THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

By :

IRHAM RASYDI HARAHAP
Registration Number : 07 340 0089

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN

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A THESIS

Submitted to State College for Islamic Studies (STAIN) Padangsidmpuan as a Partial Fulfillment of Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

Written By:

IRHAM RASYDI HARAHAP
Reg. No : 07 340 0089

Advisor I	*Advisor II*
Drs. H. Syahid Muammar Pulungan, SH	**ZAINUDDIN, S.S., M.Hum**
NIP. 19531207 198003 1 003	**NIP. 19760610 200801 1 016**

ENGLISH EDUCATIONAL STUDY PROGRAM

DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012

Hal : Skripsi a.n. Irham Rasydi Hrp

Lamp : 5 (lima) eksamplar

Padangsidimpuan, 27 September 2012

Kepada Yth.

Bapak Ketua STAIN Psp.

Di -

Padangsidimpuan

Assalamu ‘alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Irham Rasydi Harahap, yang berjudul **“The Effect of Picture Sequences Toward Grade XI Students’ Speaking Skill at SMK N 1 Padangsidimpuan”,** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

Wassalamu ‘alaikum Wr. Wb.

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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : **IRHAM RASYDI HARAHAP**

NIM : 07 340 0089

Jurusan/Program Studi : TARBIYAH/ BAHASA INGGRIS

Judul Skripsi : **THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDIMPUAN**

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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Padangsidimpuan,12 Oktober 2012
Saya yang menyatakan,

IRHAM RASYDI HARAHAP
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DECLARATION LETTER OF WRITING OWN THESIS

Name : **IRHAM RASYDI HARAHAP**

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The Title of Thesis : **THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDMPUAN**

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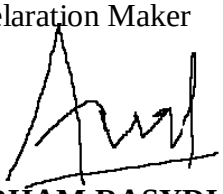
Delaration Maker



IRHAM RASYDI HARAHAP
Reg. No. 07 340 0089

RELIGION MINISTRY OF
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

EXAMINER
SCHOLAR MUNAQASYAH EXAMINATION

NAME : IRHAM RASYDI HARAHAP
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TITLE : THE EFFECT OF PICTURE SEQUENCES TOWARDS STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDMPUAN

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Proposed :
Place : Padangsidimpuan
Date : October 12^{th} 2013
Time : 09.00 – 12.30
Result/Mark : 70.00 (B)
Predicate : Very Good

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : **THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMK N 1 PADANGSIDIMPUAN**

Ditulis Oleh : IRHAM RASYDI HARAHAP
NIM : 07 340 0089

Telah dapat diterima sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan Islam.

Padangsidimpuan, 12 Oktober 2012
Ketua

DR. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENTS

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

First of all, I would like to thank to Allah SWT who has given time for me, health in writing and finishing this thesis. Next, the writer does not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness in to lightness.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

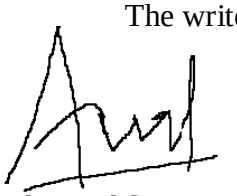
1. Drs. H. Syahid Muammar Pulungan, SH., as the first advisor who has given suggestion and help in writing this thesis.
2. Zainuddin S.S, M.Hum., as the second advisor who has helped, supported and suggested researcher to finish this thesis.
3. Dr. H. Ibrahim Siregar, M.CL., as the chief of STAIN Padangsidimpuan
4. Hj. Zulhimma, S.Ag., M.Pd., as a Chief of Department of Tarbiyah STAIN Padangsidimpuan.
5. Rayendriani Fahmei Lubis, M.Ag., as a Chief of English Education Study Program STAIN Padangsdimpuan.
6. All lecturers of STAIN Padangsidimpuan who have given the knowledge during the researcher studied in this campus.
7. The exclusive thanks for my beloved parent, my father (Rachmad Parmonangan Harahap) and my mother (M. Haerani Siregar) who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.
8. All my friends in TBI-3, especially to The Brothers Gank (Adinomo Harahap, Ahmad Moehajir Hasibuan, Andika Gultom, Gimin Suwito Hasibuan, Joni

Hariadi Siagian, and Riandi Ardika Siagian) and also all friends I cannot mention them here who have supported and motivated me to finish this thesis.

Finally, the writer realizes that there must be some weaknesses in this thesis. Therefore, the writer expected that this thesis will be accepted as the requirement for getting the degree of Sarjana from State College for Islamic Studies (STAIN) Padangsidimpuan and also been used in the future.

Padangsidimpuan, October 2012

The writer



IRHAM RASYDI HARAHAP

Reg. No. 07 340 0089

ABSTRACT

Name : IRHAM RASYDI HARAHAP
Reg. No. : 07 340 0089
Faculty : Tarbiyah
Program Study : English Program
Title of thesis : THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDIMPUAN

The problem, was there any significant effect of using the picture sequences technique towards students' speaking skill. The purpose of this research was to know the significant effect of using picture sequences technique towards students' speaking skill.

This research was conducted by quantitative method and type of the research was experimental research. The population of the research was 382 students of the grade XI. Then, the sample of the research intended 36 students. Next, the Pre-Test and Post-Test were given to the respondent to know the sudents' speaking skill. To analysis the data, researcher used the formulation of T_{test} as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2{}^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

After getting the data, researcher found that score of T_0 was bigger than T_s (2.54 > 1.70). It is meant that the hypothesis was accepted. It was concluded that there was a significant effect of picture sequences toward grade XI students' speaking skill at SMKN 1 Padangsidimpuan .

CURRICULUM VITAE

Name	: Irham Rasydi Harahap
Registration Number	: 07 340 0089
Place / Date of Birth	: Padangsidimpuan, 19th December 1988
Sex	: Male
Address	: Jln. Sutan Soripada Mulia, Gg. Serasi No.9, Sadabuan, Padangsidimpuan Utara, Padangsidimpuan.
Fathers' Name	: Rachmad Parmonangan Harahap
Mothers' Name	: Minche Haerani Siregar

Educational Background:

Primary School	: at SDN 142442 Padangsidimpuan (2001)
Junior High School	: at SMPN 1 Padangsidmpuan (2004)
Senior High School	: at SMAN 4 Padangsidimpuan (2007)
Institute	: at Educational English Department of Tarbiyah Faculty at STAIN Padangsidimpuan (2012)

LESSON PLAN

School Name	:	SMKN 1 Padangsidimpuan
Subject Matter	:	English
Class/Semester	:	XI/3 (Experiment Class)
Meeting	:	I
Time Allocation	:	2 x 40 minutes
Standard Competition	:	Communicate with English Language like *Elemantary Level*
Based Competition	:	Comprehending simple instructions
Indicator	:	Express an expression to show an process of activity which instructed rightly.

A. The Aim of Learning

1. Students can to identificate about instruction sentences
2. Students can to express how to give instruction rightly
3. Students can to practice instruction sentences in their daily activity

B. The Matery of Learning

Expressions in giving instruction :

-. Take a pot

-. Fill the pot with the soil

-. Dig a hole

-. Put the seed

-. Watering the pot

C. The Teaching Methods

1. Picture Sequence
2. Demonstrarion
3. Discussion

D. Steps in Learning

1. Pre-learning
    a. Teacher open the learning with say greeting to the students
    b. Teacher check student's absence
    c. Teacher explain about what will be studied and what the aim
2. In Learning Activity
    a. Teacher explain the subject matter.
    b. Students are introduced to words and expressions used in giving instruction.
    c. Students are invited to identify the expressions of instruction.
    d. Students make a short instruction and demonstrate it.
    e. Other students taking a note (message) their friends' dialogue.
3. The end of Learning Activity
    a. Teacher give comment and correction.
    b. Teacher end/close the learning activity with say greeting to the student.

E. Tool,Media and Source of Learning

Media : Picture

Sources :

a. English in Vocational Context
b. Relevant books
c. Personal Source

F. Evaluation

Task : *Make a short instruction based on the picture*

Padangsidimpuan, November 2012

Acknowledged by,

The Principal of SMKN 1 Padangsidimpuan

Drs. Afifuddin Lbs, MAP
NIP. 19621227 199203 100 4

Researcher,

Irham Rasydi Harahap
NIM. 07 340 0089

LESSON PLAN

School Name : SMKN 1 Padangsidimpuan
Subject Matter : English
Class/Semester : XI/3 (Experiment Class)
Meeting : II
Time Allocation : 2 X 40
Standard Competition : Communicate with English Language like *Elemantary Level*
Based Competition : Comprehending simple daily conversation in professional or personal context with non native speakers.
Indicator : The expressions of guest handling at hotel, restaurant, travel agency are demonstrated by the students.

G. The Aim of Learning

1. Students are able to express the expressions of guest handling.
2. Students are able taking a note of simple messages received by telephone.

H. The Matery of Learning

Expressions dealing with telephone conversations :

- Who is speaking, please?
- Sorry, the line is engaged
- Ok, I'll put you through
- Hold on, please.
- One moment, please

I. The Teaching Methods

4. Picture Sequence
5. Demonstration
6. Discussion

J. Steps in Learning

4. Pre-learning
    a. Teacher open the learning with say greeting to the students
    b. Teacher check student's absence
    c. Teacher explain about what will be studied and what the aim
5. In Learning Activity
    a. Teacher explain the subject matter.
    b. Students are introduced to words and expressions used in telephone conversation.
    c. Students are invited to identify the expressions when making a phone call or receiving a phone call.
    d. Students make their dialogue and demonstrate it.
    e. Other students taking a note (message) their friends' dialogue.
6. The end of Learning Activity
    c. Teacher give comment and correction.
    d. Teacher end/close the learning activity with say greeting to the student.

K. Tool,Media and Source of Learning

2. Media : Picture
3. Sources :
    a. English in Vocational Context
    b. Personal Source

L. Evaluation

Task : *Make a short conversation about handling a telephone*

Padangsidimpuan, November 2012

Acknowledged by,

The Principal of SMKN 1 Padangsidimpuan

Researcher,

Drs. Afifuddin Lbs, MAP
NIP. 19621227 199203 100 4

Irham Rasydi Harahap
NIM. 07 340 0089

LESSON PLAN

School Name	:	SMKN 1 Padangsidimpuan
Subject Matter	:	English
Class/Semester	:	XI/3 (Control Class)
Meeting	:	I
Time Allocation	:	2 x 40 minutes
Standard Competition	:	Communicate with English Language like *Elemantary Level*
Based Competition	:	Comprehending simple instructions
Indicator	:	Express an expression to show an process of activity which instructed rightly.

M. The Aim of Learning

1. Students can to identificate about instruction sentences
2. Students can to express how to give instruction rightly
3. Students can to practice instruction sentences in their daily activity

N. The Matery of Learning

Expressions in giving instruction :

-. Take a pot

-. Fill the pot with the soil

-. Dig a hole

-. Put the seed

-. Watering the pot

O. The Teaching Methods

7. Lecture
8. Discussion
9. Question and answer

P. Steps in Learning

7. Pre-learning
    a. Teacher open the learning with say greeting to the students
    b. Teacher check student's absence
    c. Teacher explain about what will be studied and what the aim
8. In Learning Activity
    a. Teacher explain the subject matter.
    b. Students are introduced to words and expressions used in telephone conversation.
    c. Students are invited to identify the expressions when making a phone call or receiving a phone call.
    d. Students make their dialogue and demonstrate it.
    e. Other students taking a note (message) their friends' dialogue.
9. The end of Learning Activity
    e. Teacher give comment and correction.
    f. Teacher end/close the learning activity with say greeting to the student.

