

**IMPROVING STUDENTS' SPEAKING SKILLS USING  
IMAGE STORY MEDIA AT SMPN 3 BELOPA**

*A Thesis*

*Submitted to the English Language Education Study Program Education  
Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of  
Requirement for S.Pd. Degree of English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE PALOPO**

**2023**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**EDUCATION AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

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## THESIS APPROVAL

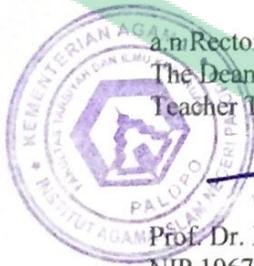
This thesis entitled "Improving Students' Speaking Skills Using Image Story Media at SMPN 3 Belopa" written by Siti Asmidar, Reg. Number 17 0202 0088, English Language Education Study Program of Education and Teacher Training Faculty at The State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, June 14<sup>th</sup> 2023, coincided with Dzulqa'dah 25<sup>th</sup> 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd. degree in English language teaching.

**Palopo, June 14<sup>th</sup> 2023**  
**Dzulqa'dah 25<sup>th</sup> 1444 H**

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Palopo, June 14<sup>th</sup>, 2023

Regards,



Siti Asmidar

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**The Researcher**



**Siti Asmidar**

**17 0202 0088**

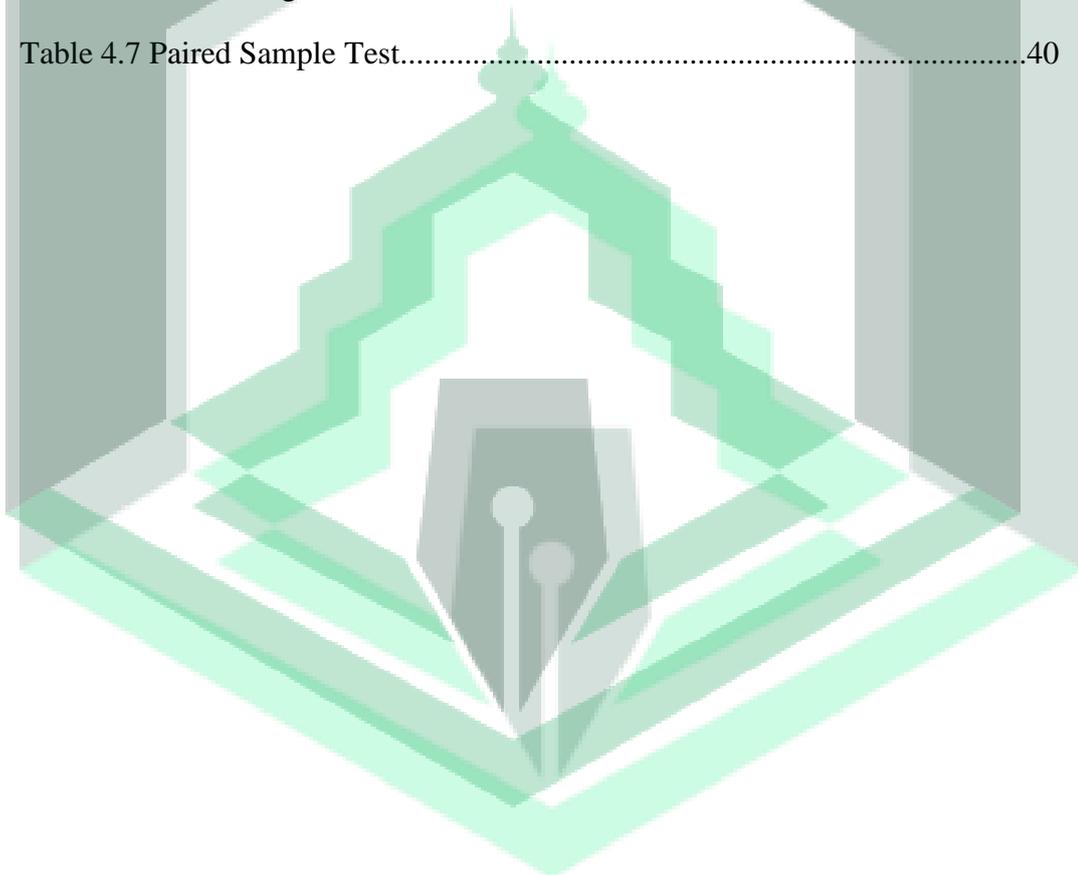
## LIST OF CONTENTS

<b>COVER</b>	
<b>ACKNOWLEDMENT.....</b>	<b>i</b>
<b>LIST OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>ABSTRACT.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of The Study.....	1
B. Research Question .....	4
C. Objective of the Research.....	4
D. Significance of the Research .....	4
E. Definition of Term.....	4
F. Scope of the Research.....	5
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>6</b>
A. Previous Research Finding.....	6
B. Some Partinent Idea.....	10
1. Speaking.....	10
a. Definition of speaking.....	13
b. Assessing of Speaking .....	18
C. Media.....	19
a. Definition of media .....	19

