



The Effect of Describing Picture Media on Students' Speaking Skill at The Ninth Grade Student of MTs Mathla'ul Anwar Nambo Picung Pandeglang Banten in Academic Year 2021/2022

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ABSTRACT

This research aims to determine the effect of describing picture on students' speaking skill at the ninth grade student of MTs MA Nambo Picung Pandeglang. This study uses a quantitative approach with a quasi-experimental design. This research uses three concepts, namely pre-test, treatment and post-test. The pre-test would be carried out before giving treatment, the treatment would be carried out in five meetings, and post-test would be given after treatment. The results of data analysis showed that the mean of post-test both experimental and control class are different, they are 79.00 and 63.75. The result of t-test obtained is $0.000 \leq \alpha = 0.05$. The result indicated the alternative hypothesis was accepted and the null hypothesis was rejected. This finding shows that the describing picture has significant effect on students' speaking skills. Based on the findings, could be said that the media picture is very useful for teachers to improve students' speaking skills, and easy to learn for students.



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INTRODUCTION

English is a universal language, because the majority of nations worldwide speak it as their first language. In addition, one of the most important international languages to master or learn is English, especially in the world of education. English is one of the main subjects that student have studied since elementary school to high school. English is also a second language in the world.

There are four basic skills that should be mastered in learning English. The four basic languages are listening, writing, reading, and speaking. However, the authors will conduct research on speaking skill because there are still many students who are lacking.

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Speaking is a language skill that aims to express one's thoughts and feelings verbally as a process of direct communication with others. In this speaking process, someone will go through a thought process to communicate ideas or ideas widely to other people.

According to Brown H.D. (2004:140) Speaking is a useful skill that can be directly and empirically observed, with accuracy and efficacy always influencing these observations.

According to Brown H.D. (2004: 141) There are many kinds of speaking, such as: Intensive, responsive, interactive, extensive, and imitative.

1. Imitative

"The talking show type can simply imitate (imitate) a word, phrase, or sentence at one end of the series."

2. Intensive

"Intensive speaking is reading a passage or giving direct responses to simple questions. The speaker must be aware of semantic properties in order to be able to respond"

3. Responsive"

In responsive speaking, the teacher will give one or two questions to students in oral form, then students will respond to the teacher's questions, and this will refer to a conversational test of interaction and communication, but to a limited extent. Most of the time, standard conversation consists only of greetings, small talk, and straightforward requests and comments.

4. Interactive

"Transactional speaking is to share information as usual at a responsive level. Interpersonal speaking refers to context or pragmatics."

5. Extensive

"A typical type of monologue involves a great deal of communication. Speech, poetry, and storytelling, etc".

According to Brown H.D. (2004: 141) There are several elements of speaking, they are Grammar, pronunciation, fluency, and vocabulary.

1. Grammar

Grammar is the standards for framing a sentence that can be figured out in English. A sentence is only a collection of words that the listener can fully comprehend without asking questions.

2. Pronunciation

Pronunciation is a way of pronouncing words in English, both from intonation, articulation, and emphasis. In the oxford dictionary explained that pronunciation is the way in which a language, words and sounds are spoken.

3. Fluency

"Developmental aspects (fluency) relate to cause and effect the electronics. This aspect of fluency becomes important part of creativity."

4. Vocabulary

In order to provide language structure and voice training, the first level we should concentrate on should be grammar, where we should concentrate on function. When you want to say something in English, one of the things you need to know and master are words.

Taringan in Shohib (2012:13) defines it as language skills that develop throughout a child's life, before listening skills then speaking skills. This means spoken language is the basic language. The

goal of teaching spoken English is to improve the effectiveness of communication. In Shohib (2012:13), Hornby claims that teaching is the act of providing someone instructions or knowledge, skills, etc. Speaking also refers to uttering words in a natural voice.

Media picture is a visual media that can only be seen, and has no sound. This picture media can help students to express ideas that are seen by students so that they can be seen more clearly. Hambalik (in Marlen, et al, 2014: 5) explains that media picture is everything that is visually manifested in 2-dimensional form as an outpouring or various thoughts such as paintings, portraits, slides, films, strips, projectors. Media picture can also be interpreted as everything that can be implemented visually in 2-dimensional form as various thoughts or outpourings, for example, such as: films, paintings, slides, portraits, opaque projectors, strips, and so on.