Q. Tool,Media and Source of Learning

Media :

1. board marker.
2. white board.

Sources :

1. English in Vocational Context.
2. Personal Source.

R. Evaluation

Task : *Make a short instruction*

Padangsidimpuan, November 2012

Acknowledged by,

The Principal of SMKN 1 Padangsidimpuan

Drs. Afifuddin Lbs, MAP
NIP. 19621227 199203 100 4

Researcher,

Irham Rasydi Harahap
NIM. 07 340 0089

LESSON PLAN

School Name	:	SMKN 1 Padangsidimpuan
Subject Matter	:	English
Class/Semester	:	XI/3 (Control Class)
Meeting	:	II
Time Allocation	:	1 X 40
Standard Competition	:	Communicate with English Language like *Elemantary Level*
Based Competition	:	Comprehending simple daily conversation in professional or personal context with non native speakers.
Indicator	:	The expressions of guest handling at hotel, restaurant, travel agency are demonstrated by the students.

S. The Aim of Learning

3. Students are able to express the expressions of guest handling.
4. Students are able taking a note of simple messages received by telephone.

T. The Matery of Learning

Expressions dealing with telephone conversations :

- Who is speaking, please?
- Sorry, the line is engaged
- Ok, I'll put you through
- Hold on, please.
- One moment, please

U. The Teaching Methods

10. Lecture
11. Discussion
12. Question and answer

V. Steps in Learning

10. Pre-learning
    a. Teacher open the learning with say greeting to the students
    b. Teacher check student's absence
    c. Teacher explain about what will be studied and what the aim
11. In Learning Activity
    a. Teacher explain the subject matter.
    b. Students are introduced to words and expressions used in telephone conversation.
    c. Students are invited to identify the expressions when making a phone call or receiving a phone call.
    d. Students make their dialogue and demonstrate it.
    e. Other students taking a note (message) their friends' dialogue.
12. The end of Learning Activity
    g. Teacher give comment and correction.
    h. Teacher end/close the learning activity with say greeting to the student.

W. Tool,Media and Source of Learning

4. Media :
    a. board marker.
    b. white board.
5. Sources :
    a. English in Vocational Context.
    b. Personal Source.

X. Evaluation

Task : *Make a short conversation about handling a telephone*

Padangsidimpuan, November 2012

Acknowledged by,

The Principal of SMKN 1 Padangsidimpuan

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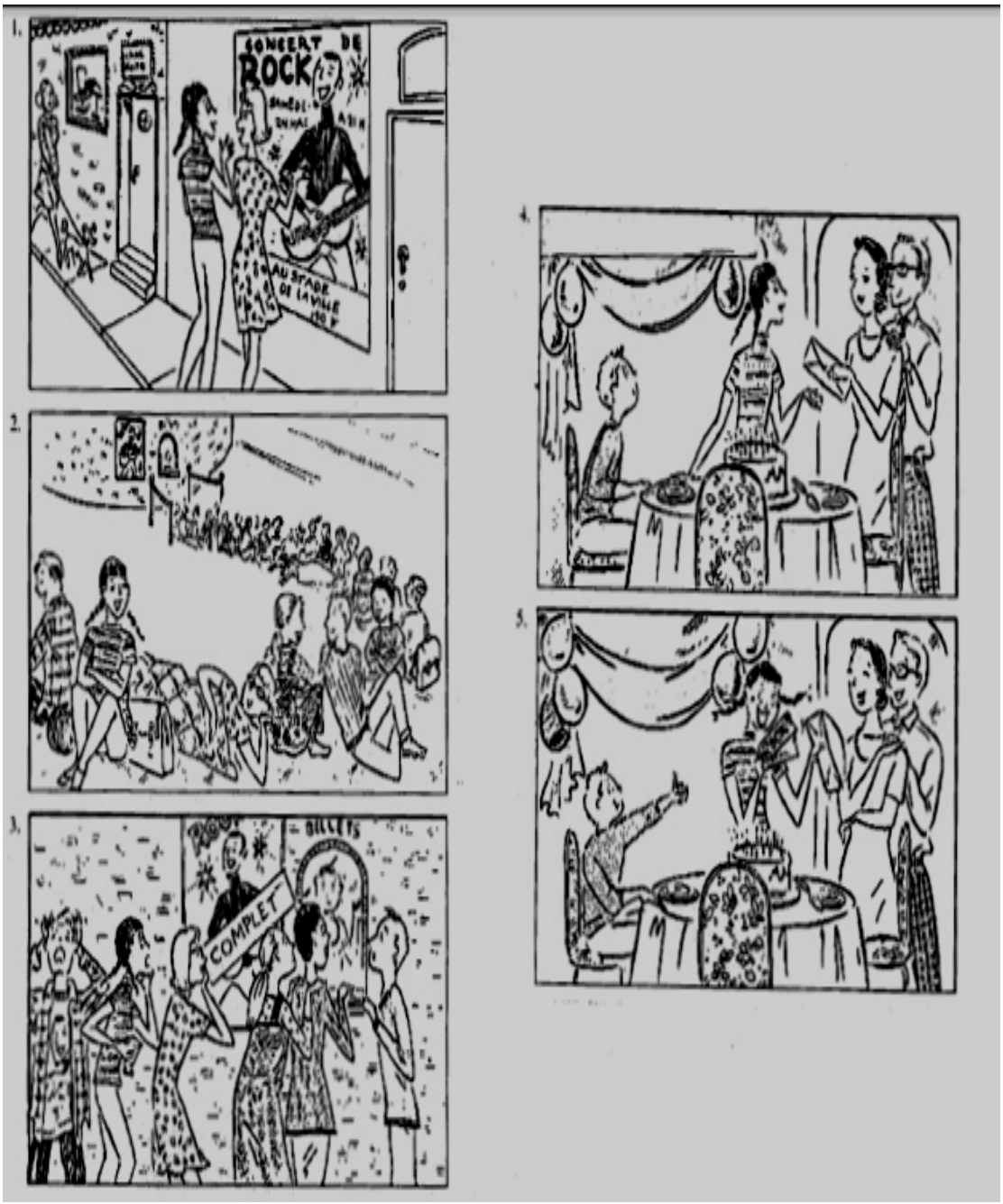
APPENDIX I

Pre - Test

THE ROCKBAND TICKETS CONCERT



APPENDIX II

Key Answer of Pre - Test

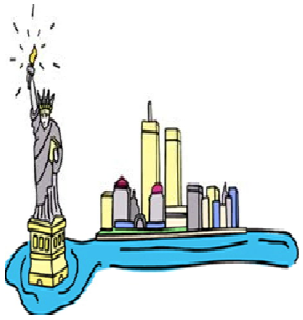
THE ROCKBAND TICKETS CONCERT

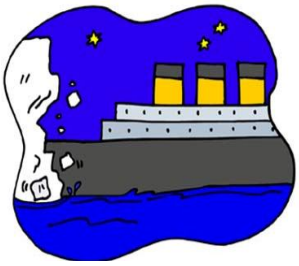
Someday, Cindy and Rina went to the market. While they walked on the street, the saw a poster stuck on the wall. They stopped and read the poster. The poster said that a rockband would did a concert in their city next week. This band was the their favourite band. After read the poster, they agreed to bought ticket tonight.

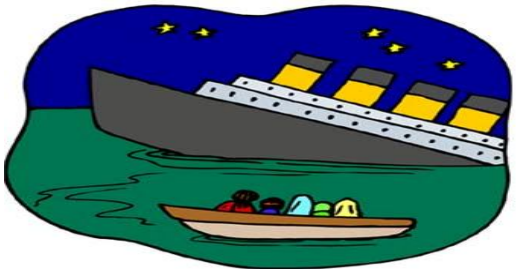
Went night came, Cindy and Rina went to the shop who sold the ticket. When they arrived, they saw much peoples were queuing up to bought the ticket concert. Then, Cindy and Rina joined with others were waiting their turn. After two hours, their turn would come. But, when the poeple infront them would bought the ticket, the seller said that tickets was sold out. Cindy and the others shocked and felt disappointed. After heared it, Cindy and Rina went home sadly.

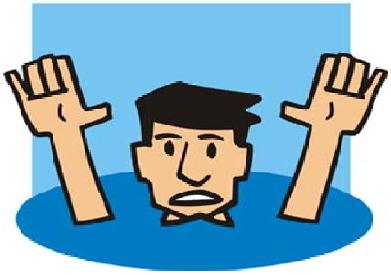
Three day later were Cindy's birthday. Cindy celebrated her birthday with her family. When Cindy made her wished, her parent gave him an amplop for her birthday's present. Cindy opened that amplop and found two rockband tickets concert, her favourite band. Cindy really happy for her present and said thank to her family to gave her the present she really needed.

APPENDIX III
Post-Test
SANK IN ATLANTIC









APPENDIX IV

Key Answer of Post-Test

SANK IN ATLANTIC

Once upon a time, a greatest ship was built. This ship became a famous and luxurious ship in that era. The name of the ship was “Gigantic”. Someday, Gigantic would did it first sailed. This ship would sailed from London City,England to New York City, America. This trip took a long time and must passed Atlantic Ocean to arrived to New York City.

When Gigantic sailed in Atlantic Ocean, so much iceberg float arround that ocean. At the middle night one of ship crew walked arround the ship watched situation. When he walked to prow, he supprised and run to the deck. The man shouted to the captain, “wacth out, a big iceberg in front of us”.

The captain told to bend but it was to late, the ship had hit the iceberg. The prow of the ship was hit and made a big hole. The water entered fastly and Gigantic would sank. The captain turned warning alarm and the passenger became panic.

The passengers run into boat and half of them jump into the water because Gigantic sank until a half of starboard. Finally, The Gigantic sank over all and the passengers who trapped drifted with that ship.

