

**THE EFFECT OF USING PICTURE SERIES TO INCREASE
SPEAKING ABILITY AT THE SECOND YEAR
STUDENTS OF MTs NEGERI NAUMBAL**



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1432 H/2011 M**

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A thesis

Submitted to Fulfill One of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Picture Series to Increase Speaking Ability at the Second Year Students of MTs Negeri Naumbai*” written by Nanda Hadi Putra NIM. 10514000355. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Riau, to fulfill a requirement for getting undergraduate Degree (S.Pd) in English Education.

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The researcher

NANDA HADI PUTRA

ABSTRACT

The title of this research is “*The Effect of Using Picture Series to Increase Speaking Ability at the Second Year Students of MTs Negeri Naumbai*”. This research is experimental research. It is investigated to know the the students’ speaking ability using picture series and to know the significant effect of picture series to increase students’ speaking ability. The subject of this research was the second year students of MTs Negeri Naumbai. The second year students consisted of three classes (60 students). The researcher took two classes (40 students) as the sample of the research. In addition, the students were divided into two groups. They are experiment class consisting of 20 students and control class consisting of 20 students.

The instruments of this research were observation and test. The observation was used to know the writer’s activities in teaching speaking by using picture series. The observation result is clearly seen that the writer has been done the activities perfectly. It can be seen from the observation sheet from observation I to VIII. In observation I, the total writer’s activity was 2 (40%), in observation II was 2 (40%), in observation III was 3 (60%), in observation IV was 3 (60%), in observation V was 5 (100%), in observation VI was 5 (100%), in observation VII was 5 (100%), and in observation VIII was 5 (100%).

Whereas, to analyze the data, the researcher used “t-test statistic” by using the formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Finally, based on the writer’s findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ in alpha decision level (α)0,05 and with the degree of freedom (df 38) ($2.382 > 1.684$). Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant effect of picture series to increase students’ speaking ability at the second year of MTs Negeri Naumbai. This finding shows that the students who are taught by using picture series have better result in speaking than who are taught by using conventional one.

ABSTRAK

Judul penelitian ini adalah "**Pengaruh Penggunaan Gambar Seri untuk Meningkatkan Kemampuan Berbicara Siswa Kelas Dua MTs Negeri Naumbai**". Penelitian ini bersifat percobaan (ekperimen). Penelitian ini dilaksanakan untuk mengetahui kemampuan berbicara siswa menggunakan gambar seri dan untuk mengetahui pengaruh signifikan penggunaan gambar seri terhadap kemampuan berbicara siswa kelas dua MTs Negeri Naumbai. Mereka subjek penelitian ini terdiri dari tiga kelas (60 siswa). Peneliti mengambil dua kelas (40 siswa) sebagai sampel penelitian. Selanjutnya, para siswa dibagi kedalam dua kelompok; kelas percobaan (ekperimen) terdiri dari 20 siswa dan kelas kontrol terdiri dari 20 siswa.

Instrumen penelitian ini adalah pengamatan dan test. pengamatan digunakan untuk mengetahui aktivitas siswa dan penulis dalam proses belajar dan mengajar menggunakan gambar seri. Berdasarkan hasil pengamatan dapat diketahui bahwa aktivitas penulis sempurna. Hal ini dapat diketahui dari lembar pengamatan dari pengamatan I sampai VIII. Pada pengamatan I, jumlah aktivitas penulis adalah 2 (40%), pada pengamatan II, aktivitas penulis 2 (40%), pada pengamatan III, aktivitas penulis 3 (60%), pada pengamatan IV, aktivitas penulis 3 (60%), dan pada pengamatan V, VI, VII dan VIII, aktivitas penulis mencapai 5 (100%).

Sedangkan untuk menganalisa data, peneliti menggunakan "statistik t-test" dengan menggunakan rumusan sebagai berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Akhirnya, berdasarkan penemuan penulis, hasil t-hitung lebih tinggi dari t-distribusi pada tingkat kesalahan alfa 0,05 dan dengan derajat tingkat kebebasan ($df 38$) ($2.382 > 1.684$). Berdasarkan hasil tersebut, H_a diterima dan H_o ditolak. Hal Ini berarti bahwa adanya pengaruh signifikan penggunaan gambar seri untuk meningkatkan kemampuan berbicara siswa kelas dua MTs Negeri Naumbai. Hasil ini juga menunjukkan bahwa kemampuan berbicara siswa menjadi bagus dibandingkan dengan siswa yang diajar tanpa menggunakan gambar seri.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is a process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Nowadays, many teachers agree that students should learn to speak a foreign language by interacting to others. For this case, students should master several speaking components such as comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching and learning process to create good atmosphere, improving the students speaking skill, giving attention to the speaking components, and making the English lesson more exiting.

English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of an ability to carry out a conversation in the language. This reality makes teachers and parents think that their students and children should master speaking ability. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners'

communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active, and interesting manner.

All students who are learning English should master speaking ability. One of them is the second year students of MTs Negeri Naumbai. Based on the writer's interview to the students and are supported by English teacher's statement of MTs Negeri Naumbai, they inform that the students' English competence especially in their speaking ability has not been satisfied yet. These problems influence the students in receiving KKM that has been specified, that is 60. From this fact, the writer will try to help the English teacher in solving the students' problem in speaking by using media.

According to Sadiman, et al (2006:26) media/picture including visual media is not only simple and easy in making but also inexpensive media. There are some kinds of graphical media for example picture/photo, sketch, diagram, diagram/chart, graph, cartoon, poster, map and globe, flannel board, and bulletin board. As same as others, graphic media has function to deliver message from source to message receiver. The message will be sent infused into visual communication symbols. Picture series is a number of pictures, which usually consists of some pictures, which is related in some ways to each other. In this research, picture series means some of pictures that describe sequence activities.

Furthermore, at MTs Negeri Naumbai, the school uses KTSP (School Based Curriculum). In the curriculum is stated that there is base competency. In the base competency is stated that the students should be able to express the meaning in transactional (to get things done) and interpersonal communication of

expressing surprises, warning, asking for suggestions and permission, expressing feelings; relief, pain, pleasure, asking for opinions, and expressing satisfactions and dissatisfactions. (The curriculum of MTs Negeri Naumbai).

By using the curriculum, it is hoped that the teacher applies approach and strategy in teaching and learning process especially in teaching speaking. The approach that is used by the teacher should be able to increase the students' speaking ability. The teacher also should be able to help the students in receiving the KKM that has been specified, that is 60.

Learning process MTs Negeri Naumbai, the teacher taught speaking one of skills that student should master, the teacher explain the materi and ask to the students read text book and answer the question. the teacher give some matery seldom using media such as picture. The students often find some problems such as they always use their native or mother tongue language in speaking class, some of them are lack to practice the English in daily conversation, and they are also too shy and afraid to take part in the conversation. The students' problems in speaking also can be seen from the symptoms below:

1. Some of the students cannot respond the questions from the teacher.
2. Some of the students are not able to express their feelings such as relief, pain, pleasure, asking for opinions, and expressing satisfactions and dissatisfactions.
3. Some of the students cannot express their idea to communicate in English.
4. Some of the students do are not active speaking in the classroom.

5. Some of the students cannot give information about invitation
6. Teacher seldom uses media in teaching speaking.
7. Teacher's method in teaching speaking is monotonous, like discourse, question and answer, and direct method.

From the above symptoms, the writer is interested in carrying out a research entitled: *“The Effect of Using Picture Series to Increase Speaking Ability at the Second Year Students of MTs Negeri Naumbai”*.