b. Function of media .....	21
D. Image.....	22
a. Definition of Image Story .....	23
b. Function of Image Story.....	24
c. The Benefit of Image Story.....	25
d. How to Use Image Story Media.....	26
E. Theoretical Framework .....	26
F. Hypothesis.....	27
<b>CHAPTER III METHODOLOGY OF THE RESEARCH .....</b>	<b>28</b>
A. Method and design of research .....	28
B. Time and Place of the Research .....	28
C. Population and Sample of the Research .....	29
D. The Variable of the Research .....	29
E. The Instrument of the Research.....	29
F. Procedure of Collecting Data .....	30
G. Techniques of Analysis Data.....	31
<b>CHAPTER VI FINDINGS AND DISCUSSION .....</b>	<b>35</b>
A. Findings .....	35
B. Discussion.....	40
<b>CHAPTER V CONCLUSSION AND SUGGESTION.....</b>	<b>42</b>
A. Conclusion .....	42
B. Suggestion .....	42
<b>BIBLIOGRAPHY .....</b>	<b>44</b>
<b>APPENDICES .....</b>	<b>47</b>

## LIST OF TABLES

Table 3.1 Assessment of Criteria .....	33
Table 4.1 The Score of Students' Speaking Skill in Pre-Test.....	36
Table 4.2 The Score of Students' speaking Skill in Post-Test.....	37
Table 4.3 Classification of Students' Speaking score(pre-test) .....	38
Table 4.4 Classification of Students' speaking score(post-test) .....	39
Table 4.5 Students' Pretest and Posttest .....	40
Table 4.6 Calculating Standard Deviation and T-test and Post-test Score .....	40
Table 4.7 Paired Sample Test.....	40