In Risky Fauziah (2016: 11), Jeremy harmer claims that pictures can take the form of a projected slide, a cue card, photographs, illustrations, or large wall picture.

a. Flash Card

The flash card is a small card that the instructor can show the students. Flashcards are a great tool for practicing vocabulary, practicing various sentence cues, and reviewing grammar rules

b. Large Wall Pictures

This image is large enough to show the details to everyone. When pointing to the details of large wall pictures to get responses from students, teachers sometimes use them.

c. Cue Card

Students use these small cards in pairs or groups. The instructor divides the students into pairs or groups and distributes clue cards. Each student is required to say the sentence that is suggested on the cue card, which is placed in the top pile.

d. Photos or Illustrations

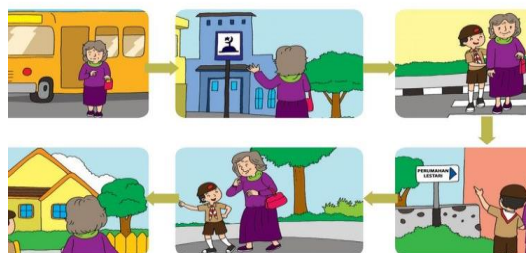
This is a picture that shows a person or situation in action. It is used by the instructor to explain a situation or action. Books, newspapers, and magazines all contain photographs.

e. Projected Slides

Teachers use it in multimedia classes as well. The instructor may occasionally use it to display large-format images.

There are many approaches to teaching and learning. Through pictures, students can improve their speaking skills. One of the activities for learning English is to describe a picture. Students should describe the images in front of the class as part of this activity. This activity aims to improve students' creative and speaking English skills. The purpose of this media is to increase students' enjoyment of learning and make it simpler for them to describe something.

Picture 1 Describing Picture



METHOD

This study employs a quasi-experimental design and a quantitative approach. Mulyadi. M. (2011) explains that the quantitative research is a method of research that adheres to positivism. It is used

to look at particular populations or samples that are usually chosen at random. Data are collected with the help of research instruments and then analyzed statistically or quantitatively in order to test the hypothesis that has already been established.

The researcher treated both the experimental class and control class through five meetings. They were given a different treatment. In this section, the treatment was provided to the experimental class by using picture media. The treatment was provided to the control class using by flash card. During the treatment, the researcher took the documentation in every situation such as taking some photos, to create the credibility that the research was carried out at the school.

The participants in this study were all Grade IX students at MTs MA Nambo; there were a total of 40 students in the study. To get the sample the researcher needed to do a technique, there are two types of technique sampling that can be used by the researcher are probability and nonprobability sampling. In this research, the researcher used purposive sampling technique, which was a variety of nonprobability sampling. According to (Kumar,2011:207) purposive sampling is a technique of determining who is best suited to provide the information needed to reach the research objectives.

The researcher will collect data through a pre-test, post-test between the control class and the experimental class. In this design they will receive a pre-test, a treatment, and a post-test. The purpose of the post-test is to determine whether or not there is a difference in their abilities between the two.

The instrument could be said as a good instrument if instruments itself has high validity and reliability. The researcher tried out the instrument at class IX MTs Daar El-Ulum Bandrong Saketi. The researcher took different school on tryout instrument because the school of MTs Mathla'ul Anwar Nambo has only two classes.

In this study to collect the data, the researcher used speaking test in the pre-test and post-test to find out the effect of describing picture media on student's speaking skill. The researcher conducted a pre-test to both experimental class and control class before given the treatment. The students were given a picture one by one. They described it in front of the class, and they were recorded by using video. After giving a pre-test the researcher conducted the treatment, the researcher treated both the experimental class and control class through five meetings. They were given a different treatment. In this section, the treatment was provided to the experimental class by using picture media. The treatment was provided to the control class using by flash card. During the treatment, the researcher took the documentation in every situation such as taking some photos, to create the credibility that the research was carried out at the school. After treated both the experimental class and control class the researcher gave both the experimental class and control class the last test that was post-test with the same question and same times. To find out the student's speaking skill after getting the treatment. Based on this test, the researcher was able to investigate the effect of describing picture media on student's speaking skill.

The data's results analysed by some tests were normality test, homogeneity test, and hypothesis test. In this study the researcher conducted the normality test used to investigate the data that obtains from the experimental class and control class either normal or not. The researcher conducted the homogeneity test as the second test to investigate the data that obtains from the experimental class and control class has the relative same variants or not. The researcher conducted the hypothesis test as the last test to decide whether the hypothesis was accepted or rejected, and the researcher used T-test to do the hypothesis test.

RESULT AND DISCUSSION

In this study the researcher presented the result of analyzing of pre-test and post-test in figure out whether there is significant effect of using Describing Picture media towards student's speaking skill. The researcher, which began in October and continued through November, was carried out in the ninth grade of MTs MA Nambo Picung Pandeglang. The information came from both the

experimental and control classes. In the experimental class, describing picture media were used, whereas flash cards were used in the control class.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	20	55	85	69,25	9,072
Post-Test Experimental	20	65	90	79,00	8,675
Pre-Test Control	20	50	70	58,50	6,708
Post-Test Control	20	55	75	63,75	5,821
Valid N (listwise)	20				

Based on the outcome of the above descriptive data statistics, from 20 students (N) pre-test experimental class, the minimum score is 55, while the maximum score is 85, the mean of this score is 69.25 and the standard deviation is 9.072. For the post-test of experimental class, the minimum score is 65, while the maximum score is 90, so mean of post-test is 79.00 and the standard deviation is 8.675. Meanwhile, for control class from 20 students (N) the score of pre-test gets the minimum score that is 50, and the maximum score is 70, so mean of this test is 58.50 and the standard deviation is 6.708 and for the post-test of control class the minimum score is 55, maximum score is 75, while the mean of this test is 63.75 and standard deviation is 5.821.