B. Definition of the Terms

1. Effect. Effect means the influence that something has on the way a person thinks or behaves or on the way that something works or develops. (Hornby, 2000:666). In this research, the effect means the influence of picture as media in teaching and learning process to increase students' speaking ability.
2. Picture. Picture means painting, drawing, and sketch of something, especially at work of art. (Hornby, 1980:629). In this research, the picture is used as media in speaking teaching and learning.
3. Picture Series. Picture series is a number of pictures, which usually consists of some pictures, which is related in some ways to each other. In this research, picture series means some of pictures that describe sequence activities.
4. Speaking. Speaking comes from word “speak”. It means to talk to somebody else about something or to have a conversation with

somebody. (Hornby, 1995:20). In this research, speaking means the students' oral skill in applying English speaking.

5. Increase. Increase means make or become greater in size, number, degree, more and more growth, amount by which something increase. (Hornby, 196:500).
6. Ability. Ability is power of skill that has some one to do something (Hornby, 1989:2). In this research, ability means the students' skill in English speaking.

C. The Problems

1. Identification of the problems

From the above background, there are some problems that can be identified dealing with the English of MTs Negeri Naumbai. They can be seen in following questions:

- a. Why some of the students cannot respond the questions from the teacher?
- b. Why some of the students are not able to express their feelings such as relief, pain, pleasure, asking for opinions, and expressing satisfactions and dissatisfactions?
- c. Why some of the students cannot express their idea to communicate in English?
- d. Why some of the students are not speaking in the classroom in active?
- e. Why some of the students cannot give information about invitation?

- f. How is the students' speaking ability at the second year students of MTs Negeri Naumbai?
- g. Is there any significant effect of using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai?

2. Limitation of the problem

In this research, it is necessary to limit the problems. The problem is focused on the effect of using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai, especially in daily activity.

3. Formulation of the Problems

The problems of this research can be formulated in the following questions:

- a. How is the students' ability at the second year students of MTs Negeri Naumbai by using picture series?
- b. How is the students' ability at the second year students of MTs Negeri Naumbai without using picture series?
- c. Is there any significant difference in effect of using and without using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai?

D. The Reason for Choosing the Title

The writer is interested in carrying out this research because of the some factors as follows:

1. The topic is relevant to the writer as one of the students of the English Education Department.
2. the topic is not investigated yet by other students of English Department of UIN Suska Riau
3. The topic is very important to be discussed because the topic discusses about speaking skill that is very crucial in mastering English.

E. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out the use of picture series to increase speaking ability at the second year students of MTs Negeri Naumbai
- b. To find out the students' ability at the second year students of MTs Negeri Naumbai
- c. To find out whether any or not any significant effect of using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai

2. The Significance of The Research

By doing the research, the writer hopes that it can:

- a. Enlarge writers' knowledge about the real teaching process
- b. Fulfil one of the requirements of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.
- c. Give information to the teacher about picture series in teaching speaking
- d. To increase students' speaking ability using picture series

CHAPTER II

THEORETICAL FRAMEWORK

A. Picture Series

1. The Nature of Picture Series

According to Sadiman, et al (2006:26), picture series is a type of media that is very interesting to study especially the various pictures. The function of this media gives message from source information to received message and the most important function of picture series is to interest, understand idea, illustrate or give variation when the students forget something.

Learning by using picture series can make the students more active especially when it leads them to speaking English in the class. Picture series can make the students will be interested in answering all questions about the picture. The picture series in teaching and learning process is to motivate the students especially to speak.

There are two reasons to use pictures series to make the students' speak. They are: (a) the students can see and speak about action and objects that can be reproduced in the class, (b) another reason is to avoid wasting time and to make the teaching simple and easy.

2. The Advantages of Using Picture Series

According to Sudjana (2003:29-30), picture series has some advantages, they are:

- a. It is more concrete, it refers to more real.

- b. It can limit room and time.
- c. It can limit our knowledge.
- d. It can clarify a problem.
- e. It is easy make a got, also cheep.

Based on the Sudjana's opinion, seen that the picture series is an important to motivate the students in teaching and learning process especially in learning speaking, concerning about giving new ideas and vocabularies to be spoken. The media also can help the teacher in arranging teaching process and utilizing the time. Therefore, by using pictures series, the students will be stimulated to increase their language skill like speaking and writing. Therefore, by using pictures, the students can improve their speaking.

The picture series can help the students in the process of speaking activity. Therefore, the teacher should be able to select a suitable media for teaching speaking like picture series. Using picture series makes students easy to speak in the classroom. Besides, the importance of using picture series, a teacher is as a facilitator to guide and to develop their students' language skill. The media is used to increase students' effort in learning English.

3. The Technique of Picture Series in the Classroom

Robert recognizes that the step begins with good teaching and ends with good performance. The following sequences of picture can be used as steps in teaching by using picture unit:

Step 1. Tips for selecting a picture

- a. The speaker content of the picture, the more opportunities for language development and expansion.
- b. The larger the picture the better (24 × 30 is great).
- c. If you find a great picture that you think will evoke many words and ideas from your students, go ahead and laminate it to use again next year.
- d. As you pin or tape the picture to the background paper, ensure the paper extends about three feet beyond the picture on all sides.
- e. When you place the picture on the board or wall, place it at eye level for your students to aid their exploration and gathering of evidence.

Step 2. Tips for identifying items and ideas

- a. The first round or two of identifying items in the picture needs to be relatively fast-paced with clear, easy matches between the items and the labels (whether a word or phrase).
- b. If you are concerned about a student not participating from shyness or lack of language, have an impromptu individual discussion with that student. Help the student think about what is in the picture.
- c. Focus first on recording words and identifying phrases about the picture in the picture.

- d. If a student volunteers a particularly descriptive sentence, you can always comment on it and save it by jotting it down in your notebook.

Step 3. Tips for labelling the picture

- a. Write the words in large enough print so that the student who is the greatest distance from the chart will be able to read them clearly and easily. Generally, this means “the tall letters” need to be about three or four inches high. (A blunt tip magic marker is great!).
- b. Write the words horizontally. If you write at a slant, you may find some of your kindergartners writing the word at the same slant.
- c. With young children who are still learning letter recognition and letter formation, watch where you stand as you see, say, and spell each word.
- d. Draw two or more lines when students offer a label that represents more than one item, for example trees. If students provide several accurate labels for the same item.
- e. If students give you an abstract description such as “happy boy,” ask them for their evidence to help reinforce observation and reference skills.

- f. If you are not certain about the correct spelling of a word, say so, and develop a common signal you and the students can use to indicate this uncertainty, such as a question mark.

Step 4. Tips for speaking and reviewing the picture

- a. The first few days of a new chart
- b. Especially with a new chart or when teaching a class new to the picture, put strips of tape on the floor to identify a space for each student to sit and to see the chart.
- c. The first few days of a new chart, lead them in spelling the words. You want students to hear the words spelled correctly many times and to participate in spelling the words correctly. After a few days, you may want to target words to spell that will be mastered first for speaking.
- d. Teach students how to check their speaking by using the picture—an activity that is part of early instruction in reference skills.
- e. Teach students how to speak the words on the picture silently.
- f. Select words, sound and symbol relationships, or phonics generalizations to address informally or to teach explicitly—selection can occur at any time.

Step 5. Tips for reading and classifying the words

- a. Each student needs a word envelope or word bank and needs to be responsible for a personal set of word.

- b. The first day or two of reading the words using the chart should be an exciting event for younger students and should not be rushed.
- c. The teacher needs a large set of the word for group instruction and demonstrations.
- d. Ensure that the class generates enough words to classify. It's difficult to put an exact number on this, but it's possible to begin with from 10 to 15 words. With some groups of students, you may wish to give students a few words at a time.
- e. As you listen to students read the words and form word groups, refer them to the picture. Using this helps them to learn to gather information, to develop problem-solving skills, and to develop reference skills.
- f. Have students work independently to classify the words several times to push them into observing and identifying details.
- g. You can select any category, group of words, or group of sentences for explicit instruction.

