THE IMPLEMENTATION OF *PICTURE STRIP STORY* IN IMPROVING STUDENTS' SPEAKING ABILITY OF DARMA AGUNG UNIVERSITY

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ABSTRAK

Artikel inimengkaji proses peningkatan kemampuan berbicara siswa melalui *Picture Strip Story* untuk mahasiswa semester pertama Fakultas Sastra Universitas Darma Agung. Berbicara adalah salah satu keterampilan produktif untuk mentransfer apa yang ingin disampaikan kepada pendengar. Penulis menawarkan metode dalam mengajar kelas Bahasa Inggris dengan penggunaan *Picture Strip Story* yang bertujuan agar para siswa bersemangat untuk mengetahui dan mempraktikkan berbicara dalam bahasa Inggris dengan lebih mudah dan lebih lancar.Penelitian ini dilakukan secara kuantitatif dengan dua perlakuan kelas berbeda; kelas eksperimen dan kontrol. Sampel diambil dengan menggunakan teknik *random sampling*. Dalam menganalisis data, kajian ini menggunakan *T-test formula*. Temuan menunjukkan bahwa ada perbedaan signifikan dari skor rata-rata yang diperoleh dari kelompok eksperimen (85, 46) dan kelompok kontrol (70, 75). Nilai $t_{obs} > t_{table}$ (P= 0.05) df (58), or 6.78 > 1.67 (P=0.05). Artinya Ha diterima. Dengan demikian dapat disimpulkan bahwa penerapan *Picture Strips Story* secara signifikan mempengaruhi kemampuan berbicara siswa.

Kata Kunci:Kemampuan Berbicara Siswa, Strategy Mengajar Berbicara Dalam Bahasa Inggris, *Picture Strip Story*.

The Background of the Study

English is a must when one wants to compete globally because it is one of the official languages of the United Nations (in Indonesia it is called Perserikatan Bangsa Bangsa, often abbreviated as PBB). English can be understood by most world citizens because it is used around the world for a long time ago. So, it is quite clear that English is vitally important then by the governor of Indonesia, it was determined as a compulsory subject in most levels of schools, starting from primary school.

In English, like other languages in this world, there are four skills that one has to master well; they are Listening, Speaking, Reading and Writing. All of them are interrelated and play an important role. Listening and reading are the receptive skills in which the people who listen and read already have received something. It means that people do not need to prepare something in doing both. Meanwhile, speaking and writing are categorized into productive skills because in doing these skills, people have to be active in producing something. When they speak, they produce at least idea and sound, while when they write they have to

prepare their idea, language tools, and others.

Speaking is very important when one wants to communicate with others because speaking affects the communication process significantly. Although English has been learned for many years by the students, it will not be the guarantee that someone is able to speak English fluently. Based on the writer's experience when she taught in the previous semesters in the University of Darma Agung not all students of the university level can speak English well. Many of them cannot do that as they should do. Based on the preliminary research conducted by the writer, there are some factors affecting the ability of speaking in English of those students; they are feeling afraid of speaking English, learning environment does not support them in speaking English, the low ability in using the structure of English, the richness of vocabularies in English, and the method used in teaching them English in previous schools/classes.

Based on the fact above, the writer tried to conduct this research in the form of Classroom Action Research (CAR) entitled "Improving Students' Speaking Ability through *Picture Strip Story* for the Fourth Semester Students of Letters Faculty of Darma Agung University". She offered one solution to solve the problems by using the media Picture Strip Story in teaching speaking for the students.

The Problems of the Study

The problem of the study is "How does the use of Picture Strip Story affect the Students' Speaking Ability?"

The Objective of the Study

The objective of the study is to find out how the use of Picture Strip Story affects the Students' Speaking Ability.

The Scope of the Study

There are some media used in the teaching and learning process to make sure that the students understand the lesson transferred by the teacher or the instructor but in this study, the writer only focuses on the Picture Strip Story. Then, there are many genres of texts in English, some of them are narrative, descriptive, argumentative, spoof, twist and many more but the writer only focuses this study on the narrative text.