APPENDIX V

SCORE STUDENTS IN PRE-TEST EXPERIMENT CLASS

AND CONTROL CLASS

A. Pre - Test Experiment Group

1. Score Pre - Test Experiment Group

32	52	64
36	52	68
36	56	72
36	56	72
36	60	76
44	60	80

Total = 988

2. High Score = 32
3. Low Score = 80
4. Range = 80 – 32

   = 48
5. The Total of Classes (BK) = 1 + 3.3 log n

   = 1 + 3.3 log 18

   = 1 + 3.3 (1.255)

   = 5.14

   = 5

6. Interval (i)

$$i = \frac{R}{B} = \frac{48}{5} = 9.6 = 10$$

7. Mean Score (X)

Interval	Fi	Xi	fixi
32 – 42	5	37	185
43 – 53	3	48	144
54 – 64	5	59	295
65 – 75	3	70	210
76 – 86	2	81	162
Total	18	295	996

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

$$X = \frac{996}{18}$$

$$X = 55.33$$

8. Median

$$Me = b + p\left(\frac{\frac{n}{2} - F}{f}\right)$$

$$b = \frac{53 + 54}{2} = 53.5$$

P = 5

F = 5 + 3 + 5 = 13

f = 5

$$Me = 53.5 + 5\left(\frac{9}{5} - 13\right)$$

Me = 53.5 + 5 (-0.8)

Me = 49.5

9. Mode : 36

B. Post -Test Experiment Group

1. Score Post - Test Experiment Group

60	72	76
60	72	76
64	72	76
64	72	80
68	72	80
68	76	84

Total = 1292

2. High Score = 84
3. Low Score = 60
4. Range = 84 – 60

   = 24
5. The Total of Classes (BK) = 1 + 3.3 log n

   = 1 + 3.3 log 18

   = 1 + 3.3 (1.255)

   = 5.14

   = 5

6. Interval (i)

$$i = \frac{R}{B} = \frac{24}{5} = 4.8 = 5$$

7. Mean Score (X)

Interval	fi	xi	fixi
60 – 65	4	62.5	250
66 – 71	2	68.5	137
72 – 77	9	74.5	670,5
78 – 83	2	80.5	161
84 - 89	1	86.5	86.5
Total	18	372.5	1305

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

$$X = \frac{1305}{18}$$

$$X = 72.5$$

8. Median

$$Me = b + p\left(\frac{\frac{n}{2} - F}{f}\right)$$

$$b = \frac{72 + 71}{2} = 71.5$$

P = 9

F = 4 + 2 + 9 = 15

f = 9

$$Me = 71.5 + 9\left(\frac{9}{9} - 15\right)$$

$$Me = 71.5 + 9(-0.67)$$

$$Me = 65.47$$

9. Mode : 72

C. Pre - Test Control Group

1. Score Pre - Test Control Group

44	60	72
48	60	72
52	60	72
52	60	76
56	68	76
56	68	76

Total = 1128

2. High Score = 76
3. Low Score = 44
4. Range = 76 – 44

   = 32
5. The Total of Classes (BK) = 1 + 3.3 log n

   = 1 + 3.3 log 18

   = 1 + 3.3 (1.255)

   = 5.14

   = 5

6. Interval (i)

$$i = \frac{R}{B} = \frac{32}{5} = 6.4 = 6$$

7. Mean Score (X)

Interval	fi	xi	fixi
44 – 50	2	47	94
51 – 57	4	54	216
58 – 64	4	61	244
65 – 71	2	68	136
72 – 78	6	75	450
Total	18	305	1140

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

$$X = \frac{1140}{18}$$

$$X = 63.33$$

8. Median

$$Me = b + p\left(\frac{\frac{n}{2} - F}{f}\right)$$

$$b = \frac{57 + 58}{2} = 57.5$$

P = 4

F = 2 + 4 + 4 = 10

f = 4

$$Me = 57.5 + 4\left(\frac{9}{4} - 10\right)$$

$$Me = 57.5 + 4(-0.25)$$

$$Me = 56.5$$

9. Mode : 60

D. Post - Test Control Group

1. Score Post - Test Control Group

60	72	76
64	72	76
64	72	76
68	72	80
72	76	80
72	76	84

Total = 1242

2. High Score = 84

3. Low Score = 60

4. Range = 84 – 60

= 24

5. The Total of Classes (BK) = 1 + 3.3 log n

= 1 + 3.3 log 18

= 1 + 3.3 (1.255)

= 5.14

= 5

6. Interval (i)

$$i = \frac{R}{B} = \frac{24}{5} = 4.8 = 5$$

7. Mean Score (X)

Interval	fi	xi	fixi
60 – 65	3	62.5	187.5
66 – 71	1	68.5	68.5
72 – 77	11	74.5	819.5
78 – 83	2	80.5	161
84 – 89	1	86.5	86.5
Total	18	372.5	1323

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

$$X = \frac{1323}{18}$$

$$X = 73.5$$

8. Median

$$Me = b + p\left(\frac{\frac{n}{2}}{f} - F\right)$$

$$b = \frac{71 + 72}{2} = 72.5$$

P = 11

F = 3 + 1 + 11 = 15

f = 11

$$Me = 71.5 + 11\left(\frac{9}{11} - 15\right)$$

$$Me = 71.5 + 11(-0.55)$$

$$Me = 65.54$$

9. Mode : 72

APPENDIX VI

THE SCORE OF EXPERIMENT CLASS

Number of Students (n)	Name of Students	Pre- Test	Post- Test	Y_1	Y_1^2
I	II	III	IV	V	VI
1	AR	56	76	20	400
2	AK	72	80	8	64
3	AR	60	72	12	144
4	DYP	36	60	16	256
5	FN	52	72	20	400
6	FR	76	80	4	16
7	HS	68	76	8	64
8	JL	60	72	12	144
9	LM	52	72	20	400
10	MA	36	60	24	576
11	NS	32	64	32	1024
12	OS	44	72	28	784
13	PH	56	68	12	144
14	RH	72	76	4	16
15	RA	36	68	32	1024
16	SM	64	76	12	144
17	YH	36	64	28	784
18	YN	80	84	4	16
Total				296	6400

APPENDIX VII

THE SCORE OF CONTROL GROUP

Number of Students (n)	Name of Students	Pre- Test	Post- Test	Y_2	Y_2^2
I	II	III	IV	V	VI
1	AR	72	72	0	0
2	AH	60	76	16	256
3	CK	52	72	20	400
4	EM	68	72	4	16
5	FS	72	80	8	64
6	GA	48	64	16	256
7	IS	76	76	0	0
8	IS	60	72	12	144
9	LA	52	60	8	64
10	MA	76	84	8	64
11	NS	56	68	12	144
12	NP	56	76	20	400
13	RES	60	72	12	144
14	SL	72	80	8	64
15	SW	76	76	0	0
16	TM	60	76	16	256
17	VAD	68	72	4	16
18	WA	44	64	20	400
				184	2688

APPENDIX VIII

STATISTICAL EXPERIMENT TABLE

Nilai persentil
Untuk distribusi t
NU= db
(bilangan dalam Badan Daftar Menyatakan t)

NU	$t_{0,995}$	$t_{0,99}$	$t_{0,975}$	$t_{0,95}$	$t_{0,925}$	
1	63,66	31,82	12,71	6,31	3,08	
2	9,92	6,96	4,30	2,92	1,89	
3	5,84	4,54	3,18	2,35	1,64	
4	4,60	3,75	2,78	2,13	1,53	
5	4,03	3,36	2,57	2,02	1,48	
6	3,71	3,14	2,45	1,94	1,44	
7	3,50	3,00	2,36	1,90	1,42	
8	3,36	2,00	2,31	1,86	1,40	
9	3,25	2,82	2,26	1,83	1, 38	
10	3,17	2,76	2,23	1,81	1,37	
11	3,11	2,72	2,20	1,80	1,36	
12	3,06	2,68	2,18	1,78	1,36	
13	3,01	2,65	2,16	1,77	1,35	
14	2,98	2,62	2,14	1,76	1,34	
15	2,95	2,60	2,13	1,75	1,34	
16	2,92	2,58	2,12	1,75	1,34	
17	2,90	2,57	2,11	1,74	1,33	
18	2,88	2,55	2,10	1,73	1,33	
19	2,86	2,54	2,09	1,73	1,33	
20	2,84	2,53	2,09	1,72	1,32	
21	2,83	2,52	2,08	1,72	1,32	
22	2,82	2,51	2,07	1,72	1,32	
23	2,81	2,50	2,07	1,71	1,32	
24	2,80	2,49	2,08	1,71	1,32	
25	2,79	2,48	2,06	1,71	1,32	
26	2,78	2,48	2,06	1,71	1,32	
27	2,77	2,47	2,05	1,70	1,31	
28	2,76	2,46	2,05	1,70	1,31	
29	2,76	2,46	2,04	1,70	1,31	
30	2,75	2,46	2,04	1,70	1,31	
40	2,70	2,42	2,02	2,68	1,30	
60	2,66	2,39	2,00	1,67	1,30	
120	2,62	2,36	1,98	1,66	1,29	
00	2,58	2,33	1,06	1,645	1,28	

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher. R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.
t 0,995 untuk test 2 ekor dengan to 0,01
t 0,975 untuk test 2 ekor dengan t.s 0,05

CHAPTER I

INTRODUCTION

A. Background of the Problem

In global communication, English plays an important role since it has significances in transferring new knowledge, technology, belief and cultures. Moreover, English is everywhere; it can be in TV program, magazines and advertisements. Therefore, I do not have any choice except I learn the language and know how to use it to survive in our everyday life. English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politics.

For Indonesian people, English is a foreign language. Learning a foreign language is an integrated process that the learners should study four basic skills: listening, speaking, reading, and writing. I use it to understand my world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill I have much better chance of understanding and being understood and getting what we want and need from these around us. As Prophet Muhammad Said :

حدثنا هشام بن عمار. سنا حفص بن سليمان. سنا كثير بن ثنظير،عن محمد بن سيرين، عن أنس بن ما لك،

قال: قال رسول الله صلى الله عليه وسلم "طلب العلم فريضة على كلى مسلم...[1]

Meaning :"Hisam bin 'Ammar, Huppas bin Sulaiman, Kusyairin bin Nazir from Muhammad bin Syirin from Anas bin Malik told to us, they said: Rasulullah said "browsing knowledge is obligation by Muslim people…"

Verbal communication is one of the ways to survive in real life communication. The obvious verbal communication is done through speaking. Speaking is fundamental to humans' communication since in natural learning of language, people learn how to speak first instead of how to read and write. People still can use language without knowing how to read and write. Although speaking is used as a means of communication more often than writing, speaking a language especially a foreign language is not an easy process. It happens because it employs the process of thinking of ideas and the ability to transfer the ideas to the listeners.

Balcers and Seabury (1965) as cited in Puriastiti (2009), states that "Speaking refers to act of expressing thoughts, ideas and feeling by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning or message that we convey."[2] Thus, it implies that speaking is more on the action of transferring message so that it is understood by the listeners. As what Allah has told in QS. An-Nahl: 125 :

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[1] Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zul Awwal Babul Muqoddimah,* (Beirut-Libanon: Dar Alkitab Ilmiah, 1994) p. 81.

[2] L. Puriastiti, Improving the Seventh Graders' Speaking Performance Using the Picture Cue Technique at SMP Negeri 6 Malang,*(* Malang: State University of Malang, 2009) p. 12

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥

The meaning: "Invite (all) to the way of thy Lord with wisdom and beautiful preaching: and argue with them in ways that are best and most gracious: for thy Lord knoweth best, who have strayed from He is path, and who receive guidance."[3]

Finally, developing speaking skill means developing the ability of using the target language orally which reflects the use of communicative competence into practice to convey ideas and to interact with other people effectively.

In developing students' oral language in classroom, a teacher, as a facilitator and has an important role. The teacher should encourage the students to be active in speaking activity. The teacher should give them a chance to express their ideas freely. In addition, a teacher should be aware of the students' speaking problems and help them to solve their speaking problem by designing appropriate and meaningful speaking activities.

