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2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

2nd ICEL 2014

20 -22 MAY 2013

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M
2nd lCEL 2014 Chairman

PROCEEDINGS

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Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
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THE EFFECT OF USING PICTURES ON STUDENTS' SPEAKING ABILITY AT GRADE EIGHT OF SMPN 2 SEPUTIH MATARAM LAMPUNG TENGAH

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Abstract

This is an experimental research that was aimed to find out the effect of using pictures on students' speaking ability at grade eight of SMPN 2 SeputihMataram Lampung Tengah 2014. Speaking is defined as an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. Pictures were applied to increase the students' speaking ability which was low. They were used as one of visual aids to help and to guide the students to speak and make them interested in learning English. Data were collected by incorporating two pre-tests and two post-tests in experimental group and control group. In the experimental group, the researcher gave treatment by using pictures. While in the control group received traditional teaching. Data analysis was attempted using t-Test for two group design. The result indicated that p-value 1% = 2.65, 5% = 2.00, and t-value = 10.59. It means p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. The researcher concluded that the use of pictures was more effective than traditional teaching in improving students' speaking ability. These findings suggest that there is effect of using pictures on the students' speaking ability at grade eight of SMP N 2 SeputihMataramlampung Tengah. It is suggested that the teacher uses pictures for teaching speaking.

Keywords: the use ofpictures, students' speaking ability

1 INTRODUCTION

In the teaching learning process, the students need to acquire four language skills to get a real competence in English. All of the skills must be mastered because it becomes the standard competencies which have to be reached. Moreover, English subject is one of the curriculum programs for the students.

One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. To make the learners able to communicate in the form of oral or written communication using it is one of the important goals in teaching English. In speaking class, the students of junior high school learn how to pronounce English word, to describe a person, a place, a thing, to introduce them-selves fluently, to make a conversation, and to understand about the meaning of a word.

One of the serious problems is the difficulty in speaking English. It is because most of them seldom practice speaking this target language. Actually they know how to speak well but they have no motivation to increase their speaking abilities. Mostly, the students feel afraid of making mistakes, nervous, and shy to express their ideas in spoken form and they do not have self-confidence to speak English.

On the other hand, the teacher has to consider how to create a positive atmosphere in the classroom so that the students are actively involved in speaking activities. Speaking activity in the classroom needs varieties of media. The students can be attracted in teaching learning process if the teacher brings good media. The teacher should be able to choose or to create a good media and an innovative media to attract students' interest in learning English especially speaking activity. The teaching media should be planned in such a way that learning becomes interesting. It can be done by using pictures as a real object / realia. The use of realia can help the teacher to teach the meaning of word and to stimulate the students' activity. The use of pictures drawn by the teacher or taken from book, newspaper, and magazine is to facilitate the learning

process. Pictures can be in the form of flash cards, large wall pictures, cue cards, photographs or illustrations. These can guide the students to present their idea and to share the information which they saw in the picture, (Harmer, 2007).

Based on those reasons above, the writer would like to use the media to attract the students in learning. The use of picture is one of suggestions for speaking media. Using the application of pictures on the students' speaking ability makes the teaching and learning process becomes more interesting and effective. This can encourage the students to learn English actively, especially to learn speaking.

2   THE EFFECT OF USING PICTURES ON STUDENTS' SPEAKING ABILITY

The meaning of media is often related with means of communication. Media is any devices that assist the teacher to transmit the learner's skills, attitudes, knowledge, or additional materials used to make the learning easy. Learning media includes some devices that are physically used for delivering the content of teaching materials which consist of books, films, videos, televisions, graphics, pictures, etc, (Daryanto, 2013).

Media is anything that can be used to convey a message or idea to stimulate the students in learning process. Media for learning should be visible, interesting, simple, useful, accurate, legitimate, and structured, (Aqib, 2013).

Applying picture in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It is taken from magazine or newspaper, poster, brochure, or it is found on the internet. The teacher must consider that pictures can engage the students' interest. The use of pictures should be appropriate with the students' level and it is visible by the students, (Harmer, 2007).

In learning process, language teacher must be able to encourage the students to develop their ability in using English for conversation or discussion in the classroom. Developing and stimulating the students in learning process are the teacher's role. As teachers, we must have many sources that can stimulate the students to learn actively because it is important. They are included in teaching learning process. A picture is one of the resources that can help the students to stimulate their interest and motivation, (Wright, 1989).

Furthermore, picture can be used as a stimulus for a creative activity because picture is a real object which is very helpful for teaching the meaning of some words or for stimulating the student activity especially in conversation class. The real object of picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The teacher can use pictures whether drawn, it is taken from books, newspapers and magazines, or it is photographed to facilitate learning. These can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations. Then, the teacher can use images of overhead projector, projected slide, or draw pictures on the board to help the students with explanation, (Harmer, 2007).

There are some ways of using pictures. The first way is to motivate the students to speak. The second way is to create the students' response. The third way is to provide the students with information. It is because pictures showing objects, actions, events, and relationships that can indicate answer to questions, substitutions, and sentence completions. The fourth way is to stimulate and to guide spoken descriptions, narrations, and dialogues. The last way is to stimulate and to offer information for speaking freely, (Wright, 1984).

Speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English, (Bygate, 1987).

Teaching speaking is needed by the students. It can stimulate students' motivation in learning English. The principles for teaching speaking are depending on the objective, focusing on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving the students opportunities to initiate oral communication, and encouraging the development of speaking strategies, (Brown, 2007).