The Significance of the Study

It is expected that this study is useful for giving a new perspective in relation to teaching, enriching teacher for speaking subject and improving students' speaking ability.

2.1 Theoretical Framework

In conducting this research, all terms used that function to give limited concepts specifically meant in a particular context must be clarified to have the same perspective. Then, unnecessary interpretation will be free from this research.

2.2 Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney and Burke, 1998). According to Brown (2000:267), the students should consider and pay attention

Teaching Media

Media is the tool of teaching which makes the message or information contained in the intended teaching meet the purpose of instructional (Arsyad, 2007:4). Meanwhile, Hamalik in Arsyad said that the user of media can motivate the students and give some psychologies effects in the learning process. From the two statements, it can be concluded that media is everything that can be used as a tool and facilitate to get the goal in the teaching-learning process.

Picture Strip Story

In short, a picture strip story means that a group of pictures in order that have

sequences story in which the sequences are designed to be read as a narrative or as a chronicle in sequence.

Hypothesis

Thehypothesis of this study can be formulated such as "the students' speaking ability taught by using media Pictures Strip Story is higher than taught without media.

Research Design

This study was conducted in Experimental Design. There were two variables in this study, namely using a Questioning strategy as Independent Variable and the students' reading comprehension achievement as Dependent Variable.

This study consists of two groups, they are experimental and control groups. The experimental group is treated by using media Pictures Strip story meanwhile the Control group is a group that is treated by conventional drills and techniques.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Questioning Strategy	√
Control	√	Without Questioning Strategy	√

Population and Sample

The population is all the subjects of research (Arikunto, 2006:130). The population of this research was all the students of Letters Faculty in Darma Agung University. There were 8 parallel classes which consist of Semester 2a, 2b, 4a, 4b, 6a, 6b, 8a and 8b.

In obtaining the sample, the writer chose it randomly. Arikunto (2006:133) states that random sampling is the best single way to get the representative sample in which each subject has the same opportunity to be selected. The sample of this research was students of semester 4.

Techniques of Collecting Data

In collecting the data, the writer prepared two tests, they are pre-test and post-test. The data were collected after having the tests because the data in the experimental group are in the form of numbers.

The Procedures of Research

In conducting the research, the procedures conducted by the writer are as the following:
a. Formulating pre-test for both experimental and control group
b. Having pre-test on both groups
c. Doing the teaching process by using the media Pictures Strip Story in the Experimental group and the conventional way in the Control group
d. Having post-test on both groups to see the effect of the treatment

Scoring the Test

To find out the qualification of the students' reading comprehension achievement, the test is designed in one model: Objective Test.

The score is formulated as follows:
$$S = \frac{R}{N} \times 100$$
Where :

S   = *Score*
   R   = *the Correct Answer*
   N   = *Number of test*
   100 = *Cumulative range, 0-100*

The Validity and Reliability of the Test

The validity and reliability determined how well a test is. The establishment and procedure of each aspect were discussed in the following parts:

The Validity of the Test

Arikunto (2006:168) states the validity is a measurement that shows the levels of the instrument's validity. An instrument can be said valid if it can measure what is supposed to be measured. Validity referred to the extent to which the result of an evaluation procedure serves the particular use for which they were intended.

It can be said that the validity of a study to the extent to which the test measures what was intended to measures. There are three types of validity: (1) content validity, (2) criterion-related validity, (3) construct validity. This study was used for content validity.