However, the fact shows that almost all of the students are unwilling to use English in communication. It is due to the common practice in teaching that focused mostly on reading and grammar. In addition, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Moreover,

[3]Abdulah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language*, (AL-alami Publications: Beurit, 2001) p. 394.

the class activities are not being balanced with listening activities as the receptive skill and speaking as the productive one. As the consequence, the language learners only focus on the language form without having the ability to use the language in the real context especially for oral communication.

Furthermore, based on observation which was conducted in SMK Negeri 1 Padangsidimpuan, especially studying at grade XI in the second semester, it was identified that students had problems in speaking. "Most of the students' score were lower than or equal to 69, the minimum standard of mastery learning in this school."[4] As a result, the students did not speak English during study English because of several reasons: they were afraid of making mistakes, they did not know about the English words (vocabulary), and they did not know how to construct them into meaningful phrases and sentences in order to deliver their ideas. Therefore, this study was conducted to improve the students' speaking ability. It is expected that the students can improve their speaking performance and practice it in daily conversation.

One of the ways to improve students' speaking ability is applying picture technique. O'Malley and Pierce (2000) stated that "picture cue technique can be used for assessment of individual students."[5] The students can give a monologue related to the picture given by the teacher as long as they can.

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[4] Source : Document of SMK N 1 Padangsidimpuan.

[5] J.M, O'Malley, and L.V, Pierce, *Authentic Assessment for English Language Learner, (*America : Addison-Wesley Publishing Company, 2000) p. 79 – 80.

There are many advantages of using pictures. According to Goodman (2007), "pictures are often neglected, whereas they also get the scene or context, they inform us, they interest us, and they are key resources."[6] Furthermore, Wright (1989) stated that "in speaking activities picture can motivate the students to participate in classroom and to attract students' interest, stimulate and provide information to be referred to in conversation, discussion, and storytelling, and help the students achieve a better English proficiency."[7] In addition, many experts also say that using pictures can translate abstract concepts into a more realistic or concrete items. In addition, the implementation of incomplete picture series technique done by Wati (2009) showed that "the students' ability in speaking improved significantly".[8] Besides, the finding indicated that incomplete picture series technique was effective in enhancing the students' involvement in speaking activities, especially when they worked in groups.

Based on these facts, the researcher decided to conduct a study entitled **"The Effect Of Picture Sequences Toward Grade XI Students' Speaking Skill At SMK N 1 Padangsidimpuan".**

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[6] J., Goodman, *Picture Stories in The Communicate Classroom,* 2007, (http://www.teachingenglish.org.uk/indeks.sthml accessed on February 2, 2010).

[7] Sitta Setyaningsih, Utilizing Picture Cue Technique to Improve The Speaking Ability of The Seventh Years Students of SMP Negeri 13 Malang, (Malang : State University of Malang, 2010) p.3-4.

[8] L. Wati, Using Incomplete Picture Series Technique to Improve the Speaking Ability of the Second-Year Students at MTs. Hikmatusysyarif NW Salut, Lombok, *(*Malang : State University of Malang, 2009).

B. Identification of the Problem

Based on observation which was conducted in SMK Negeri 1 Padangsidimpuan, specifically during English study at grade XI in the second semester, it was identified that students had problems in speaking. Most of the students' score were lower than or equal to 69, the minimum standard of mastery learning in this school. As a result, the students did not speak English during English study because of several reasons: they were afraid of making mistakes, lack of using method in teaching speaking, lack of motivation, they did not know about the English words (vocabulary), and they did not know how to construct them into meaningful phrases and sentences in order to deliver their ideas. Thus, this study is directed to analyzing the meant problem.

C. Limitation of the Problem

Based on the above identification of the problem, the researcher focused on the effect of using picture sequences toward students' speaking skill. In this research, the researcher wants to know what is the extent of the effect using picture sequences toward grade XI SMK N 1 Padangsidimpuan.

D. Formulation of the Problem

The researcher described in this research as follows :

1. How was the students' speaking skill before using the picture sequences technique?
2. How was the students' speaking skill after using the picture sequences technique ?

3. Was there any significant effect of using the picture sequences technique towards students' speaking skill?

E. Aims of the Problem

The purpose of the problem as follows :

1. To know the students' speaking skill before using picture sequences technique.
2. To know the students' speaking skill after using picture sequences technique.
3. To know the significant effect of using picture sequences technique towards students' speaking skill.

F. Significances of the Problem

The result of the research expected to be useful for :

1. The principle of SMK N 1, to supervise and to give significant theory and practice contribution to English teaching in learning process.
2. The English teachers, to use picture sequences technique as media to improve students' speaking ability.
3. The students, to give an alternative way how to develop speaking skill in enjoying way seeing the pictures.
4. Other researchers as the result of the research are going to be recent data and valuable source to conduct further research of the same aspect of study.

G. Defenition of Operational Variables

To avoid ambiguity, the researcher clarified the used terms in this research as follows:

1. The Effect

   The effect is to make something happen.[9]

2. Picture Sequences

   Picture is a scene, person or thing that has represented on paper using a pencil, a pen or paint.[10] Sequence is a set of events, actions, numbers, etc., which have a particular order and which lead to a particular result.[11] From the definition, researcher concludes that "picture sequence is a number of picture on relate composite picture or sequence."

3. Speaking Skill

   Speaking skill is productive aural or oral skill; it consists of producing systemic verbal utterances to convey meaning.[12]

H. Thesis Outline

This thesis outline consist of five chapters, as follows :

The chapter one consist of ; background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the

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[9] A.S Hornby, *Oxford Advanced Leaner's Dictionary* (New York: Oxford University Press, 2005) p. 488.

[10] *Ibid.,* p. 1138

[11] *Ibid.,* p. 1384

[12] David Nunan, *Practical English Language Teaching,* (New York : Mc. Graw Hill, 2003) p. 48.

problem, significant of the problem, definition of operational variables and thesis outline.

The chapter two consist of ; theoretical description, review of related finding, conceptual fremework, and hypotesis.

The chapter three consist of ; time and place of the research, research design, population and sample, instrument of the research, instrument of validity test, and techniques of data analysis.

The chapter four consist of ; description of data before using picture sequences, description of data after using picture sequences, hypothesis testing, discussion and threats of the research.

The chapter five consist of ; conclusion, and suggestion.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Theoretical Descriptions

1. Speaking

a. Defenition of Speaking

Speaking should be taught as it is used in real life, where people use it for communication to express, feelings, ideas and emotions. Speaking also serves as the natural means of communication between members of community both for expression of thought and as a form of social behavior. David Nunan said ”Speaking is productive aural or oral skill; it consists of producing systemic verbal utterances to convey meaning.”[1] Henry Guntur Tarigan said “speaking is the ability to pronunce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitations we can say in speaking.”[2]

Meanwhile, Jones said “Speaking is a form of communication.”[3] It can be said that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular

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[1] David Nunan, *Practical English Language Teaching,* (New York : Mc. Graw Hill, 2003) p. 48.

[2] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* (Bandung : Angkasa), p.15

[3] Source : *http://www.scribd.com/doc/22057958/The-Improvement-Of-Student%E2%80%99S-Speaking–Skill–Trough–Guessing–Games–Technique, acccessed on March, 2011.*

goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jones also said "Some point should be considered about speaking, they are: clarity, variety, audience and tone."[4] So, to create the efficient communication arise when language is used such interpersonal behavior, which goes beyond meaningful, truthful and manipulation of language symbols such as: utterance, vocalization, sounds for auditory communication.

Bachman said "The most commonly used language functions are those used to describe or give information or to express feelings."[5] Henry Guntur Tarigan also said "the main purpose of speaking is to communicate, it's means to express what in our mind effectively."[6]

Speaking refers to act of expressing thoughts, ideas and feeling by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning or message that we convey. Thus, it implies that speaking is more on the action of transferring messages so that it is understood by listeners.

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[4] *Ibid.*

[5] J.M , O'Malley, and L.V, Pierce, *Authentic Assessment for English Language Learner, (*America : Addison-Wesley Publishing Company, 2000) p. 61.

[6] Henry Guntur Tarigan, *Op. cit.* , p. 15.

b. Types of Spoken Language

Much of our language teaching energy is devoted to study in mastering English conversation. Based on Nunan in Browns' book, there are two types of oral language as follows:[7]

In monologue, when a speaker uses spoken language for any length of time, as in speech, lectures, readings, news broadcasts, etc., the listener must process long stretches of speech without interruption and the stream of speech will go on whether or not the listeners comprehend. The monologue consists of two types are:

1) Planned Monologue

Planned monologue usually has little redundancy and relatively difficult to comprehend, e.g., speech and other pre - written material.

2) Unplanned Monologue

Unplanned monologue has more redundancy and relatively easy to comprehend, e.g., impromptu lectures and long stories.

Dialogue involves two or more speakers. In each case, participants may have a good of background knowledge; therefore, the familiarity of the interlocutors will produce conversations with more assumptions,

[7] H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (New Jersey : Englewood Cliffs, 2001) p. 236 – 238.

implications, and other meanings hidden. In conversation between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit in order for effective comprehension. When such references are not explicit, misunderstanding can easily follow. The dialogue consist of two types, those are “social relationship (interpersonal) and factual information (transactional). “

c. Elements of Speaking

Teaching speaking, the teacher must know what the elements of speaking are. According to Harmer, there are four elements of speaking as follows:

1) Connected Speech

Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weaken (through contractions and stress patterning).

2) Expressing Devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and non - verbal means how they are feeling. The use of these devices contributes to the

ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to convey at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and Grammar

Lexis and grammar is spontaneous speech that is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4) Negotiation language.

Negotiation language is effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. A useful thing teachers can do,

therefore, is to offer them phrases such as: (I'm sorry) I don't understand or Could you explain that again, please ?. [8]

d. Speaking Difficulties

For make to easier of speaking English, we must know what the speaking difficulties. According to Brown, there are eight factors which make speaking difficult, as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

[8] Jeremy Harmer, *The Practice of English Language Teaching*, (England : Longman, 2003) p. 269 – 270.

4) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English “thinking time” is not silent, but it is filled with: **uh, um, well, you know, I mean, like, etc**. One of the important differences between native and non native speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and they get practice in producing these forms.

6) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress – time rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiation. [9]

e. The Teaching of Speaking

Language is learned in the purpose of using it as a means of communication which can be conducted in written or spoken forms. However, people tend to interpret the word 'to communicate' closely as an oral interaction or speaking although it can also be conducted in written mode.

According to Nunan (2003) "teaching speaking means that the teachers teach the learners to be able to: (1) produce the English speech sounds and sounds patterns; (2) use word and sentence stress, intonation patterns, and the rhythm of the second language; (3) select appropriate words and sentences according to the proper social setting, audience, situation, subject matter; (4) organize their thoughts in a meaningful and logical sequences; (5) use language as a means of expressing values and judgements; (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency."[10]

[9] H. Douglas Brown, *Op. cit.*, p. 256 – 257.
[10] David Nunan, *Loc. cit.*, p. 54 -56.

