THE EFFECT OF USING PICTURE-CUED STORYTELLING TECHNIQUE ON THE SPEAKING ABILITY OF THE THIRD YEAR STUDENTS OF SMPN 8

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Abstract: *This research was aimed to find out whether or not there was a significant effect using Picture-Cued Storytelling Technique on the speaking ability of the third year students of SMPN 8 Pekanbaru. The research design was a re-experimental research with one group pre-test and post-test design. The sample was class IX-3 chosen by using cluster random sampling technique. In order to collect the data, a pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. The result showed that the mean score of the post-test was higher than the mean score of the pre-test (51.43>47.39). The value of t-test was 11.528 while the value of t-table in significance level 5% df = 32 was 2.037. Therefore, Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected. It could be concluded that there was a significant effect of using Picture-Cued Storytelling Technique on the speaking ability of the third year students of SMPN 8 Pekanbaru.*

Key Words: *Picture-Cued Storytelling Technique, Speaking Ability*

PENGARUH DARI PENGGUNAAN TEKNIK *PICTURE-CUED STORYTELLING* TERHADAP KEMAMPUAN BERBICARA PADA SISWA KELAS 9 SMPN 8 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan teknik *Picture-Cued Storytelling* terhadap kemampuan berbicara siswa siswa kelas III SMPN 8 Pekanbaru. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup post-test dan pre-test. Sampel penelitian adalah kelas IX-3 yang ditentukan dengan menggunakan teknnik pemilihan kelompok. Untuk mengumpulkan data, pre-test dan post-test diberikan kemudian data dianalisis secara statistik dengan menggunakan rumus t-test. Hasilnya menunjukkan bahwa nilai rata-rata post-test lebih tinggi dibandingkan dari nilai rata-rata pre-test(51.43>47.39*)*. Nilai t-test 12.523 sedangkan nilai t-table pada tingkat signifikan 5% dengan derajat kebebasan 32 adalah 2.037. Oleh karena itu, Hipotesis Alternatif (Ha) diterima dan Hipotesis Nol (H_0) ditolak. Hal ini dapat disimpulkan bahwa terdapat efek yang signifikan dari penggunaan teknik *Picture-Cued Storytelling* terhadap kemampuan berbicara siswa di tahun kelas 9 SMPN 8 Pekanbaru.

Kata Kunci: *Picture-Cued Storytelling Technique*, Kemampuan Berbicara.

INTRODUCTION

Speaking is an interactive process of constructing meaning, involving producing, receiving, and processing information (Brown, 2004). It has meaning that in speaking we have to express our opinion, feeling, and ideas correctly in order to every person can understand the message.

According to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority. Therefore, the students sometimes reflect their success in language learning based on how much they have improved in their speaking. However, to be able to master speaking isn't an easy thing. Students need a lot of practices and exercises to be able to speak English fluently.

Based on the information from one of the English teachers at SMPN 8 Pekanbaru, teachers use scientific approach which refers to the 2013 Curriculum. Such approach is expected to be able to improve the teaching quality and the students' competencies including knowledge and skill. In addition, it focuses on the student-centered-learning that require the students to be more active in class.

On the ground, it cases some problems faced by the students, as based on the interview with the students, they feel ashamed to speak spontaneously in English because they have no confidence. Then they are afraid of making mistake, because they have lack of vocabularies so they don't know how to produce and pronounce the sentence correctly. According to Harmer (2001), students are reluctant to speak because they are shy and worried about speaking badly. Therefore, students choose to keep silent than try to speak in English.

To solve these problems, the teacher should choose an appropriate technique to make students interested in English. There are various techniques used in teaching speaking skill. In this aspect, the writer would like to propose an alternative technique that is usingPicture-Cued Storytelling technique.

According to Brown (2004), Picture-Cued Storytelling is one of the techniques to teach students based on series of pictures in cue cards that they previously see and then they describe it. It means that in Pictured-Cued Storytelling technique, the series of pictures is provided to the students and after see it, the students tell the story based on the pictures in a storytelling.This technique can improve the students' motivation to be more active in speaking English , because the cue cards consists of pictures and colours so they are easily to gain the idea.

METHODOLOGY

The participants of this research were the third year students of SMPN 8 Pekanbaru. The researcher did the research on the class IX-3 which consisted of 33 students. The sample was selected by using cluster random sampling technique. The procedures of data collecting that was used in this research was pre-test, treatment and a post-test.