Step 6. Tips for reading and reviewing the picture

- a. Select words of common difficulty for group instruction
- b. Identify certain common concepts in the words to emphasize with the class as a whole. Pull out any useful group for explicit instruction. Brief explicit instruction episodes throughout the

pictures are used to support mastery of selected concepts and provide demonstrations of language analysis.

Step 7. Tips for adding words

- a. The teacher may add a word to the picture at any time, for either word analysis (phonetic analysis or structural analysis) or for content purposes (some important item or action in the picture).
- b. Provide opportunities for students to add new words as they spend more time with the picture and more time reading informative books related to the content.
- c. Adding words can be a stimulus for searching through books.
- d. Use a word wall or flip chart for the words that are collected by students as they pursue various sound and symbol applications, structural similarities (e.g., different ways plurals are formed), or content groups (e.g., all different labels for “people when we do not know their names,” or for “other names we call people we know, like Granddad”).

Step 8. Tips for creating titles

- a. Picture series can be titled simply using the picture as the information base.
- b. Lead students to think about the “evidence” and information in their chart and about what they want to “announce” first to the reader.

- c. Picture can be titled more than one time, just put a sentence strip over the first title.
- d. Lead the development of collaborative sentences using words students have classified by content (e.g., the group labelled by a student in Mrs. Frazier's classroom as "all names for humans" or the group in Mrs. Lewis's class labelled as "all the kinds of balls in the storage room").
- e. After sentences have been generated, speak, and classified, select appropriate categories for developing collaborative.
- f. Speaking aloud these sections may take only five minutes.

Step 9. Tips for generating sentences and paragraph

- a. Build on what students already know and bring to the learning experience; model thinking aloud and appropriate discussions, help students to expand their knowledge base about how language works.
- b. As with the word, students need copies of everyone's sentences. With some groups, you may choose to work with a few sentences at a time.
- c. Reading aloud titles from informative trade books is useful throughout the time students are working on steps 7–10, but especially when working on generating sentences, paragraphs, and titles.

- d. Encourage students to write additional sentences and paragraphs in their journals.
- e. Use student sentences based on the picture they can speak easily. Students can illustrate their sentences in the classroom.

Step 10. Tips for reading and reviewing sentences

- a. Remember that the goal is for everyone to learn to read the sentences and paragraphs fluently.
- b. Encourage students to find pictures in magazines or newspapers that relate to the class picture and to create their own related independent picture. This can be additional language arts work, part of work in other subject areas, or work with parents and caregivers.

B. Speaking Ability

1. The Nature of Speaking Ability

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

According to Wood in Yasir (2005:11) stated, speaking can perform in helping develop communicative ability as follows:

- a. It opens a rich stimulus of communicative interaction, namely the varied experience, interest and opinion of the learners.
- b. It thus provides a context for wide range of communicative function domain of meaning learners must practice the skill required for managing longer session of social interaction such as introducing a new topic, turn-taking or sustaining through difficult periods.
- c. It provides learners with opportunities to express to their own experiences through the foreign language. It also gives them the valuable experience in using the language as means of handling their own social relationship.

Based on the explanation above, we can say that the success of learning speaking is irrefutable with the response of students to the language, where they will be more successful than the others. Edge in Yasir (2005:11) elaborates the factors that will probably influence the success of learner in which they are as follows:

- a. They have a positive attitude about the language they want to learn and about the speakers of that language.
- b. They have a strong personal motivation to learn the language.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from their mistake that they make.
- e. They organize their own practice of language.

2. The Components of Speaking

According to Kalayo and Ansyari (2007:113) language learners need to recognize that speaking involves three of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction). The language learner should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

According to Haris (1974: 81), there are five components which are generally recognized in analyzing speaking. There are following:

- a. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. According to Longman (1992:81) states pronunciation is the way of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.

b. Grammar

According to Nunan (1992:296) stated grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.

c. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Nunan (1991:117) views vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

d. Fluency

According to Brown (1994) “fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility”.

e. Comprehension

In brief, speaking requires not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and

fluency, but also to understand the when, why, and in what ways to produce the language.

3. Procedure of Teaching Speaking by Using Picture Series

Laila (2009) states the teacher needed to use picture to teach speaking the students. The procedure of using picture follows:

a. Pre activity:

- 1) The teacher explains to the students that they are going to do from a picture and prepare relevant picture to the learning topic.
- 2) The teacher describes a picture to students and that all they have to do is simply listen and write the idea of picture.
- 3) The teacher gives picture series to the students.

b. While activity:

- 1) Assigning students to tell their opinions about the picture series.
- 2) Telling the students to gather all information they get from the picture series and than the students may write the information.
- 3) Telling students to conclude the picture series that they have already got all the information from the picture series.

c. Post activity:

- 1) Telling students to share their imagination.
- 2) Assigning students to perform their picture series in front of the class individually one by one.

C. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by two previous students of English education of UIN SUSKA RIAU, they are:

1. Musdalifah (2008) entitled *the influence of using picture series in teaching speaking toward students' speaking achievement at the second year students of MAN Rengat*. She found that by using picture series in teaching English in vocabularies, there is significance in teaching speaking toward the students' speaking achievement.
2. Julia Fitri (2008) entitled *the effectiveness of using picture story toward students' speaking ability of the second year students at SMAN 1 Singingi*. In her research, it is found that there is a significant different between students given treatment and without treatment. The result can be seen from the research finding, shown that the average of experimental (73.32) is higher than the average of control class (62).

From the two researches finding above, the writer will appropriate this research to Musdalifah's research that this research hoped can give contribution to the students speaking ability, and the writer can be concluding that approach, method, and techniques are very important in teaching speaking. The teacher demanded in order to be able to use many kinds of approach, method, and techniques in teaching English especially on teaching speaking. The goal of this is to make the student easy speaking. Because if they have easy speaking, they will

be easy to answer the question and automatically it will increase their ability in understanding in speaking.

D. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. The using of picture series is as Variable X that gives the effect on students' speaking ability as variable Y. The indicators that will be compared are about students' speaking ability before and after being taught by using picture series. The indicators are as follow:

1. Variable X (teaching procedures in using picture series)
 - a. The writer give picture series that relevant to the learning topic.
 - b. The writer describes a picture series to students.
 - c. The writer assigns students to tell their ideas about the picture series.
 - d. The writer tells students to gather all information that they get from the picture series.
 - e. The writer tells the end of the picture series is based on their imagination.

2. Variable Y (students' speaking ability)

- a. The students articulate English words pronunciation well in speaking
- b. The students use appropriate vocabularies in speaking
- c. The students are able to speak well using English.
- d. The students can express their idea in speaking fluently.
- e. The Students grammatically correct sentence.

E. The Assumption and Hypothesis

1. The Assumption

Before constructing the hypothesis, the writer would like to offer some assumptions:

- a. The students' speaking ability is various.
- b. The difference method or media in teaching speaking skill might make the different in students' speaking ability.

2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ho: There is no any significant effect of using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai.

Ha: There is any significant effect of using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai.

CHAPTER III
RESEARCH METHODOLOGY

A. The Research Design

The research is designed systematically in order to analyze the data of the respondents of the research on their students' speaking ability. The research is an experimental research that focuses on quantitative approach. The design of this research is quasi experiment. The researcher chose one of them as control class group and experiment group. In the experiment class was give pre-task and post-task and the class control give pre-task and post-task. According to Hatch and Farhady (1982:24) the experimental method is a method of research that can truly test hypothesis concerning with cause and effect relationship in the experimental research. This research consists of two variables; the independent variable symbolized by "X" is the use of picture series, and the dependent "Y" refers to students' speaking ability. In brief, the research can be designed by following table.

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1		Y_2

B. The Location and Time of the Research

The research has conducted at the second year students of MTs Negeri Naumbai. This research had been conducted on April 2010.

C. The Subject and Object of the Research

The subject of this research was the second year students of MTs Negeri Naumbai, while the object of this research was the students' speaking ability through picture series.

