

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Problem**

In language skill there are writing, listening, reading, translating, and speaking. Speaking is one of the language skill besides pronunciation and conversation. From this statement, it could be understood that speaking is one of the items that has to be mastered by the students in learning English. Therefore develop learners progress in understanding English, learners should keep on learning speaking every day. It means that the development of a speaking fluent is an important element in the acquisition of a second language.

It is cleared that second foreign language learners should know, learn and master the speaking, so by having and learning speaking, it can help a learner understand the language easily. Speaking is systematically recycled and added to as the reader works through the series. It means that learning speaking is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of what the does mean and how to use in the foreign language. In this case, the learner has to know what a word sounds like (its pronunciation) and what it looks like (it spelling)..

As Harmer says “some people say that children learn languages faster than adults do. They talk to the childrens who appear to pick up new language effortlessly. Perhaps this has something to do with the plasticity of young

brain.”<sup>1</sup>It is clear that the teacher should introduce English as a foreign language to the children since they are still young.

So, the background of this study is the phenomenon which happened on the students of MTs Nurul Haq Balaraja. The students of this school almost never got a good mark in English. They often got a good mark in their daily test, but they finally got a bad mark in their final examination and only few students got an expected mark. Based on this fact, the writer as a teacher in this school then tries to analyze the problem in order to find a way to solve it. The problems faced by both the teacher and the student are based on the writer’s analysis as follows :

The medium which was used by the teacher in teaching English was a picture. There are pictures presented in students’ handbooks, in each theme. The use of pictures is expected to be able to increase the students’ motivation in learning English and to build up their speaking. The result is, the students are very pleasure with this media because they are the young learners who love picture very much. Finally they only remember about the words or the names of the picture and the pictures themselves. The result when they had an exercise or a test with pictures they could answer the question correctly and easily, but when the students had a test and there was no picture presented on the question, it was difficult for them to answer the question because their speaking were very limited on the topic.

The students of MTs Nurul Haq Balaraja did not want to open dictionary to find the meaning of word, even though almost all of them have had it. That

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<sup>1</sup> Harmer, Jeremy, 1991, *The Practice of English Language Teaching*, London, 37

condition makes their speaking become very limited. The students were only waiting for the other help, they did not want to try to do the exercise or the test by themselves. Their marks were good in the daily test but bad in their final examination.

Based on the condition above, the writer concludes that using picture are useful to motivate the students. But it is more suitable for the first grade student whose activities in teaching-learning process and the test are filled by playing activity. For the high class (the second to the third grade), they need more speaking than the lower.

Based on those facts, this classroom action research entitled “The Effectiveness Of Using Pictures in Teaching Student Speaking Skill for The First Grade Students at MTs Nurul Haq Balaraja” is necessary to be conducted.

## **B. Identification of The Problem**

The students of this school almost never got a good mark in English. Whereas, Speaking is one of the items that has to be mastered by the students in learning English, In a fact, there are some problems that are faced by the students. First, they only remember about the words or the names of the picture and the pictures themselves. it was difficult for them to answer the question because their speaking were very limited on the topic. Second, the students did not know about the meaning of the word. Third, the students did not want to open dictionary to find the meaning of the word. From the explanation above, the researcher hopes to find out that teaching pictures improves the students speaking skill.

### **C. Limitation of The Problem**

It is important to state a limitation of this study to help the readers understand this study easier. Here, the writer forms a limitation on the improving speaking skill for the first grade students as the subject, and the application of picture media in the teaching-learning process as the object.

### **D. Formulation of The problem**

The formula that will be discussed in this research is formulated as follows:

1. How is the students speaking skill of first grade students of MTs Nurul Haq Balaraja?
2. How is the application of teaching speaking skill using pictures at MTs Nurul Haq Balaraja ?
3. How is the effectiveness of using pictures in teaching speaking skill at MTs Nurul Haq Balaraja ?

### **E. Purposives of The Research**

1. To know how much first grade students of MTs Nurul Haq Balaraja that they can speaking skill with picture
2. To describe how the effectiveness picture media as teaching speaking skill.
3. To find out how much they can speak English using picture as teaching media.

**F. Significance of The Research**

The expected functions of this study are as follows :

1. This study will give an idea to the other English teacher in practicing the picture.
2. This study will be a reference to the other English teacher to develop the pictures to improve the students speaking skill by applying the picture.
3. This study will be a reference to the other researcher to develop the picture.
4. This study will help the students to improve their speaking and their achievement.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Speaking

##### 1. Definition of Speaking Skill

Tarigan defines that speaking is a language skill that is developed in child, which is produced by listening skill, and at that period speaking skill is learned.<sup>2</sup> Based on CBC or it called as Competence Based Curriculum, speaking is fourth basic competences that the students should learn very well.<sup>3</sup> While Brown and Yule in Nunan argue that speaking is using spoken language which consists of short, incomplete or separate speech in the scope of pronunciation. The pronunciation is very closely related to the reciprocal relationship between one speaker and the listener.<sup>4</sup> Meanwhile, according to Djago Tarigan speaking is the skill of conveying messages through spoken language. The link between the message and the spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the language sound into its original form.<sup>5</sup>

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<sup>2</sup>Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. p. 3-4

<sup>3</sup>Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional. p. 8

<sup>4</sup>Nunan, David. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press. p. 26

<sup>5</sup>Tarigan, Djago. 1995. *Materi Pokok Pendidikan Bahasa Indonesia*. Jakarta: Depdikbud. p. 149

It's very important to role in communication. Speaking skill it could be the productive skill and it cannot separated from listening. When we try to speak up, it produce the text sentence per sentence and it meaningful. At natural communication, we can find the speakers, listeners, messages, feedbacks, and audiences. Linguistic theory has been developed in abstraction in the context of use and source of diversity and it's from the result of teaching learning process. Students' skill in conversation is main core aspect in teaching speaking, and it will becomes vital aspect in teaching language learning if language function as a system for expression and the successful speaking in measured through everyone ability to carrying a conversation language.

In Explanation above, the researcher summarize that speaking is what we to say, what we to see, what we to feel and think. When about feel something or somewhat, we want everyone can hear us. In this process, we can call about this as an interaction between two sides and there will be a relationship and the relationship itself is communication. Wilson defines speaking as development of the relationship between speaker and listener.<sup>6</sup> For additional speaking determines which logical linguistic, psychological a physical rules would be applied in a given communication situation.