## LIST OF APPENDICES

Appendix 1 Lesson Plan

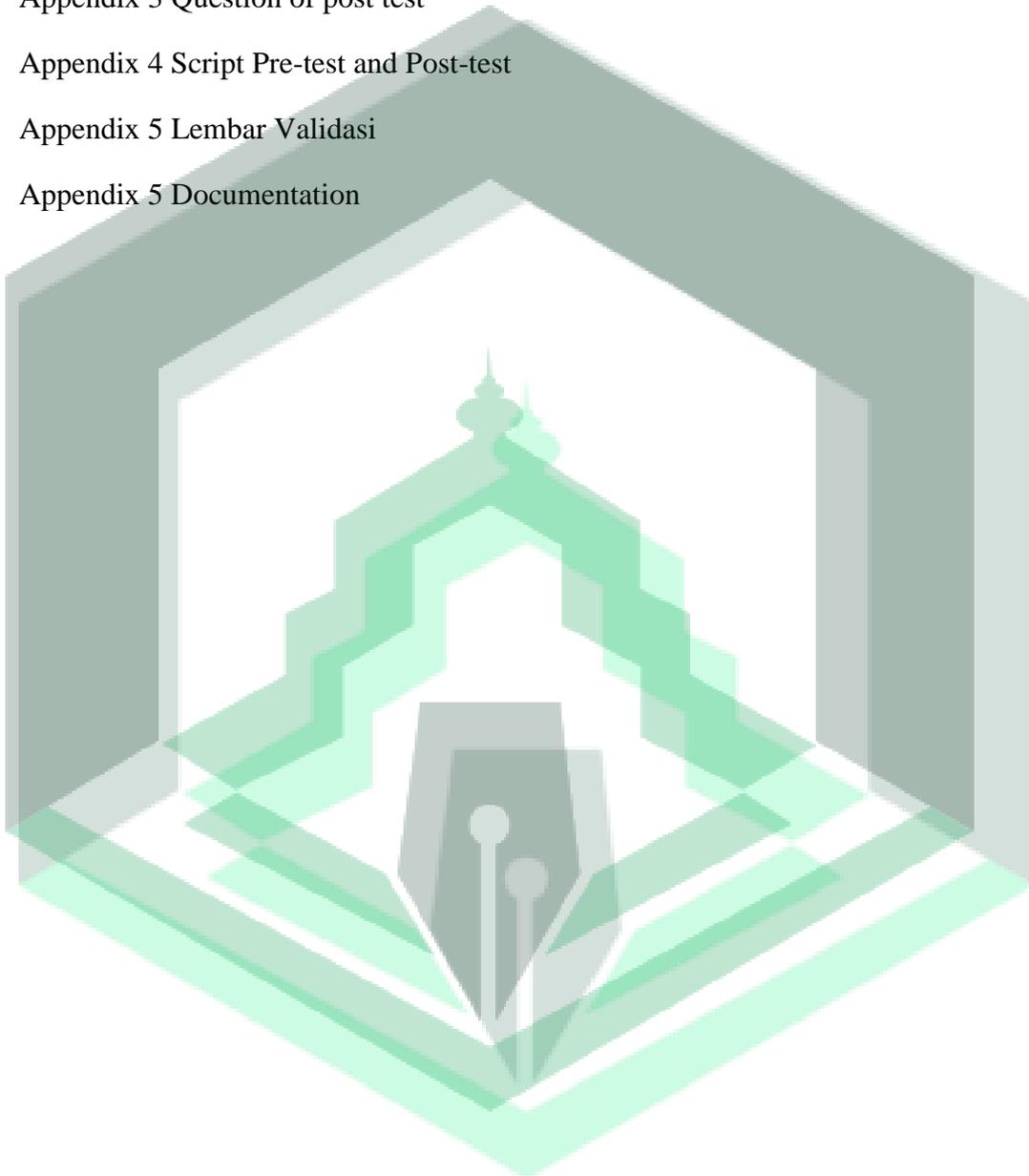
Appendix 2 Question of Pre-test

Appendix 3 Question of post test

Appendix 4 Script Pre-test and Post-test

Appendix 5 Lembar Validasi

Appendix 5 Documentation



## ABSTRACT

**Siti asmidar, 2023**, *“improving students’ speaking skills using image story media at SMPN 3 belopa”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: Jufriadi, Muhammad Iksan.

The purpose of this research was to find out whether or not the implementation of image story media effective to improve students’ speaking skill at SMPN 3 BELOPA. This research classified as pre-experimental method and conducted for four meetings. The instruments of the research were a pretest, and posttest. The population of the research was the 8<sup>th</sup> grade of SMPN 3 Belopa. The actual number of population of the research were 160 for the five classes. The research used a purposive sampling technique because this sample class was very low class in teaching speaking. Moreover, the total sample were 25 students in class VIII.3. The result of the research shows that the use of image story media is effective in improving students’ speaking skills at the SMPN 3 BELOPA. It is shown that the  $t_o(t_{count})$  was higher than  $(t_{table})$  as follow  $25.642 > 2.064$ . It means that H1 was accepted and H0 rejected.

**Keyword:** *Image Story Media, Speaking Skill, Pre-Experiment.*

## CHAPTER I

### INTRODUCTION

#### **A. Background of the study**

Language and education are closely related. Language is the primary tool of education<sup>1</sup>. Language formation and development are significantly influenced by education. Both are significant for progress and improvement in all parts of human existence. We must teach in the academic language of the educational community, which is appropriate for the setting and environment in which it is taught. Indonesian is the language of instruction in Indonesia, but occasionally, the growth of science and technology necessitates a language other than Indonesian. Three languages are spoken: local, foreign, and Indonesian. Most of the time, these three languages meet, especially Indonesian and other languages, particularly English.

Based on the observation, the researcher observed class VII.3 students at SMPN 3 Belopa and discovered a number of issues. According to the English teacher, there are issues, particularly when students talk to friends while they are studying and teaching. Another issue is that some students dislike speaking English because it is difficult to correctly pronounce sentences and convey ideas. In this situation, students become addicted to time because they see more significant consequences than everyone else. As a result, it is extremely difficult to participate in a lesson and ask questions. Students' decreased interest in

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<sup>1</sup> Viona Chairina, "Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar Dalam Dunia Pendidikan" (2019): 354–364.

studying is not surprising, particularly when it comes to speaking English, which necessitates even more effective instruction.