D. The Population and Sample

Table III.2
The Population and Sample of the Research

No	Class	Population	Sample
1	VIII A	20	Control Class
2	VIII B	20	Experimental Class
3	VIII C	20	
Total		60	40

Source: (Document of MTs Negeri Naumbai academic year, 2009/2010)

1. Population

From the table above, it can be seen that the sample of the research was 60 students. The sample of the research was divided into two groups. The first group was experimental class is class VIII B, it consisted of 20 students and the other one was control class is class VIII A that consisted of 20 students.

2. Sample

The technique in sampling used in this research was using cluster sampling techniques because the students' speaking ability at the second year students of MTs Negeri Naumbai was homogenous. According to Sugiyono (2008:121), the cluster technique is used to take sample if the object that will be

researched is very wide. To decide which one the population that will be taken as sample, the sample is taken based on the specified population.

E. The Technique of the Data Collection

The writer used two kinds of test in order to find out whether there is or no significant of the use of picture series to increase students speaking ability and observasi to find out the apply picture series, the writer gave the test to asses' students' speaking. The tests consisted of pre test and pos test. The test was done by giving students a passage to read loudly as formulated by Haris in testing students' speaking. In analyzing students' speaking ability, the researcher had accompanied by two English teachers in this school. In this case, the teacher used the following rating sheet from Haris to analyze students speaking ability.

Table III.3
The Component of Assessing Speaking Skills

Aspects	Score	Requirement
Pronunciation	5	Have a view traces of foreign accent
	4	Always Intelligible, though one conscious of a define
	3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
	2	Very hard to understanding because of pronunciation problem. Muss frequently be asked to repeat
	1	Pronunciation problems so several as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable error of grammar or word order
	4	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
	3	Make frequently errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1	Errors and grammar and word order so server as to make speech virtually unintelligibly
Fluency	5	Speech as fluency and effortless as that a native speaker
	4	Speed of speech seems to be slightly affected by language problem.

	3	Speed and fluently rather strongly affected by language problem.
	2	Usually hesitant, often only silence by language limitation
	1	Speech is also halting and fragmentary as to make conversation virtually
Vocabulary	5	Use of vocabulary idiom is virtually that of a native speaker.
	4	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
	2	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	5	Appears to understand very without difficult.
	4	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	3	Understanding most of what is said at slower that normal speech with repetition.
	2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1	Cannot be said to understand even simple conversation English

Table III.4
Category and Score of Speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

Table III.5
Classification of Students' Score

Value	Score	Category
80-100	A	Very Good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

F. The Techniques of Data Analysis

In analyzing data, the researcher used score of pre-test and post-test of the students. The scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was used to find out whether the two classes have homogenous variance or not. The processes to analyze the data were as follows:

1. Find out homogeneity test. Using the following formula:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

2. Find out the means score of control (M_x) and means score of experiment class (M_y). The formula was as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

3. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where: x^2 = Variance of control class

- y^2 = Variance of experiment class
 x = Difference score of control class
 y = Difference score of experiment class
 N = Number of students

4. Find out t-test statistic. The formula was as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

- Where:
- t = The t-test statistic
 - M_x = Mean score of control class
 - M_y = Mean score of experiment class
 - x^2 = Variance of control class
 - y^2 = Variance of experiment class
 - N = Number of students

(Arikunto, 2006:311)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. The Description of the Research Variable

This research consists of two variables; they are X, which refers to the writer's technique in teaching speaking ability by using picture series, and Y is students' speaking ability at the second year of MTs Negeri Naumbai. Therefore, X is an independent variable, and Y is a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class

Table IV.1
Students' Speaking Ability in Pre-Test of Experiment Class

Sample	Score	Category
<i>Student 1</i>	47	Fail
<i>Student 2</i>	50	Less
<i>Student 3</i>	52	Less
<i>Student 4</i>	57	Less
<i>Student 5</i>	38	Fail
<i>Student 6</i>	47	Fail
<i>Student 7</i>	60	Enough
<i>Student 8</i>	52	Less
<i>Student 9</i>	55	Less
<i>Student 10</i>	41	Fail
<i>Student 11</i>	60	Enough
<i>Student 12</i>	36	Fail
<i>Student 13</i>	41	Fail

<i>Student 14</i>	48	Fail
<i>Student 15</i>	50	Less
<i>Student 16</i>	56	Less
<i>Student 17</i>	50	Less
<i>Student 18</i>	60	Enough
<i>Student 19</i>	44	Fail
<i>Student 20</i>	48	Fail

Based on the table above, it can be seen that the students' speaking ability can be categorized into very good, good, enough, less, and fail. No one student got very good and good categories, 3 students (15%) got enough, 8 students (40%) got less, and 9 students (45%) got fail. The percentage of the students' speaking ability can be seen in the following table:

Table IV.2
Percentage of Students' Speaking Ability
in Pre-Test of Experiment Class

No	Category	Frequency	Percentage
1	Very Good	-	-
2	Good	-	-
3	Enough	3	15%
4	Less	8	40%
5	Fail	9	45%
Total		20	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{3}{20} \times 100 = 15\%$$

Students' speaking ability in pre-test of experiment class fell into level 0-49. Meaning that, they belong to fail category because the highest score was 9 students (45%).

b. Pre-Test of Control Class

Table IV.3
Students' Speaking Ability in Pre-Test of Control Class

Sample	Score	Category
<i>Student 1</i>	49	Fail
<i>Student 2</i>	48	Fail
<i>Student 3</i>	41	Fail
<i>Student 4</i>	59	Less
<i>Student 5</i>	35	Fail
<i>Student 6</i>	47	Fail
<i>Student 7</i>	60	Enough
<i>Student 8</i>	52	Less
<i>Student 9</i>	55	Less
<i>Student 10</i>	36	Fail
<i>Student 11</i>	60	Enough
<i>Student 12</i>	33	Fail
<i>Student 13</i>	41	Fail
<i>Student 14</i>	48	Fail
<i>Student 15</i>	50	Less
<i>Student 16</i>	56	Less
<i>Student 17</i>	50	Less
<i>Student 18</i>	60	Enough
<i>Student 19</i>	44	Fail
<i>Student 20</i>	33	Fail

Based on the table above, it can be seen that the students' speaking ability can be categorized into very good, good, enough, less, and fail. No one student gets very good, and good categories, 3 students (15%) got enough, 6 students

(30%) get less, and 11 students (55%) gets fail. The percentage of the students' speaking ability can be seen as follows:

Table IV.4
Percentage of Students' Speaking Ability
in Pre-Test of Control Class

No	Category	Frequency	Percentage
1	Very Good	-	-
2	Good	-	-
3	Enough	3	15%
4	Less	6	30%
5	Fail	11	55%
Total		20	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{3}{20} \times 100 = 15\%$$

Students' speaking ability in pre-test of control class fell into level 0-49. Meaning that, they belong to fail category because the highest score was 11 students (55%).

c. Writer's Activity

The data presents the result of observation conducted by the writer in the class. English teacher of MTs Negeri Naumbai observed the writer during the writer taught the students by using picture series. The writer presents the result of observation in following tables:

Table IV.5
The Percentage of Writer's Activity

No	Writer's Activity	Observation							
		I	II	III	IV	V	VI	VII	VIII
1	The writer prepares the picture series that relevant to the learning topic	1	1	1	1	1	1	1	1
2	The writer describes a picture series to students	1	1	1	1	1	1	1	1
3	The writer assigns students to tell their ideas about the picture series	0	0	0	0	1	1	1	1
4	The writer tells students to gather all information from the picture series	0	0	1	1	1	1	1	1
5	The writer assignees the students to perform the picture series in front of the class individually	0	0	0	0	1	1	1	1
Total		2	2	3	3	5	5	5	5
Mean		0,4	0,4	0,6	0,6	1	1	1	1
Percentage		40%	40%	60%	60%	100%	100%	100%	100%

$$\text{Means: } \frac{\sum \text{observationscore}}{\text{writer's sactivity}} = \frac{2}{5} = 0,4$$