In this study the researcher determines the pre-test and post-test scores for the experimental class and control class by using SPSS 22 program. The speculation test in this examination utilized examination of t-test. This study must first complete the pre-requirement analysis, which includes the normality homogeneity and T- tests.

If the significance value of sig > 0,05 the data is normally distributed.

If the significance value of sig < 0,05 the data is not normally distributed.

The result of the test normality of pre-test and post-test by using the computer-assisted program by SPSS 22 version could be seen as follow.

Table 2 The Result of Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	Df	Sig.
Result of students learning	Pre-test Experimental	,130	20	,200*	,952	20	,396
	Post-test Experimental	,155	20	,200*	,908	20	,058
	Pre-test Control	,212	20	,019	,875	20	,015
	Post-test Control	,235	20	,005	,903	20	,048

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above showed that pre-test experimental sig 0,200>0,05 the data is distributed normally, post-test experimental sig 0,200>0,05 the data is distributed normally, pre-tes control sig 0,019>0,05 the data is distributed normally, and the last is post-test control sig 0,005. Therefore, the researcher draws the conclusion that the data in question are all normally distributed.

In this study, the homogeneity test was the Levene test performed on program windows using SPSS 22 and the following criteria:

If the significance value of sig >0.05 the data is homogenous.

If the significance value of sig > 0.05 the data is not homogenous.

Table 3 The Result of Homogeneity Test

Levene			
Statistic	df1	df2	Sig.
4,136	1	38	,049

In addition, the data of pre-test is called homogeneous if the significance is higher than level significance 5% ($\alpha=0.05$). Based on the test homogeneity above, it is proven that the score of significance is higher than level significance, where $0.49 > 0.05$. As a result, it is determined that the data are homogeneous, which mean that post-test both the experimental class and control class have the identical variants as well.

In this research the hypothesis test used a statistics test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program for windows the criteria:

If sig (2-tailed) < 0.05 , H_0 is rejected and H_a is accepted.

If sig (2-tailed) > 0.05 , H_0 is accepted and H_a is rejected.

The t-test result could be seen in the table below:

Table 4 Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental Post-Test Experimental	-9,750	4,435	,992	-11,826	-7,674	-9,831	19	,000
Pair 2	Pre-Test Control Post-Test Control	-5,250	2,552	,571	-6,444	-4,056	-9,200	19	,000

The statistics hypothesis as follow:

H_a : There is significant effect of Describing picture media towards speaking skill students at ninth grade of MTs Mathla'ul Anwar Nambo Picung pandeglang

H_0 : There is no significant effect of Describing picture media towards students' speaking skill at ninth grade of MTs Mathla'ul Anwar Nambo Picung Pandeglang.

Based on the output SPSS above stated that the null hypothesis is rejected and alternative hypothesis is accepted, because the value of sig (2-tailed) $0.00 < 0.05$. It means there is a significant effect of describing Picture media on students' speaking skill.

CONCLUSION

Based on the findings and discussion in the preceding chapter, that using picture media to learn English in the ninth grade at MTs Mathla'ul Anwar Nambo Picung Pandeglang is effective., especially in students' speaking skills. It can be seen from the descriptive statistics data, comparing the results of the post-test both experimental class and control class, after getting the treatment the result of experimental class is 79.00 and control class is 63.75 its means the result of experimental class is higher than control class.

In addition, based on the paired sample t test with the significance level $\alpha = 0.05$, it is known that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the results of significance (2 tailed) for the experimental class are lower. from the significance level ($0.000 < \alpha = 0.05$) according to the results of the study that media images are effective for improving

students' speaking skills at MTs Mathla'ul Anwar Nambo Picung Pandeglang. By using this media, students are more active in learning English, especially to improve speaking skills.

After conducted research in the ninth grade of MTs Mathla'ul Anwar Nambo Picung Pandeglang, the writer found several positive influences in learning English, especially in learning students' speaking skills. There are several important things that can be suggested, especially for teachers, students, and the next researchers.

For teachers, good learning strategies, models, and media used can be interesting parts of the teaching and learning process. This is another resource that teachers might find useful. For Students, they will be interested in the learning process, particularly speaking. For the next researchers, the findings of this study can serve as a model for future research in the field.

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