When it comes to learning English, especially how to speak it, media use is very important. Teachers can utilize a variety of media tools in the education and learning process, including visual media stories or visual media. Images and textures, for example, have the power to pique the interest of students and help them learn. The student has not previously read the material; They can comprehend the material's flow by looking at the story's images, and they are extremely curious about the lesson. Students can immediately observe and appreciate everything they see with story images, so they can be used as a substitute for assessing their English speaking skills. Every learning process can benefit greatly from the use of story images, especially when teaching English speaking material, as this can affect how students respond to the material. Learning to speak is necessary for students to have a solid understanding of and ability to apply the message that is conveyed through images and stories in school language activities.

Image stories, which are used as visual media in the learning process, have a practical meaning: they can effectively and clearly convey information by using words and pictures<sup>2</sup>. Picture stories, more specifically, are referred to as comics. A cartoon that reveals characters and tells a story in a sequence that is closely linked to images and intended to entertain readers is an example of an image.

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<sup>2</sup> Johannes Jefria Gultom, "Pemanfaatan Media Dalam Proses Belajar Mengajar" (2019).

Visual media plays a significant role in the learning process. Visual aids can help to understand and improve memory. Visuals can also stimulate students interest and build connections between topic content and the real world. In other words, "the natural language of children's thinking is the language of pictures". Every piece of information he received would be thought of in a certain way in his head, in a way that suited his mind. Advantages of Visual Media the benefit of learning to read with image is that students can understand them because of the content of the picture, students are more motivated and interested in reading and learning the contents of the picture story. Therefore, reading to students must be provided with visual means that arouse interest in reading so that student's skills are further improved than before using visual media. Findings of the value of using still images have several implications for education. The use of pictures can stimulate students' interest and attention. Correctly selected and adjusted images will help students understand and remember the informational content of the accompanying speech material.

therefore the researcher choose SMPN 3 Belopa to improve speaking skills because researcher found that students' speaking abilities were low. The teacher only used textbooks that there was no a picture as teaching materials. Teachers cannot use suitable learning methods and use the right media to give to students. They are not motivated to speak English.

## **B. Research Question**

Based on the case of the study, the research is formulated in question as follow:

Is the implementation of image story media significant to improve students' speaking skills at SMPN 3 BELOPA?

## **C. Objective of the Research**

Based on the research question above, the objective of the research is to find out whether or not the implementation of image story in improving students speaking skills at 8<sup>th</sup> grade of SMPN 3 BELOPA.

## **D. Significances of the Research**

The significance of the research lies in its ability to provide students with guidance and information on how to improve their speaking abilities and apply them effectively. If this study's findings show significant growth and change, the method could be used by teachers to improve their students' speaking skills in English because it is so straightforward and simple to implement.

## **E. Definition of Terms**

The definition provided by the researcher is based on the title, "Improving Students Speaking Skill Using Image Story Media at SMPN 3 Belopa."

1. Image story as a medium to develop students' speaking skills.

2. Speaking one of the skills in English. Speaking one of the oral capacities, skills that measure competency features, performance competencies, consist of fluency, accuracy, and can be understood. Speaking was basically an instrument.

#### **F. Scope of the Research**

In this research, the researcher used image story in improving students speaking skill. There are three assessing of speaking are fluency, accuracy, and comprehensibility.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research Finding

Some researchers have conducted their research with various techniques in teaching speaking skills which are close to this research.

The article "The Use of Describing Picture Strategy To Improve Secondary Students' Speaking Skill" was published in 2020 by Zakiyah Farhanah Pratiwi. Describing picture strategy is one of the techniques that can be used to improve students' speaking skills. Speaking skill is one of the subjects that difficult to be mastered by young learners. This study was conducted in SMA Al Azhar 3 Bandar Lampung at first-grade students. With qualitative data, the result showed that describing a picture strategy can improve students' speaking skills. This finding is in line with the previous research finding that describing pictures can help students to improve students' speaking skills. Nevertheless, there are some problems gained in using describing picture strategy. Many students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing the picture.<sup>3</sup>

"Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana," by Puguh Karsono (2014). The procedures

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<sup>3</sup> Zakiyah Farhanah Pratiwi and Mutiara Ayu, "The Use of Describing Picture Strategy To Improve Secondary Students' Speaking Skill," *Journal of English Language Teaching and Learning* 1, no. 2 (2020): 38–43.

