

**THE EFFECTIVENESS OF USING SERIES OF PICTURES AS MEDIA  
TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT  
STORYTELLING:  
A CASE OF THE ELEVENTH GRADE STUDENTS  
OF SMA NEGERI 2 PURWODADI**

By

Khoiruddin, M.

**Abstract**

The objectives of this research are (1) to find out the speaking ability of SMA Negeri 2 Rembang students before being taught using series pictures of storytelling, (2) to find out the speaking ability of SMA Negeri 2 Purwodadi students after being taught using series pictures of storytelling, and (3) to find out whether or not there is a significant difference of speaking ability of SMA Negeri 2 Purwodadi students before and after being taught using series pictures of storytelling. This study uses Experimental method. The number of populations in this research is 30 students. The method of data collection is spoken test. First the writer gives pre-test to the students and scores. Second the writer gives a treatment for two meetings at this time, the writer implements the series pictures in classroom activities. At last, the writer gives the students a post test. The data analysis reveals that the mean of pre-test score is 61,03 ; it is at fair level. The mean of post-test score is 76,1 ; it is at good level. Then the result of t-test is 9,71, and the t-table of 30 students is 2,04. The result of t-test is higher than t-table. Based on research analysis, the writer takes conclusions: first the speaking ability of the students before being taught using series pictures of storytelling is fair, second the speaking ability of the students after being taught using series pictures of storytelling is good, and last there is significant improvement of English speaking ability of the students taught by using series pictures of storytelling. The writer also suggests to all of teachers of senior high school. It is better for them to use the media of series pictures of storytelling to improve the students' speaking ability. It is for the simple reason that a series pictures are a media to improve the speaking ability at storytelling. The writer also suggests to the students that the study is as recommendation to motivate the students in improving the students' speaking ability. The students are encouraged to give their opinions, ideas and imagination about the presented pictures. Definition of key terms (1) series picture A picture is an illustration of pictures that can be used as a two dimensional visual representation of percent, place, or things. (2) Media is any extension of man which allows him to affect other people who are not in face to face with him. (3) Story *telling is* In this research storytelling is used to improve the students' speaking ability. It caused that storytelling can improve the ideas and imagines their story and express it by telling the story. It helps the students to speak and talk active.

## Introduction

English becomes the first foreign language and has an important role in the development of Indonesia. It is used as mean of communication whenever Indonesia wants to make agreement with other countries. In Indonesia itself, English is taught as the first foreign language that most learners of English in Indonesia get difficulties in studying English.

There are four basic skills that are taught in English language. The skills are listening, speaking, reading, and writing. Penny Ur (1991:120) explained that all of the four skills, speaking seems intuitively the most important: people who know a language are referred to as speaker to that languages, as if speaking includes all other kinds of knowing; and many if not most foreign languages learner are primarily interested in learning to speak. Teaching speaking in Indonesia is considered to be the most difficult pronunciation, structure, discourse and the social context of culture and situation. So it needs the mastery of the linguistic and the cultural competence.

In addition, since speaking English is difficult, more effort is required by the part of students and teachers. It is not enough for the students' activities to practice the new speech among the four basic skills of language. The problem of this study is formulated as follows:

1. To what extent is the speaking ability of SMA Negeri 2 Purwodadi students before being taught using series pictures at storytelling?
2. To what extent is the speaking ability of SMA Negeri 2 Purwodadi students after being taught using series pictures at storytelling?
3. Is there any significant difference of speaking ability of SMA Negeri 2 Purwodadi students before and after being taught using a series of pictures at storytelling?

The general objectives of the study are:

1. To find out the speaking ability of SMA Negeri 2 Purwodadi students before being taught using series pictures at storytelling.
2. To find out the speaking ability of SMA Negeri 2 Purwodadi students after being taught using series pictures at storytelling.
3. To invertigate out whether or not there is a significant difference of speaking ability of SMA Negeri 2 Purwodadi students before and after being taught using series of pictures at storytelling.

After doing the research the writer hopes that the result of the analysis will be useful contribution to the development of teaching English in general and teaching speaking English in particular.

## **Related Theories**

### **Concept of Media**

Teaching is a process of communication. It has been created through the way of teaching and exchanging the message or information by every teacher and students. The message can be knowledge, skill, ideas, experiences, and many others. Through the process of communication, people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of communication.

Media is an aid that needed to support some activities in the world. Media is graph, photographic or electronic aids to absorb process and rearrange visual and verbal information (Arsyad, 2009:3).

According to Finocchiaro (1974:99) the teaching aid is the most important single factor in the teaching and learning process. It is given to interest in language learning. The teachers do some activities:

- a. Promote a friendly environment in the classroom.
- b. Create and organize materials.
- c. Overcome shortcoming in the textbooks.
- d. Stimulate and maintain interest through varied practice activities.
- e. Emphasize certain enjoyable aspects of language learning while minimizing other feature – which will determine their growth toward communication.