The Reliability of the Test

Ornstein (1990:112) says that test reliability can be improved by some factors, as the followings:
a) Increased number of test items
b) Heterogeneity of the student group
c) Moderate item difficulty
d) Objective scoring
e) Limited time

In order to find out whether the test is reliable or not, the writer used an objective test with 20 items. The writer used the formula of Kurder Richardson (KR) 21 (Arikunto, 2006:187) as follows:

$$(\text{KR}_{21})\ r = \frac{k}{k-1}\left[1 - \frac{M(k-M)}{k.SD^2}\right]$$

Where:
r   = Reliability of the Test

k   = Number of Items in the Test
M   = Mean of the Test
SD   = Standard Deviation

According to Aruan in Sari (2010:29) the categories of coefficient correlation are as the following:
$0.00 - 0.20$ = the reliability is very low
$0.21 - 0.40$ = the reliability is low
$0.41 - 0.60$ = the reliability is fair
$0.61 - 0.80$ = the reliability is high
$0.81 -$ above = the reliability is very high

The Technique of Analyzing the Data

To test the hypothesis, the T-test formula will be used as the following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx^2 + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:
t   = the effect
Mx   = mean of experimental group
My   = mean of control group
Dx^2 = the deviation square of experimental group
Dy^2 = the deviation square of control group
Nx   = the sample of experimental group
Ny   = the sample of control group

Procedure of Analyzing the Data

The procedures of analyzing the data are:
1. Collecting the data from the scoring of the experimental and control class.
2. Identifying the score of the students who were being treated and who were not.
3. Comparing the score.
4. Drawing the conclusion and answer the hypothesis.
5. Writing the finding.

Data and Data Analysis

Data in the experimental group are in the form of numbers. It means that data in this study are the scores of students both in the experimental and control groups when they were treated in both pre-test and

post-test.The following table is the result of the pre-test and post-test of the control group.

Table 5.1
The Scores of the Pre-Test and Post-Test by the Students of the Control Group

No.	Students' Initial Name	Score	
		Pre-Test	Post-Test
1	SN	55	60
2	MHJ	60	70
3	JSD	60	65
4	MA	70	80
5	MAS	70	75
6	FHG	70	75
7	LMM	72	75
8	FDH	57	60
9	RRS	60	80
10	OS	60	65
11	WPS	65	75
12	SM	60	70
13	JFG	75	75
14	RP	60	65
15	LM	62	65
16	DSS	65	70
17	ES	65	70
18	FG	64	75
19	YMG	65	70
20	SAA	65	75
	Total ($\sum$)	1280	1415
	Mean	64.00	70.75

From the table above showed that in the control group, the total scores in the pre-test were (1280) and the mean score was (64.00) while the total score in the post-test was (1415) and the mean score was (70.75).

The following table is the result of the pre-test and post-test of the experimental group.

Table 5.2
The Scores of the Pre-Test and Post-Test by the Students of the Experimental Group

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	IN	70	90
2	NJS	60	80
3	NAH	70	90

4	KS	65	90
5	HD	50	78
6	TP	50	80
7	DP	67	85
8	TS	65	85
9	MN	65	85
10	SL	70	85
11	PCS	60	80
12	HS	60	95
13	HNS	75	90
14	MTP	74	95
15	DHMS	85	75
16	LW	68	90
17	VAP	55	90
18	TN	85	70
19	KMM	60	85
20	NSB	80	90
Total ($\sum$)		**1334**	**1708**
Mean		**66.70**	**85.40**

From the table above showed that in the experimental group, the total scores in the pre-test were (1334) and the mean score was (66.70) while the total score in the post-test was (1708) and the mean score was (85.40).