of CAR. Planning, acting, observing and reflecting. The result showed that the use of pictures had succeeded, to some extent, to improve student's speaking ability and students' participation. The student's speaking ability improve as it showed that the number of students which were classified as good and very good' improved from 6, 4% in preliminary study to 83, 9% in cycle I and became 100% in cycle 2. While those who classified as fair and poor reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking ability. Mostly, the students could improve their fluency, content, pronunciation and grammar. The average score raised from 66 in preliminary study, 74 in cycle 1, and 80 in cycle 2. The students' participation also improved from cycle to cycle. In cycle 1, during the teaching learning process, the class VIII-A had an improvement. It stated that from meeting 1 to 3, the students were actively involved. The result had changed in meeting 3 where 13 students were categorized as very active and 12 students were active enough in presenting the pictures and made progress every meeting. The rest 4 students were categorized as hesitant and 2 students were not active since they were still shy to explore their ideas. On the other hand, during 3 meetings started from meeting 4 to 6 in cycle 2, the class VIII-A also had more improvement than what they did in cycle 1. There were 22 students categorized as very active and 8 students were active enough. The result of the research showed that the

implementation of using picture media could give an improvement on students' speaking ability and students' participation.<sup>4</sup>

Yolanda Stefi (2022) "The New Way Improve Learners' Speaking Skills: Picture and Picture Learning Media Based on Article Storyline," Success in the learning process in junior high school can be seen from the active participation of students in conveying their ideas and feelings through good speaking skills. The low speaking ability of students in junior high school hurts the quality of learning. Therefore, learning media is needed to improve students' speaking skills, using interactive picture and picture learning media based on storyline articulation. This study aims to create learning media that can improve the speaking skills of junior high school students. This research is a research and development (RnD) with the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The subjects of this study were teachers and students of grade twelve junior high school. Data collection techniques were carried out using documentation, interviews, and questionnaires. The data analysis technique used is descriptive qualitative analysis technique and quantitative analysis. The results of the study obtained valid, practical. Effective learning media with an excellent validity level, namely 92% and 90.90% for materials and media, the practicality level of students and teachers was 82.5%; 85% and 82.5%; 90% with a convenient category and has an effect that can be seen from the Z count of -3.411 with Asymp. Sig 0.001 of 12 and 15 students from the limited group and the broad group who took the test and had a pretest

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<sup>4</sup> Pugh Karsono, "Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana," *Dinamika Ilmu* 14, no. 2 (2014): 190–213.

average of 68.4 and got a post-test average of 83.4. Thus, this media can improve the speaking skills of students in junior high school.<sup>5</sup>

“The Effectiveness of Using Pictures to Improve Students’ Speaking Skill,” by Sinta Novianti (2015). The problem of this study was “Is it significantly effective to use pictures to improve students’ speaking skill to the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau?”. This study was conducted to find out whether it is significantly effective to use pictures to improve students’ speaking skill. There were two hypotheses; null hypotheses (H<sub>0</sub>) and alternative hypotheses (H<sub>a</sub>). The sample of the study was 23 students which were taken through cluster random sampling. Research method of this study was pre-experimental with one group pre-test and post-test design. The writer used speaking test and analyzed the data by using conversion of score range, individual score, and match t-test. Based on the result of data analysis, it was found out that students’ average score in the pre-test was 46.43 and post-test was 60.54. Finally, the results of matched t-test calculation shows that the t-obtain was higher than t-table. The t-obtained was 31.37 while the t-table was 1.717. It means that the null hypotheses (H<sub>0</sub>) was rejected and automatically the alternative hypotheses (H<sub>a</sub>) was accepted. It can be concluded that it is significantly effective to teach speaking skill by using pictures.<sup>6</sup>

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<sup>5</sup> Yolanda Stefi, “The New Way Improve Learners’ Speaking Skills: Picture and Picture Learning Media Based on Articulate Storyline,” *Journal of Education Technology* 6, no. 1 (2022): 173–181, <https://dx.doi.org/10.23887/jet.v6i1.4>.

<sup>6</sup> Sinta Novianti, “THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS’ SPEAKING SKILL” 1, no. 2 (2015): 93–101, <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart>.

From the explanation above, the researcher applies image story to make students interested in learning to speak. The researcher argues that students can improve speaking skills through story pictures. Therefore, the researcher is motivated to do research entitled “Improving Students Speaking Skill Using Image Story Media at SMP 3 Belopa”

## **B. Some Pertinent Idea**

### **1. Speaking**

Speaking is one of the language skills in everyday life. Someone more often chooses to speak to communicate because communication is more effective if done by talking. Speaking plays an essential role in everyday life. Several linguists have defined the notion of speaking. Speaking is a productive skill. Humans communicate verbally more often than in other ways. More than half of human time has pen speaking and listening, the rest on writing and reading. As members of society, we are naturally capable of speaking. However, in informal situations and scientific activities, nervousness often arises, so the ideas put forward become irregular and, the language becomes irregular. Some of them don't even dare to speak.