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer's sactivity}} \times 100\% = \frac{2}{5} \times 100 = 40\%$$

From the table above, the writer has completed all of aspects that have been observed. Every aspect improves from observation I until observation VIII. In observation I, the total writer's activity is 2 (40%), in observation II is 2 (40%), in observation III is 3 (60%), in observation IV is 3 (60%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in

observation VIII is 5 (100%). This result shows that the writer can use picture series in teaching speaking well.

d. Post-Test of Experiment Class

Table IV.6
Students' Speaking Ability in Post-Test of Experiment Class

Sample	Score	Category
<i>Student 1</i>	64	Enough
<i>Student 2</i>	73	Good
<i>Student 3</i>	77	Good
<i>Student 4</i>	85	Very Good
<i>Student 5</i>	64	Enough
<i>Student 6</i>	54	Less
<i>Student 7</i>	65	Enough
<i>Student 8</i>	60	Enough
<i>Student 9</i>	61	Enough
<i>Student 10</i>	67	Enough
<i>Student 11</i>	63	Enough
<i>Student 12</i>	54	Less
<i>Student 13</i>	54	Less
<i>Student 14</i>	60	Enough
<i>Student 15</i>	57	Less
<i>Student 16</i>	61	Enough
<i>Student 17</i>	62	Enough
<i>Student 18</i>	63	Enough
<i>Student 19</i>	60	Enough
<i>Student 20</i>	65	Enough

Based on the table above, it can be seen that the students' speaking ability can be categorized into very good, good, enough, less, and fail. 1 student from 20 students (5%) got very good, 2 students (10%) got good, 13 students (65%) got enough, 4 students (20%) got less, and no one got fail. The percentage of the students' speaking ability can be seen as follows:

Table IV.7
Percentage of Students' Speaking Ability
in Post-Test of Experiment Class

No	Category	Frequency	Percentage
1	Very Good	1	5%
2	Good	2	10%
3	Enough	13	65%
4	Less	4	20%
5	Fail	-	-
Total		20	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{1}{20} \times 100 = 5\%$$

Students' speaking ability in post-test of experiment class fell into level 60-69. Meaning that, they belong to enough categories because the highest score was 13 students (65%).

e. **Post-Test of Control Class**

Table IV.8
Students' Speaking Ability in Post-Test of Control Class

Sample	Score	Category
<i>Student 1</i>	50	Less
<i>Student 2</i>	50	Less
<i>Student 3</i>	45	Fail
<i>Student 4</i>	60	Enough
<i>Student 5</i>	40	Fail
<i>Student 6</i>	50	Less
<i>Student 7</i>	63	Enough
<i>Student 8</i>	54	Less
<i>Student 9</i>	56	Less
<i>Student 10</i>	48	Fail
<i>Student 11</i>	61	Enough
<i>Student 12</i>	50	Less
<i>Student 13</i>	60	Enough
<i>Student 14</i>	50	Less
<i>Student 15</i>	50	Less
<i>Student 16</i>	58	Less
<i>Student 17</i>	53	Less
<i>Student 18</i>	62	Enough
<i>Student 19</i>	46	Fail
<i>Student 20</i>	41	Fail

Based on the table above, it can be seen that the students' speaking ability can be categorized into very good, good, enough, less, and fail. No one student got very good and good, 5 students (25%) got enough, 10 students (50%) got less, and 5 students (25%) got fail. The percentage of the students' speaking ability is clear, the following table:

Table IV.8
Percentage of Students' Speaking Ability
in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Very Good	-	-
2	Good	-	-
3	Enough	5	25%
4	Less	10	50%
5	Fail	5	25%
Total		20	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{5}{20} \times 100 = 25\%$$

Students' speaking ability in post-test of control class fell into level 50-59. Meaning that, they belong to less categories because the highest score was 10 students (50%).

B. The Data Analysis

Table IV. 10
Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	(X_1)	(X_2)	(x)		(Y_1)	(Y_2)	(y)
1	49	50	1	1	47	64	17
2	48	50	2	2	50	73	23
3	41	45	4	3	52	77	25
4	59	60	1	4	57	85	28
5	35	40	5	5	38	64	26
6	47	50	3	6	47	54	7
7	60	63	3	7	60	65	5
8	52	54	2	8	52	60	8
9	55	56	1	9	55	61	6
10	36	48	12	10	41	67	26
11	60	61	1	11	60	63	3
12	33	50	17	12	36	54	18
13	41	60	19	13	41	54	13
14	48	50	2	14	48	60	12
15	50	50	0	15	50	57	7
16	56	58	2	16	56	61	5
17	50	53	3	17	50	62	12
18	60	62	2	18	60	63	3
19	44	46	2	19	44	60	16
20	33	41	8	20	48	65	17
$\sum N$ =20	$\sum X_1$ =957	$\sum X_2$ =1047	$\sum x$ =90	$\sum N$ =20	$\sum Y_1$ =992	$\sum Y_2$ =1269	$\sum y$ =227

From the table above, it can be found that $\sum N=20$, $\sum X_1=957$, $\sum X_2=1047$, $\sum x=90$, $\sum Y_1=992$, $\sum Y_2=1269$, and $\sum y=227$.

Furthermore, find out the means score of control (M_x) and means score of experiment class (M_y).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{90}{20}$$

$$M_x = 4.5$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{227}{20}$$

$$M_y = 11.35$$

Then, the result of the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 954 - \frac{90^2}{20}$$

$$= 954 - \frac{8100}{20}$$

$$= 954 - 405$$

$$\sum x^2 = 549$$

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
&= 5171 - \frac{227^2}{20} \\
&= 5171 - \frac{51529}{20} \\
&= 5171 - 2576.45 \\
\sum y^2 &= 2594.55
\end{aligned}$$

From the analysis above, it is found that the means of control class is 4.5 and the variance is 549. While the means of experiment class is 11.35, and the variance is 2594.55.

From the finding above, there is a difference between experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated as follows:

$$\begin{aligned}
f_{calculated} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\
&= \frac{2594.55}{549}
\end{aligned}$$

$$f_{calculated} = 4.73$$

The value of $f_{calculated}$ is compared with the value of f_{table} with dk denominator (20-1=19) and dk counter (20-1=19). The dk dominator 5% is 2.15, and dk counter 1% is 3.00. From the explanation, it is found that $f_{calculated}$ is higher than f_{table} (2.15 < 4.73 > 3.00). Thereby, it can be said that both of groups' variance are not homogenous.

Then, find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{4.5 - 11.35}{\sqrt{\left(\frac{549 + 2594.55}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}} \\
 &= \frac{-6.85}{\sqrt{\left(\frac{3143.55}{38}\right)\left(\frac{2}{20}\right)}} \\
 &= \frac{-6.85}{\sqrt{\frac{6287.1}{760}}} \\
 &= \frac{-6.85}{\sqrt{8.273}} \\
 &= \frac{-6.85}{2.876} \\
 t &= -2.382
 \end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 2.382.

Then, to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level in alpha decision level (α)0,05 and with the degree freedom 38 ($df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$) found that $t_{distribution}$ is 1.684. It can be concluded that $t_{calculated} > t_{distribution}$ ($2.382 > 1.684$). It means that H_a is accepted and H_o is rejected. In short, there is significant effect of picture series to increase students' speaking ability at the second year of MTs Negeri Naumbai.

C. The Interpretation of the Data

From the data analysis, the researcher finds out that the total means of students' ability in reading descriptive paragraph of experiment class is 11.35 and control class is 4.5.

