The picture is a fantastic medium to create an exciting and alive teaching-learning process. Because pictures are attractive, they increase students' creativity. Additionally, pictures may create alternative options for teacher-student and student interaction.

Gerlach and Elly (2016) state the benefit of using the picture as follow:

1. Pictures are inexpensive and widely available. The teacher can find pictures easily, for example, in books, magazines, newspapers, Etc.

2. Pictures provide everyday experiences for the entire group of students. It means that by using the picture, the teacher can involve all students in his or her class.

3. Pictures can help prevent misunderstanding. It means that by using the picture, the teacher can quickly explain the new vocabulary to students, preventing misunderstanding between students' and teachers' perceptions.

4. Pictures help the students to focus attention on the subject and make students active.

Using pictures to teach speaking is to practice Using things and using prepositions and position, practice listening and speaking to direction, train the students' imagination and retell stories in speaking English.

They should know the students' requirements and circumstances to be successful teachers. There are various justifications for utilizing pictures to teach conversation. Students find it engaging in the first place because employing pictures can spark the creativity that dispels boredom. More importantly, employing picture promotes conversational spontaneity in couples. One can describe it by speaking out or directly exercising after receiving a picture of it.

The main objective of this learning must be accomplished by the students working in pairs or groups. They need to collaborate well in pairs in order for them to succeed. All the students in the classroom are designed to interact to create this cooperation. Furthermore, pictures are a type of media that is frequently utilized to clarify events. Without a visual, the news is occasionally

thought to be less descriptive. Although not totally, the reader will learn and imagine through pictures.

- **The Benefits of Using Pictures**

The illustrations are appropriate for beginners and young learners. There are significant benefits to using pictures in teaching language, such as the following:

1. Learning becomes more interactive.
2. The length of time required is reduced.
3. The instruction is more interesting.
4. The quality of learning can be improved.
5. Students' positive attitude toward what they are learning and the process itself can be enhanced.

- **The Weakness of Using Pictures**

1. The teacher consumes more time preparing pictures.
2. The teacher should provide photocopied pictures to students.

D. **The Concepts of Teaching Speaking**

In this section, the discussion will be focused on the review of teaching speaking.

- **Teaching speaking**

Speaking is sometimes thought to be an easy procedure to teach. People without training are hired to teach conversation at worldwide commercial language schools. Although it is customary to communicate, doing it in a language other than our own is complicated. Tarigan defines speaking in Shohib

(2012) as a language skill formed in a child's life, followed by listening skills learned at that time. It signifies that the dominant language is spoken. The purpose of teaching speaking skills is for students to communicate effectively. Teaching, according to Hornby (2012), entails instructing (a person) and providing a person with information (knowledge skills, Etc.). On the other hand, speaking entails using words in a familiar tone. So, teaching speaking is instructing someone on how to communicate.

According to Harmer (2007), three critical motivations for getting students to speak in class. For example, speaking activities provide practice opportunities and the chance to mimic real-life speaking in the protection of the classroom. Second, speaking exercises in which students attempt to utilize any language they are familiar with provide feedback to teachers and students. Everyone will be able to see how well they are doing: how successful they are, and any language difficulties they are having. Finally, the more opportunities students have to move the many components of the language they need to remember around their heads, the more automatic their usage of those components becomes. It indicates that they will employ words and sentences fluently even if they are not fully conscious of their thoughts.

E. The Concept of Teaching Media

- **Teaching Media**

The term "media" refers to a tool for transmitting information or a message to someone through the medium. According to Heinich et al. (2002), communication is a medium (plural, media). The term is derived from the

Latin word "between," which refers to anything with a source of information and a receiver of that information. According to Jennings (2018), media is constantly discussed because it is present everywhere. Many cases can be found in this research looks around. We may be exposed to media through what we hear, see, or even wear. Media includes books, tv programs, news reports, the internet, and video games. According to Arsyad in Aggraini (2015), it is a medium that provides instructional massage or learning media content. A medium for expressing a message or information is referred to it as media. The sender and receiver communicate through a medium or mediator. Media is a means of distributing information or a message.

Meanwhile, according to Sudjana and Rivai (2018), learning media can improve a student's learning process, which is believed to improve the learning results. Learning media can be used to document a student's accomplishments and to help students grow as learners. Teaching media delivers curriculum-based materials based on student needs to gain and support students. It demonstrates the importance of media support. Similar to Harahap and Surya (2017), the use of learning media in the teaching and learning process can support the learning process by enhancing understanding and learning outcomes, presenting material in a more transparent and non-verbalizes manner, providing motivation (students motivated to learn), and providing a more meaningful learning experience.

The researcher considered that media is a tool people use to communicate information or messages to others; there should be a communicator and a recipient in media. Students' results and achievements can be improved through learning

media. Learning media can also persuade students to participate in the learning process.

Every tool used to deliver information or messages from one location to another is media. In the teaching-learning process, media is also used to make the process more effective and engaging. This section discusses the definition of teaching media, its function, and the various types of teaching media. In general, teaching media refers to any instrument used by a teacher to convey instructional material to students during the teaching-learning process to achieve specific learning objectives. Some experts have made statements about the use of media in the classroom.

- **The Function of Teaching Media**

Sudjana and Riva'i (2001) describe the function of teaching media in the teaching and learning process as follows:

1) Using media in the teaching-learning process has its purpose as a tool for expressing a practical teaching-learning situation.

2) Using educational media is a necessary component of all learning situations. One of the elements that teachers should create is teaching media.

3) It is more important to use teaching media to speed up the teaching and learning process and assist students in comprehending material from the teacher.

- **Kinds of Teaching Media**

As we all know, teaching media refers to any tools and aids used by teachers and learners to achieve specific educational goals. After that, the teaching media can be classified in some way. According to Mahajan (2012), there are seven different types of media:

a) *Graphic Media:* Any printed media. Examples are books, pictures, photographs, maps, charts, posters, graphs, and diagrams.

b) *Display Media:* The board is used in small groups to display information, such as a chalkboard, bulletin board, flannel board, or pegboard.

c) **Three-Dimensional** *Media:* The medium that has 3D shape. For examples models, objects, specimens, and puppets.

d) *Projected Media:* The kind of media in which the messages are shown using a projector. Examples are slides, filmstrips, transparencies, films, video cassettes, gramophones, and records.

e) *Audio Media:* Any form of media that can be heard. Examples are radios, audio cassettes, gramophones, and records.

f) *Video Media:* This kind of media combines auditory and visual elements, such as television, videocassettes, compact discs, and computers.

g) *Activity Media:* Media that is capable of performing an activity. Examples are field trips, dramatization, presentation, and role-playing.

F. Conceptual Framework

Speaking is a way of communication. However, teaching speaking is more important than teaching other skills since it includes components with which students are not competent. Additionally, the student's inability to communicate in English is related to several issues, including a lack of self-confidence, a lack of vocabulary, trouble pronouncing words, a lack of enthusiasm in learning English, fear of making mistakes, nervousness, and a desire to express their ideas.

However, the researcher intended to avoid these issues by introducing pictures into the speaking class. This model was chosen because pictures can motivate students to be more active, and pictures are helpful for teaching activities, especially in conversation classes. As a result, they became accustomed to expressing their thoughts in English. Because speaking is a skill that students must learn and the teacher must find models to develop speaking skills. One of the models is through the use of picture. Pictures have various benefits for encouraging effective learning in the classroom. It can help students develop their language skills in terms of pronunciation and vocabulary.

Picture can be used to develop students' speaking skills at SMAN 3 Meulaboh. It can motivate and encourages the students to practice speaking English. It made them easy to express their ideas and opinion. So, the students can develop their pronunciation and vocabulary.

The researcher applied experimental teaching that has four phases. They are pre-test, experimental teaching, post-test, and questionnaires. In the end, the researcher distributed the questionnaires to the students. This aims to find out the students' opinions after learning using Picture.

Using Picture in developing students' speaking skills at SMAN 3 Meulaboh can motivate and encourage the students to practice speaking English. It made them easy to express their ideas and opinions. So, the students can develop their pronunciation and vocabulary.