According to Wallace that speaking practice becomes significantly for students when they trying to pay attention what they say until the students can

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<sup>6</sup>Wilson, S. 1983. *Living English Structure*. London: Longman. p. 5

learn better than before on how to carry out the ability to start the conversation or to expressing and giving their ideas fluently with precision pronunciation.<sup>7</sup>

## 2.The Aim of SpeakingSkill

The aim of speaking on student.Especially the first aim of the speaking is for communication. Tarigan said that the main purpose of speaking is communication in order to give the though more effective.<sup>8</sup> So the speaker must understoodwhat the meaning from something who wants communicate it.

The Problems they are experiencing and finally more student get all opportunities to active the various substance of language that they have been stored in their brains. The more automatic they use substance become as a result, students in driblets becomes autonomous for language users. It means that be able use every words and phrase fluently withouttoo much mistakes though.

Jeremy Harmer explained that on his book some reason for getting students speaking in the classroom as aim of the teaching student speaking skill: First, speaking activities set aside rehearseal opportunities and chances practical real life speaking with carefully on the classroom. Second, speaking assignmentin where student try to use all of the languages they knowprovidesthe feedback for both person between teacher and students. Everybody can see how is good they are doing both how successful they are, and also what language.<sup>9</sup>

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<sup>7</sup>Wallace, D'Arcy-Adrian. 1978. *Junior Comprehension 1*. England: Longman. p. 98

<sup>8</sup>HGTarigan, *Berbicarasebagai Keterampilan Bahasa*, (Bandung Angkasa, 1981). p.16

<sup>9</sup> Jeremy Harmer, *How to Teach English*, (England:Longman,2007), P.123



### 3. The Problem of Speaking Skill

It has been known before that learning English is not easy, and when teaching a speaking skill to the student is so difficult. Teachers must do more hardwork to do this all for reaching the successful. If the teachers want success in teaching-learning at speaking lesson, there are some problems in teaching-learning speaking that must be known by the teacher. Usually the students cannot to speak English because of:

- a) Poor of vocabulary needed to talk about common utterance.
- b) Cannot participate actively in conversation because shy.
- c) English Spoken does not sound natural.
- d) Lack of grammars.
- e) Lack of pronunciation.

### **B. Picture**

#### 1. Definition of Picture

Picture is important role as an alternative teaching aid in teaching speaking english. The teachers gives and showssome pictures and then the teacher asks the students about it. Picture is very easy to foundit by all people. With the picturethe students can practice to developes their ideas and creativity.

Utilizing picture is an excellent technique to helping students understanding various aspect on foreign language. The use of picture has motivating the students, creating the subject clearer to understood, and illustrating the main idea of an object reaction which is particular to a culture. Pictures can help to

develop kinds of other needed skills such as visual discrimination, attending the detail, and extending the concepts. Pictures are multipurpose and very useful resources for teaching direct of speaking that require a structure meaning match. Interesting and entertaining pictures can motivate students to respond or reply in any ways that more routinely teaching assistance, such as textbook or a sentence on the board, etc. Pictures also used in variety of arrangement to upgrade learning and practice.<sup>10</sup> Based on Andrew Wright, "Picture are the most suitable for the revision of known language and more recombination or manipulation word, the picture are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experiences".<sup>11</sup> Description of above means the use of pictures can assist students to have experiences about understanding a new object and they use their eyes to take it into their imagination that makes more efficiently and effectively. According to Oxford advanced learner's dictionary, "Picture is a painting, drawing, sketch, especially as a work of art".<sup>12</sup> Its mean using pictures can be created in so much ways such as painting, drawing, sketch or photography for deliver the object of studies. The Researchers shorten description on above that picture has a lot of meanings. Picture is a drawing or a painting or photograph and image of someone or something. Meaning picture can motivate the presenting a sequent of event, story and thing just like the real life, which might be used more effectively to develop and support

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<sup>10</sup>Marianne Celce Murcia and Sharon Hilles, *Techniques and Resources in Teaching Grammar*, (London: Oxford University Press, 1988), p. 73.

<sup>11</sup>Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press. p.2

<sup>12</sup>A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English 5th Edition*, (New York: Oxford University Press, 1995), p. 871.

motivating in produce a positive attitude English and to reach and reinforce language skill directly. Ann Raimés stated that picture is drawings, photographs, posters, slides, postcards, advertisements, cartoons, slides, paintings, designs, diagrams, tables, and more, that will be valuable resources for teaching speaking and pictures supply a shared experience for the students in the class.<sup>13</sup>

## 2. Definition of Picture and Picture

Picture and picture is a learning method which the teachers use the learning assistance of media images to explain a material and facilitating the students learn actively. With using tools and media images, students are expected to able to take lessons with some focus that is really good in pleasure conditions. So whatever that message is sent can be received well and capable emerge in their heart, and can be responded by students. Picture and picture is one of the active learning models that uses images and systematically paired or sorted.<sup>14</sup> Furthermore Agus Supriono said that learning model picture and picture is one of the active learning models that uses images and paired or sorted into systematic sequences, such as arranging pictures sequentially, showing pictures, giving descriptions of images and explain the picture.<sup>15</sup> According on the description above it can be understand that the learning picture and picture is a learning model that using with some pictures and paired or sorted into logical sequences. This model learning realize on images as a medium stage in the learning process. These images are the primary factors in the teaching learning process so before the

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<sup>13</sup>Raimés, A. 1983. *Techniques in Teaching Writing*. New York: Oxford University Press. p. 19

<sup>14</sup>Hamdani, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2010), p. 89.

<sup>15</sup>Agus Suprijono, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2010), p. 115.

learning process, the teacher have some preparation of the picture that will be show on it.