Media that the teachers used is actually to give motivation for students so that they can enjoy in learning English. Finocchiaro (1974:100) said that in teaching aids, start with materials, for example: picture, charts, flash cards or word cards, the pocket chart, the flannel board, games and song, real objects, the record player, the language laboratory, film, radio, and television.

### **Concept of Picture**

Picture is one of the visual aids that can be used in teaching speaking. It makes something clearer. It is also can be used to create situation for speaking classes more clearly. Pictures can come from a variety of sources. Such as drawings, magazines, professionally published material, post cards, photographs, etc (Harmer, 2007:182).

One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. A picture or series pictures as a stimulus for a longer story or description (Brown, 2004:180).

According to Kreider (1965:4) there are two kinds of pictures or picture charts. Both kinds have definite uses in the language classroom.

To know the hypothesis of this study is accepted or rejected, the writer uses t-table to compare the t-test. If the

value of the t-test is more than the value of t-table it can be concluded that there is a significant improvement of speaking ability of the students after series pictures was being implemented. But if the value of

### Research Method

This research is about the effectiveness of using series pictures as media to improve the students' speaking ability at storytelling of the eleventh grade students of SMA Negeri 2 Purwodadi in the academic year 2011/2012. This research methodology is pre - experimental research.

GROUPS	PRE – TEST	TREATMENT	POST – TEST
EXPERIMENTAL GROUP	O1	X	O2

### Subject of the Research

The population of the research is the eleventh grade students of SMA Negeri 2 Purwodadi in academic year 2011/2012. The number of the students is 300 students which are divided into 9 classes.

The technique to take the sample used by the writer was cluster sampling. This technique requires groups or clusters in taking the sample based on the group that have already existed in the population. There are 9 classes of the eleventh year students of SMA

the t-test is lower than the value of the t-table, it can be concluded there is no significant improvement of speaking ability of the students after series pictures was being implemented.

Negeri 2 Purwodadi. To make it easier, the writer took one class as the sample. The class consisted of 30 students. Through it, the writer took 30 students as the sample and they equal to 10 percent of the whole population. So, the sample is sufficient enough to represent all of the population.

### Variable of the Study

In this research, the independent variable is the use of series of pictures as media.

In this research dependent variable is to improve the students' speaking ability at storytelling of the eleventh grade students of SMA Negeri 2 Purwodadi.

### Method of Data Collection

In conducting the study, the writer used two kinds of method of collecting the data. They are library activities and field activities.

#### 1. Library Activities

The writer searched some references text books of related subject matter.

#### 2. Field Activities

Field activities refer to writer's efforts in obtaining the empirical data from her study in the following steps:

- a. Coming to school as place of the research. Here, the school is SMA Negeri 2 Rembang.
- b. Choosing a class of SMA Negeri 2 Purwodadi as the population.
- c. Giving the students a test (pre – test) of speaking.
- d. Giving the students treatment by using series pictures in teaching speaking.
- e. Giving the students a test (post – test) of speaking.
- f. Analyzing the test.

#### Method of Data Analysis

After getting the result of each test, the next is putting the data into T – test formula. The intention is to know whether there is any significant improvement of English speaking ability of the eleventh grade students of SMA Negeri 2 Purwodadi by using series pictures as media at

storytelling. Firstly, the writer finds out the mean score using the following formula:

After finding out the T-test, the writer uses T-table to compare the T-test. If the value of T-test is more than the value of T-table, it can be concluded that there is a significant improvement speaking skill of the student of SMA Negeri 2 Purwodadi after the series pictures was being implemented. But if the value of T-test is lower than the value of T-table, it can be concluded that there is no significant improvement speaking skill of the student of SMA Negeri 2 Purwodadi after the series pictures was being implemented. The criteria of T-test score.

SCORE	CATEGORY	
<b>86-100</b>	A	Excellent
<b>76-85</b>	B	Good
<b>60-75</b>	C	Fair
<b>55-59</b>	D	Poor
<b>0-54</b>	E	Fail

#### Findings

It has been discussed that the writer wants to know whether there is difference of SMA Negeri 2 Purwodadi students before and after being taught using series pictures at storytelling, especially in improving their speaking

ability. The writer took one class as the sample. The sample was XI IPA 1. The class consisted of 30 students. The research was done four times, which the first and the last meeting were the pre-test and the post-test and the others were

treatments. The writer tried to apply the values of series pictures at storytelling in the teaching-learning process.

1. The speaking ability of SMA Negeri 2 Purwodadi students before being taught using series pictures at storytelling.

t and post-test were done in spoken test. The subject tried to tell a story. Based on the mean of pre-test above, it can be known that the speaking ability of the eleventh grade students of SMA N 2 Purwodadi below, before being taught using series pictures at storytelling is fair by referring the table of level achievement below.