Based on the calculation of both experimental class and control class in the hypothesis testing, it is found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($2.382 > 1.684$) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 38). Consequently, the null hypothesis is rejected. In short, there is significant effect of picture series to increase students' speaking ability at the second year students of MTs Negeri Naumbai.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters and to recommend some suggestions concerning with students' speaking ability at the second year of MTs Negeri Naumbai by using picture series.

A. Conclusion

Research findings about using picture series show that there is significant difference between students who were taught conventional and who were taught by using picture series one. This can be seen in the comparison between the two groups clearly.

1. In the first formulation of the problem, how is the students' ability at the second year students of MTs Negeri Naumbai by using picture series? it can be answered that, in the pre-test, the students' speaking ability can be categorized into fail because some of the students (11 or 55 % students) fall into level 0-49. While after giving treatment using picture series or in post-test the students' speaking ability can be categorized into enough category because some of the students (13 or 65% students) fall into 60-69. From the post-test result, it can be said that most of the students are able to receive KKM that has been specified that is 60.

2. In the second formulation of the problem, how is the students' ability at the second year students of MTs Negeri Naumbai without using picture series? It can be answered that in the pre-test the students' speaking ability can be categorized into fail because some of the students (9 or 45 % students) fall into level 0-49. While in post-test, the students' speaking ability can be categorized into less category because some of the students (10 or 50% students) fall into 50-59. From the post-test result, it can be said that most of the students are not able to receive KKM yet that has been specified that is 60.
3. In the last formulation of the problem, is there any significant difference of using and without using picture series to increase speaking ability at the second year students of MTs Negeri Naumbai? it can be answered that there is a significant difference between students who are taught by using picture series and without picture series. This statement can be seen from the result of t-test that is 2.382 higher than $t_{calculated}$ is higher than $t_{distribution}$ ($2.382 > 1.684$) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 38). It means that H_0 is rejected and the H_a is accepted. In other words, there is significant effect of picture series to increase students' speaking ability.

B. Suggestions

1. Suggestion for the Teacher

The writer hopes that the English teacher to choose the effective media to increase students' speaking ability. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Picture series can give the students chance to apply their skill in speaking. Therefore, the students are able to show their ideas or opinions in speaking. It is suggested that English teacher can adopt and apply this media in order to improve the students' speaking ability.
- b. The english teacher should have various media in teaching and learning process especially in teaching speaking.

2. Suggestions for the Students

- a. The students should realize that speaking is very important.
- b. The students should use picture series to show their idea or opinion in speaking.
- c. The students should share their ideas or opinion to the others spontaneously.

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Appendix I

Observation : I
Day/date : Thursday/06 May 2010
Class : VIII B (Experiment Class)
Theme : Agriculture (Planting Rice)

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	-	✓
4	The writer tells students to gather all information from the picture series	-	✓
5	The writer assignees the students to perform the picture series in front of the class individually	-	✓
Total		2	3
Percentage		40%	60%

Naumbai, 06 May2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd

(.....)

Appendix II

Observation : II

Day/date : Monday/10 May 2010

Class : VIII B (Experiment Class)

Theme : Agriculture (Planting Rice)

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	-	✓
4	The writer tells students to gather all information from the picture series	-	✓
5	The writer assignees the students to perform the picture series in front of the class individually	-	✓
Total		2	3
Percentage		40%	60%

Naumbai, 10 May 2010

English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd

(.....)

Appendix III

Observation : III

Day/date : Tuesday/11 May 2010

Class : VIII B (Experiment Class)

Theme : Daily Activity

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	-	✓
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	-	✓
Total		3	2
Percentage		60%	40%

Naumbai, 11 May 2010

English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd

(.....)

Appendix IV

Observation : IV
Day/date : Monday/17 May 2010
Class : VIII B (Experiment Class)
Theme : Daily Activity

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	-	✓
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	-	✓
Total		3	2
Percentage		60%	40%

Naumbai, 17 May 2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd
(.....)

Appendix V

Observation : V
Day/date : Tuesday/18 May 2010
Class : VIII B (Experiment Class)
Theme : Agriculture (Planting Corn)

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	✓	-
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	✓	-
Total		5	0
Percentage		100%	0%

Naumbai, 18 May 2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd
(.....)

Appendix VI

Observation : VI
Day/date : Thursday/20 May 2010
Class : VIII B (Experiment Class)
Theme : Agriculture (Planting Corn)

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	✓	-
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	✓	-
Total		5	0
Percentage		100%	0%

Naumbai, 20 May 2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd
(.....)

Appendix VII

Observation : VII
Day/date : Monday/24 May 2010
Class : VIII B (Experiment Class)
Theme : Daily Activity

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	✓	-
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	✓	-
Total		5	0
Percentage		100%	0%

Naumbai, 24 May 2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd
(.....)

Appendix VIII

Observation : VIII
Day/date : Wednesday/26 May 2010
Class : VIII B (Experiment Class)
Theme : Daily Activity

The Observation of Writer's Activity

No	Observation	Categories	
		Yes	No
1	The writer prepares the picture series that relevant to the learning topic	✓	-
2	The writer describes a picture series to students	✓	-
3	The writer assigns students to tell their ideas about the picture series	✓	-
4	The writer tells students to gather all information from the picture series	✓	-
5	The writer assignees the students to perform the picture series in front of the class individually	✓	-
Total		5	0
Percentage		100%	0%

Naumbai, 26 May 2010
English Teacher of MTs Negeri Naumbai

Fakhruddin, S.Pd
(.....)