The conceptual framework of this research is in the following diagram:

```
                    ┌─────────────┐
                    │  Speaking   │
                    └──────┬──────┘
                           ▼
                    ┌─────────────┐
                    │ Using Picture│
                    └──────┬──────┘
                           ▼
                ┌───────────────────────┐
                │ Experimental Teaching │
                └──────────┬────────────┘
                           ▼
        ┌──────────────────────────────────┐
        │ Cycle:                            │
        │  • Pre-Test                       │
        │  • Teaching Experimental          │
        │  • Post-Test                      │
        │  • Questionnaires                 │
        └─────────────────┬────────────────┘
                          ▼
        ┌──────────────────────────────────┐
        │ Students Speaking Development     │
        └────────┬───────────────┬─────────┘
                 ▼               ▼
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        │ Pronunciation│  │  Vocabulary  │
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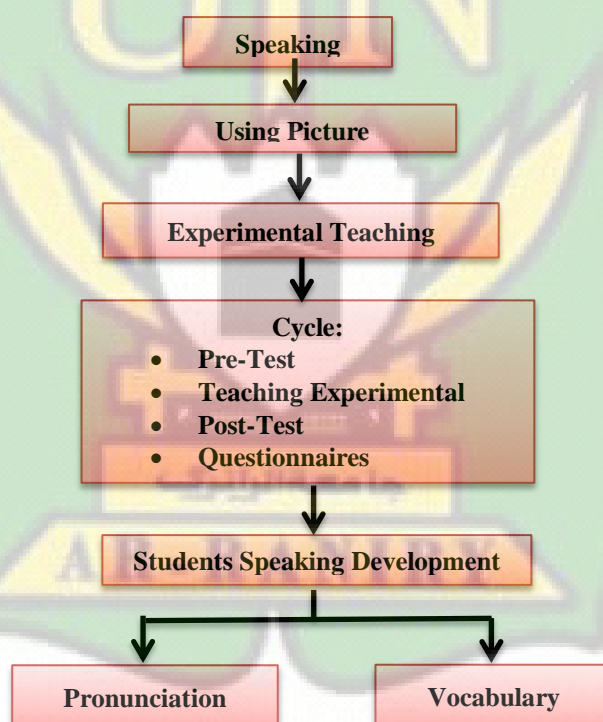
Figure 1.1 Conceptual Framework

CHAPTER III
RESEARCH METHODOLOGY

This chapter explains the description that were taken to conduct this research. They are: (A) research design, (B) population and sample, (C) the description of research location, (D) data collection, (F) techniques of data analysis.

A. Research Design

The research method deals with how the research questions proposed in the first chapter are processed with a particular method. Cohen et al. (2007) stated that a method is an approach used in educational research to gather data to be used as a basis for inference and interpretation, explanation, and prediction. It means that method is used to discuss and examine the problem.

In this research, the researcher applied experimental teaching. The type of experimental teaching was pre-experimental which employed the pre-test and post-test in one class. The tests involved a group of students in the experimental. The experimental group was given the special treatment by using picture method in teaching speaking skill. The research involved the independent and dependent variable. The independent variable is the treatment consisting of one category. It was the treatment by implementing the method of describing 10 picture in the experimental class. Meanwhile, the dependent variable is students speaking skill. The table shows the design of the research, as follow:

Table 3.1 The Design of The Research

Group	Independent Variable	Dependent Variable
Experimental Class	Using picture	Students' Speaking Skill

B.   Population and Sample

1. Population

According to Sugiyono (2008), the population is a general area including of object/subject which has specific characteristics decided by the researcher to be studied and concluded. Arikunto (2002) defines the population as "the set or collection of all processing items of one or more attributes of interest." The population of this research was the first-grade students of SMA 3 Meulaboh, which consisted of 48 students. The whole class of the first grade was two classes, X MIA and X IIS.

2. Sample

The sample of this research was the X MIA class of SMA 3 Meulaboh, which consisted of 21 students. The sample used in this research was only one class of the first-grade students of SMA 3 Meulaboh that became an experiment class. In selecting the sample, the researcher used purposive sampling to determine the sample. According to Sugiyono (2012), purposive sampling is a technique for choosing samples based on specific considerations. That is why the researcher took samples using the purposive technique because purposive sampling is used when the target has specific characteristics.

The sample characteristics were as follows:

a. The teacher recommended doing a treatment to the class X MIA.

b. Learning activities in this class do not motivate students to learn. Class becomes monotonous, and learning activities are less fun. Based on the above conditions, it can be concluded that students' speaking skills are still low.

C. The Description of Research Location

The researcher would conduct the data at SMAN 3 Meulaboh. This school is one of the senior high schools in Meulaboh. SMAN 3 Meulaboh is located at Bakti Pemuda street GIP Lapang. This school was founded in 1991. This school is led by Burhanuddin, S.Pd, and got an A accreditation score. This school has several facilities, including classrooms, a library, a laboratory, sanitation students, and a meeting room. SMAN 3 Meulaboh has 27 teachers based on the 2021/2022 school year. The number of students at SMAN 3 Meulaboh was 125 from 22 classes.

D. Data Collection

In collecting the data, the researcher used some appropriate techniques. Those were tests and questionnaires.

1. Pre-test and Post-test

Pre-test and post-test tests were both used in this study. Before beginning the experimental teaching, a pre-test was given to determine the level of student achievement. In contrast, a post-test was administered following the experimental teaching to determine whether the methodology had improved students' learning

mastery. The researcher instructed the students to use the photographs she had provided verbally to conduct the pre-test and post-test to collect data. The speaking rubric would grade the students' speaking (Brown, 2004).

Table 3.2 Speaking rubric of Brown (2004)

Oral Proficiency Scoring Categories

(The Speaking Scoring Rubric Used to assess students Pre-test and Post Test)

Categories	Score				
	1-5 (Poor)	6-11 (Satisfactorily)	12-14 (Good)	17-15 (Very Good)	18-20 (Excellent)
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary.	Speak on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms,

			Vocabulary is broad enough that he rarely has to grope for a word.		colloquialisms, and pertinent cultural references.
Comprehension	Within the scope of this very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversation of non-technical subject (i.e., topics that require no specialized knowledge).	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of this experience.	Equivalent to that of an educated native speaker.

2. Procedures of Experimental Teaching

Throughout the investigation, the researcher engaged in experimental teaching. It was utilized to examine how much the method of the pictures was helping the students speaking skills. According to Schutt (2006), the most effective method for determining treatment effects is experimental research. In order to respond to the research questions in chapter one, the researcher used experimental teaching. The first-graders at SMA 3 Meulaboh were the subjects of this study. She used the picture to teach students how to speak English for six sessions of experimental teaching. The following are the meeting procedures:

a. *First Meeting*

In the first meeting, the researcher conducted a pre-test by asking the students to speak in front of the classroom based on the particular topic provided by the researcher without using the picture. The topic which the researcher gave was talking about Teuku Umar Monument.

b. *Second Meeting*

The researcher started to use the pictures in this meeting. She asked students to work in a group. She divided the students into five groups and gave one similar picture for each group. Each group was asked to picture the researcher gave in front of the classroom. The picture was Agung Baitul Makmur Grand Mosque. All members group must involve themselves in speaking. Before the presentation, the researcher informed the students about the aspects or categories assessed in speaking. While they were speaking, the researcher assessed students speaking skills based on the speaking rubric of Brown (2004). After all groups finished their presentation, the researcher asked the students to give comments to other groups. Then, the researcher gave feedback or comment to all groups.

c. *Third Meeting*

The researcher required the students to work individually. The researcher showed them a picture to be used. It was the picture of Pasar Raya. She offered the time to the students, approximately 10 minutes, to prepare the using of Pasar Raya. After that, she asked the students to do the presentation in front of the class. At the end of the class, she gave feedback or comment to the student.

d. *Fourth Meeting*

The researcher conducted the experimental teaching by working in a group in this meeting. She also gave a similar picture for each group, like in the previous meeting. It was the picture of the Tsunami Monument. She divided the students into five groups. Each group's members in this meeting differ from the second meeting. Each group was asked to use the picture the researcher gave in front of the classroom. All members group must involve themselves in speaking. While they spoke, she assessed students. speaking skills based on the speaking rubric. After all, the groups finished their presentation. She asked the students to comment on other groups. Then, the researcher gave feedback to all groups.

e. *Fifth Meeting*

In the fifth meeting, the researcher required the students to work individually. She showed them two pictures to be used. They are the picture of Taman Hijriah and Taman Parasamya. She allowed the students to choose one of two pictures they wanted to use. She offered the time to the students, approximately 10 minutes, to prepare the using of either Taman Hijriah or Taman Parasamya. After that, she asked the students to do the presentation in front of the class. At the end of the class, the researcher gave feedback or comment to the students.

f. *Sixth Meeting*

In the sixth meeting, the researcher conducted the post-test by asking the students to speak in front of the classroom based on the topic provided by

the researcher using the picture. The topic which the researcher gave was talking about Cut Nyak Dhien Airport. After the students finished the post-test, she gave the questionnaires to them to investigate their opinions about the method.

3. Questionnaire

The questionnaire was given to the students at the end of experimental teaching. It consists of 25 questions. The purpose of the questionnaire in this research was to determine the development of students speaking skills in learning about using the picture method that is applied for developing students speaking skills.

E. Techniques of Data Analysis

After conducting experimental research, the researcher needs to analyze the results. The kind of data is quantitative data. They come from the student's speaking scores. The scores were generated from pre-test and post-test to measure the influence of using pictures on the students speaking skills. The researcher uses the measurement technique to measure how the students speaking skills before and after being taught by using pictures.

1. Analysis of the Test

The students speaking scores in the pre-test and post-test were assessed using a speaking rubric proposed by Brown (2004). The results of the tests are statistically analyzed using a t-test formula statistic calculation with a significance level of 5%. The test aims to determine the data range,

class number, and space of interval class a frequency distribution table, calculate the table's mean, and determine the t_o score.

a. **Range**

Sudjana's (2008). Range is the difference between her highest and lowest scores. The following criteria will be used to establish the substance of the pre-and post-test scores:

$$R = H\text{-}L$$

Notes:

R : Range of the score

L : Lowest score

H : Highest score

b. **Class Number**

According to Sudjana (2008), the number of interval classes can be calculated by using the formula:

$$CN = 1 + 3{,}33 \log n$$

Note:

CN: Class Number   n: The number of samples

c. **Space of interval class**

According to Sudjana (2008), we can apply the formula to determine the space of interval class:

$$I = \frac{R}{CN}$$

Note:

I   : Interval

R   : Range

CN : Class Number

d. Mean

According to Arikunto (2002), the formula for analyzing means is:

$$X = \frac{\sum fixi}{\sum fi}$$

Notes:

X   = Mean

fi   = Refers to frequency

xi   = Refers to the middle score of interval class

fixi = The amount of multiplication between the frequencies and the

middle scores of interval class.

e. T-score

We can use this formula from Sudjana (2008) to calculate the t

score:

$$t_0 = \frac{MX - MY}{SX - Y}$$

Note:

T_0 : t-test

MX   : the mean score of deviation of pre-test

MY   : the mean score of deviation of post-test

SX-Y : Standard error of the mean difference between variable X

(pre-test) and variable Y (post-test).

2. Analysis of Hypotheses

The researcher performed a t-test to see any significant difference in the students' results while testing the hypothesis. Sudijono (2011) The following are the definitions of the alternative hypothesis (Ha) and the null hypothesis (H_o):

- If the t-test is higher than the t-table, it means Ha is accepted, and Ho is rejected

- If the t-test is lower than the t-table, it means H_o is accepted, and Ha is rejected

The researcher employed Sudijono's (2011) statistical technique to assess the hypotheses. The standard deviation, mean score, standard error of mean difference, t-score, and degree of freedom were calculated using this function. To avoid misunderstandings, the researcher went over each term definition.

a. The difference between the pre-and post-test scores

The following is the difference score between the pre-test and post-test:

No	Students' Initial	Pre-test	Post-test	$(x-y)$ (D)	$(x-y)^2$ $(D)^2$

In which:

D : difference score

N : total sample

b. The Standard Deviation

The standard deviation is to find out the difference between two variables,