3   RESEARCH METHOD

The instrument in obtaining the data was oral test. The purpose of oral test was to measure the students speaking ability. The test was conducted orally. It was in the form of conversation based on the topic of

pictures given by the teacher. Firstly, the teacher distributed three topics to the students then explained about the instruction given, and the teacher asked them to make a pair. Secondly, the teacher gave ten to fifteen minutes for each pairs to think about the conversation of asking and giving information based on their topic. Thirdly, the teacher asked the students to perform their conversation in front of class and recorded by the teacher.

The procedures of this research were explained into some steps. Firstly, the subject of the research was determined by choosing the sample. The experimental group and the control group class were selected. Each group was consisted of 32 students. Purposive sampling was applied to get the sample.

Secondly, the researcher selected the material that was going to be taught. The research applied one material for the treatments. The material was about teaching speaking by using picture. Thirdly, the researcher gave the experimental group and the control group pre-test after choosing the subject. The test that was used was the speaking test. The researcher applied teaching speaking by using picture as the treatment for the experimental group. Traditional teaching was taught for the control group class. After that, the researcher gave the two groups post-test. The aim of the post-test was to find out the students' speaking ability after the treatments. The last, after the two kinds of tests had finished, the data were analyzed by using t-Test. It was analyzed to identify whether the teaching speaking by using picture had an effect towards the students' speaking ability or not.The formula was presented in figure 3.1 below.

Figure 3.1 The Equation of t-Test formula of two group design

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

$$df \quad : (N_x + N_y - 2)$$

4 RESULT AND DISCUSSION

4.1. The Result of Experimental Group

From the result of pre-test and post-test of experimental group, the researcher described the lowest score of the pre-test is 57 and the highest score is 77. While the lowest score of the post-test is 61 and the highest score is 85. The average score of the pre-test is 64.75 and the post-test is 73.16. The average score is increased from 64.75 to 73.16. The total scores of both tests showed that the pre-test is 2072 while the post-test is 2341. The total score of the post-test is higher than the total score of the pre-test. The students' score of the post-test are increase after given the treatment. Therefore, the researcher concluded that there is a significant score increasing from the pre-test to the post-test.

4.2. The Result of Control Group

From the result of pre-test and post-test of control group, the researcher described the lowest score of the pre-test is 55 and the highest score is 71. While the lowest score of the post-test is 57 and the highest score is 77. The average score of the pre-test is 60.16 and the post-test is 62.31. The average score is increased from 60.16 to 62.31. The total scores of both tests showed that the pre-test is 1925 while the post-test is 1994. The total score of the post-test is higher than the total score of the pre-test. Therefore, the writer concluded that there is a significant score increasing from the pre-test to the post-test.

The total score of the two pre-test and the two post-tests are calculates and analyze statistically by using t-Test formula of two groups design. It is to find out the effect of the use of pictures on students' speaking ability.

The result shows that the experimental class gets a high improvement than the control class. It is proves by the different increasing average score in both classes. At the pre-test, the average score of control class is 60.16, and at the post-test is increase 2.15 point become 62.31. While the average score of experimental class at the pre-test is 64.75, and at the post-test is increase 8.41 point become 73.16.The difference of the average score between the control group and the experimental group is 6.26 point. According to the research finding, the researcher finds that there is significant difference between the students' speaking ability that is taught by using pictures and without using pictures. Those who are taught by using pictures are better than those who are taught without using pictures. Therefore, teaching speaking by using pictures helps the students in improving their speaking abilities.

The achievement score of the students who are taught by using pictures are good. The score of t-Test is 10.59. It means that the use of pictures arise the students` motivation to catch their taught, ideas, and expressions to speak. Pictures guide the students to speak. The teacher should create a representative material and an interesting material to support the teaching learning process, because the students' motivation can be attracted by the use of pictures as a media to learn.

The score of t-Test is 10.59. This value is referred to the t-Test table with degree of freedom (df) = 62. Statistically, it indicated that t-Test value is significant because the p-value is smaller than t-Test value (2.00 / 2.65 < 10.59). Moreover, these facts indicate that the use of pictures is effective to increase students' speaking ability. From the result of the research, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So, there is effect of using pictures on students' speaking ability.

5 CONCLUSION AND RECOMMENDATION

Based on the result of the research, the researcher concludes that there is effect of using pictures on students' speaking ability at grade eight of SMP N 2 SeputihMataram Lampung Tengah. The conclusion is taken based on four considerations. The considerations are the average score of the students' score of the pre-test and the post-test in the experimental group, the average score of the students' score of the pre-test and the post-test in control group, the results obtained from the calculation of the data analysis of the students' test result between both group and the hypothesis of the research.

After finding the result of the two post-tests and the two pre-tests, the researcher calculates those two groups into t-Test formula. The score of the t-Test is 10.59. The result shows that p-value = 2.00 / 2.65. This value referred to t-Test table with degree of freedom (df) = 62 is smaller than t-value = 10.59. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, the use of pictures is more effective than the application of traditional teaching on the students' speaking ability.

It is recommended that the use of pictures is attempted to improve the students' speaking ability. The teachers should motivate and should guide the students well in order to help the students understand the material easily. It is suggested that the teacher should use pictures in teaching speaking and it is encourage the students to participate actively in the classroom activity. The English teacher should pay much attention to the media that will be applied in presenting the speaking material and should be innovative in selecting and choosing pictures for the students that appropriate with the topic and appropriate with the students' level. The students should be more active in teaching and learning activities in the classroom by giving the students more chances to practice English and to speak their opinion freely, therefore their ability will be improved.It is suggested that the English teacher should use pictures as a variation of the teaching media especially for teaching speaking to avoid the boredom.The school management should provide more facilities or media which support the teaching and the learning processes, such as by completing the school library with many kinds of English books or others scientific books, by providing some projectors and providing picture of flashcards. Finally, the researcher hopes that other researcher should be more motivated in conducting further investigation to discover the main factors which can effect the positive instructional activity.

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