In addition, Brown (2004) also stated "six kinds of oral production that students are expected to carry out in the classroom: (1) imitative. Here, learners practice an intonation contour or try to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form; (2) intensive. It includes any speaking performance that is designed to practice some phonological or grammatical aspect of language; (3) responsive. A good deal of students speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments; (4) transactional (dialogue). It is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language; (5) interpersonal (dialogue). Interpersonal dialogue is carried out more for the purpose of maintaining social relationship than for transmission of facts or information; (6) extensive (monologue). Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches."[11]

Furthermore, as stated by Harmer (2004) "there are six points that the teacher should do in teaching speaking. The six points that the teachers should do in teaching speaking is described as follows: (1) the teachers should know what kind of speaking tasks that the students should do. The students will use any and all the language at their command to perform some kind of oral tasks; (2) the teachers should encourage the students to do the speaking tasks. In addition, Harmer stated that there are three basic reasons why it is good idea to give students speaking tasks which stimulate the students to be more speak up in classroom: rehearsal, feedback, and engagement; (3) the teacher should know how to make appropriate correction in speaking activity. It is suggested that teachers do the

[11] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco State University : Longman, 200) p. 141 - 142.

correction after the students have finished their activity. The constant interruption from the teacher will destroy the purpose of the speaking activities; (4) teachers should take part during a speaking activity and want to join too; (5) the teachers should know that speaking activities typically follow a boomerang or patchwork pattern. It consists of a series of essentially separate sources of speaking activities and as the results of the collaboration between several of language elements which have been stitched together to form the speaking activities; (6) the teacher should know the kinds of speaking activities to improve students' speaking ability."[12]

f. Classroom Speaking Activities

Many of the classroom speaking activities which are currently in use is low at or near the communicative continuum as follows:

1) Acting from a script,
2) Communication games,
3) Discussion,
4) Prepared talks,
5) Questionnaires,
6) Simulation,
7) Role – play,[13]
8) Information gaps,[14]
9) Surveys,

[12] Jeremy Harmer, *How to Teach English*, (England : Addison Wesley Longman, 2004) p. 87-95.

[13] Jeremy Harmer, *Loc. cit*., p. 271 – 275.

[14] Jeremy Harmer, *Op. cit*., p. 88 – 90.

10) Jigsaw activity

11) Contact assignments. [15]

g. Proficiency Level of Speaking

According to Woodworth and Marquis that ability has three meanings as follows:

1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
2) Capacity is potential ability and can be measured by unstraight, the measurement force to individual's capability.
3) Aptitude is a quality and can be expressed by especially training.[16]

Ability is a competence in everyone, ability as modals to improve ourselves to express aptitude; this action will explore ourselves to make a creativity. Ability can be measured by test; with this they will exercise their ability to finish some of questions. Ability can be seen, when someone gets achievement in learning process. Without ability and effort someone can't get what they want about knowledge.

We will know how far someone's ability in proficiency levels of speaking based on ACTFL Proficiency Guidelines (1986) as follows:

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[15] Jeremy Harmer, *Loc. cit*., p. 56 – 58.
[16] Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta : Rajawali, 1991),p. 169.

Table 1

ACTFL Proficiency Guidelines

LEVEL	GENERIC DESCRIPTION SPEAKING
Novice	The novice level is characterized by the ability to communicate minimally with learned material.
Intermediate	The intermediate level is characterized by the speaker's ability to: a. Create with the language by combining and recombining learned elements, though primarily in a reactive mode. b. Initiate, minimally sustain and close in a simple way basic communicative tasks. c. Ask and answer questions.
Advanced	The advanced level is characterized by the speaker's ability to: a. Converse in a clearly participatory fashion. b. Initiate, sustain and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events. c. Satisfy the requirements of school and work situations. d. Narrate and describe with paragraph length connected discourse.
Superior	The superior level is characterized by the speaker's ability to: a. Participate effectively in most formal and informal conversations on practical, social, professional and abstract topics. b. Support opinions and hypothesize using native like discourse strategies.[17]

[17] Lyle F. Bachman, *Loc. cit.*, p. 100 – 103.

Based on the above table, we know that student of SMK exist at intermediate level whose ages range 12 and 18. So, minimally the students have ability to:

a. Create with the language by combining and recombining learned elements, though primarily in a reactive mode.
b. Initiate, minimally sustain and close in simple way basic communicative tasks.
c. Ask and answer questions.

h. Testing Speaking

Carroll says educational test is "a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual.[18] From this definition, a test is a measurement instrument which is designed to elicit sample of an individual's behavior. The five major categories of test method facet are :

1. The testing environment.
2. The test rubric.
3. The nature of input the test taker receives.
4. The nature of the expected response to that input.
5. The relationship between input and response. [19]

As stated by Weir, there are eight types of testing speaking as follows:

[18] Lyle F. Bachman, *Fundamental Considerations in Language Testing,* (Oxford : Oxford University Press, 1990) p. 20.

[19] *Ibid.,* p. 116 – 152.

Table 2

Testing Speaking

NO	Testing Speaking	Advantages	Disadvantages
1.	Verbal essay	The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output.	a. The problems associated with the free uncontrolled writing task above apply equally to this type of oral task. b. The more open-ended the topic, the more successful performance in it might be dependent on background or cultural knowledge and draw upon factors such as imaginatory or creativity. c. The use of tape recorders for the conduct of this task might be stressful to some candidates.
2.	Oral presentation	a. It is often very effective to get the candidate to talk about himself. b. By integrating the activity with previously heard or previously read text the oral task can be made to equate realistically with real life tasks that the candidate might have to perform in the target situation.	a. If the candidate knows the topic well in advance there is a danger that he can learn it by heart. b. The multiplicity of interpretation of broad topics may create problems in assessment.
3.	The free interview	a. Because of this face and content validity in particular, the interview is a popular means of testing the oral skills of candidates. b. Free interviews are like extended conversations and	a. As there are no set procedures for eliciting language the performances are likely to vary from event to event not least because different topics may be broached and differences may occur in the

		the direction is allowed to unfold as the interview takes place.	way the interview is conducted. b. The procedure is time consuming and difficult to administer if there are large numbers of candidates.
4.	The controlled interview	a. There is a greater possibility in this approach of candidates being asked same questions and thus it is easier to make comparisons across performances. b. The procedure has a higher degree of content and face validity than most other techniques apart from the role play and information gap exercises in communicative skills in English. c. It has been shown also where that with sufficient training and standardization of examiners to the procedures and scales employed, reasonable reliability figures can be reached with this technique. d. A particularly effective oral interview can occur when the candidate is interviewed and assessed by both a language and a subject specialist who have been standardized to agreed criteria.	a. One of the drawbacks of the interview is that it can't cover the range of situations candidates might find themselves in even where the target level performance is circumscribed. b. Even when the procedures for eliciting performance are specified in advance there is still no guarantee that candidates will be asked the same questions in the same manner, even by the same examiner.

5.	Information transfer: description of a picture sequence.	a. The required task for the candidates is clear. b. It can be an efficient procedure and one of the few available to get the candidate to provide an extended sample of connected speech which allows the application of a wide range of criteria in assessment. c. Because all candidates are constrained by common information provide by pictures or drawings it allows a comparison of candidates which is relatively untainted by background or cultural knowledge given that the drawings themselves are culture free. d. The value of the technique is dependent on the pictures being clear and unambiguous and free from cultural or educational bias.	a. The authenticity of this task is limited though it could be said to represent the situation of having to describe something which has happened. b. If the quality of the pictures is in any way deficient then the candidate may not have the opportunity of demonstrating his best performance.
6.	Information transfer: questions on a single picture.	a. There may be considerable benefit in investigating this technique, which performs a valuable role in the oral component of the PLAB English test for overseas doctors.	a. The candidate is cast in the sole role respondent and is denied the opportunity to ask questions. b. The pictures need to be clear and unequivocal for the reasons stated above in discussion of a sequence of pictures.

7.	Interaction tasks	a. There can be few test tasks which represent the act of communication better than this as it fulfils most of the criteria for what makes a test communicative. b. As a normal feature of the interaction they can use question forms, elicit information, make requests, ask for clarification and paraphrase in order to succeed in the tasks. c. The task is highly interactive and as such comes much closer than most other tasks in this section to representing real communication.	a. There is a problem if one of the participants dominates the interactions as the other candidate may have a more limited opportunity to demonstrate communicative potential. b. Similarly if there is a large difference in proficiency between the two this may influence performance and the judgments made on it. c. There is also a problem if one of the candidates is more interested in the topic or the task as the interaction may become one sided as a result. d. Candidates are being assessed on their performance in a single situation and extrapolations need to be made about their ability to perform in other situations from this. e. There are also practical constraints such as the time available, the difficulties of administration and the maintenance of the test security.
8.	Role play	The technique can be valid in both face and content terms for a wide variety of situations and the experience of the examination boards suggests that it is a practical and potentially a highly valid and reliable means of	a. There is a danger that the histrionic abilities of some candidates may weigh in their favor at the expense of the more introverted. b. Practical constraints operate here as well, especially in large scale testing

		assessing a candidate's ability to participate effectively in oral interaction.	operations.[20]

2. Picture Sequences

a. Defenition of Picture Sequence

Pictures, as mentioned formerly, are able to help students visualize the abstract concept to be transferred into concrete so that it will be easier for them to understand and remember it. Picture help the students get a better English proficiency.

According to Sally Weichmeier in Oxford dictionary that "Picture is a scene, person or thing that has represented on paper using a pencil, a pen or paint." And "sequence is a set of events, actions, numbers, etc., which have a particular order and which lead to a particular result." Therefore, a Picture sequence is a number of pictures on related composite picture or sequence.

Whereas, according to Richard, Platt and Platt that "Pictures are a set of pictures chronologically ordered."[21] Each picture presents certain language items. Students will study language through understanding the message in each picture. At the end of the last picture, the students will get the story completed including the meaning.

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[20] Cyril J. Weir, *Communicative Language Testing*, (New York : Prentice Hall, 1990) p. 73 - 80.

[21] Sakiah, An Analysis on the students' ability in writing narrative based on pictures of the grade VIII at MTsS Mardiyah Islamiyah Panyabungan, (Padangsidimpuan : UMTS, 2010) p. 14.

b. Types of Picture

Trough picture presentation, people are able to reach meaning outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures.

There are two kinds of pictures that Brazyna Szyke found especially useful for teaching aids, they are:

1) Pictures of an individual person or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man and a car. Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.
2) Pictures of situations in which person and object are "in action" between objects and people can be perfect teaching aid for introducing or interviewing grammatical or structures.[22]

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

1) Wall charts

[22] Leny, Teaching Vocabulary Trough Pictures to The Kindergarten Students At Madinah Kid's School Bukit Serpong Mas Tangerang, (Jakarta : Syarif Hidayatullah State Islamic University, 2006) p. 13.

2) Wall pictures are simply a large illustration of scenes or events. It is usually to be used with the whole of class.
3) Sequence picture is a series of pictures of a single subject; it functions to tell a story or a sequence of events.
4) Flash cards
   - Word flash cards; card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes.
   - Picture flash cards; useful for the representation of a single concept, such as an object or in action.
5) Work cards

   Includes visual as well as text magazine pictures, drawing maps and diagrams can be important part or work cards at all levels used for vanity of purposes.

Meanwhile, according to Noor Azlina Yunus in his book grouped the picture into four groups:

1) Composite picture

   These are large single pictures, which show a scene (hospital, beach, canteen, and railway station, street) in which number of people can be seen doing things.