After the mean of pre-test was known the writer gave the subjects a treatment for two times.

2. The speaking ability of SMA Negeri 2 Purwodadi students after being taught using series pictures at storytelling.

After giving treatment, the next step was to give the students a post-test. The post-test were done after the pre-test done. After

Score	Category
86-100	A Excellent
76-85	B Good
60-75	C Fair
55-59	D Poor
0-54	E Fail

the post-test, it can be known the mean of the test:

$$\bar{X}_e = \frac{\sum x}{N}$$

$$\bar{X}_e = \frac{2283}{30}$$

$$= 76,1$$

Based on the mean of post-test, it can be concluded that the speaking ability of the eleventh grade students of SMA Negeri 2 Purwodadi after being taught using series pictures at storytelling applied is good by referring to the table achievement.

3. The difference of speaking ability of SMA Negeri 2 Purwodadi students before and after being taught using series pictures at storytelling.

After getting the result of each test, the next is putting the data into T-test formula. The intention is to know whether there is a significant improvement of speaking ability of the eleventh grade students of SMA Negeri 2 Purwodadi by using series pictures as media at storytelling in teaching learning process.

TAfter that, the writer searched the mean of gain (Md):

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{452}{30} \\ &= 15,07 \end{aligned}$$

Then the writer searched the sum of quadrate of deviation ( $\sum X^2d$ ) which the deviation (Xd) is taken from gain (d) minus the mean of gain (Md).

Finally, the writer put the data into the T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}} = \frac{15,07}{\sqrt{\frac{2.095,8670}{30(30-1)}}} = \frac{15,07}{\sqrt{2,40904}} = 9,71$$

After finding out the T-test, the writer uses T-table to compare the T-test. The value of T-table is 2,04 and the value of the T-test is 9,71. The value of T-test is more than the value of T-table. So, it can be concluded that there is a significant improvement speaking ability of SMA Negeri 2 Purwodadi students after the series pictures was implemented.

According to the result of the pre-test, post-test, and the hypothesis of the test (comparing the t-test and the t-table), it shows that teaching English using series pictures as media

at storytelling is effective to improve the speaking ability of the eleventh grade students of SMA Negeri 2 Purwodadi.

1. The mean of pre-test score of SMA Negeri 2 Purwodadi students is 61,03 and according to the table achievement is at the level of fair.
2. The mean of post-test score of SMA Negeri 2 Purwodadi students is 76,1 and according to the table achievement is at the level of good. According to the mean of both tests, the mean of post-test is higher than the pre-test, so teaching speaking using series pictures at storytelling is better than teaching speaking before using series pictures at storytelling.
3. The effectiveness of using series pictures in teaching speaking we can see at the result of the hypothesis. The result of the t-test is 9,71 and the value of t-table with 30 students are 2,04. The result of t-test is higher than t-table. It means that a series pictures at storytelling has positive affect for the improvement of the student's speaking ability. Then,

hypothesis of the writer said that using series pictures at storytelling in teaching English is

improving the speaking ability is acceptable.

## Bibliography

- Arikunto, S. 2006. *Prosedure Penelitian Suatu Pendekatan Praktik (Rev VI)*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. 2009. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Brown, H. Douglas. 2004. *Language Assessment: Principle and Classroom Practices*.
- Davies, Paul and Eric, Pearse. 2000. *Success in English Teaching*. New York: Oxford University Press.
- Finocchiaro, Marry. 1974. *English as a Second Language: from Theory to Practice*. New York: Regents Publishing Company.
- Fulcher, Glenn. 2003. *Testing Second Language Speaking*. New York: Regents Publishing Company.
- Gerlach, S.V. and Ellyy P. Daniel. 1971. *Teaching and Media A Systematic Approach Practice*. Hal Inc. New Jersey.
- Hall, J. K. 1995. *(Re) creating own worlds with words: A socio cultural perspective of face-to-face interaction*.
- Haris, David. P. 1969. *Testing English as a Selected Language*. USA: Mc Grow Hill.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Person Education Limited.
- Kreider, Carol. J. 1965. *Visual Aids for Teaching English to Speaker of other Languages*. Washington: Centre for Applied Linguistic.
- Nana Sudjana and Rivai. 1997. *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- O' Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teacher*. New Jersey: Addison Wesley Publishing Company.
- Suyanto, Kasihani K. E. 2007. *English for Young Learners*. Jakarta: Bumi Aksara.
- Thornbury 2006. *How to Teach Speaking*. Longman
- Ur, Penny. 1996. *A Course in Language Teaching*. Singapore: Cambridge University Press.
- <http://www.storycenter.org/cookbook/>
- <http://www.speaking-tips.com/>
- <http://www.prel.hawaii.edu/>