Application of picture and picture learning model in the process of implementation of thematical learning is not really difficult if its adapted to the model which exists. In appropriate with the development model which used as a basic in the process of learning development, development procedures are implemented in the following order as:

- a) Formulating indicators of basic competencies.
- b) Establishing learning goals.
- c) Analyze the learning activities.
- d) Designing the teaching materials about theme material.
- e) Making and designing the media for learning includes retrieval and selection of images that correspond to material taught.
- f) Combining all images that are in correspond with the teaching materials in teaching learning.<sup>16</sup>

From the description above, it can be understand that the process of implementing activities learning designs would be produced for specific themes. After design learning has been generated before, the next is to preparing the tools and media that supporting of the implementation of learning and then implement it in the class as following order:

- 1) The teacher delivers the competences to be achieved. This step the teacher is expected to deliver what is being Competency Basic theme concerned, so

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<sup>16</sup>Agus Suprijono, *Cooperatif Learning*, (Yogyakarta: Pustaka Pelajar, 2010), p. 130.

that the students can survey the extension which it must be mastered. Besides that the teacher also send KD or Competency Basic achievement indicators, and so the KKM has been determined can be required by students.

- 2) Presenting material as an introduction. This is very important from here the teacher gives the momentum to the beginning of learning. The successful in the learning process might be started from this section because the teacher can provide the motivation that attracting the attention of students who have not ready. By some good motivation and techniques in giving material, the attracted students to learn more about concerned material being studied and started.
- 3) The teacher shows the related pictures with material. In the process of presenting material the teacher urges the students involved in the learning process by observing every picture that is indicated by the teacher or by his friend actively. By using pictures we can save teacher's energy and students will be more easily understood the material taught. In future developments as a teacher can call students alternately to install and sort images can be a logical sequence.
- 4) The teacher asks the reason / rationale for the sequence of images. All students are trained as a purpose state reasons or opinions about the sequence of images. This step the role of the teacher is very important as a facilitator and motivator so students active to put and give forward their his opinion.
- 5) From the reason and sequence of the image, the teacher starts to paste the concept material, in agree with the competencies to be achieved.

6) Students are urged to make conclusion and summarizing the material just now received.<sup>17</sup> Conclusions and summary are raised up together with students and teacher help in the process of making conclusions and summaries. If students don't understand what is things must be turn over in mind in observing the image the teacher gives consolidate about the pictures. Basic principle in the learning picture and picture is as follows:

1. Each group member or student is responsible for everything done in his group.
2. Each group member or student must know that all group members have the same purpose.
3. Each group member or student must share duties and responsibilities the same answer among group members.
4. Each group member or student will have an evaluation.
5. Each group member or student shares leadership and requires skills to learn together during the process study.
6. Each group member or student will be asked to take responsibility answer individually the material handled in group cooperative.<sup>18</sup>

### 3. Steps in Picture and Picture Learning Models

This is the available of seven steps of implementing the picture and picture:

1. The teacher put on the learning objectives or competencies teachers want achieved.
2. Providing the introductory material before the activity.

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<sup>17</sup>Jamal M. Asmani. *Tujuh Tips Aplikasi PAKEM*. (Yogyakarta: Diva Press, 2011), p. 39.

<sup>18</sup>Roestiyah, Nk. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2008), p. 10.

3. The teacher provide and showing the pictures to be used as a related with material.
4. The teacher appoint students in turn to sort and pair existed pictures.
5. The teacher giving some questions about the motive for students inside determined the sequence of images.
6. From this motive the teacher will evolve the material and paste the material concepts in according with the competencies want to be achieved.
7. Make Conclusions and summaries.

According on the description above, it can be understood that learning with using picture and picture start with the teacher allotting the class into groups and then in front of the class the teacher showing up the several pictures which must sorted by students in each group. Each group discuss about the sequence of images into a sequence of material. The teacher calls out each group to present the results of the sequence and ask the basic of the sequence of images. The teacher can expanding the combination of the discussion deeply, so the a material conclusion is founded.

#### 4. Strengths and Weaknesses of Picture and Picture Learning Models

Every learning model to be certain have some advantages and disadvantages, the following order of the advantages and disadvantages of the picture and picture learning model are:

##### A. Advantages of Picture and Picture Learning Models

1. The material teaching is more focused because at the beginning the teacher explain about competencies that must achieved and the material briefly first.

2. Students more than directly capturing the teaching material because the teacher showing the pictures concerned the material being studied.
3. Improves make a reason or thinking power of students because students are told to teacher to analyze showed images.
4. Increasing student response ability because the teacher asks the reason to students arrange images.
5. Learning is more to memorizable because students can observe quickly picture set up by the teacher.

#### B. Weaknesses of Picture and Picture Learning Models

1. Hard to finding the good pictures and quality and appropriate with subject matter.
2. Hard to finding the images that are in following with reason power or student competency possessed.
3. The teacher and students is not using to used images as the primary ingredient in discussion a subject matter.
4. There is no peculiar funds to finding or holding desired images.<sup>19</sup>

#### C. Profit and Lack of Using Picture as Teaching Speaking Skill

##### 1. The Profit of Using Picture as Teaching Speaking Skill

Following to Latuheru, pictures had some several functions in process teaching learning. The first is the pictures can translate abstract ideas into more realistic forms. The second is pictures are easily obtained such as from schoolbooks, newspapers and magazines. The third is pictures are very usable

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<sup>19</sup>Istarani. 58 *Model Pembelajaran Inovatif*. (Medan, Media Persada, 2011), p. 58.



in different academic levels. The fourth is picture can economize teacher's time, energy and stamina.<sup>20</sup> For additional Raimes pictures in sequence provide for a variety of guided and free writing exercises. Picture Sequences just like a comic strip Completes the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip.<sup>21</sup>

Klasek states that there are several advantages of pictures. The first is the picture is not expensive and easy, familiar medium of communication.<sup>22</sup> And then the second is picture can be settled in sequences and can be able to adapted to many subjects. Furthermore, picture has a variety of uses by individual student, for bulletin boards and for flame board. In additional, picture can manage for the prevention of, and correction of, cross purpose. Picture can translates every word symbols, recording any events, explain and describe about processes, extending an experiences, drawing some comparisons, showing contrast or continuity, focuses to attentions, and developing critical judgement. Wright describe that pictures are most important to helping students to redescribe experiences or understanding something since they can represent all and more. Pictures helping the students to comprehend more generous contextual, which may be made from pictures, the teacher's and student's measure.<sup>23</sup>

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<sup>20</sup>Latuheru, J. D. 1988. *Media Pembelajaran dalam Proses Belajar Mengajar Masa Kini*. Jakarta: P3G. p. 6

<sup>21</sup>Raimes, A. 1983. *Techniques in Teaching Writing*. New York: Oxford University Press. p. 21