"Hakikat Berbicara," by Azmi Fathonah (2019). In essence, speaking is a useful skill. Man communicates verbally more frequently than through other means. Speaking and listening consume more than half of a person's time, followed by writing and reading. We naturally speak because we are members of society. However, nervousness frequently manifests itself in formal settings and

scientific activities, which results in erratic ideas and language. Some of them even shun speaking. Speaking is more than just the sound of language coming out of the speech device; it's also more than just speaking without meaning. Speaking is considered a language because it means expressing one's thoughts and emotions to others orally or through speech. Speaking is a second language activity that people do in language life, specifically after listening activities. It is the process of changing the form of thoughts or feelings into forms of speech. Humans learn to pronounce and eventually become skilled at based on the sounds they hear speaking.<sup>7</sup>

"Using Analytic Teams Technique to Improve Students' Speaking Skill," Aseptiana Parmawati (2018) states. Speaking is the most important skill in the English language because it is the foundation of communication and a necessary part of language acquisition. The Analytic Teams Technique is just one of many methods for improving speaking ability. As a result, the researcher was interested in determining whether or not the Analytic Teams technique can improve students' speaking abilities and examining the classroom environment when the technique is used in speaking classes. This study utilized Collaborative Classroom Action Research and composed for at least two cycles before observing and evaluating to determine all facts, including the action's success or failure. It indicates that, depending on the selected success criteria, the action should be stopped or continued and adapted for the subsequent cycle. The students' speaking scores improved each cycle after the Analytic Teams Technique was

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<sup>7</sup> Azmi Fathonah, "Artikel Materi Hakikat Berbicara" (2019).

implemented. The average score of the students in Cycle 1 was 64.28, while the average score in Cycle 2 was 78.05. It is possible to draw the conclusion that the Analytic Teams Technique can enhance classroom speaking and improve students' speaking skills situation.<sup>8</sup>

The students have to use their ability to speak. The teacher also must give motivation continuously to them in the order they want to speak by their idea. The teacher should help the students by using instructional media like image story to motivate them in speaking, which is believed to improve their understanding. The use image story media can make the students confident and increase the student's interest in speaking. From its objective, speaking is a means of communication each other. It means that the speaker compose their speaking works with a purpose. That is to express what is on their mind and to impress the speaker with their speaking. It can be seen that speaking is a productive skill that must be learned and mastered by English learners because speaking enables them to develop their potential ideas to the maximum level, which is appropriate with the English speaking conventions.

#### **a. Definition of Speaking**

One of the skills needed to communicate with others through language media is speaking. Speaking is a type of speech act in which body movements and facial expressions are accompanied by the sounds made by the speech apparatus. The meaning of speaking has been given by a variety of definitions. Speaking is a form of communication that humans use to communicate with one another.

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<sup>8</sup> Aseptiana Parmawati, "Using Analytic Teams Technique to Improve Students' Speaking Skill," *Edulitics (Education, Literature, and Linguistics) Journal* 3, no. 2 (2018): 21–25.

There are many reasons why speaking skills should be taught to the students. There are four reasons why speaking is critical to teaching students. First, speaking is for reinforcement. In this case, the students will benefit from seeing the language speaking down, especially visual learners who learn best through visualization. Students simply see the language and speaking it down. Second, speaking is one of the four language skills which essential to master. Third, speaking can fit the students" learning how to speak fluent. Some students can learn best looking at the language, especially visual learners. The last, speaking is a process that involves a mental process. So, by doing the speaking, the students will activate their minds in learning the language speaking skills, therefore, should be taught to the learners of English