Testing the Reliability of the Test

To obtain the reliability of the test, the writer used Kuder Richardson formula 21 as follows:

$$(KR21) \quad r \quad = \left(\frac{K}{K-1}\right)\left(1-\frac{M(K-M)}{KS^2}\right)$$

Where KR21 = Coefficient Reliability

K = 20
M = 17.63
S = 4.20

$$(KR21)\ r = \left(\frac{K}{K-1}\right)\left(1-\frac{M(K-M)}{K(S)^2}\right)$$

$$= \frac{20}{20-1}\left(1-\frac{17.63(20-17.63)}{20(4.20)^2}\right)$$

$$= 1.05\left(1-\frac{17.63(2.37)}{20(17.64)}\right)$$

$$= 1.05\left(1-\frac{41.78}{352.8}\right)$$

$$= 1.05\ (1-0.11)$$

$$= 1.05(0.89)$$

$$= 0.93$$

$$(KR_{21})r = \frac{k}{k-1}\ [1-\frac{M(k-M)}{k.SD^2}]$$

Based on the calculation, it can be said that the test was reliable. From the calculation, it was found that the reliability of the test was 0.93. This reliability was very high so that it was seen that the test used in this study was reliable. (More details can be shown in Appendix 1).

Testing Hypothesis

In the testing hypothesis, the formulas of t-test and distribution table of the critical value were applied. These were used to see whether the hypothesis is accepted or not.

Table 5.3
The Scores of Control Group

No.	Students' Initial Name	Pre – Test (T1)	Post – Test (T2)	T2-T1 (d)	Squared of Deviation (d²)
1	SN	55	60	5	25
2	MHJ	60	70	10	100
3	JSD	60	65	5	25
4	MA	70	80	10	100
5	MAS	70	75	5	25
6	FHG	70	75	5	25
7	LMM	72	75	3	9
8	FDH	57	60	3	9
9	RRS	60	80	20	400
10	OS	60	65	5	25
11	WPS	65	75	10	100
12	SM	60	70	10	100
13	JFG	75	75	0	0
14	RP	60	65	5	25
15	LM	62	65	3	9
16	DSS	65	70	5	25
17	ES	65	70	5	25
18	FG	64	75	11	121
19	YMG	65	70	5	25
20	SAA	65	75	10	100
Total (∑)		1280	1415	135	1273
Mean		64	70.75		

$$My = \frac{\sum d}{N}$$
$$= \frac{135}{20}$$
$$= 6.75$$

$$Dy^2 = \sum d^2 - \frac{(\sum d)2}{Ny}$$
$$= 1273 - \frac{18225}{20}$$
$$= 1273 - 911.25$$
$$= 361.75$$

Table 5.4
The Scores of the Experimental Group

No.	Students' Initial Name	Pre – Test (T1)	Post – Test (T2)	T2-T1 (d)	Squared of Deviation (d²)
1	IN	70	90	20	625
2	NJS	60	80	15	225
3	NAH	70	90	25	625
4	KS	65	90	35	1225
5	HD	50	78	25	625

6	TP	50	80	30	900
7	DP	67	85	15	225
8	TS	65	85	25	625
9	MN	65	85	20	400
10	SL	70	85	15	225
11	PCS	60	80	20	400
12	HS	60	95	20	400
13	HNS	75	90	15	225
14	MTP	74	95	20	400
15	DHMS	85	75	-10	100
16	LW	68	90	25	625
17	VAP	55	90	55	3025
18	TN	85	70	-15	225
19	KMM	60	85	20	400
20	NSB	80	90	10	100
Total (∑)		1334	1708	374	9908
Mean		66.70	85.4		

$$Mx = \frac{\sum d}{N}$$
$$= \frac{374}{20}$$
$$= 18.7$$

Then, it was gotten from this formula:

$$Dx^2 = \sum d^2 - \frac{\left(\sum d\right)^2}{Nx}$$
$$= 9908 - \frac{139876}{20}$$
$$= 9908 - 6993.8$$
$$= 2914.2$$

Table 5.5
The Deviation Scores of the Control Group

No.	Students' Initial Name	T2-T1 (d)	(d-My)	(d-My)²
1	SN	5	-1.75	3.0625
2	MHJ	10	3.25	10.5625
3	JSD	5	-1.75	3.0625
4	MA	10	3.25	10.5625
5	MAS	5	-1.75	3.0625
6	FHG	5	-1.75	3.0625
7	LMM	3	-3.75	14.0625
8	FDH	3	-3.75	14.0625
9	RRS	20	13.25	175.5625
10	OS	5	-1.75	3.0625
11	WPS	10	3.25	10.5625
12	SM	10	3.25	10.5625
13	JFG	0	-6.75	45.5625
14	RP	5	-1.75	3.0625
15	LM	3	-3.75	14.0625
16	DSS	5	-1.75	3.0625