<sup>22</sup>Klasek, C. B. 1972. *International Media in Modern School*. London: Macmillan Press. p. 16

<sup>23</sup>Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press. p. 2

Based on Daryanto the lack of image media include is first, some of the images are sufficient, but not large enough if used for the purpose of large group teaching, unless projected through a projector, second, the image is two dimensional so it is difficult to describe the actual shape three dimensions. Unless it is equipped with several images for the same object or the scene taken is done from a variety of different shooting angles, thirdly, the image however beautiful still does not show motion as the live image. However, some images arranged in sequence can give the impression of motion can be tried, with the aim of increasing the effectiveness of the teaching and learning process.<sup>24</sup>

## 2. The Lack of Using Picture as Teaching Speaking Skill

Sadiman Arief S. said there are six conditions that need to be avoided by image media, first must be authenticThe picture must honestly describe the movement as if people saw the real thing. Membrane or re-checking events in accordance with the actual reality, such as if you find a book of three pieces, match it according to the many objects it finds. Second is Simple, The composition carried out is quite clear showing the main points in the picture, not to linger can make difficulties for students to understand it. The Third is Relative Size,Images can enlarge or shrink objects / objects actually. It should be in the picture that is already known by the class students can help imagine the picture and its contents. Fourth isimages to produce motion or actions to achieve learning goals, A good image that displays objects in certain circumstances according to the theme of learning. Fifth is images that can be displayed to find learning

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<sup>24</sup>Daryanto. 2011. *Media Pembelajaran*. Bandung: PT. Sarana Tutorial Nurani Sejahtera. p. 101

objectives and the last is images want from the point of art and according to the learning objectives to be achieved.<sup>25</sup>

#### **D. Teaching English as Foreign Language**

Teaching is the process of transferring or giving information about the materials of lesson from teacher or mediator to the student by instruction. Saiful says that teaching is systematic process of planning, designing, preparing, practicing and evaluating the learning activity in order to reach the aim effectively.<sup>26</sup> It means that the teachers must be able to choose the effective technique of teaching. Teachers should not only be able to present the material in the interesting way but they should also be able to create a new technique based on their own experience. Teaching a foreign language is not easy. The teachers should know what characteristics of their students and choose the most suitable technique for them.

In line with this statement the good teachers are constantly searching for a new way to make the school world be meaningful to the student without wearing down the curriculum or presenting material over student's head. According to the statement above, the writer concludes that every teacher is allowed to search for a new technique to give the student a comfortable class.

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<sup>25</sup>Arief S. Sadiman. 2003. *Media Pendidikan*. Jakarta: Raja Grafindo Persada. Azhar Arsyad. 2002. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada. p. 25

<sup>26</sup>Saiful, 2006. *Pendekatan, Strategi dan Model Pembelajaran Bahasa Inggris SD/ MI*. Kediri, p. 3

### **E. Young Learners**

Scott and Ytreberg say that young learners mean children from the ninth year of formal school (eight to nine years old) to thirteen or fourteen years of age.<sup>27</sup> It is the same with the Indonesian School System. Young learners have their own special characteristics that are different from adults. These characteristics should be known and understood by the teacher to improve the quality of the teaching-learning process.

Furthermore, their own understandings come through hands, eyes, and ears. They have very short span concentration. Young children were often happy playing and working alone but in the company of others. In line with the statement above, here are the characteristics of young learners:

1. Children are already very good at interpreting meaning without necessarily understanding the individual words. They are able to understand the individual words. Intonations, gestures, facial expressions, action and circumstances help to tell them what unknown words or phrases probably mean. Dealing with this characteristic, a teacher should not force them to understand words by words.
2. Children already have a great skill in using limited language creatively. In their early of their mother tongue development, children excel at making a little language go a long way. So, they are creative in both grammatical forms and the concepts.
3. Children frequently learn indirectly rather than directly. In their ages or at the primary school level the children's capacity for conscious learning of terms

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<sup>27</sup>Scott, Wendy A. & Lisbeth, H. Ytreberg. 1990. *Teaching English to Young Children*. Oxford, p. 5

and grammatical patterns is still relatively undeveloped. They go through subconscious process or acquisition more than the direct learning. If their surrounding provides more exposure, it will help them to learn.

4. Children take great pleasure in finding and creating fun in what they do. Children's word is always fun and they know exactly how to create fun.
5. Children are imagination. Children's words are full of imagination and fantasy and it is more than a simple matter of enjoyment.

Based on the fact that children have many unique characteristics, the teachers must provide the various activities that make the children like the lesson.

#### **F. Teaching Speaking**

The success of teaching learning process is influenced mostly by teacher's qualification. The competence of teacher can help the desire to learn a new mode of communication even to the children who have no apparent interest in language study.

In teaching a foreign language, words are not enough, so the students can play the language and can make their variety in the classroom. In teaching speaking a teacher needs some methods in order to make the students enjoy.

As we know that learners will select the words they want to learn. We know that the word they have acquired seem to move between active and passive status, and that involvement with words is likely to help students to learn and remember them.

### **G. Technique of Teaching Speaking**

Teacher should have some techniques in teaching Speaking. Technique means a particular trick used by teachers to teach the student in order to help student to get the most suitable activity based on their condition and to reach the best result of study.

According to Jeremy Harmer, he suggests some techniques in the teaching Speaking. They are realia, pictures, mime, action and gesture, contrast, enumeration, explanation and translation:

#### **1. Realia**

One way of presenting words is to bring the things they represent into the classroom by bringing “Realia” in the room, Words such as “Postcard”, “ruler”, “ball”, can obviously be presented in this way. The teacher holds up the object (or points to it), says the words and gets students to repeat it.

#### **2. Pictures**

Bringing a pen into the classroom is not a problem, bringing in a car, however, is a big matter. One solution is the use of pictures, pictures can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other non technical visual representation. Pictures can be used to explain the meaning of Speaking items. Teacher can draw things on the board or bring pictures, they can illustrate concepts such as above and apposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

### 3. Mime, Action and Gestures

It is often impossible to explain the meaning of word and grammar either using pictures. Actions in particular, are probably better explained by mime. Concept such as running or smoking are easy to present in this way, so are ways of walking, expressions, prepositions and times.