X and Y. The standard deviation is calculated using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right) 2}$$

In which :

SD : standard deviation difference

$\sum$D : Total of difference score

N   : Total sample

c. The mean of difference

Mean is utilized to find out the average of the whole sample. In

order to know the mean of difference, the researcher used formula.

$$M_D = \frac{\sum D}{N}$$

In which:

MD: Mean difference

$\sum$D : Total of difference score

N   : Total sample

d. The standard error of the mean difference (SEM$_D$)

To calculate the standard error of the mean difference (SEMD)

between two variables: X and Y. Use the following formula:

$$SEM_D = \frac{SDd}{N - 1}$$

e. T-score

The researcher used t–score to determine whether pre-test and post-test have a significant difference. To find the score of the t-test can be calculated by using the formula:

$$t_o = \frac{MD}{SEMD}$$

In which :

t_0: "t" test

MD: Mean of Difference

$SEMD$: Standard Deviation of mean Difference

f. The degree of freedom

The degree of freedom is used to determine the probability of difference between pre-test and post-test. The degree of freedom can be calculated by using the following formula:

$$df = N\text{-}k$$

In which:

N: total sample

k: variable

3. **Analysis of the Questionnaire**

The data obtained from the questionnaires were analyzed statistically by counting the percentage of the students" answers in each item of the questionnaires. It is used to identify the students" responses after being taught the using picture method to develop students" speaking skills. Based on Sudjana (2008), the formula used is:

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

Note:

P = Percentage

F= Frequency

N = Number of sample

100% = Constant of value
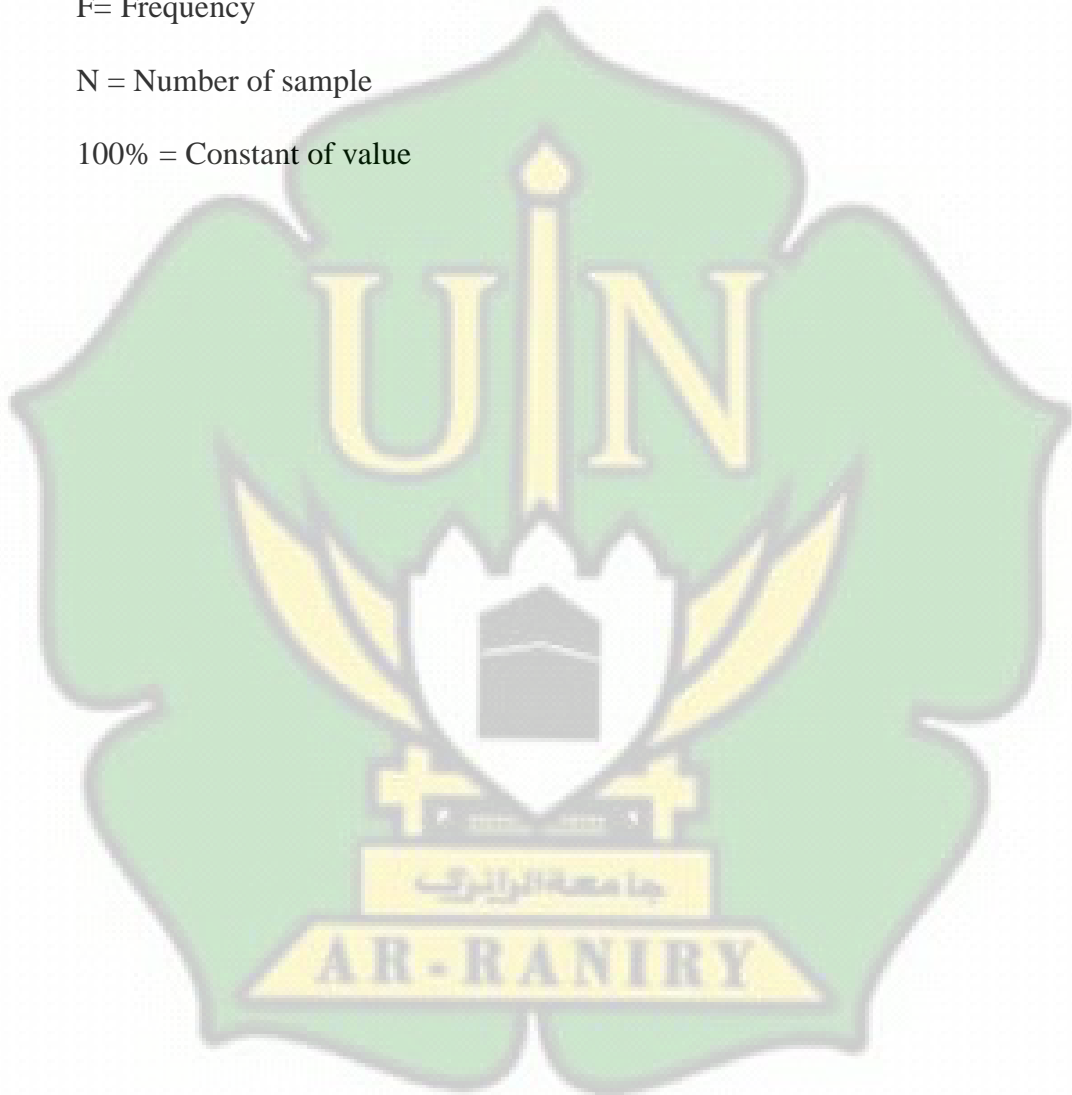
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses data description and data analysis. They are: (A) the analysis of tests, (B) examining hypothesis, (C) the analysis of questionnaire, (D) discussion.

A. The Analysis of Tests

In analyzing the data, the researcher used statistical calculation for the tests given for this research. There were two types of tests in the research; pre-test and post-test. The following table depicts the result of the pre-tests and the post-tests.

Table 4.1
The Scores of Pre-test and Post-test

No.	Name	Score	
		Pre-Test	Post-Test
1	AF	25	29
2	AFT	31	31
3	AR	33	40
4	CIM	27	33
5	DFR	29	37
6	DT	30	29
7	EM	28	33
8	FA	36	45
9	FS	31	40
10	IM	25	29
11	IR	23	30
12	KF	31	38
13	LR	27	32
14	M	23	29
15	MFF	31	38
16	MFM	27	29
17	MH	26	31
18	MIS	24	29
19	MKA	28	33
20	NMK	28	33
21	PAM	26	30

Table 4.1 shows the pre-test and post-test scores from 21 students" English speaking skills based on the speaking rubric of Brown (2004). The table indicates that the lowest score of the pre-test is 23 and the highest score is 36. In post-test, the lowest score is 29, and the highest score is 45.

1. **Pre-Test**

In analyzing the data of pre-test, the researcher calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using the statistical formula, which are:

a. The range is the differences between the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H-L$$

Notes:

R: Range of the score

H: Highest score

L: Lowest score

Based on table 4.1, it can be seen that the highest score for the pre-test is 36, and the lowest score is 23. Thus, the range is:

$$R = 36\text{-}23 = 13$$

b. Class Number is the number of scores that have been grouped based on the expected interval, and the formula is:

CN= 1+3.3 log n (total sample)

CN = 1+ (3.3) log 21

= 5.3626 (it can be taken 5)

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I   = interval

R = range

CN = class number

I $= \frac{13}{5} = 2.6$ (it can be taken 3)

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2

The frequency's table of pre-test

Interval Class	Fi	Xi	Fixi
23-25	5	24	120
26-28	8	27	216
29-31	6	30	180
32-34	1	33	33
35-37	1	36	36
Total	21	150	585

$$X = \frac{\sum fixi}{\sum fi}$$

Note:

X   = Mean

Xi   = refers to the middle score of interval class

Fi   = refers to frequency

FiXi   = refers to the amount of multiplication between frequency and

middle class.

2. **Post-Test**

In analyzing the data of post-test, the researcher calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using statistical formula, which are:

a. Range

Range is the different of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R = H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

From the table 4.1, it can be seen that the highest score of post-test is 45 and the lowest score is 29. Thus, the range is:

$$R = 45 - 29 = 16$$

b. Class Number

Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

CN = 1+3.3 log n (total sample)

CN = 1+ (3.3) log 21

= 5.3626 (it can be taken 5)

c. Interval

Interval is amount of class and to find the score, the writer used the following formula: Remarks:

$$I = \frac{R}{CN}$$

Note:

I= interval

R= range

CN= class number

$$I = \frac{16}{5} = 3.2 \text{ (it can be taken 3)}$$

d. Table of Frequency

The frequency distribution can be calculated as the following table:

Table 4. *The frequency's table of post-test*

Interval Class	Fi	Xi	Fixi
29-32	11	30.5	335.5
33-36	4	34.5	138
37-40	5	38.5	192.5
41-44	0	42.5	0
45-48	1	46.5	46.5
Total	21	19.5	712.5

Based on the table 4.3, the mean is identified by using the formula below;

$$\textbf{Mean} = \frac{\textbf{712.5}}{\textbf{21}} = \textbf{33.92} = \textbf{34}$$

Table 4.4 *The Scores of Pre-test, Post-test, and Mean*

No.	Name	Score	
		Pre-Test	**Post-Test**
1	AF	25	29
2	AFT	31	31
3	AR	33	40
4	CIM	27	33
5	DFR	29	37
6	DT	30	29
7	EM	28	33
8	FS	36	45
9	FA	31	40
10	IM	25	29
11	IR	23	30
12	KF	31	38
13	LR	27	32
14	M	23	29
15	MFF	31	38
16	MFM	27	29
17	MH	26	31
18	MIS	24	29
19	MKA	28	33
20	NMK	28	33
21	PAM	26	30
	Mean	28	34

According to the calculation, the average pre-test score is 28, and the post-test is 34. The result difference indicates the effect of using the picture on the student's development of English speaking skills at the first-grade students of SMAN 3 Meulaboh. The student's English speaking skills developed after getting the treatment. It can be concluded that using pictures is effective used in teaching and learning English speaking skills.

B. Examining Hypothesis

In examining the hypothesis, the researcher used the "t" test (t_0) to determine the significant difference in examining the students" pre-test and post-test scores. Firstly, the hypothesis was examined as the using picture to develop students speaking skills. Secondly, the researcher listed the pre-test and post-test scores to find the different scores among those tests.

The hypothesis of this research used T_{table} at the significant level of $\alpha = 0.05$. In this research, there are alternative hypotheses (Ha) and the null hypothesis (H_0) determined as:

Ha: The use of pictures develops students speaking skills.

H_0: The use of pictures does not develop students speaking skills.

Suppose a significant value (T-score) > 0.05. Using pictures will develop students English speaking skills. If the significant value (T-score) < 0.05, using pictures will not develop students English speaking skills.

Table 4.5

The different scores of pre-test and post-test

No	Name	Score		X-Y	D^2
		Pre-Test (Y)	**Post-Test (X)**	**(D)**	
1	AF	25	29	4	16
2	AFT	31	31	0	0
3	AR	33	40	7	49
4	CIM	27	33	6	36
5	DFR	29	37	8	64
6	DT	30	29	-1	1
7	EM	28	33	5	25
8	FA	36	45	9	81
9	FS	31	40	9	81
10	IM	25	29	4	16
11	IR	23	30	7	49
12	KF	31	38	7	49
13	LR	27	32	5	25
14	M	23	29	6	36
15	MFF	31	38	7	49
16	MFM	27	29	2	4
17	MH	26	31	5	25
18	MIS	24	29	5	25
19	MKA	28	33	5	25
20	NMK	28	33	5	25
21	PAM	26	30	4	16
				$\sum D = 109$	$\sum D^2 = 697$

After finding the difference score of pre-test and post-test, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} + \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{697}{21} + \left(\frac{109}{21}\right)^2}$$

$$SD = \sqrt{6.25} = 2.5$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{109}{21} = 5.19$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEMD) between two variables: X and Y.

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{2.5}{\sqrt{21-1}} = 0.56$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{5.19}{0.56}$$

$$t_0 = 9.27$$

The last step was to examine the t0 by determining degree of freedom (df) by using the following formula:

Df = N-1= 21-1= 20

Table 4.6

The scores in examining students' pre-test and post-test

No	Name	Score Pre-Test (Y)	Score Post-Test (X)	X-Y (D)	D^2
1	AF	25	29	4	16
2	AFT	31	31	0	0
3	AR	33	40	7	49
4	CIM	27	33	6	36
5	DFR	29	37	8	64
6	DT	30	29	-1	1
7	EM	28	33	5	25
8	FA	36	45	9	81
9	FS	31	40	9	81
10	IM	25	29	4	16
11	IR	23	30	7	49
12	KF	31	38	7	49
13	LR	27	32	5	25
14	M	23	29	6	36
15	MFF	31	38	7	49
16	MFM	27	29	2	4
17	MH	26	31	5	25
18	MIS	24	29	5	25
19	MKA	28	33	5	25
20	NMK	28	33	5	25
21	PAM	26	30	4	16
Standard Deviation (SD)					2.5
Mean of Difference (MD)					5.19
Standard Error of Mean Difference (SEM_D)					0.56
T_{score} (t_0)					9.27
Degree of Freedom (Df)					20

Based on the calculation result, the T-score value of the tests was 9.27. According to the T-table list at the significant level of α = 0.05 one-tailed (See Appendix 7), the value of the distribution table at 20 as the degree of freedom was 1.725. Therefore, the research has T-score > T-table ; 9.27 > 1.725. The result means that significant value > 0.05 (9.27 > 0.05). The research can be concluded that H_a was accepted and H_0 was rejected. This shows that the method has a good effect on students' English.

C. The Analysis of Questionnaire

In order to get accurate data on the student's perception toward the using of the picture to develop students speaking skills. The researcher distributed the questionnaires to 21 students. It consisted of 25 questions in a closed form. As mentioned in chapter III, the researcher used the following formula:

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

Note:

P : Percentage

N : Number of sample

F : Frequency of respondents

100% : Constant value

Furthermore, the result of questionnaire will be elaborated in the following table;

Table 4.7

Analysis of Questionnaire

No.	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	P	F	P	F	P	F	P
1.	Using picture is a new method that I know in learning English speaking skill.	12	57.14%	6	28.57%	3	14.29%	0	0
2.	Using picture method is appropriate with teaching English speaking	10	47.62%	10	47.62%	1	4.76%	0	0
3.	The learning process became more interesting by using picture method.	11	53.38%	9	42.86%	1	4.76%	0	0
4.	I became more enthusiastic to speak English in learning English speaking by using picture method.	6	28.57%	14	66.67%	1	4.76%	0	0
5.	By using picture method, I became more motivated in learning speaking.	8	38.10%	12	57.14%	1	4.76%	0	0
6.	By using picture method, I became more confident.	7	33.33%	11	52.38%	2	9.52%	1	4.76%
7.	By using picture method, I could express the idea easily.	6	28.57%	13	61.91%	1	4.76%	1	4.76%
8.	After learning English speaking by using picture method, my English speaking skill was developed.	5	23.81%	12	57.14%	4	19.05%	0	0
9.	Learning English speaking by using picture method could developed my vocabulary mastery.	5	23.81%	15	71.43%	1	4.76%	0	0
10.	After learning English speaking by using picture method, my English pronunciation got better.	3	14.29%	18	85.71%	0	0	0	0
11.	By using picture method, my grammar in English speaking was better.	0	0	2	9.52%	16	76.19%	3	14.29%
12.	Using picture method is a boring method.	8	9.52%	5	23.81%	6	28.57%	8	38.10%
13.	By using picture, English speaking became easier to be practiced.	3	14.29%	15	71.43%	1	4.76%	2	9.52%
14.	I faced some difficulties	0	0	3	14.29%	14	66.67%	4	19.05

in learning English speaking by using picture method.

No.	Statement	F	P	F	P	F	P	F	P
15.	By using picture method, the teacher could direct the learning instructions and express the materials clearly.	7	33.33%	14	66.67%	0	0	0	0
16.	By using picture method, the atmosphere of the classroom became more comfortable.	8	38.10%	12	57.14%	1	4.76%	0	0
17.	I could understand English easily by using picture method.	0	0	1	4.76%	12	57.14%	8	38.10%
18.	By using picture method, I could speak English fluently.	2	9.52%	2	9.52%	14	61.91%	4	19.05%
19.	The teacher had used picture method well.	11	52.38%	10	47.62%	0	0	0	0
20.	By using picture method, I could get many suggestions or opinion from my friends	8	38.10%	10	47.62%	2	9.52%	1	4.76%
21.	I still could not speak English after the teacher used using picture method.	1	4.76%	5	23.81%	9	42.86%	6	28.57%
22.	The assignments given in English speaking skill by using picture method did not help me in mastering vocabulary in English.	2	9.52%	4	19.05%	9	42.86%	6	28.57%
23.	I could not concentrate in English speaking when the teacher used using picture method.	7	33.33%	5	23.81%	5	23.81%	4	19.05%
24.	I like learning English speaking skill by using picture method.	8	38.10%	11	52.38%	2	9.52%	0	0
25.	After learning English speaking skill by using picture method, I was motivated to learn English speaking skill in outside of the classroom.	5	23.81%	10	47.62%	5	23.81%	1	4.76%

Note:

F : Frequency

P : Percentage

Table 4.7 illustrates the percentage of each statement in the questionnaire. Overall, the students agree with the statements. There were five kinds of statements. First, the statements were about the introduction of using the picture method. They were 1st and 2nd statements. In these statements, most participants strongly agree that using pictures is a new method appropriate for teaching English speaking skills. Second, they learned about English speaking skills by using the picture method; 3rd, 4th, 5th, 6th, 7th, 9th, 10th, 11th, 12th, 13th, 14th , 17th, 18th, 21st, 22nd, and 23rd statements. The method can motivate the students to learn English, and it helps the teacher to make their interest and enjoy learning especially speaking. Therefore, most students agree that using pictures can develop their English speaking skills.