Before applying the treatment Pre-test, the researcher administered the pre-test to find out the students' speaking ability. The pre-test was conducted in the oral test form. The pre-test was given by asking the students to observe the picture-cue cards and then they retold the short narrative story based on the series of picture-cued cards that

the teacher given without the script. The students' speaking ability was assessed by the three raters.

After that the treatment was applied. It was conducted for four meetings. The procedures and lesson plan of the technique were applied in the treatment. The steps were; first, the teacher explained about the Picture-cued storytelling and the students observed the teacher's explanation. Then teacher give one title about the narrative story and the topic was legend story and teacher asked the students what they have known about the title of the story that was given. Next, the teacher started to give the outline about of the story. After that, teacher divided the students into six groups that consist of four or five students and gave the Picture-Cued Cards to the students. The teacher would gave the time for the students to gain the idea from the Picture-Cue Cards that have been given.The representatives from each group will retold the story based on the Picture-Cued Cards with their own words. Last, Teacher and students together reflected on what they have done during the lesson.

After applying the treatments, the researcher administered a post-test. The students were given the picture-cued cards by the teacher. And after that they had 15 minutes to gain and develop their ideas. Then, they retold the story one by one based on their own words based what they have seen on the picture-cue cards that they hold. The students' speaking ability was assessed by the three raters.

To know the classification of students' speaking ability , the students' score on the pre-test and post-test were classified in order to make the scores clearer based on the following classification :

Table1. The Classification of Students' Speaking Score

No	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Mediocre
4.	0-49	Poor

(Adopted from Harris, 1974)

After administering the post-test, the researcher compared the results of the pre-test and post- test. The last step was to test whether the alternative was accepted or rejected. To know the answer, the data were analyzed statistically by using t-test formula. The researcher found out the complete result in SPSS 23.0 including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Syofian (2013), if the t-test is higher than t-table (t-test > t-table) then the null hypothesis (ho) is rejected and if the t-test smaller than the t-table (t-test < t-table) the alternative hypothesis (ha) is accepted and if mean score of pre-test is smaller than post-test, the null hypothesis (ho) is rejected and alternative hypothesis (ha) is accepted.

RESULTS AND DISCUSSIONS

Results

      This research was conducted to the third year students of SMPN 8 Pekanbaru class IX.3 which consisted of 33 students. The research conducted for six meetings which two were consisted of Pre-test and Post-test.

      The test results were presented to show the students' ability in each aspect of speaking. As Harris (1974) stated that there were five aspects that were assessed: pronunciation, grammar, vocabulary, fluency and comprehension. The results of this research were shown in the result of T- test table by comparing results of students' speaking ability in the pre- test and post- test which was calculated by SPSS. 23.0. The researcher presented the finding based on the data which were scored by three raters in order to make the data more objective, valid and reliable.

Result of Pre-Test

      After conducting the pre-test, the attained mean score is **47.39** for the pre-test, the median is **46.67** and the mode is **46.67**. In addition, the standard deviation is **4.23** while the standard error mean is **.73**. The students' speaking ability in speaking can be seen in the Table 2 below.

Table 2. Students' Speaking Ability level on Pre-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Mediocre	11	33.3	33.3	33.3
	Poor	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

      Table 2 shows that he Speaking ability of the third year students of SMPN 8 Pekanbaru was not really good. It can be seen from the result of the pre-test. Table 4.2 shows that most of the students' speaking ability was in poor to mediocre level with the scores are 40.00 – 57.33. The table shows that it was hard for the students to speak by following the components of speaking. The whole of students' scores in pre-test can be seen in appendix 9.

Result of Post-test

      The students' post-test result shows that the mean score of post-test was **51.43** and the mode is **50.67**, the median is **50.67**, the standard deviation is **3.97** and the standard

error mean is **.69**. The students' ability in speaking after the treatment was applied can be seen in the Table 3.

Table 3. Students' Speaking Ability level on Post-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Good	2	6.1	6.1	6.1
	Mediocre	22	66.7	66.7	72.7
	Poor	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

Table 3 shows that peaking ability of the third year students of SMPN 8 Pekanbaru improved after the treatment was applied. It can be seen from the result of post-test. Table 3shows that the students' speaking ability level is Mediocre to Good with the scores are 49.33 – 61.33.Thus, the increase of students score on pre-test and post-test indicate that the treatment given has significant effect of using Picture-Cued technique on the students' speaking ability of the third year students of SMPN 8 Pekanbaru. The whole score on post-test from three raters can be seen on appendix 13.

The Comparison of Students' Speaking Ability for each Components of Speaking on Pre-test and Post-test.