2) A pictures series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, it is main function is to tell a story or sequence of events.

3) Individual picture

These are single pictures of objects; person or activities such pictures vary in size from small newspaper pictures and can be mounted singly.

4) Specialized pictures (Poster, charts, advertisements, brochures)

Wall posters are not designed especially for teaching, but rather for advertising or propaganda purposes.[23]

c. Function of Picture in Teaching Speaking

Wright (1989:17) stated some functions of pictures in teaching English that can be used in speaking activities, as follows:

1) Pictures can motivate the students to participate in the language activities.
2) Pictures can contribute to the context in which the language is being used.
3) Pictures can be described objectively as well as interpreted subjectively.
4) Pictures can cue responses to questions.

[23] *Ibid.,* p. 14 – 15.

5) Picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.[24]

Pictures of all kinds can be used in a multiplicity of ways, as the following examples show:

1. Drills

   With lower level students a traditional use for pictures, especially flashcards is in cue response drills.

2. (Communication) games :

   Pictures are extremely useful for a variety of communication activities, especially where they have a game like feel, such as describe and draw activities, where one student describes a picture and a paired classmate has to draw the same picture without looking at the original.

3. Understanding

   One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for the example, is to have a picture one.

[24] Sitta Setyaningsih, Utilizing Picture Cue Technique to Improve The Speaking Ability of The Seventh Years Students of SMP Negeri 13 Malang, (Malang : State University of Malang, 2010) p. 16.

4. Ornamentation

   Pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph which is not strictly necessary; the rationale for this is clearly that pictures enhance the text, giving readers or students a view of the outside world.

5. Prediction

   Pictures are useful for getting students to predict what is coming next in a lesson.

6. Discussion

   Pictures can stimulate questions such as: What is it showing? etc. Pictures can also be used for creative language use, whether they are in a book or cue cards, flashcards, or wall pictures.[25]

In conclusion, it can be concluded that the use of pictures in teaching English, can raise the students' motivation and interest in speaking activity. Besides interesting, pictures provide information that can be used in many speaking activities, such as discussion, conversation, and storytelling.

[25] L. Puriastiti, Improving the Seventh Graders' Speaking Performance Using the Picture Cue Technique at SMP Negeri 6 Malang, *(* Malang: State University of Malang, 2009) p. 17

d. The Advantages and Disadvantages of Use Picture

According to Vernon, S. Gerlach**,** there are some advantages of using pictures:

1) They are inexpensive and widely available.
2) They provide common experiences for an entire group.
3) The visual detail make it possible to study subject, which would turn back to be impossible.
4) They can help you to prevent and correct disconcertion.
5) They offer a stimulus to further study, reading and research visual evidence is power tool.
6) They help to focus attention and to develop critical judgment.
7) They are easily manipulated.

There are some disadvantages of pictures used in teaching and learning process, such as:

1) Students pay attention on the picture more than on learned material.
2) It takes time and costs much to provide attractive pictures.

3) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.[26]

Possible ways to overcome them are:

1) Teacher should avoid using pictures or photographs attack more attention to them than to the activity. He also should control the students. Activities including their attention during the teaching learning process.
2) The teacher should make or choose attractive simple pictures to avoid wasting time and money.
3) The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

e. The Pictures Selection

As mentioned formerly, the roles of instructional media are really important in teaching learning process. However, the use of picture as instructional media needs to be carefully made and planned. The teacher should follow some considerations in using picture, in order to use it effectively and efficiently in language learning since it can be used to enhance learning if it is used appropriately.

[26] Leny, Op. cit., p. 17 – 18.

Teacher should be selective in choosing the appropriate picture used in speaking activities. Wright (1989:2) proposes three among five basic considerations in selecting media. First, it should be easy to prepare. Second, it should be easy to organize in the classroom. Last, it should be interesting to the students and the teachers. Furthermore, Callahan and Clark (1992) mention that there are several criteria for selecting picture; (1) the pictures should be suitable for the purpose; (2) the pictures should make an important contribution to the lesson; (3) the pictures should be easy to understand; and (4) the pictures should be easily visible to the entire class.[27]

B. Review of Related Findings

Researcher reviewed some findings as follows:

First, Sitta Setyaningsih in 2009/2010 did a research in classroom action research (CAR) method. The title is "Utilizing Picture Cue Technique to Improve The Speaking Ability of The Seventh Years Students of SMP Negeri 13 Malang". The result of her script was: It was found that 79.48% for good qualification, it can be said that the implementation of picture cue technique successfully improved the students' speaking ability in SMP Negeri 13 Malang.

Second, Erna Juita Hutagalung in 2005/2006 did a research in descriptive quantitative method. The title is "Selected English Materials to Improve The Students Speaking at Madrasah Tsanawiyah 04 Sibolga in 2005/2006 Academic

[27] Sitta Setyaningsih, Op. cit., p. 16 – 17.

Year". The result of her script was: The students of Madrasah Tsanawiyah 04 Sibolga are able to speak English related to religion materials printed in English which are usually used in junior high school because they got score more than 75%.

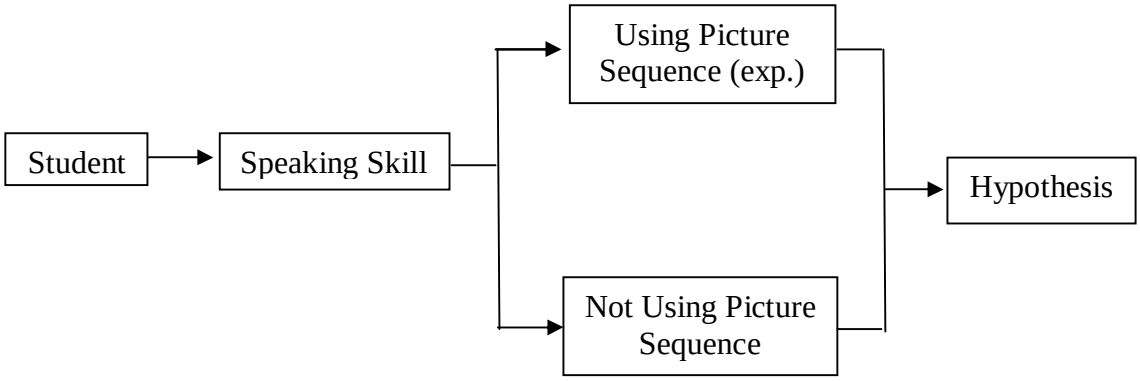
And the last, Basariah Siregar in 2009/2010 did a research in correlative quantitative method. The title is "The Correlation between Question Words Mastery and Speaking Mastery at VIII Grade Students of MTs.S Muhammadiyah 09 K.H Ahmad Dahlan Sipirok in 2009/2010 Academic Year". The result of her script was: there is significant correlation between question words and speaking mastery.

Based on those research, researcher can conclude that picture sequences have significant effect to improve students speaking skill, therefore it's important to research.

C. Conceptual Framework

A picture sequences is a series of photographs dealing with one subject. It may tell a story, presents an event, describes a scene, reveals a person, or shows how to do something. The most successful picture sequences create several visual images that contain emphasis and action. Whereas, speaking, as a productive skill actually requires an ability to plant what is to say, organize the ideas, persuade the listener to accepts the idea and add something to be process of communication itself. Pictures, as mentioned formerly, are able to help students visualize the abstract concept to be transferred into concrete so that it

will be easier for them to understand and remember it. Picture help the students get a better speaking English proficiency. In speaking activities picture can motivate the students to participate in classroom and to attract students' interest, stimulate, and provide information to be referred to in conversation, discussion and storytelling, and help the students achieve a better English proficiency.



D. Hypothesis

Hypothesis is an idea or explanation of something that is based on a few known facts but that has not yet been proved to be true or correct.[28] So that, the hypothesis of the research is "using picture sequnces technique has significant effect towards students' speaking skill."

[28]AS Hornby, *Oxford Advanced Learner's Dictionary of Current English,* (New York: Oxford University Press, 2000), p. 669.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was conducted in SMKN 1 Padangsidimpuan. It is located on Jl. Sutan Soripada Mulia No. 407 Padangsidimpuan. This place was choosen because noone has investigated this problem in this place before, besides because this place is near with the researcher's house and lack of the time and fund of the research is limited. Furthermore, the researcher thinks that this school can be taken as the place of the research besides it is representative to all senior high school in Indonesia. This research was conducted in available time as other researchers in STAIN "Padangsidimpuan" it is about two months from March to May 2012.

B. Research Design

The kind of the research is quantitative research and the method is experimental method. In this research, the researcher wants to know the effect of using picture sequences towards students' speaking skill. According to Gay said that experimental research is "the only type of research that can test hypotheses to establish cause and effect relationships."[1] Whereas, according to Ary said that experimental research is "the event planned and carried out by the researcher to

[1] L. R. Gay & Peter Airasian, *Educational Research*, (New Jersey : Prentice Hall, 2000) p. 367.

gather evidence relevant to the hypotheses".[2] And according to Suharsimi Arikunto said that experimental research is "the way to find out the cause effect relationship between two factors and it happened by researcher with the eliminate or unless or avoid others factor can be influenced".[3]

Therefore, the researcher can conclude that experimental research is the design of scientific research which most carefully and exactly to investigate a variable influence to another.

The design of this research can be seen from the following table:

Table 3
Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

C. Population and Sample

1. Population

In conducting the research of course needs the population as what Gay noted, "Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable".[4] Based on this quotation, the population is taken from all the eleventh year students in SMKN 1 Padangsidimpuan. The population as follows:

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[2] Donald Ary, et. al, *Introduction to Research in Education*, (New York : Library of Congres Cataloging, 1979) p. 225.

[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2010) p. 9.

[4] L. R. Gay & Peter Airasian, *Loc. cit.*, p. 122.

Table 4

Population of Eleventh Grade Students

NO.	Class	Number of Students
1	XI AK1	36
2	XI AK2	43
3	XI AK3	43
4	XI Adm1	35
5	**XI Adm2**	**36**
6	XI Adm3	38
7	XI TN1	35
8	XI TN2	40
9	XI TKJ1	38
10	XI TKJ2	38

2. Sample

A sample is "the small group that is observed".[5] Based on this quotation, the sample is a population selected for this research. The population in this research is big enough and homogenous, so it needs to be classified into classes or groups. Therefore, in this sample the analysis is not for individual but the groups or classes consist of several individuals. Hence, the suit sample used in this research is cluster sample. Cluster sample is "sampling in which groups, not individuals, are randomly selected."[6] It means that in this research the sample will be taken 36 students from the population by cluster sampling. In this research, researcher took sample from one class which will be divided into two class, those are "XI Adm2 ". This class will be divided into group A (18 students) and group B (18 students).