Furthermore, all the students also agree that the method facilitated them to develop English vocabulary and pronunciation well, express their ideas and practice English speaking skills. In these statements, there were five statements in negative sentences; 12th, 14th, 21st, 22nd, and 23rd statements. However, the participants disagree with the statements. The result showed that the students responded positively to the teaching method based on the five statements. Third, the statements were about the learning process. They were the 15th, 19th, and 20th statements. Many participants agree with them. The teacher had using picture method well. So that the teacher could direct the learning instructions and express the materials clearly, and the students got feedback not only from the teacher but also from their friends.

Nevertheless, there were some opinions gained in using the picture method to develop students English speaking skills. They were proved by the response of the respondent to the questionnaire. The opinions were shown by the 11th,17th,18th, and 23rd statements. Many students could not apply grammar correctly when speaking using the method. The students struggle to understand English when their friends speak English using pictures. They could not speak English fluently and concentrate on speaking English when the teacher used the picture method.

Fourth, the statement was about the assignment, which was the 22nd statement. The participants disagree that the assignment could not help them master English vocabulary and speaking. It showed that the students gave a positive response to this research. Fifth, Evaluation statements. They were 21st, 23rd, 24th, and 25th. Most of the participants agreed that they could speak English after the teacher applied used picture method. Moreover, they liked learning English speaking skills using the method and were motivated to study English speaking skills inside and outside the classroom. Using the picture method, they developed their English speaking skill, which is an effective and suitable method for teaching English.

D. Discussion

Based on the data analysis, the researcher would like to discuss the research questions in this research. The first research question was, "Does using the picture at SMA 3 Meulaboh help students develop their speaking skills?" To answer the research question, the researcher conducted tests and gave

questionnaires to the students. The researcher taught English speaking skills by using the using picture method. The pre-test was given to the students before the treatment, while the post-test was given after the students finished the treatment.

The result of the pre-test and post-test showed a significant difference, as explained in the data analysis part. Based on the calculation, the mean score of the pre-test was 28, and the post-test was 34. The test result showed that there were helped students speaking skills at SMA 3 Meulaboh. The students speaking skills developed after using the method. It was proved that the mean score post-test was higher than pre-test.

Furthermore, the result of data analysis showed that t_{score} 9.27 and ttable at the significant level of $\alpha = 0.05$ is 1.725. Thus, the data shows that t_0 was higher than t_{table} (9.27 > 1.725). The data indicated that the alternative hypothesis (Ha) was accepted, and the null hypothesis (H_0) was rejected. Consequently, the hypothesis accepted was that the using of picture develops students speaking skills. Based on the data analysis, using pictures is appropriate for teaching English speaking skills.

This research supported the previous study by Asfa (2010) as an English Language Education student of Walisongo State Institute for Islamic Studies, Khamsiah (2016) as an English Language Education student at the University of Pasir Pengaraian, Karsono (2013) as a teacher of SMPN 1 Anggana, and Wulandari (2012) as the student of English Education Department in Yogyakarta State University. They said that using pictures was an effective method of developing students speaking skills because the picture media help

them develop their speaking skills. By using the method, they were easy to perform speaking so that they could develop their fluency, content, pronunciation, and grammar.

In addition, to answer the second research question, "What are the student's opinions on using the picture to help them develop their speaking skill?" The questionnaire result showed that using the picture method motivated the students to learn English. This result is also relevant to the opinion of Wulandari (2012), which mentions that the students were motivated and interested in the English lesson by using pictures. So, it helps the teacher to make them interested and enjoy learning English. Moreover, the method facilitated the students to develop English vocabulary and pronunciation, express their ideas and practice English speaking skills. Therefore, the method has changed the situation of the learning become enjoyable and enhanced students English speaking skills.
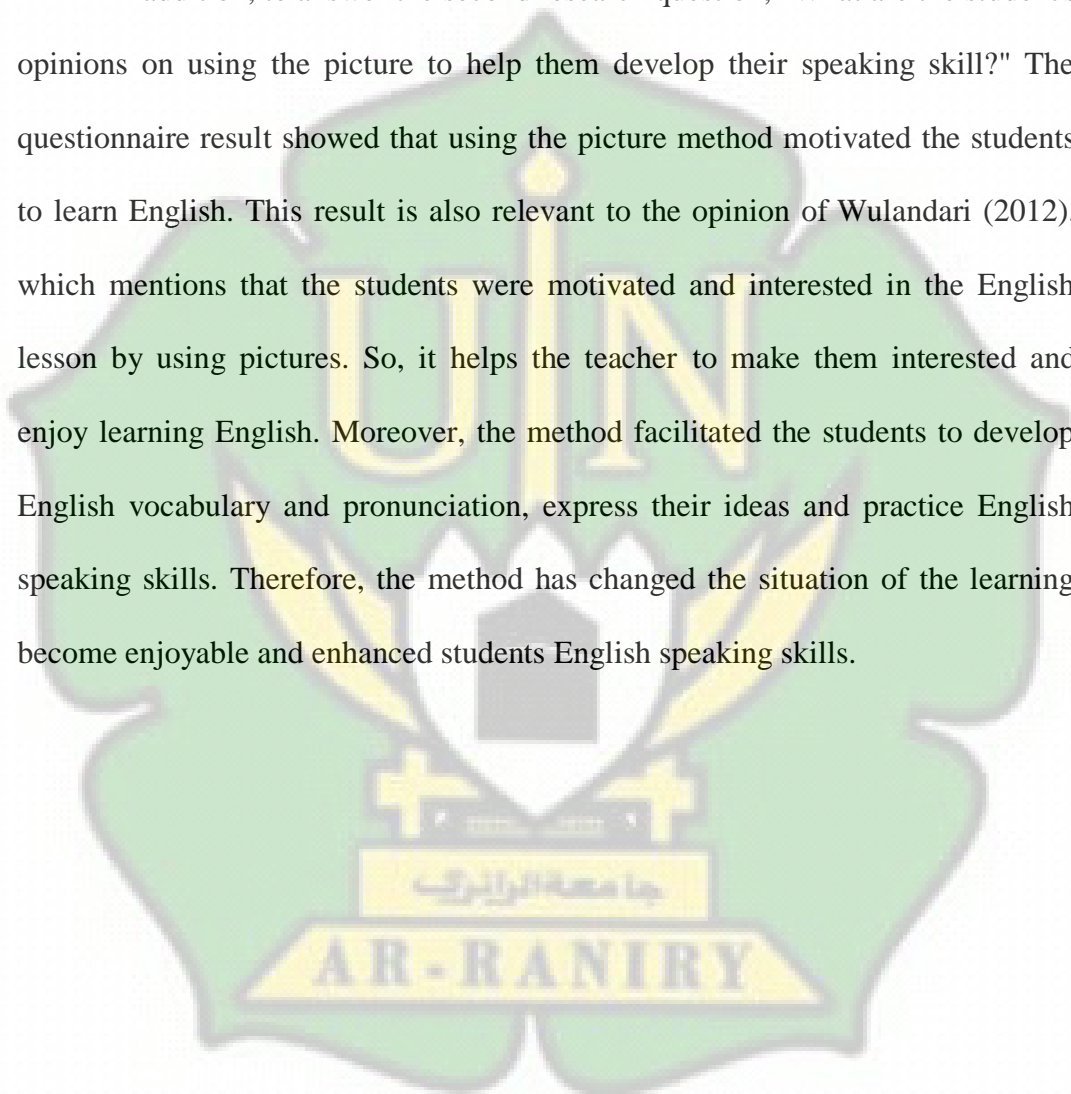
CHAPTER V

CONCLUSION AND SUGGESTION

The research aims at exploring the effect of using the picture on the students development of English speaking in the first-grade students of SMAN 3 Meulaboh and find out what the students think about using the picture to help them develop their speaking skills. The researcher elaborated on the result of the research in chapter four. Therefore, this chapter explains about conclusions and suggestions of the research.

A. Conclusion

Based on the results, the research conclusions can be drawn as follows: The using of pictures can develop students speaking skills. It can be understood by the mean score of the pre-test and post-test. The score of pre-tests and post-tests showed a significant difference. Furthermore, the effect of using pictures was not only obtained by the students' achievement but also by students responses to the questionnaire. The result showed that the students were interested in the method.

B. Suggestion

Based on the result of the research, some suggestions can be considered to make students more interested in English speaking skills, as follows:

1. The researcher suggests that teachers use pictures in teaching and learning. The role of the teacher is essential to create the classroom situation to be active, and the using of pictures in teaching English speaking is good to

motivate the students to speak English, facilitate them to practice the skill, and construct an exciting learning process of English speaking skill.