Students' Speaking Ability in Post-Test of Experiment Class

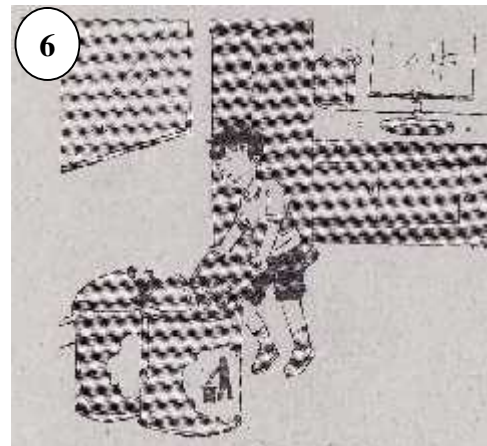
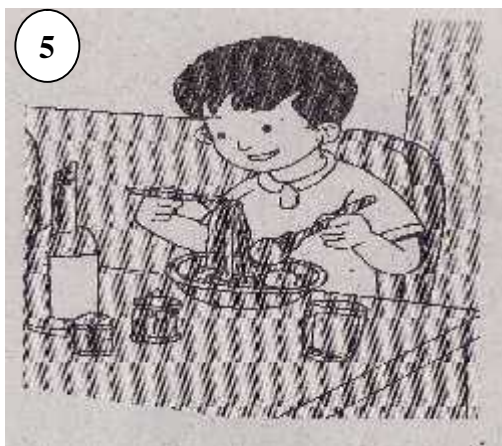
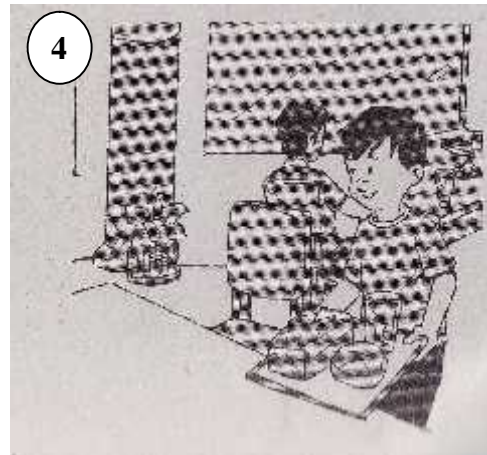
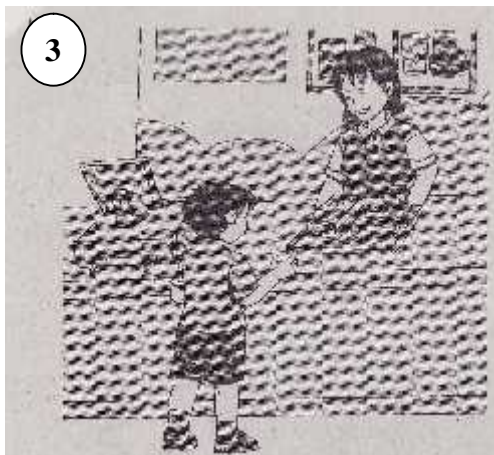
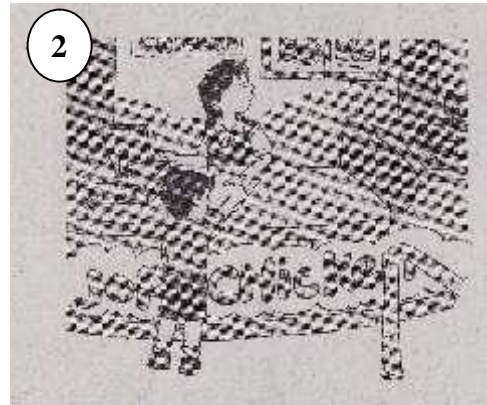
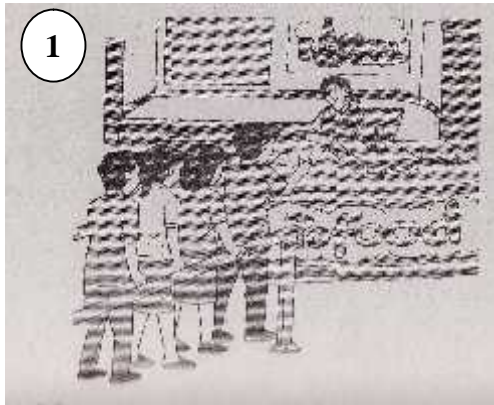
Student	Score of Student's Speaking Ability					
	Pronunciation	Grammar	Fluency	Vocabulary	Comprehension	Total Score
<i>Student 1</i>	12	10	14	14	14	64
<i>Student 2</i>	12	15	14	16	16	73
<i>Student 3</i>	14	16	17	13	17	77
<i>Student 4</i>	18	15	18	18	16	85
<i>Student 5</i>	15	12	13	12	12	64
<i>Student 6</i>	10	14	10	10	10	54
<i>Student 7</i>	14	10	13	14	14	65
<i>Student 8</i>	12	10	12	12	14	60
<i>Student 9</i>	12	13	10	14	12	61
<i>Student 10</i>	13	12	15	15	12	67
<i>Student 11</i>	13	12	12	13	13	63
<i>Student 12</i>	10	10	10	12	12	54
<i>Student 13</i>	10	10	12	12	10	54
<i>Student 14</i>	11	13	15	10	11	60
<i>Student 15</i>	11	12	12	11	11	57
<i>Student 16</i>	13	12	10	13	13	61
<i>Student 17</i>	10	14	12	14	12	62
<i>Student 18</i>	14	10	12	13	14	63
<i>Student 19</i>	11	11	13	13	12	60
<i>Student 20</i>	15	12	14	12	12	65

Students' Speaking Ability in Post-Test of Control Class

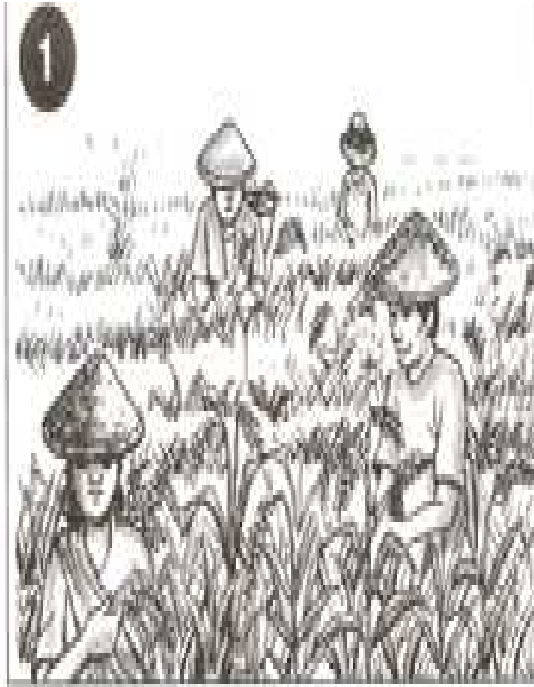
Student	Score of Student's Speaking Ability					Total Score
	Pronunciation	Grammar	Fluency	Vocabulary	Comprehension	
<i>Student 1</i>	10	8	12	10	10	50
<i>Student 2</i>	12	6	10	10	12	50
<i>Student 3</i>	8	7	8	9	9	41
<i>Student 4</i>	13	10	11	13	13	60
<i>Student 5</i>	6	6	8	7	8	35
<i>Student 6</i>	10	7	10	10	10	47
<i>Student 7</i>	14	10	13	12	14	63
<i>Student 8</i>	10	10	12	10	10	52
<i>Student 9</i>	12	9	10	12	12	55
<i>Student 10</i>	8	6	7	8	7	36
<i>Student 11</i>	13	10	12	13	13	61
<i>Student 12</i>	7	5	7	7	7	33
<i>Student 13</i>	9	5	8	9	10	41
<i>Student 14</i>	11	8	8	10	11	48
<i>Student 15</i>	11	8	9	11	11	50
<i>Student 16</i>	13	9	10	13	13	58
<i>Student 17</i>	10	7	11	10	12	50
<i>Student 18</i>	14	9	12	13	14	62
<i>Student 19</i>	9	7	9	9	10	44
<i>Student 20</i>	6	5	7	7	8	33

PRE-TEST

1. This test is only for research and it will not influence your score
2. Look at the picture series and then tell the picture.
3. Thanks for your participation.

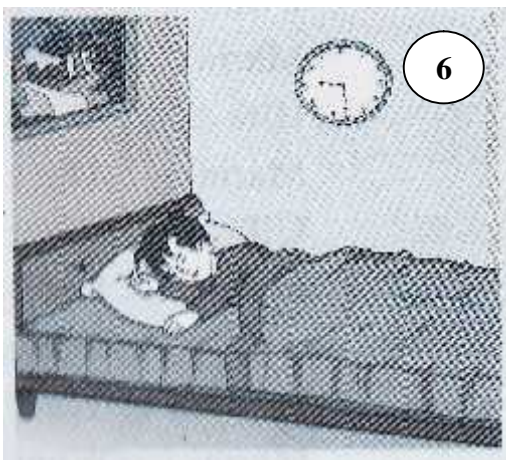
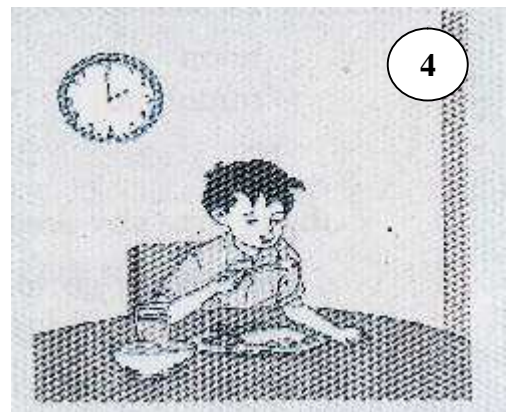