### 4. Contrast

We see how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of “empty” by contrasting it with “full”, “cold” by contrasting it with “hot”, “big” by contrasting it with “small”. We may present these concepts with pictures or mime and by drawing attention to the contrasts in meaning to ensure our students understand.

### 5. Enumeration

Another sense relation is that of general and specific words. We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items.

### 6. Explanation

Explaining the meaning of speaking items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining the meaning of “mate” (=friend). We have to point out that it is a colloquial word used in informal contexts and that it is frequently used for males than for females.

## 7. Translation

Translation is a quick and easy way to present the meaning of word, but it is not without problems. In the first, it is not always easy to translate words. Even translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

The students are not only asked to know and know by heart about the word itself, but also have an ability in implementing the words in a context. Jeremy Harmer says in his book:“ .... if we really to reach students what words mean and how they are used, we need to show them being used, together with our words, in context. Words do not exist on their own, they live with other words and they depend upon each other ....that is why, once again, reading and listening will play such a part in the acquisition of speaking.”<sup>28</sup>

## H. The Rationale

Speaking is one of the items that has to be mastered by the students in learning English, there are some problems that are faced by the students. First, they only remember about the words or the names of the picture and the pictures themselves. it was difficult for them to answer the question because their speaking were very limited on the topic. Second, the students did not know about the meaning of the word. Third, the students did not want to open dictionary to find the meaning of the word. In a teaching, the teachers should know what characteristics of their students and choose the most suitable technique for them. In technique, teacher should have some techniques in teaching speaking.

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<sup>28</sup>Harmer, Jeremy, 1991.*The Practice of English Language Teaching*. London. p. 16



Technique means a particular trick used by teachers to teach the student in order to help student to get the most suitable activity based on their condition and to reach the best result of study.

### **I. The Assessment of Speaking Skill**

#### **1. Accent.**

- a. Pronouncing often misunderstanding.
- b. Oftentimes crude erroneous and intensity difficult accent made comprehension complicated, had a need of often rehearsal.
- c. Foreign accent need centralized listening and mispoken certain into sometime miscomprehension and real erroneous in grammar or vocabulary.
- d. Signed Foreign accent or dialect and sometimes mispoken which don't bargaining with comprehension.
- e. No articulately mispoken but it would not be taken for an informant.
- f. Original pronunciation with no imitate of "foreign accent".

#### **2. Grammar**

- a. Near totality in precise a phrases.
- b. Constant erroneous indicates control of very several large patterns and usually prohibit communication.
- c. Usual erroneous indicates few large pattern inordinately and causes continuous disturb and miscomprehension.

- d. Continuous erroneous indicates incomplete control of few patterns but no lack that caused from miscomprehension.
- e. Some erroneous with no patterns of failure.
- f. Nothing more than two or more erroneous as long as the interview.

### 3. Vocabulary

- a. Vocabulary insufficiency for even the simplicity conversation.
- b. Vocabulary limited into basic individual and survival areas such as time, food, transportation, family, and more.
- c. Selective of words sometimes not accurate limitations of vocabulary prohibit discussion of few usual professional and social topics.
- d. Expert vocabulary sufficient to discuss extraordinary interests main vocabulary permitted to discuss any common problem with some no necessary words.
- e. Expert vocabulary wide and accurate main vocabulary sufficient to solve with complex practical issue and various social conditions and situations.
- f. Vocabulary probably as precious and extensive as that of an educated native speaker.

### 4. Fluency.

- a. Speech is so desisting and splinter that conversation is virtually impossible.
- b. Speech is very slow and not even except for short and routine sentences.
- c. Speech is occasionally doubtful and wavering: sentences might be left fragmentary.

- d. Speech is Frequently doubtful with few unbalanced caused by rephrase and regroup the words.
- e. Speech is smoothless and effortless but articulately non-original in speech and smoothness.
- f. Speech in all expert and main topics as smoothless and effortless as a native speakers.

#### 5. Comprehension

- a. Understandsa too small for the simply kind of conversation.
- b. Understandsan only slow very simply speech on ordinary social and touristic topics and required a constant repetition and rephrase.
- c. Understands a carefully approximately simply speech when linked in a dialogue but might be requires a considerable repetition and rephrases.
- d. Understands a true fine normal educated speech when linked in a dialogue but requires an occasional repetition or rephrase.
- e. Understands an entirely in normal skilled conversation beside for very daily language or lower, frequently stuff, andsuperbly quick or flurry speech.
- f. Understands an entirely in both legitimate and daily speech to be expecting of a skilled native speaker.

Based on above the components which must be measured in speaking is accent, grammar, vocabulary, fluency and comprehension. The rating sheet of speaking test as the follow:

Table 2.1

**Conversational English Proficiency Weighting table<sup>29</sup>**

<b>Weighting Table</b>							
<b>Proficiency Description</b>	1	2	3	4	5	6	<b>Score</b>
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

To interpret the students score, the researcher identifies the total of the students score based on level as follow :

<b>Letter</b>	<b>Score</b>	<b>Description</b>
A	90-100	Very Good
B	70-89	Good
C	50-69	Enough
D	30-49	Less
E	10-29	Bad

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<sup>29</sup> Arthur Hughes. *Teaching for Language Teacher*. (New York: Cambridge University Press) p.113

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Research Method**

Research can be defined with a problem, stating an objective, and formulating an hypothesis. Researcher can give any information such as gathering information, classification, analysis, and interpretation to see what extent the initial objective has been achieved. Research is a systematic process of inquiry consisting of three element or components, the first is question, problem, or hypothesis, the second is data collecting and the last is analysis an interpretation data.

#### **B. Location of the Research**

Location of Research is in MTs Nurul Haq Balaraja, Located at Jl. Raya Serang Km 23 Talagasari, Pasarkemis, Balaraja, Tangerang, Banten 15610.

#### **C. Population and Sample**

##### **1. Population**

Population as the set of all possible data on the observations recorded by a researcher. Population is a cases, situations or individuals who share one or more characteristics. It consist of 3 classes of VII 1-3 with the total number of students are 95 students.

## 2. Sample

A sample according Nunan is subset of individual or cases from within population. The Research use only one class with a number of 32 students.

### **D. The Research and Instrument**

Research instrument is for facilitation that use by writer to collect data. By using data, the writer to know the students speaking skill by teaching pictures. To owning data, the writer give pre-test before treatment and post-test after treatment by teaching pictures.