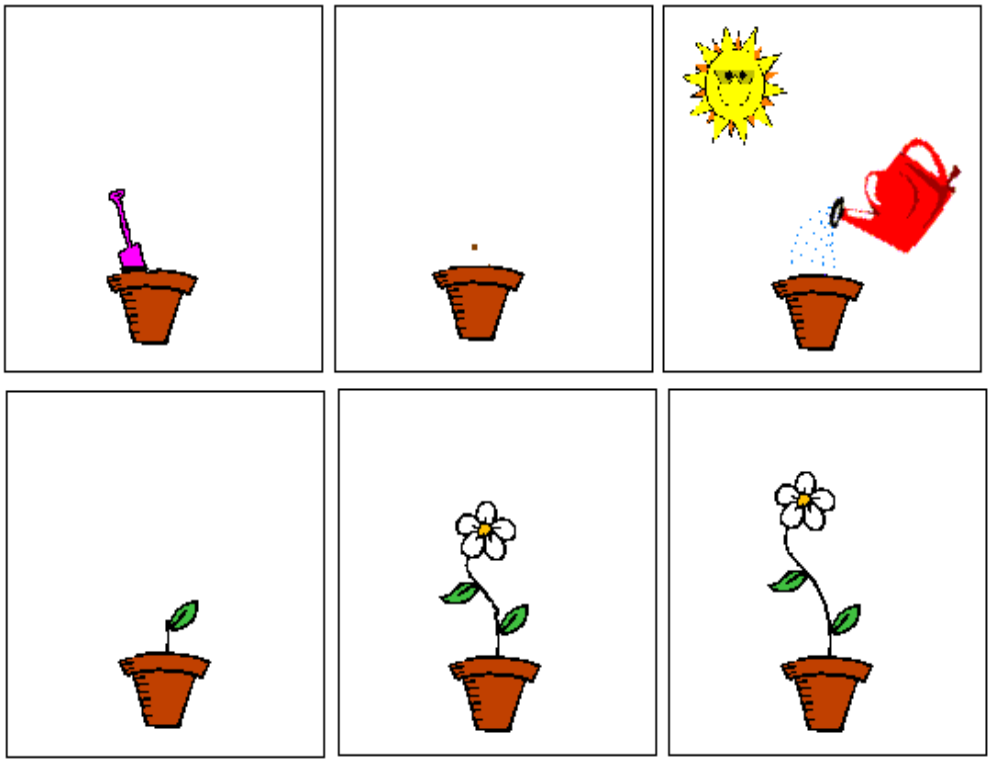
[5] Donald Ary, *Loc. cit.*, p. 129.

[6] Donald Ary, *Op. cit.*, p. 129 – 131.

D. Instrument of the Research

Instrument of research is a technique or instrument used to collect the data. The data was made with procedures. The instrument is a test. The test was applied to the experiment class and to the control class. It was given the same test to the both classes. Then the result of the test was used as the data of this research.

The test is a set of question about speaking; in this case the researcher gave one item. The question is “make a short story based on the pictures and perform it in front of class with your own words!” For example :



To measure speaking skill, the researcher used the indicator, as follows:

Table 5
The Indicators of Speaking Skill

NO.	The Indicators of Speaking Skill	Score
1.	Accent :	0 – 5
	1. Pronunciation frequently unintelligible.	0
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	3
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	4
	6. Native pronunciation, with no trace of foreign accent.	5
2.	Grammar :	0 – 5
	1. Grammar almost entirely inaccurate phrases.	0
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	1
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	2
	4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	3
	5. Few errors, with no patterns of failure.	4
	6. No more than two errors during the interview.	5
3.	Vocabulary :	0 - 5
	1. Vocabulary inadequate for even the simplest conversation.	0
	2. Vocabulary limited to basic personal and survival areas.	1

	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	2
	4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	3
	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	4
	6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.	5
4.	Fluency :	0 – 5
	1. Speech is so halting and fragmentary that conversation is virtually impossible.	0
	2. Speech is very slow and uneven except for short or routine sentences.	1
	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	2
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	3
	5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	4
	6. Speech on all professional and general topics as effortless and smooth as a native speaker's.	5
5.	Comprehension :	0 – 5
	1. Understands too little for the simplest type of conversation.	0
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	1
	3. Understands careful, somewhat simplified speech when enganged in a dialogue, but may require considerable repetition and rephrasing.	2
	4. Understands quite well normal educated speech when enganged in a dialogue, but requires occasional	3

	repetition conversation or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.[7]	4 5
	MAXIMAL SCORE	25

The researcher used some techniques in this research. They are as follows:

a. Dividing sample into two classes is control class and experiment class.

b. Preparing the lesson materials using picture in experiment class.

c. Giving the speaking test based on the picture sequences to both of classes.

d. Analyzing the data.

E. Instrument of Validity Test

The instrument of validity test is a content validity. In order to obtain an external evaluation of content validity the test maker should ask a number of experts in speaking or other teachers to examine the test content systematically and evaluate its relevancy to the specified universe.

The scoring of oral ability is generally highly subjective. The accurate measurement of oral ability is not easy. It takes considerable time and effort to obtain valid and reliable results. The result can be seen in the table of appendix IV and V.

[7] Arthur Hughes, *Testing for Language Teachers*, (Cambridge : Cambridge University Press, 1989) p. 110 – 113.

F. Technique of Data Analysis

In experimental research the most suitable analysis is using the statistical process. Actually, in this research the researcher used Arikunto's opinion using t-test in his book, it can be seen as follows:

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

Where:

M = the mean of each class

N = the total number of each class

x = the deviation of each value x2 and x1

y = the deviation of each value y2 from the mean of y1.[8]

[8] Suharsimi Arikunto, *Loc. cit.*, p. 354 – 355.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate The Effect of Picture Sequences Toward Grade XI Students' Speaking Skill, the writer has calculated the data using pre- test and post test. Applying quantitative analysis, the writer used the formulation of T-test. Next. The data of speaking achievement are found from the test results which were given to 36 students of SMKN 1 who become the research respondents. There are consist of 18 students of experiment class and 18 students of control class. the writer described the data as follows:

B. Description of Data Experiment Class

1. Pre-Test

Table 6
The Score of Pre - Test Experiment Group

Number of student (n)	Name of Student	Pre – Test
1	AR	56
2	AK	72
3	AR	60
4	DYP	36
5	FN	52
6	FR	76
7	HS	68
8	JL	60
9	LM	52
10	MA	36
11	NS	32
12	OS	44
13	PH	56
14	RH	72

15	RA	36
16	SM	64
17	YH	36
18	YN	80
Total		988
Mean		55.33
Median		49.5
Mode		36
Highest		80
Lowest		32

Based on the table above, the sum of score in experiment group was 988, mean was 55.33 mode was 36, and median was 49.5. The writer got the highest score was 80 and the lowest score was 32. Next, the calculation of how to get it can be seen in the appendix V.

2. Post Test

Table 7
The Score of Post - Test Experiment Class

Number of student (n)	Name of Student	Pre – Test
1	AR	76
2	AK	80
3	AR	72
4	DYP	60
5	FN	72
6	FR	80
7	HS	76
8	JL	72
9	LM	72
10	MA	60
11	NS	64
12	OS	72
13	PH	68
14	RH	76

15	RA	68
16	SM	76
17	YH	64
18	YN	84
Total		Total
Mean		Mean
Median		Median
Mode		Mode
Highest		Highest
Lowest		Lowest

Based on the table above, the sum of score in experiment group 1292, mean was 72.5, mode was 72, and median was 65.47. The writer got the highest score was 84, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix V. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 8

The Frequency Distribution of Students' Score in Experiment Group

Interval	Median	Frequency	Percentage
60 – 65	62.5	4	22%
66 – 71	68.5	2	11%
72 – 77	74.5	9	50%
78 – 83	80.5	2	11%
84 - 89	86.5	1	6%
Total	372.5	18	100%

Based on the table above, it can be drawn at histogram as follows:

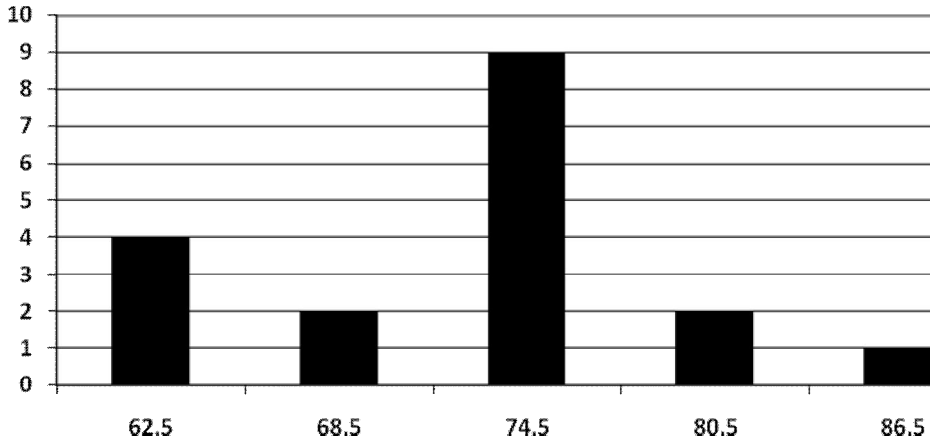


Figure 1: Histogram Student Score in Experiment Group

C. Description of Data Control Class

1. Pre-Test

Table 9
The Score of Pre - Test Control Class

Number of student (n)	Name of Student	Pre – Test
1	AR	72
2	AH	64
3	CK	52
4	EM	68
5	FS	72
6	GA	48
7	IS	76
8	IR	60
9	LA	52
10	MA	76
11	NS	56
12	NP	56
13	RES	60
14	SL	72
15	SW	76
16	TM	60

17	VAD	68
18	WA	44
Total		1128
Mean		63.33
Median		56.5
Mode		60
Highest		76
Lowest		44

Based on the table above, the sum of score in control group was 1128, mean was 63.33, mode was 60, and median was 56.5. The writer got the highest score was 76, and the lowest score was 44. Next, the calculation of how to get it can be seen in the appendix V.

2. Post Test

Table 10
The Score of Post - Test Control Class

Number of student (n)	Name of Student	Post – Test
1	AR	72
2	AH	76
3	CK	72
4	EM	72
5	FS	80
6	GA	64
7	IS	76
8	IS	72
9	LA	60
10	MA	84
11	NS	68
12	NP	76
13	RES	72
14	SL	80
15	SW	76
16	TM	76
17	VAD	72
18	WA	64
Total		1242
Mean		73.5
Median		65.54
Mode		72

Highest	84
Lowest	60

Based on the table above, the sum of score in control group was 1242, mean was 73.5, mode was 72, median was 65.54. the lowest score was 60, and the highest score was 84. Then, how to get it can be seen to appendix V. Next, the computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table 11
The Frequency Distribution of Students' Score in Control Group

Interval	Median	Frequency	Percentage
60 – 65	62.5	3	16%
66 – 71	68.5	1	6%
72 – 77	74.5	11	61%
78 – 83	80.5	2	11%
84 – 89	86.5	1	6%
Total	372.5	18	100%

Based on the table above, it can be drawn at histogram as follows:

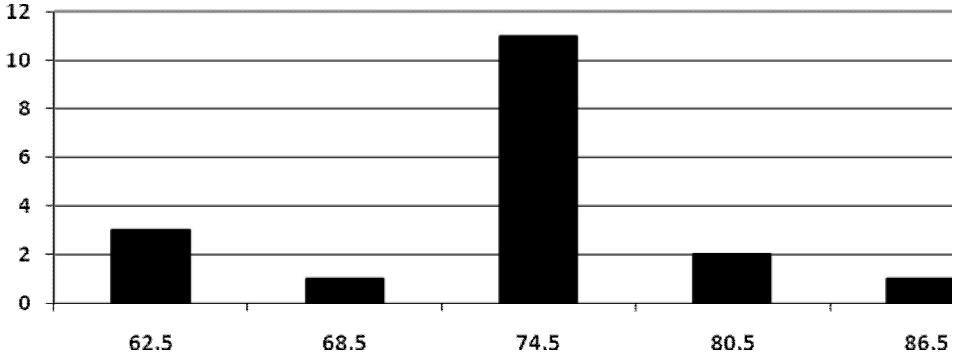


Figure 2: Histogram Student Score in Control Group

Next, from calculation above the writer concluded the students' ability after teaching speaking by using Picture Sequence is increase enough. It can be seen from the mean score of Experiment group can match Control group (74.5 = 74.5).