2. This research was still far from perfection, whether the media, time, learning process, sample, or the focus of using the picture. Therefore, the researcher expected the next researcher to be able to cover the limitation of this research.

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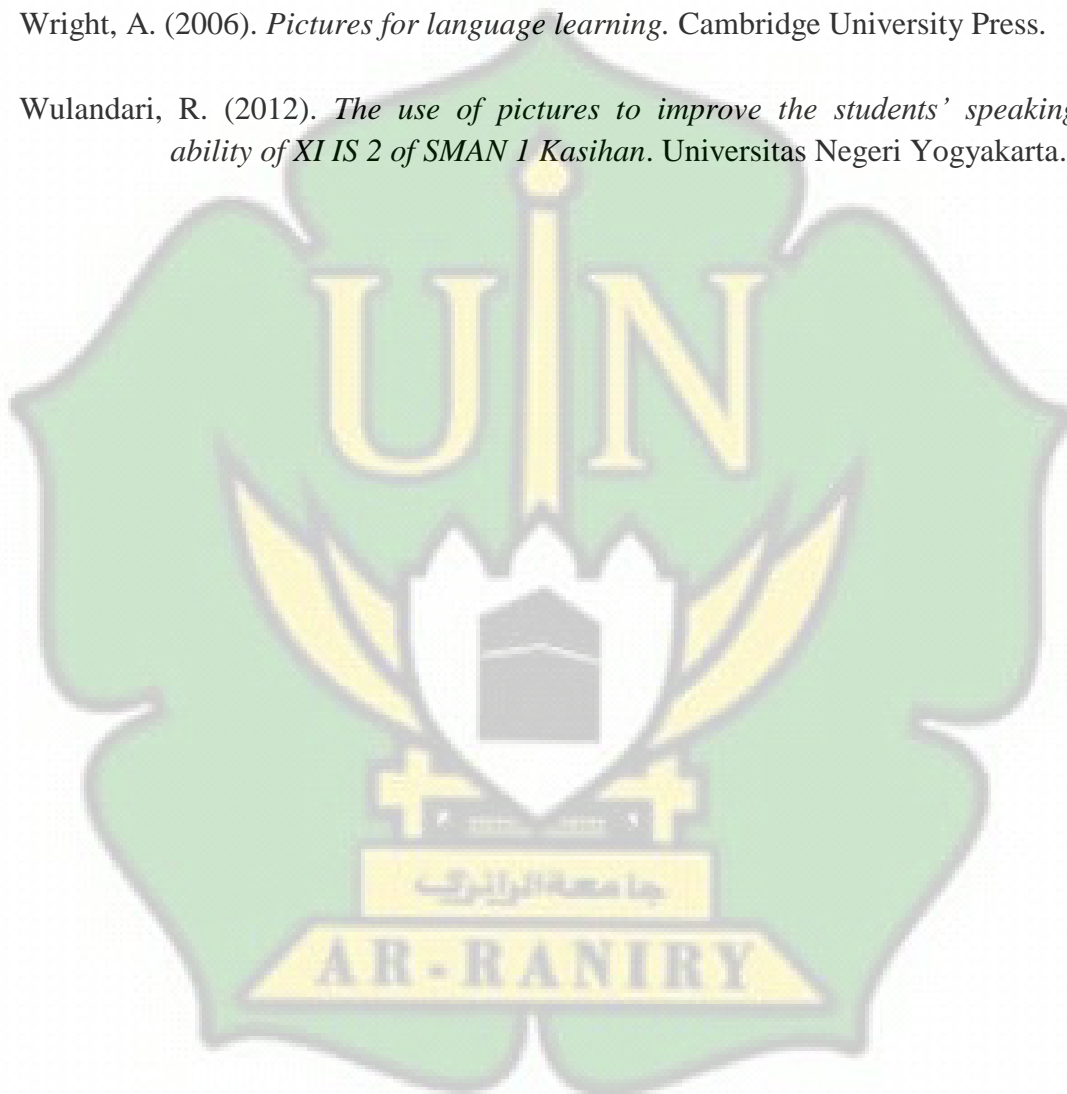
APPENDIX 1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9591/Un.08/FTK/KP.07.6/08/2022

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-11093/Un.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

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11093/Un.08/FTK/KP.07.6/7/2021 tanggal 29 Juli 2021
KEDUA		Menunjuk Saudara:

1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Azizah, M.Pd. — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Siti Farina Wandaliza**
NIM	:	**160203084**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Picture in Developing Students Speaking Skill**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
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: 05 Agustus 2022
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

APPENDIX 2

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-17772/Un.08/FTK.1/TL.00/12/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMAN 3 Meulaboh

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

Nama/NIM : **SITI FARINA WANDALIZA / 160203084**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Mata ie Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of Picture in Developing Students Speaking Skill*

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

Banda Aceh, 20 Desember 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Januari
2022

Dr. M. Chalis, M.Ag.

APPENDIX 3

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 3 MEULABOH
Jalan Bakti Pemuda GIP. Lapang Meulaboh Email.sman3mbo.aceh@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 421.3 / 019 /2022

Berdasarkan surat dari Kementrian Agama Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Banda Aceh nomor : B-17772/UN.08/FTK.1/TL.00/2021 Tanggal : 20 Desember 2021, tentang izin Penelitian / Mengumpulkan Data Skripsi , Maka Kepala Sekolah SMA Negeri 3 Meulaboh, Kabupaten Aceh Barat dengan ini menerangkan :

Nama	:	*SITI FARINA WANDALIZA*
N I M	:	160203084
Prodi	:	Pendidikan Bahasa Inggris
Semester	:	XI (Ganjil)
Universitas	:	Islam Negeri Ar-Raniry

Benar yang namanya tersebut diatas telah melaksanakan Penelitian / Pengumpulan Data pada Tanggal 23 Desember 2021 s.d 15 Januari 2022 sebagai syarat Penyusunan Skripsi, dengan judul *"THE IMPLEMENTATION OF PICTURE IN DEVELOPING STUDENT SPEAKING SKILL"*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Meulaboh, 17 Januari 2022
Kepala

Burhanuddin, S.Pd
NIP 19750616 200212 1 003

APPENDIX 4

LESSON PLAN

(A Study of The Use of Picture in Developing Students' Speaking Skill)

School : SMAN 3 Meulaboh
Course : English
Academic Year : 2021/2022
Grade : X

Meetings	Method & Topic	Learning Activities
1	Pre-Test (Without Using Picture) Topic: *Teuku Umar Monument*	- The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher introduces and explains briefly the informationn about the study - The researcher gives pre-test for students by asking them to speak in front of the classroom based on the topic provided without using picture. - All of the students do the pre-test by speaking in front of the classroom. - The researcher closes the meeting.
2	Using Picture (Working in group) Topic: *Agung Baitul Makmur Mosque* 	1. Pre-Teaching The researcher greets the students, does warming up, and checks the students" attendance. 2. While Teaching - The researcher asks the students to work in group. - The researcher divides the students into five groups and gives one similar picture for each group. - Each group is asked for using the picture given by the researcher in front of the classroom. - All members

group must involve themselves in speaking.

- Before conducting the presentation,

the researcher informs the students about the aspects or categories which are assessed in speaking.

-During they speak, the researcher do assessment for each speaking student based on speaking rubric of Brown (2004).

- After all groups finished their presentation, the researcher asks the

students to give comment to other groups.

-The researcher gives feedback or comment for all groups.

3. Post Teaching

- The researcher asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.

1. Pre-Teaching

The researcher greets the students, does warming up, and checks the

students" attendance.

2. While Teaching

- The researcher asks the students to work individually.

- The researcher shows them a picture to be used. It is the picture of Pasar Raya

- The researcher offers the time to the students approximately 10 minute for preparing the description of Pasar Raya

- The researcher asks the students do the presentation in front of the class.

3

Using Picture (Working individually)
Topic: *Pasar Raya-Meulaboh*

		- The researcher gives feedback or comment for all groups. 3. Post Teaching Theres researcher asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.
4	Using Picture (Working in group) Topic: *Tsunami Monument* 	1. Pre-Teaching The researcher greets the students, does warming up, and checks the students attendance. 2. While Teaching - The researcher asks the students to work in group. - The researcher divides the students into five groups. The members of each group in this meeting are different from the second meeting. - Each group is asked for using the picture given by the researcher in front of the classroom. - All members group must involve themselves in speaking. - During they speak, the researcher do assessment for each speaking student based on speaking rubric of Brown (2004). - After all groups finished their presentation, the researcher asks the students to give comment to other groups. - The researcher gives feedback or comment for all groups. 3. Post Teaching The researcher asks the students about what they have got from the lesson in that day and then gives reflection

5	Using Picture (Working individually) Topic: *Taman Hijriah* and *Taman Parasamya*	toward the teaching learning process. 1. Pre-Teaching The researcher greets the students, does warming up, and checks the students attendance. 2. While Teaching - The researcher requires the students to work individually. - The researcher shows them two pictures to be used. They are the pictures of Taman Hijriah or Taman Parasamya. - The researcher gives an opportunity to the students for choosing one of two pictures that they want to use. - The researcher offers the time to the students approximately 10 minute for preparing the using either Taman Hijriah or Taman Parasamya. - The researcher asks the students do the presentation in front of the class. - The researcher gives feedback or comment for all groups. 3. Post Teaching The researcher asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process