### **E. The Technique of Data Collecting**

Data is important in the field research, the data will give the writer to get information about the respondent to collect the data, the writer will use the technique of data collection as follows:

#### 1. Test

Test is the most important instrument, the researcher will know how significant of teaching picture toward teaching reading reading comprehension. In collecting data, the writer to pre-test and post-test are related to the lesson theme which has taught. Test in simple terms is a method of measuring a person ability, knowledge or performance in a given domain. The test consist pre-test and post-test. The type of test is Written Expression, Written expression is one of the most challenging tasks for children to learn. Students who experience difficulties in acquiring fluent and efficient writing skills may struggle to generate ideas, construct meaningful sentences,

sequence and organise their ideas into paragraphs, and use grammar appropriately.<sup>30</sup>

#### A. Pre-Test

Pre-test used in the first meeting, students preparing a paper to write answer of pre-test. Then, teacher show some pictures about big size to students. Next the students speak up the following teacher's voice and the last is it collected by students to teacher.

#### B. Post-Test

Post-test used after students given treatment and applying various picture.

### F. The Technique of Data Analysis

The last step of the research methodology is analyzing the data. In analysis the data comprises following steps:

1. Checking the name and identity the respondent
2. Checking the content of instrument data collecting
3. Scoring the items for instrument data collecting
4. Applying the appropriate formula in data analyzing based on the method research.

After all of data have been collected and then those data will be processed, analyzed, and last in concluded. To analyze the data from the test, research conducts from steps:

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<sup>30</sup><https://dsf.net.au/teaching-written-expression/>

1. To find out the rate of average of pre-test (x) and the rate of post-test (y)

the researcher uses formula:

$$X = \frac{\sum X}{N}$$

$$Y = \frac{\sum Y}{N}$$

Explanation:

$$\sum X = \text{Total Pre-Test}$$

$$\sum Y = \text{Total Post-Test}$$

$$N = \text{Total Number of Respondent (Student)}$$

2. To find out the mean of different values between pre-test and post-test the

writer uses a formula:

$$Md = \frac{\sum d}{N}$$

$$Md = \text{Mean of the differences value between pre-test and post-test}$$

$$\sum d = \text{Total of differences value between pre-test and post-test}$$

3. To find out the quadrate deviation total, the writer uses the formula:

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

$$\sum X^2 d = \text{Quadrate deviation Total}$$



$\sum d^2$  = Total of Quadrate difference value between pre-test and post-test

$N$  = The number of sample

4. To find out the significance between x and y by calculate t-test the research uses this formula, in order to analyze the effectiveness of the method uses in the learning process, the formula is:

$$t_0 = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$t_0 = t\text{-test}$

$Md$  = Mean of difference value between pre-test and post-test

$\sum X^2 d$  = Quadrate deviation Total

$N$  = The number of sample

5. Determining the degree of freedom using this formula:

$$d.f = N - 1$$

6. To examine the hypothesis by determine the significant difference between two variables with criteria.
- Working hypothesis ( $H_a$ )  $t\text{-test} > t\text{-table}$ , so there is significant differences between pre-test and post-test score
  - Null hypothesis ( $H_0$ )  $t\text{-test} < t\text{-table}$  if there is no significant differences between pre-test and post-test score.

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF THE RESEARCH**

As described from previous pages that the written conducted both library and field research. In order to know improving students speaking skill, the writer conducted the field research. The writer held the field research by taking student's score of the tests (pre-test and post-test). The pre-test is given before the lesson is begin and the post-test is given after the lesson is finished.

The writer held in the first grade of MTs NurulHaqBalaraja. There are three classes of the first grade that consist 11 class for each class, and the writer took the sample from all student only a class VII 2 for experimental class. The goal of this research is intended to find out the accurate data according to this research title.

#### **A. The Process of Pre Test Score**

Pre test was given to the sample before improving students speaking skill was applied to the class, the purpose of pre-test is to measure and analysis student's speaking skill. The score of pre-test is gotten from 10 items of picture that combined to be a English terms. The writing of pre-test and the result of the pre-test can be seen on the table below.

**Table 4.1**

**Students Score of pre-test**

<b>No.</b>	<b>Name</b>	<b>Pre-Test</b>
1	AH	43
2	ANA	40

3	AR	40
4	AL	40
5	AC	53
6	DF	56
7	DTA	60
8	EB	40
9	EAA	43
10	FYR	40
11	FBS	56
12	FP	43
13	HSA	33
14	IR	56
15	JM	63
16	KS	56
17	MAD	53
18	MI	60
19	MA	46
20	MBR	53
21	MEMMIP	50
22	MRF	80
23	NSD	63
24	NDSSJ	43

25	NSN	86
26	NSJ	70
27	PS	56
28	RAP	60
29	RAP	56
30	SR	63
31	TNW	66
32	ZAA	50
<b>TOTAL</b>		<b>1717</b>
<b>AVERAGE</b>		<b>53,65</b>

Based on the data on the table above, the highest score of the pre-test is 86 and the lowest score is 33. The Writer calculated mean score of pre-test to know how the students speaking skill, to find out mean score of the pre-test, the writer used formula below:

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

$$M_x = \frac{1717}{32} = 53,65$$

Based on mean calculation above, the mean score of the pre-test is 53,65 it shows that the students have a speaking skill is still low.

## B. The Processing of Post Test Score

The post-test was given to the sample after teaching picture was applied to the class, the purpose of the post-test is to measure and analysis students speaking skill after applying teaching pictures in English speaking. 10 items of pictures and description text with the maximum score of the post-test is 100 and the minimum score is 0.