After conducting the pre-test and post-test, students' scores were analyzed per components to see which component that was affected significantly and which component that has the highest increased score by using Picture-Cued Storytelling technique on the speaking ability.

Table 4. The Difference of Students' Speaking Ability for each Components of Speaking on Pre-test and Post-test

Test	Component of Speaking				
	P	**G**	**V**	**F**	**C**
Pre-test	42.00	50.46	54.00	43.40	46.86
Post-test	44.60	51.80	56.80	54.00	51.30
Gain score	2.60	1.34	2.80	10.60	4.44

Table 4 shows the differences of students' speaking ability in each aspect. The aspects of speaking that improved better is Vocabulary, the average score in the post-test is 56.80; Fluency, the average score in the post-test is 54.00; Grammar, the average score in the post-test is 51.80; Comprehension, the average score in the post-test is 51.30; Pronunciation, the average score in the post-test is 44.60. It means that the students' speaking in each aspect of speaking is successfully improving.

The Result of T-test

After conducting the post-test, the data were analyzed by using t-test formula to find out whether the hypothesis is accepted or not. The researcher found out the complete result in SPSS 23.0 including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test.

Table 5. Result of T-test
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 post test - pre test	4.04121	2.01375	.35055	3.32717	4.75526	11.528	32	.000

Table 6 shows that the standard deviation is **2.01375** after obtaining the standard deviation; the standard error could be calculated. The standard error mean is **4.04121.**

Based on the data analysis, the mean difference is significant. The value of t-test is **11.528**. Meanwhile, the values of T-table on the df (degree of freedom) **32** is **2.037** with the level of significance (α) = 5%. Then, according to the result, the t-test is larger than the t table on significant level 5%. The level of significance is**11.528 > 2.037**. It means that the alternative hypothesis regarding the effect of using Picture-Cued Storytelling technique is accepted and null hypothesis is rejected. In other words, there is a significant effect of using Picture-Cued Storytelling technique on the speaking ability of the third year students of SMPN 8 Pekanbaru.

DISCUSSION

Based on the description of the data, it can be stated that using Picture-Cued Storytelling is applicable for teaching speaking. It can be proven that the results by comparing the students' pre-test score and the students' post-test score. The results shows that the students' post-test score is better than their pre-test score which indicated the improvement of the students' speaking ability.

Based on the research procedure in collecting the data, the teaching learning process was divided into three steps. The first step was post-test, it was given to the students in order to know their speaking ability before Picture-Cued Storytelling technique was applied. The second step was giving the treatment, as many as four meetings. The treatment using Picture-Cued Storytelling technique applied in teaching speaking. The last step was giving post-test in order to know the students' speaking ability after the treatment using Picture-Cued Storytelling technique was applied.

The result shows the mean score in pre-test was 47.39 and the mean score in the post-test was 51.43. This result indicated that the students' scores after receiving the treatment have significantly improved compared to their scores before the treatment. Then the difference between before and after the treatment reached a significant level after being examined by the t-test. The result of t-test was higher than t-table (**11.528>2.037**). Therefore, It can be concluded that the Alternative Hypothesis regarding the effect of using Picture-Cued Storytelling technique was accepted and Null Hypothesis was rejected. In other words, there is a significant effect of Picture-Cued Storytelling technique on the speaking ability of the third students' of SMPN 8 Pekanbaru.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data, the result of the pre-test andthe post-test showed that the students' ability in speaking was increase. It could be seen in the pre-test, the average score was 47.39 and the average score for the post-test was 51.43. It is also showed from the results of t-test (11.528) was higher than t-table (2.037) It means that there was a significant difference between the results of the pre-test and the post-test. Therefore, the alternative hypothesiswas accepted and the null hypothesis was rejected.

Recommendations

Based on the previous explanations, the researcher would like to give some recommendations as for the following people:

The students

The students may use Picture-cued Storytelling technique in learning speaking process. The students are suggested to be more confident in expressing their opinions, ideas, emotions, attentions, reactions. Students can practice expressing it with their friends in the class or out of the class and they are expected to be more active in taking part in speaking activities.

The teacher

The teacher may use Picture-Cued Storytelling Technique as an alternative technique to improve the students' speaking ability. Then, the teacher should control and manage the students when they are working and practicing in groups to get an effective learning and also give a pay attention when the students speak. The teacher's role is essential to train and guide the students in teaching learning process

Considering the methodology of the research, the writer hopes that this research can provide useful information to the next researchers who are interested in conducting a research related to the technique of teaching speaking.

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