Most people learn English to be able to speak. All normal humans could speak and no tribe was found without speaking. The ability to speak can be seen from daily activities. As social beings, humans always interact with each other, of course we cannot live alone and spoken language is used as a means of interacting. Using a variety of body parts, speaking is a creative expression activity. Body parts spontaneously participate in expressing and confirming speech meaning when speaking. Following the speaker's speech, body language, facial expressions, and hand movements create a unified expression. The functions and expressions of facial expressions and gestures vary. Meaning is built by the eyes, nose, lips, eyebrows, and so on. T is able to deduce that the visions are of rage, and sad eyes can be examined. According to Agus Setyonegoro, a person's seriousness, sadness, or joy can be detected by their lips,

face, and nose. Humans also use other body organs to express the meaning of their words when they speak. The act of speaking alternately between the speaker and the interlocutor is a form of communication. This indicates that speaking takes place in a reciprocal manner. The listener becomes the speaker and the speaker becomes the listener when the listener takes over the speaking role. The previous speaker transforms their role into a listener.<sup>9</sup>

According to Kurniati and Ervina, speaking is a complex set of skills that include pronunciation, listening, and grammar. It is possible to draw the conclusion that speaking is the capacity to produce spoken language, which includes the other characteristics necessary to produce good spoken language. Speaking abilities convey thoughts, feelings, ideas, and requirements orally<sup>10</sup>. Speaking is one of the productive skills, namely the ability to use language orally through voice to present information and generate ideas. Speaking skills are a set of abilities to express ideas, feelings, or thoughts clearly, adequately, and accurately. Expressing ideas for interacting with other community members involves many components, including pronunciation, auditory, and grammatical skills, both verbally and nonverbally, from a variety of contexts. To speak well, students need to practice their English. Many efforts can be made to improve their speaking skills, such as conducting dialogues, playing, oral presentations, small

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<sup>9</sup> Agus Setyonegoro, "Hakikat, Alasan, Dan Tujuan Berbicara (Dasar Pembangun Kemampuan Berbicara Mahasiswa)," *Jurnal Pena* 3, no. 1 (2013): 76.

<sup>10</sup> Kurniati Kurniati and Ervina Ervina, 'Pengaruh Penerapan Guessing Game Terhadap Kemampuan Berbicara Mahasiswa Stain Bengkalis', *AL-ISHLAH: Jurnal Pendidikan*, 11.1 (2019), 114.

group discussions, debates, and playing games. These activities not only improve their speaking skills, but also help them to actively use English.

The main objective of teaching speaking skills is oral fluency, the ability to express oneself clearly, reasonable, accurate and without undue doubt. In short, speaking ability is a complex ability to use language to express oneself in ordinary voices. The ability to speak is the initial ability that children must possess to be able to communicate well. For this reason, speaking ability is the ability at an early stage to display correctly and correctly.

According to Iis Aprinaati, speaking is the ability to orally express one's thoughts, ideas, or emotions by pronouncing language sounds. The meaning of this understanding is basically the same as the one that was given, which is speaking about the pronunciation of words.<sup>11</sup> It is claimed that speaking is a useful skill that allows for direct and empirical observation; Accuracy and fluency always limit those observations. In the meantime, that also implies that speaking is the result of imaginative construction using strings of language. The lexicon, structure, and discourse of speech are selected.

Even though the answer to this seemingly obvious question is straightforward, it needs to be explained because teaching any part of a language needs to be strongly supported. All four skills must be assimilated for effective foreign education, but teaching speaking, which is increasingly recognized and valued in current methods, receives special attention. Basically, being able to

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<sup>11</sup> Iis Aprinawati, 'Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Berbicara Anak Usia Dini', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 1.1 (2017), 72.

communicate effectively in another language is a skill. What life would be like if people couldn't talk to each other is beyond comprehension.

According to Magdalena Aleksandrak, speaking is now the most emphasized skill in the field of foreign pedagogy; however, it is also acknowledged as the most challenging skill to develop in a classroom setting. During classes, students are always told to use the target language, but once the lesson is over, they can't use it in real conversations. Naturally, some students desire the opportunity to speak their foreign language outside of the classroom; However, the majority do not even attempt to practice the target language degree.<sup>12</sup>

Certainly, one of the disadvantages of teaching English abroad is that students are unable to use the language in everyday conversation. Being able to speak a remote language means being able to interact with real people in real situations, not just during controlled speaking activities in the classroom. As a result, the task of teaching this skill is extremely difficult and takes a lot of time because students can only succeed with practice. However, communicative efficiency is still not a top priority in the majority of faculties. Most teachers don't give students opportunities for real-life interaction in their classes. Students rarely interact with one another and rarely have the opportunity to talk to a professor further.<sup>13</sup>

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<sup>12</sup> Magdalena Aleksandrak, 'Problems and Challenges in Teaching and Learning Speaking at Advanced Level', *Glottodidactica. An International Journal of Applied Linguistics*, 37 (2011), 37–48.