**Table 4.2**  
**Students score of post-test**

<b>No.</b>	<b>Name</b>	<b>Post-Test</b>
1	AH	85
2	ANA	80
3	AR	80
4	AL	85
5	AC	95
6	DF	95
7	DTA	100
8	EB	90
9	EAA	75
10	FYR	70
11	FBS	90
12	FP	90
13	HSA	85
14	IR	90

15	JM	90
16	KS	95
17	MAD	85
18	MI	80
19	MA	85
20	MBR	90
21	MEMMIP	90
22	MRF	95
23	NSD	85
24	NDSSJ	75
25	NSN	80
26	NSJ	85
27	PS	90
28	RAP	95
29	RAP	85
30	SR	85
31	TNW	85
32	ZAA	90
<b>TOTAL</b>		<b>2775</b>
<b>AVERAGE</b>		<b>86,71</b>

Based on the data on the table above, the highest score of the post-test is 100 and the lowest score is 70. The writer calculated mean score of the post-test to

know how the students speaking skills, to find out of the post-test, the writer used formula below:

$$My = \frac{\sum Y}{N}$$

$$My = \frac{2775}{32} = 86,71$$

Based on mean calculation above, the mean score of the post-test is 86,71. Actually all of samples scores are increase from the pre-test to post-test but teaching picture had given positive impact to students speaking skills, it can be seen from the criteria of minimum completeness (KKM), it is 70.

### C. Comparing the Pre Test and the Post Test

In this part, the writer compares the pre-test score and the post-test score to find out the effectiveness of teaching pictures in speaking skill. The writer compares both of them by using t-test calculation, and the data of the pre-test and the post-test can be seen on the table below:

No.	Name	Pre-Test (X)	Post-Test (Y)	D (Y – X)	D <sup>2</sup> (Y – X) <sup>2</sup>
1	AH	43	85	42	1764
2	ANA	40	80	40	1600
3	AR	40	80	40	1600
4	AL	40	85	45	2025
5	AC	53	95	42	1764

6	DF	56	95	39	1521
7	DTA	60	100	40	1600
8	EB	40	90	50	2500
9	EAA	43	75	32	1024
10	FYR	40	70	30	900
11	FBS	56	90	34	1156
12	FP	43	90	47	2209
13	HSA	33	85	52	2704
14	IR	56	90	34	1156
15	JM	63	90	27	729
16	KS	56	95	39	1521
17	MAD	53	85	32	1024
18	MI	60	80	20	400
19	MA	46	85	39	1521
20	MBR	53	90	37	1369
21	MEMMIP	50	90	40	1600
22	MRF	80	95	5	25
23	NSD	63	85	22	484
24	NDSSJ	43	75	32	1024
25	NSN	86	80	-6	36
26	NSJ	70	85	15	225
27	PS	56	90	34	1156



28	RAP	60	95	35	1225
29	RAP	56	85	56	3136
30	SR	63	85	29	841
31	TNW	66	85	19	361
32	ZAA	50	90	40	1400
<b>TOTAL</b>		<b>1717</b>	<b>2775</b>	<b>1094</b>	<b>41116</b>

To Analyze the experiment result that uses pre-test and post-test one group design, the writer uses the formulas below:

$$t_0 = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$Md = \frac{\sum d}{N}$$

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

The first step to analyze t-test calculation is looking for the mean of the differences value between pre-test and post-test by using the formula:

$$Md = \frac{\sum d}{N}$$

$$= \frac{1094}{32}$$

$$= 34,1875$$

The Result of Md or the mean of differences value between the pre-test and post-test is 34, 1875.

The next step, the writer looks for quadrate deviation total by using this formula:

$$\begin{aligned}
 \sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 41116 - \frac{(1094)^2}{32} \\
 &= 41116 - \frac{1196836}{32} \\
 &= 41116 - 37401,125 \\
 &= 3714,875
 \end{aligned}$$

Based on calculation process above, the quadrate deviation total of this research is 3714,875.

After that, the writer does t-test calculation by using the formula for pre-test and post test one group design. The writer input score of the mean of differences value between the pre-test and the post-test, score of the quadrate deviation total and the number of sample into t-test formula.

$$\begin{aligned}
 t_0 &= \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} \\
 &= \frac{34,1875}{\sqrt{\frac{3714,875}{32(32-1)}}}
 \end{aligned}$$

$$= \frac{34,1875}{\sqrt{\frac{3714,875}{32(31)}}}$$

$$= \frac{34,1875}{\sqrt{\frac{3714,875}{992}}}$$

$$= \frac{34,1875}{\sqrt{\frac{3714,875}{992}}}$$

$$= \frac{34,1875}{\sqrt{3,75}}$$

$$= 17,622$$

Then, the writer looks for degree of freedom or d.f<sub>t<sub>0</sub></sub> in significant 5% and 1% with the number of sampe is 32, the calculation process as follows:

$$d.f = N-1$$

$$= 32-1$$

$$= 31$$

The degree of freedom of 31 at the significant 5% is 1,684 and 1% is 2,425. The last comparing t-test or t<sub>0</sub> and t-table. The comparison is t<sub>005</sub><t<sub>0</sub>>t<sub>001</sub> it shows that 1,684 <17,622>2,425 , it can be concluded that the value of t<sub>0</sub> is higher than t<sub>table</sub>.

#### **D. The Hypothesis Testing**

The writer states the hypothesis of this research as follows:

$H_a$  : There is a significant effectiveness of teaching pictures to improve student speaking skill.

$H_0$  : There is no significant effectiveness of teaching pictures to improve student speaking skill.

Note:

If  $t_0 > t_t$  : There is a significant effectiveness and the alternative hypothesis is ( $H_a$ ) is accepted.

If  $t_0 < t_t$  : There is no significant effectiveness and the alternative hypothesis is ( $H_0$ ) is accepted.

The hypothesis criterion states that If  $t_0 > t_t$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, and If  $t_0 < t_t$  the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted.

Based on the result of statistic calculation above, it is obtained that the value of  $t_0 = 17,622$ , it is bigger than the value of  $t_t$  in signifacancy  $5\% = 1,684$ , and  $1\% = 2,425$  with  $d.f = 32$ .  $1,684 < 17,622 > 2,425$ . It means that the  $H_a$  is accepted and  $H_0$  is rejected. It can be concluded that teaching pictures has significant effect to improve speaking skill.

#### **E. Discussion of Research Finding**

Based on the data calculation above, it show that the students have a trouble and low ability in speaking skill before teaching picture was applied in class, it can be seen at the mean score of the pre-test (53,65), from total scores are

1717 of 32 students, the scores is still under of the criteria of minimum completeness (KKM) that has rate standard in 70. Based the result of the research that the mean of pre-test score by students of MTs NurulHaqBalaraja in the class VII 2 53,65 and the highest score of pre-test in the class VII 2 is 80 and the lowest is 33 and it does means that the distribution of score in pre-test was lack.