17	ES	5	-1.75	3.0625
18	FG	11	4.25	18.0625
19	YMG	5	-1.75	3.0625
20	SAA	10	3.25	10.5625
Total(∑)		**135**	**0**	**361.75**

Table 5.6
The Deviation Scores of the Experimental Group

No.	Students' Initial Name	T2-T1 (d)	(d-Mx)	(d-Mx)
1	IN	20	1.3	1.69
2	NJS	15	-3.7	13.69
3	NAH	25	6.3	39.69
4	KS	35	16.3	265.69
5	HD	25	6.3	39.69
6	TP	30	11.3	127.69
7	DP	15	-3.7	13.69
8	TS	25	6.3	39.69
9	MN	20	1.3	1.69
10	SL	15	-3.7	13.69
11	PCS	20	1.3	1.69
12	HS	20	1.3	1.69
13	HNS	15	-3.7	13.69
14	MTP	20	1.3	1.69
15	DHMS	-10	-28.7	823.69
16	LW	25	6.3	39.69
17	VAP	55	36.3	1317.69
18	TN	-15	-33.7	1135.69
19	KMM	20	1.3	1.69
20	NSB	10	-8.7	75.69
Total (∑)		**385**	**11**	**3969.8**

From the data above, it was obtained that:

Mx $= 18.7$
$Dx^2 = 2914.2$
Nx $= 20$
My $= 6.75$
$Dy^2 = 361.75$
Ny $= 20$

$$t = \frac{M_x - M_y}{\sqrt{\left(\dfrac{Dx^2 + Dy^2}{(Nx + Ny) - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

$$t = \frac{18.7 - 6.75}{\sqrt{\left(\dfrac{2914.2 + 361.75}{(20 + 20) - 2}\right)\left(\dfrac{1}{20} + \dfrac{1}{20}\right)}}$$

$$t = \frac{11.95}{\sqrt{\left(\dfrac{2975.95}{48}\right)\dfrac{2}{40}}}$$

$$t = \frac{11.95}{\sqrt{(61.99)(0.05)}}$$

$$t = \frac{11.95}{\sqrt{(3.0995)}}$$

$$t = \frac{11.95}{1.760}$$

$$t = 6.78$$

In the testing hypothesis, the formulas of t-test and distribution table of the critical value were applied. These were used to see whether the hypothesis is accepted or not. In this study, the calculation of t-test shows that t_{obs} in the df 30 at the level 0.05 is 6.78 while the t_{table} in df 58 the P level 0.05 the critical value is 1.67.

$t_{obs} > t_{table}$ (P = 0.05) with df 58
6.78 > 1.67 (P=0.05) with df 58

Research Findings

Based on the calculation, the result of the research shows that the mean score of the experimental group (85.46) is higher than the control group (70.75). The difference was tested using the t-test formula. The result of the t-test calculation shows that the t_{obs} value (6.78) higher than t_{table} value (1, 67). It can be concluded the implementation of Picture Strip Story significantly affected students' speaking ability.

Conclusions

Having analyzed the data, it was found that the use ofPicture Strips Story significantly affects the students' speaking ability. The description of conclusions can be drawn as follows:

1. There is a significant difference of mean score obtained from both of the experimental groups (85.46) and the control group (70.75).The $t_{obs} > t_{table}$ (P= 0.05) df (58), or 6.78> 1.67 (P=0.05).

2. It means that Ha is accepted. Thus it can be concluded that the implementation of Picture Strips Story significantly affects the students' speaking ability.

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