6	Post-Test (Using Picture) Topic: *Cut Nyak Dhien International Airport*	- The researcher asks the students about their condition and what they had learned in their last meeting. - The researcher gives post-test for students by asking them to speak in front of the classroom based on particular topic using picture method.. - All of the students do the

post-test by speaking in front of the classroom.
- The researcher closes the meeting.

Banda Aceh, 2 February 2022
The Researcher

Siti Farina Wandaliza
NIM. 160203084
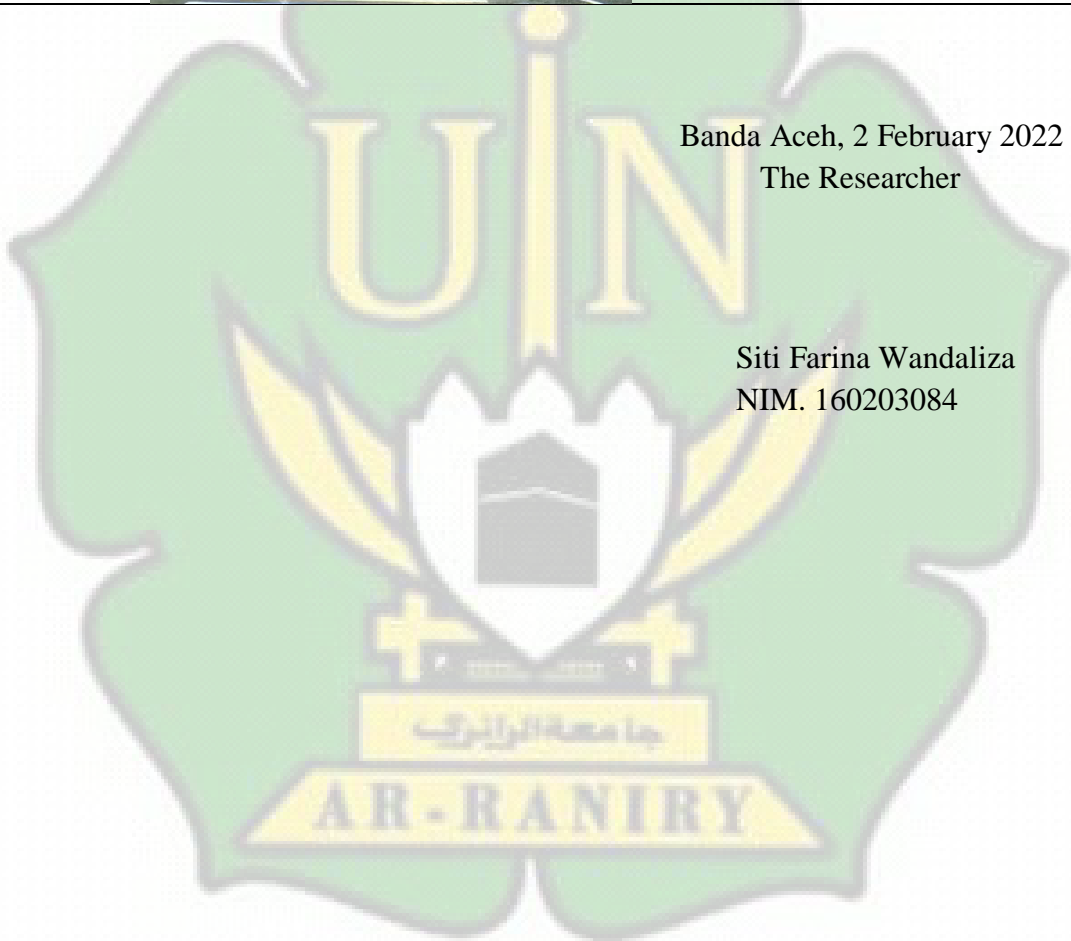
APPENDIX 5

PRE-TEST AND POST-TEST

PRE-TEST

Skill : Speaking

Instructions :

➤ Please describe about Tugu Teuku Umar orally!

POST-TEST

Skill : Speaking

Instructions :

➤ Please describe about Cut Nyak Dhien International Airport orally based on the picture below!

APPENDIX 6

STUDENTS ENGLISH SPEAKING SCORE OF PRE-TEST AND POST-TEST

Table 1

Students' score of pre-test

No.	Students' Name	Score					Total
		Grammar	**Vocabulary**	**Comprehension**	**Fluency**	**Pronunciation**	**Total**
1	AF	4	6	4	6	5	25
2	AFT	5	7	5	7	7	31
3	AR	5	8	6	7	7	33
4	CIM	4	6	5	6	6	27
5	DFR	5	6	6	6	6	29
6	DT	5	7	5	7	6	30
7	EM	4	6	6	6	6	28
8	FA	5	8	7	8	8	36
9	FS	5	7	5	7	7	31
10	IM	4	6	4	6	5	25
11	IR	4	5	4	5	5	23
12	KF	5	7	5	7	7	31
13	LR	5	6	4	6	6	27
14	M	4	5	4	5	5	23
15	MFF	5	7	5	7	7	31
16	MFH	5	6	4	6	6	27
17	MH	4	6	4	6	6	26
18	MIS	4	5	4	6	5	24
19	MKA	5	6	5	6	6	28
20	NMK	5	6	5	6	6	28
21	PAM	4	6	5	6	5	26

Table 2

Students' score of pre-test

No.	Students' Name	Score					
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
1	AF	4	6	4	6	5	25
2	AFT	5	7	5	7	7	31
3	AR	5	8	6	7	7	33
4	CIM	4	6	5	6	6	27
5	DFR	5	6	6	6	6	29
6	DT	5	7	5	7	6	30
7	EM	4	6	6	6	6	28
8	FA	5	8	7	8	8	36
9	FS	5	7	5	7	7	31
10	IM	4	6	4	6	5	25
11	IR	4	5	4	5	5	23
12	KF	5	7	5	7	7	31
13	LR	5	6	4	6	6	27
14	M	4	5	4	5	5	23
15	MFF	5	7	5	7	7	31
16	MFH	5	6	4	6	6	27
17	MH	4	6	4	6	6	26
18	MIS	4	5	4	6	5	24
19	MKA	5	6	5	6	6	28
20	NMK	5	6	5	6	6	28
21	PAM	4	6	5	6	5	26

APPENDIX 7

T_{Table}

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

APPENDIX 8

ANGKET RESPON SISWA/I SMAN 3 MEULABOH, KELAS X-II
TERHADAP PENGGUNAAN METIOODE USING PICTURE UNTUK
MENINGKATKAN KETERAMPILAN BERBICARA
BAHASA INGGRIS SISWA

Responden Yth, Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa/i terhadap penggunaan Metode *Using Picture* untuk meningkatkan keterampilan berbicara bahasa Inggris siswa. Demi tercapainya hasil yang diinginkan, dimohon siswa/i untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah. Pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas partisipasi anda dalam survey ini.
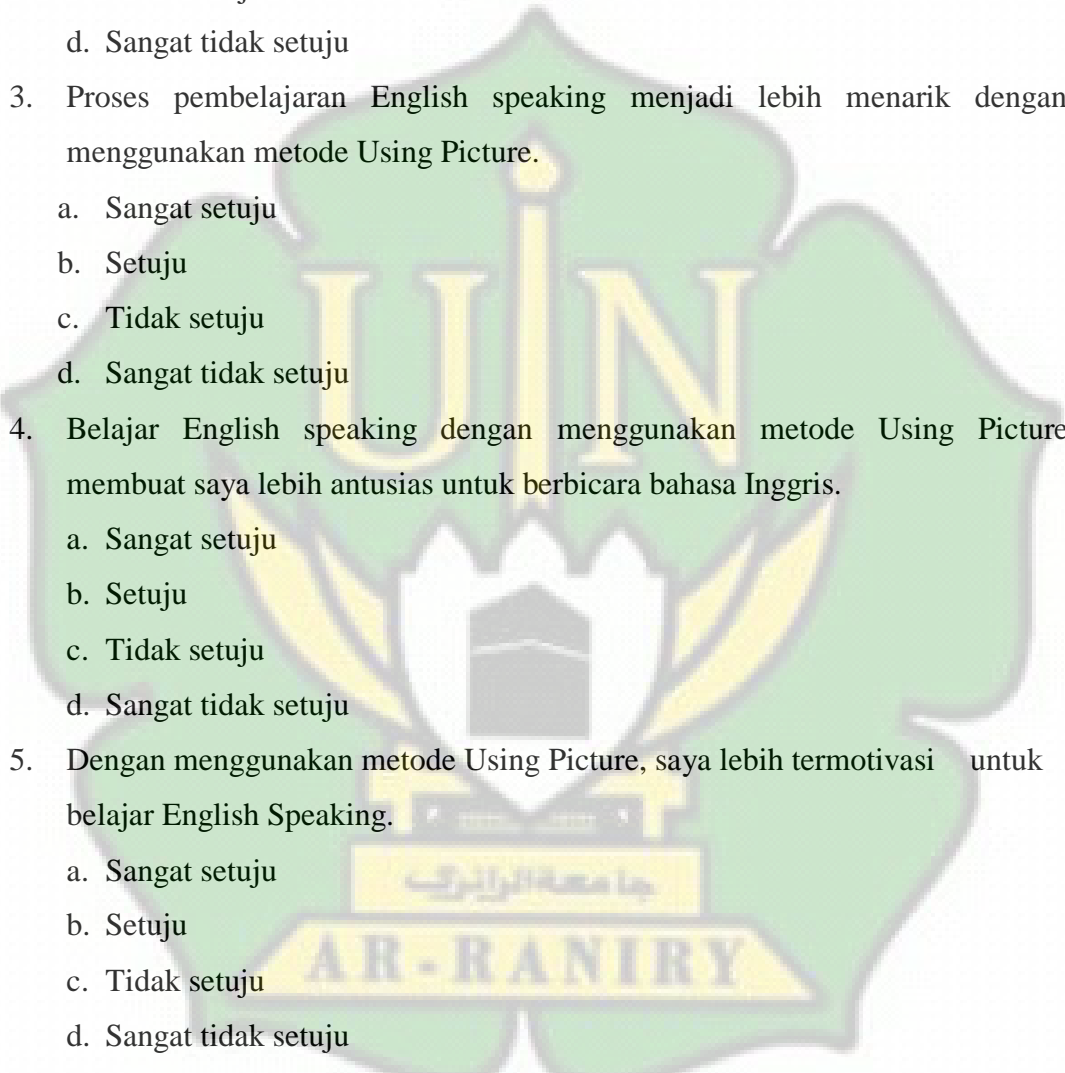
Nama :

Jenis Kelamin :

Lembaran ini merupakan salah satu instrument untuk mengumpulkan data skripsi.

Pilihlah salah satu jawaban yang tersedia di bawah ini dengan cermat dan jujur.
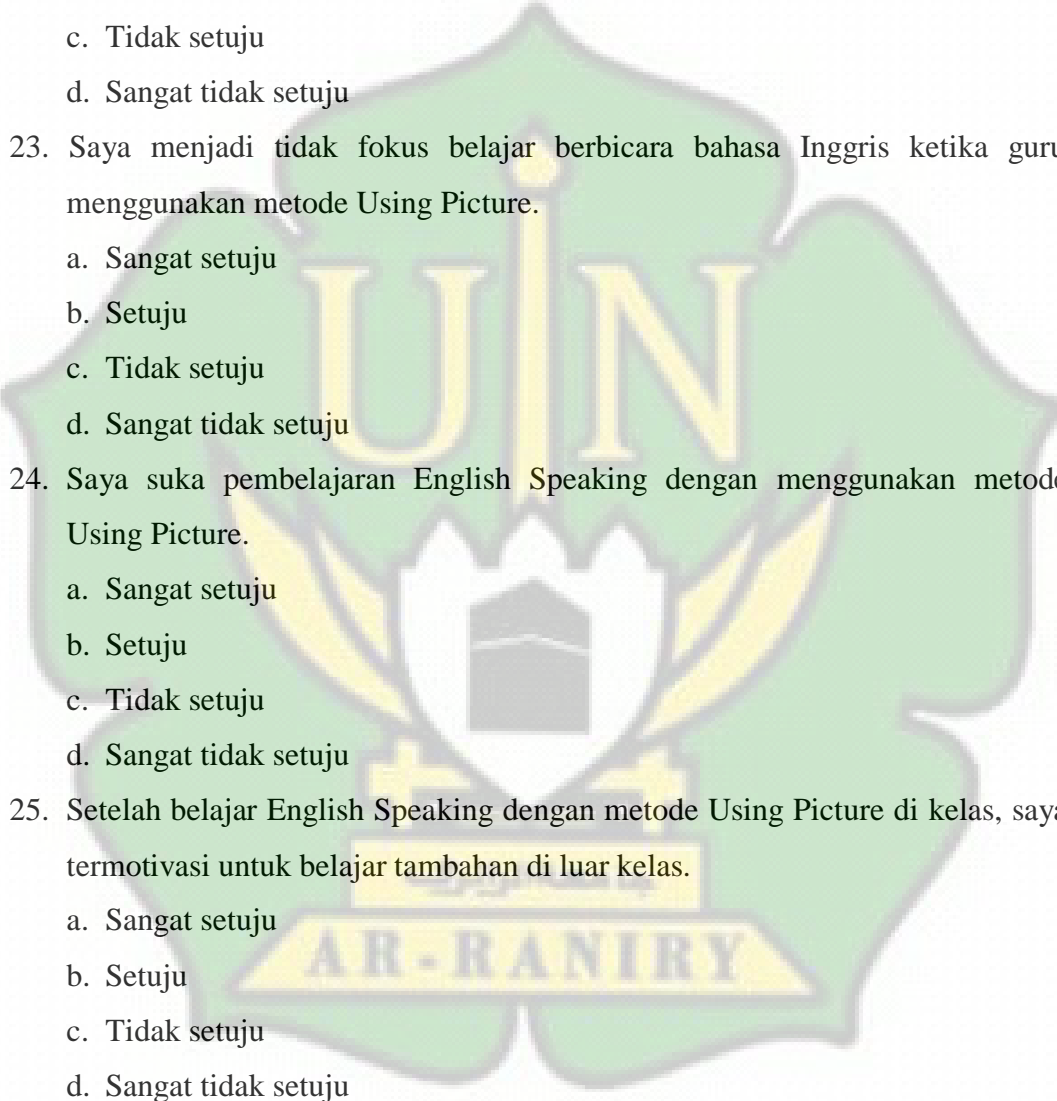
1. Using Picture adalah metode yang baru saya kenal dalam pembelajaran English speaking.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

2. Metode Using Picture sesuai diterapkan dalam pembelajaran English speaking.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

3. Proses pembelajaran English speaking menjadi lebih menarik dengan menggunakan metode Using Picture.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

4. Belajar English speaking dengan menggunakan metode Using Picture membuat saya lebih antusias untuk berbicara bahasa Inggris.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

5. Dengan menggunakan metode Using Picture, saya lebih termotivasi untuk belajar English Speaking.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

6. Belajar English Speaking dengan metode Using Picture menjadikan saya lebih percaya diri untuk berbicara bahasa Inggris.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

7. Metode Using Picture membuat saya lebih mudah untuk mengungkapkan ide saya dalam berbicara bahasa Inggris.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

8. Setelah belajar English Speaking dengan menggunakan metode Using Picture, kemampuan berbicara bahasa Inggris saya meningkat.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

9. Belajar English Speaking dengan menggunakan metode Using Picture meningkatkan penguasaan kosa kata saya.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

10. Setelah belajar English Speaking dengan menggunakan metode Using Picture, pengucapan saya dalam bahasa Inggris menjadi lebih baik.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

11. Dengan metode Using Picture, penggunaan grammar (tata bahasa) saya dalam English Speaking menjadi lebih baik.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

12. Metode Using Picture adalah cara yang membosankan.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

13. Dengan metode Using Picture, English Speaking lebih mudah dipraktekkan.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

14. Saya mengalami kesulitan dalam belajar English Speaking dengan menggunakan metode Using Picture.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

15. Dengan menggunakan metode Using Picture, guru dapat mengarahkan instruksi dan materi dengan jelas dan terarah.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

16. Dengan menggunakan metode Using Picture, suasana belajar English Speaking menjadi lebih menyenangkan.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

17. Belajar dengan menggunakan metode Using Picture membuat saya   lebih mudah memahami materi pelajaran bahasa Inggris.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

18. Dengan menggunakan metode Using Picture, saya dapat berbicara bahasa Inggris dengan lancar.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

19. Penerapan metode Using Picture sudah dilakukan dengan baik oleh guru.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

20. Dengan metode Using Picture, saya mendapat masukan dari teman-teman saya.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

21. Saya tetap tidak bisa berbicara bahasa Inggris setelah guru menggunakan metode Using Picture.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

22. Tugas-tugas yang diberikan dalam English Speaking dengan menggunakan metode Using Picture tidak membantu saya dalam menguasai kosa   kata dalam bahasa Inggris.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

23. Saya menjadi tidak fokus belajar berbicara bahasa Inggris ketika guru menggunakan metode Using Picture.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

24. Saya suka pembelajaran English Speaking dengan menggunakan metode Using Picture.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

25. Setelah belajar English Speaking dengan metode Using Picture di kelas, saya termotivasi untuk belajar tambahan di luar kelas.

    a. Sangat setuju

    b. Setuju

    c. Tidak setuju

    d. Sangat tidak setuju

APPENDIX 10

DOCUMENTATION IN TEACHING LEARNING PROCESS

AT SMAN 3 MEULABOH