The mean of post-test score in experimental class was 86,71 higher than the mean of pre-test was 53,65 and the highest score is 100 and the lowest is 70 in class VII 2. It does mean that the distribution of post-test score in experiment class was greater than pre-test before, from the writer give a reason why the post-test score was greater than pre-test because the when the teacher taught speaking using picture made all students very interested at learning. In teaching and learning process the students more enjoyed and relaxed because the students can investigating the material based on using picture and all students can start a discussion with someone or friend and present in front of the class and then explain or describe so they can be free express their ideas in front of the class room. When the teacher asked them to speak and make the conversation in front of the class the student did it with fun and that is why the post-test is higher than pre-test before that after using picture as teaching student speaking skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

In Answering the statesment of the problem in this research, the purposes of this are to find out the students reading skill before and after taught by teaching pictures, and also to find out the effectiveness of teaching pictures to improves speaking skill, the writer concluded that:

1. Based on the research, the mean of students pre-test score before applying teaching picture is 53,65. While the score of minimum mastery criterion (KKM) is 70 and it shows that the score is under the KKM, it means that students speaking skill is still low. It is caused some factors, such as students feels difficult to explain of picture, because the lack of times to see the picture and lack of speaking skill.

After applying teaching pictures to improve speaking skill, it can be concluded that teaching pictures increases student speaking skill. It can be seen from the mean of the student is 86,71, it is higher 33,06 point that pre-test score. Some factors that influence the increasing if students speaking skill after taught by teaching pictures are can explain it of object clearly. Because they look at picture more clear and details. Students are motivated to follow the class because teaching pictures is an activity where students get fun speaking and start conversation.

2. Based on research, the process of teaching picture to improve speaking made the students interest it, because teaching pictures consist of colorful

and has been seen from students in classroom. Students appreciate about it and also more interactive together in the classroom.

3. The testing of hypothesis in this research also shows the effective of teaching pictures to improve speaking skill, it can be seen through the comparison of  $t_0$  and  $t_t$ ,  $t_0$  from  $d.f = 31$ . In this research t-test is 17,622 is higher than  $t_{0,01}$  and  $t_{0,05}$  is  $17,622 > 2,425 > 1,684$ . It shows that  $H_a$  is accepted and  $H_0$  is rejected. It can be concluded that teaching pictures has a significant effective on teaching reading skill.

## **B. Suggestions**

1. For Students MTs Nurul Haq Balaraja
  - a. Enrich students speaking skill to descriptive so that students can be easier describing of object in speaking English.
  - b. Practice a lot will make students more confident and train students speaking skill.
2. For Teacher MTs Nurul Haq Balaraja
  - a. The teacher should not teach their student monotonously, because it may make them bored
  - b. The teacher should have a new innovation to be applied in their teaching process.
  - c. The teacher should be able to motivate students to make student more confident.

### 3. For The Future Researcher

- a. It is expected that the future researcher with consideration of the different methodology
- b. The future researcher also can teaching picture for different level, grade, subject and topic.



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# **APPENDICES**

**Table 4.1**  
**Students Score of pre-test**

<b>No.</b>	<b>Name</b>	<b>Pre-Test</b>
1	AH	43
2	ANA	40
3	AR	40
4	AL	40
5	AC	53
6	DF	56
7	DTA	60
8	EB	40
9	EAA	43
10	FYR	40
11	FBS	56
12	FP	43
13	HSA	33
14	IR	56
15	JM	63
16	KS	56
17	MAD	53
18	MI	60
19	MA	46

20	MBR	53
21	MEMMIP	50
22	MRF	80
23	NSD	63
24	NDSSJ	43
25	NSN	86
26	NSJ	70
27	PS	56
28	RAP	60
29	RAP	56
30	SR	63
31	TNW	66
32	ZAA	50
<b>TOTAL</b>		<b>1717</b>
<b>AVERAGE</b>		<b>53,65</b>

**Table 4.2**  
**Students score of post-test**

<b>No.</b>	<b>Name</b>	<b>Post-Test</b>
1	AH	85
2	ANA	80
3	AR	80
4	AL	85
5	AC	95
6	DF	95
7	DTA	100
8	EB	90
9	EAA	75
10	FYR	70
11	FBS	90
12	FP	90
13	HSA	85
14	IR	90
15	JM	90
16	KS	95
17	MAD	85
18	MI	80
19	MA	85

20	MBR	90
21	MEMMIP	90
22	MRF	95
23	NSD	85
24	NDSSJ	75
25	NSN	80
26	NSJ	85
27	PS	90
28	RAP	95
29	RAP	85
30	SR	85
31	TNW	85
32	ZAA	90
<b>TOTAL</b>		<b>2775</b>
<b>AVERAGE</b>		<b>86,71</b>

**Table 4.3****The Data of Pre-Test and Post-Test**

<b>No.</b>	<b>Name</b>	<b>Pre-Test (X)</b>	<b>Post-Test (Y)</b>	<b>D (Y – X)</b>	<b>D<sup>2</sup> (Y – X)<sup>2</sup></b>
1	AH	43	85	42	1764
2	ANA	40	80	40	1600
3	AR	40	80	40	1600
4	AL	40	85	45	2025
5	AC	53	95	42	1764
6	DF	56	95	39	1521
7	DTA	60	100	40	1600
8	EB	40	90	50	2500
9	EAA	43	75	32	1024
10	FYR	40	70	30	900
11	FBS	56	90	34	1156
12	FP	43	90	47	2209
13	HSA	33	85	52	2704
14	IR	56	90	34	1156
15	JM	63	90	27	729
16	KS	56	95	39	1521
17	MAD	53	85	32	1024
18	MI	60	80	20	400



19	MA	46	85	39	1521
20	MBR	53	90	37	1369
21	MEMMIP	50	90	40	1600
22	MRF	80	95	5	25
23	NSD	63	85	22	484
24	NDSSJ	43	75	32	1024
25	NSN	86	80	-6	36
26	NSJ	70	85	15	225
27	PS	56	90	34	1156
28	RAP	60	95	35	1225
29	RAP	56	85	56	3136
30	SR	63	85	29	841
31	TNW	66	85	19	361
32	ZAA	50	90	40	1400
<b>TOTAL</b>		<b>1717</b>	<b>2775</b>	<b>1094</b>	<b>41116</b>