D. Hypothesis Testing

The hypothesis of research "there is significant effect of picture sequences towards students speaking skill". Based on the data collected, the data will be analyzed to prove hypothesis by using formula of T-test. The steps were start. It can be seen as follows:

1) The first step, to find average scores each group.

   a. The average of score experiment group

$$M_1 = \frac{Y_1^{\,2}}{Y_1}$$

$$= \frac{6400}{296}$$

$$= 21.62$$

   b. The average of score contorl group

$$M_2 = \frac{Y_2^{\,2}}{Y_2}$$

$$= \frac{2688}{184}$$

$$= 14.61$$

2) The second step, to find deviation score each group

   a) The deviation score experiment group

$$\Sigma_{X1} = \Sigma Y_1^{\,2} - \frac{(\Sigma Y_1)^2}{n_1}$$

$$= 6400 - \frac{(296)^2}{18}$$

$$= 6400 - \frac{87616}{18}$$

$$= 6400 - 4868$$

$$= 1532$$

b) The deviation score control group

$$\Sigma_{X2} = \Sigma Y_2^{\,2} - \frac{(\Sigma Y_2)^2}{n_2}$$

$$= 2688 - \frac{(184)^2}{18}$$

$$= 2688 - \frac{33856}{18}$$

$$= 2688 - 1881$$

$$= 807$$

3) The third step, to use the formulation of T-test

Table 12
List of Score

No	Symbol	Score
1.	M_1	21.62
2.	M_2	14.61
3.	$\sum X_1^{\,2}$	1532
4.	$\sum X_2^{\,2}$	807
5.	N_1	18

6.	N_2	18

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1^{\,2} + \Sigma X_2^{\,2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{21.62 - 14.61}{\sqrt{\left(\frac{1532 + 807}{18 + 18 - 2}\right)\left(\frac{1}{18} + \frac{1}{18}\right)}}$$

$$= \frac{7.01}{\sqrt{\left(\frac{2339}{34}\right)\left(\frac{2}{18}\right)}}$$

$$= \frac{7.01}{\sqrt{68.79\left(\frac{2}{18}\right)}}$$

$$= \frac{7.01}{\sqrt{\frac{137.58}{18}}}$$

$$= \frac{7.01}{\sqrt{7.64}}$$

$$= \frac{7.01}{2.76}$$

$T_t = 2.54$

d.b = $(n1_+ n_{2-} 2)$ = 18+18 – 2 = 34.

Next, do test missing one in the table IV (Tabel lampiran IV) the score t_s 0, 05 = 1.70 and t_s 0.01 = 2.46 and $t_{0=}$ 2.54 or (2.54 > 1.70 < 2.46). So that, from the calculation above, it was concluded that the result of experiment is significant. Next, using Picture Sequence has significant effect to improve

students' speaking skill at SMK N 1 Padangsidimpuan. So, the hypothesis was accepted.

Next, to know the categorize what is the extent the effect of Picture Sequence has significant effect to improve students' speaking skill at SMK N 1 Padangsidimpuan, it would be interpretated from the table as follows :

Table 13

The Table Coefficient Effect of interpretation[1]

Coefficient interval	Effect level
0.00 – 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.70	Enough
0.70 – 0.09	High
0.09 – 1.00	Very high

To know the effect of Picture Sequences toward Grade XI Student's Speaking Skill, t_0 minimize t_s (2.54 – 1.70 = 0.84). Next, the result of interpretation to above table. So that, The effect of Picture Sequence has significant effect to improve students' speaking skill at SMK N 1 Padangsidimpuan categorize is high.

E. Discussion

[1]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1993) p. 57.

In this research, the writer searched students' achievement in learning Speaking. The writer wanted to know students' speaking skill at SMKN 1 Padangsidimpuan. Using picture sequence would make the students were better in their speaking skill. The writer had hypothesis that there is signigicant effect of picture sequences towards students' speaking skill had accepted. It was supported by O'Malley and Pierce that "Picture-cued descriptions or stories is a single or series of pictures that implies meaning." It is explained that picture cue can be used to elicit the following language functions: describing, giving information, or giving an opinion.[2] The writer hypothesis proved by calculation by using T_{test} the writer had done. The result calculations were t0 was more than $t_{s.}$

F. Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

On doing the test, there were the weakness of time, because the students had activities, when they answered the test; they less concentrate test, increase of many task to fulfill for examination a head and also there were many weakness of the researcher that have not been known. In this research, the researcher had

[2] Sakiah, An Analysis on the students' ability in writing narrative based on pictures of the grade VIII at MTsS Mardiyah Islamiyah Panyabungan, (Padangsidimpuan : UMTS, 2010) p. 79.

weakness in calculating t_{count} that t_{count} was negative, so the significant of research was invalid.

In this research, there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research has been done by doing the statistic computing applied data. The statistical analysis that is applied in this research is probability rules. After applying the rules may draw the conclusions as follows:

1. The students' speaking skill before using Picture Sequences in SMKN 1 Padangsidmpuan categorized still far from hope. It was provided by the mean score of Experiment group was 55.33.
2. The students' speaking skill after using Picture Sequences in SMKN 1 Padangsidmpuan increases high. It was provided by the mean score of Experiment group was 72.5.
3. From the calculation of t_0 2.54, while t_s score was 1.70, so there is positive of significant effect using picture sequences toward grade XI students' speaking skill at SMK N 1 Padangsidimpuan.

B. Suggestion

Based on the conclusion of the research, we can get several suggestion that are useful for improving the students' achievement later, they are:

1. Since using Picture Sequences seems to be effective in teaching Speaking, it is suggested to the English teacher to use it when they are studying in Speaking.

2. Using Picture Sequences can to increase the students' speaking skill, but it still depend on the teachers' creativity. So it suggested to English teachers to be wise in allocating the lesson of speaking.
3. In applying the teaching and learning process they should make a good preparation.

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THE EFFECT OF PICTURE SEQUENCES TOWARD GRADE XI STUDENTS' SPEAKING SKILL AT SMKN 1 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

By :

IRHAM RASYDI HARAHAP
Registration Number : 07 340 0089

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Kepada Yth.

Bapak Ketua STAIN Psp.

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Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Irham Rasydi Harahap, yang berjudul **“The Effect of Picture Sequences Toward Grade XI Students’ Speaking Skill at SMK N 1 Padangsidimpuan”,** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

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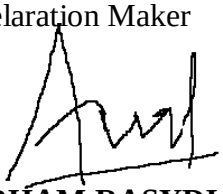

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Telah dapat diterima sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan Islam.

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Finally, the writer realizes that there must be some weaknesses in this thesis. Therefore, the writer expected that this thesis will be accepted as the requirement for getting the degree of Sarjana from State College for Islamic Studies (STAIN) Padangsidimpuan and also been used in the future.

Padangsidimpuan, October 2012

The writer

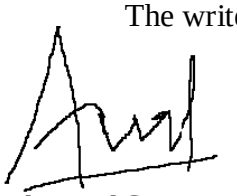

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TABLE OF CONTENTS

ABSTRACT i
ACKNOWLEDGEMENT ii
TABLE OF CONTENTS iv
LIST OF TABLES vi
LIST OF APPENDICES vii
LIST OF FIGURES viii
CHAPTER I : INTRODUCTION
A. Background of the Problem 1
B. Identification of Problem 6
C. Limitation of the Problem 6
D. Formulation of the Problem 6
E. Aims of the Problem 7
F. Significances of the Problem 7
G. Definition of Operational Variables 8
H. Thesis Outline 8
CHAPTER II : THEORETICAL DESCRIPTIONS
A. Theoretical Descriptions 10
1. Speaking 10
a. Defenition of Speaking 10
b. Types of Spoken Language 12
c. Elements of Speaking 13
d. Speaking Difficulties 15
e. The Teaching of Speaking 17
f. Classroom Speaking Activities 19
g. Proficiency Level of Spekaing 20
h. Testing Speaking 22
2. Picture Sequences 27
a. Definition of Picture Sequences 27
b. Types of Picture 28
c. Function of Picture in Teaching Speaking 30
d. The Advantages and Disadvantages of Use Picture 33
e. The Pictures Selection 34
B. Review of Related Findings 35
C. Conceptual Framework 36
D. Hypothesis 37
CHAPTER III : RESEARCH METHODOLOGY
A. Place and Time of Research 38
B. Research Design 38
C. Population and Sample 39

D. Instrument of Research 41
E. Instrument of Validity Test 44
F. Technique of Data Analysis 45
CHAPTER IV : THE RESULT OF THE RESEARCH
A. Description of Data Experiment Class 46
1. Pre-Test 46
2. Post Test 47
B. Description of Data Control Class 48
1. Pre-Test 49
2. Post Test 50
C. Hypothesis Testing 52
D. Discussion 55
E. Threats of the Research 56
CHAPTER V : CONCLUSION AND SUGGESTION
A. Conclusion 58
B. Suggestion 58
REFERENCES
LESSON PLAN
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

Table 1 ACTFL Proficiency Guidelines 21
Table 2 Testing Speaking 23
Table 3 Research Design 39
Table 4 Population of Eleventh Grade Students 30
Table 5 The Indicators of Speaking Skill 42
Table 6 The Score of Pre-Test Experiment Group 46
Table 7 The Score of Post-Test in Experiment Group 47
Table 8 Frequency Distribution of Students' Score in Experiment Group 48
Table 9 The Score of Pre-Test Control Group 49
Table 10 The Score of Post-Test in Control Group 50
Table 11 The Frequency Distribution of Students' Score in Control Group 51
Table 12 List of Score 53
Table 13 The Table Coefficient Effect of interpretation 55

LIST OF APPENDICES

Appendix 1 : The Test of Pre-test 74
Appendix 2 : Key Answer of Pre-test 75
Appendix 3 : The Test of Post-test 76
Appendix 4 : Key Answer of Post-test 77
Appendix 5 : Score Students in Pre-Test Experiment and Control Class 78
Appendix 6 : The Score of Experiment Class 87
Appendix 7 : The Score of Control Class 88
Appendix 8 : Statistical Experiment Table 89

LIST OF FIGURES

Figure 1 Histogram of Students' Score in Experiment Group…….. 49
Figure 2 Histogram of Students' Score in Control Group……. 51

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