OBSERVATION I AND II

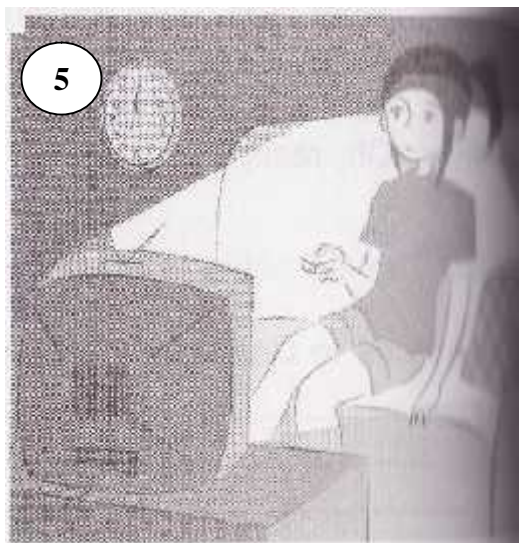
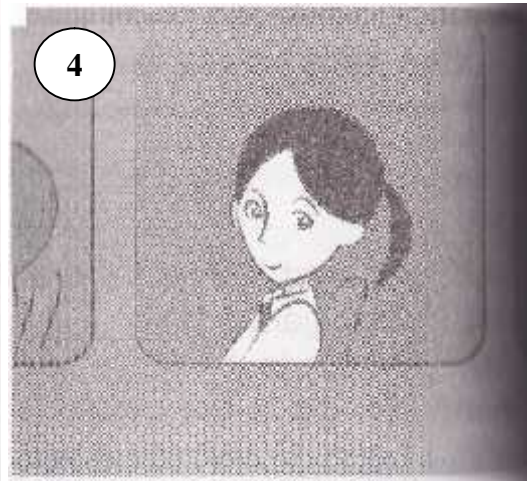
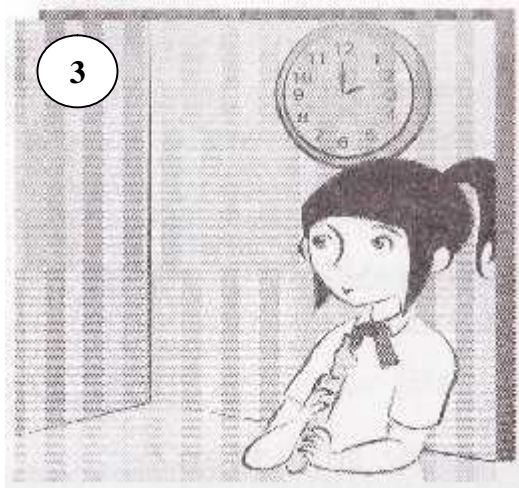
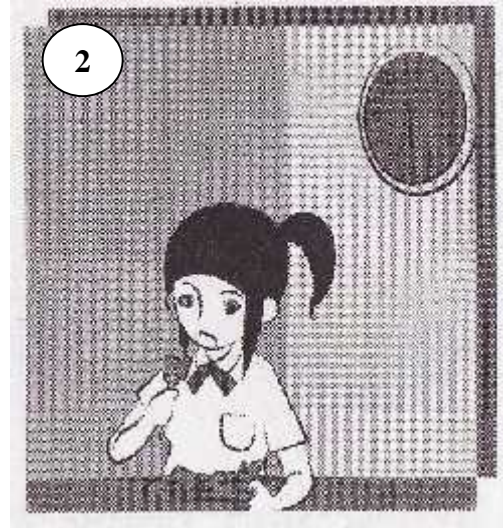
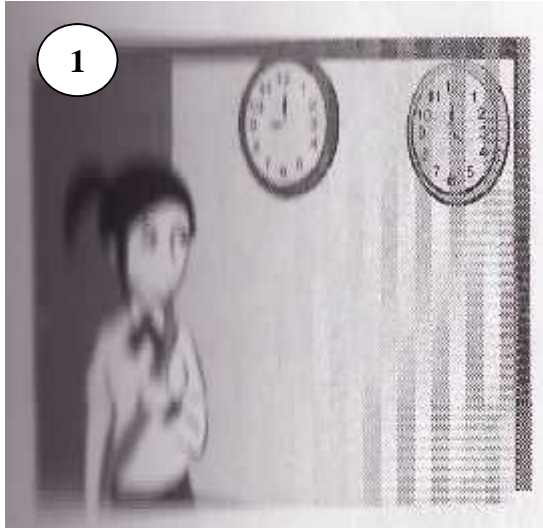


POST-TEST

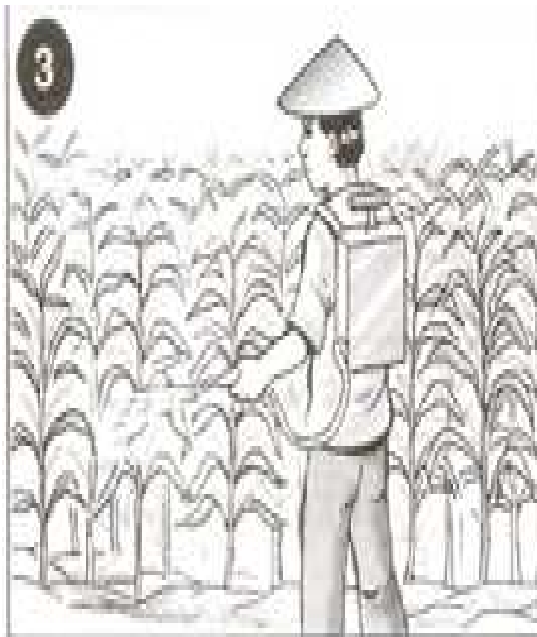
1. This test is only for research and it will not influence your score
2. Look at the picture series and then tell the picture.
3. Thanks for your participation.



OBSERVATION III AND IV



OBSERVATION V AND VI



Lesson Plan for Experiment Class

Level	: MTs Negeri Naumbai/Class VIII
Topic	: Agriculture (Planting Corn)
Skill focus	: Speaking
Source	: Students' Books
Teaching Aid	: Picture Series, Marker, Eraser, and Whiteboard
Time Allocation	: 2 X 45 minutes
Learning Objective	: The students are able to request something based on the picture series in oral speaking

The activities in teaching and learning process

1. Preparation
 - a. The writer chooses the topic
 - b. The writer provides the picture series based on the topic
 - c. The writer make lesson plan for each meting

2. Pre Activities
 - a. Greeting
 - b. Doing classroom activities
 - c. Telling the students what to do in speaking out the picture series

3. Main Activities
 - a. The writer explains to the students that they are going to do from a picture series
 - b. The writer describes a picture series to students
 - c. The writer tells students to gather all information that they get from the picture series

4. Post Activities
 - a. The writer tells the students that the end of the picture series is free based on their imagination

- b. The writer assignees the students to perform the picture series in front of the class individually one by one
5. Assessment
 - a. The writer evaluates the students' speaking

Naumbai, 20 May 2010

Mahasiswa Peneliti

Nanda Hadi Putra

Mengetahui:

Kepala MTs Negeri Naumbai

Guru Bidang Studi Bahasa Inggris

Drs. A. Muis Zen
NIP. 196604071997031001

Fachruddin, S. Pd

Lesson Plan for Control Class

Level	: MTs Negeri Naumbai/Class VIII
Topic	: Daily Activity
Skill focus	: Speaking
Source	: Students' Books
Teaching Aid	: Marker, Eraser, and Whiteboard
Time Allocation	: 2 X 45 minutes
Learning Objective	: The students are able to request something based in oral speaking

The activities in teaching and learning process

6. Preparation

- a. The writer chooses the topic
- b. The writer make lesson plan for each meting

7. Pre Activities

- a. Greeting
- b. Doing classroom activities

8. Main Activities

- d. The writer explains to the students about the topic

9. Post Activities

- a. The writer assignees the students to perform their ability in front of the class individually one by one

10. Assessment

- a. The writer evaluates the students' speaking

Naumbai, 26 May 2010

Mahasiswa Peneliti

Nanda Hadi Putra

Mengetahui:

Kepala MTs Negeri Naumbai

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Fachruddin, S. Pd