<sup>13</sup> Agnieszka Talkowska, "World Scientific News 8 (2015) 54-81" 8 (2015): 54–81.

Speaking has been narrowly defined. Speaking abilities are frequently discussed in the context of public speaking. Speaking, on the other hand, is much more than that. Broader perspectives on verbal communication realized for specific purposes, such as to inform, invite for explanations, etc., or they talk about talking in terms that are simple. Competencies used in everyday verbal communication, such as booking a room or giving directions. These methods view verbal communication as an interactive process in which participants swap roles as speakers and listeners and choose how to communicate verbally and nonverbally to achieve their communication goals. Similar to Chaney's definition of speak me, which states that "the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in a lot of contexts."<sup>14</sup>

It is possible to draw the conclusion that the primary function of speech is communication; however, the general function of speech is to inform or report information to the recipient of the information, to persuade or influence the recipient of the information, to entertain, and to require a response from the listener or listener—recipient of information. This conclusion can be drawn based on some of the opinions that have been stated above.

#### **b. Assessing of Speaking**

Accuracy, fluency, and comprehension are included on the rating scale, which was developed in a book by J.B. Heaton to evaluate the speaking learners'

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<sup>14</sup> Bc. Petra Šolcová, "Faculty of Arts Department of English and American Studies English Language and Literature and Teaching English Language and Literature for Secondary Schools Teaching Speaking Skills Master " s Diploma Thesis," *Masaryk University Faculty of Arts* (2011).

abilities. The writer divides speaking ability into the following three main components based on the statement:

a. Fluency

According to Ehsan Namaziandost, fluency is the capacity to express oneself without hesitation in a way that is understandable, wise, and accurate; otherwise, communication will be disrupted as the audience loses interest. Teachers should teach students to freely use their own language to express their ideas in order to achieve this objective, and then they should avoid imitating any kind of model.<sup>15</sup>

b. Accuracy

According to Brown, accuracy can be achieved to some extent by allowing students to concentrate on the aspect of phonology, grammar, and discourse in the spoken output. Accuracy is the ability to use the target language with a pronunciation that is understandable. This includes grammatical and lexical accuracy.

c. Comprehensibility

The capacity to comprehend long stretches of discourse and to represent the meaning of sentences is called comprehension. Studying comprehension of a second language is more challenging because it is not; directly observable and must be deduced from overt verbal and nonverbal responses, from artificial instruments, or from the teacher's or researcher's intuition. The term "comprehension" refers to the extent to which participants are aware of the nature

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<sup>15</sup> Ehsan Namaziandost, 'The Role of Gender in the Accuracy and Fluency of Iranian Upper-Intermediate EFL Learners' L2 Oral Productions', *Journal of Applied Linguistics and Language Research*, 6.3 (2019).

of the research project, even when the procedures involved are complex and carry potential dangers.

### **C. Media**

#### **a. Definition of Media**

The term "learning media" refers to a type of medium that makes it possible to establish a direct connection between one's own work and the academic progress of the students. It is also possible to describe learning media as a tool that can motivate students to learn. Because the ambiguity of the material presented can be helped by using the media as an intermediary, the presence of the press in the teaching and learning process has some significance. The messages or information contained in learning media have instructional purposes or are intended for teaching purposes. Anything that has the ability to convey messages, engage students' thoughts, feelings, and willingness to learn is considered learning media students.<sup>16</sup> Because its presence can directly provide its dynamics for students, media in education is a strategic instrument in determining the success of the teaching and learning process. Additionally, media can assist in reaching out to at-risk youth who may be illiterate, out of school, or out of work. The school-based program, the peer education programs, and the more general programs all provide excellent opportunities for skill acquisition.

Media can assist students in comprehending teacher-provided content by relating it to objects and activities. The function of the media as an intermediary

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<sup>16</sup> Jerrold E. Kemp and Deane K. Dayton, "Planning and Producing Instructional Media" (1985): 3-4.

that can support and assist students in understanding the concept of material in the learning process will be more narrowly defined in learning activities. The use of environments, whether designed for learning or not, and activities that are purposefully designed to achieve learning are all examples of learning media objectives.<sup>17</sup>

There are advantages and disadvantages to each type of media. However, each of these forms of media will assist us in selecting the best form of media for learning. Before we use it, we should select learning media cautiously. It is difficult to select the best educational media. Because a number of factors need to be taken into account, this choice is difficult. Media should be an integral part of the learning system and must follow the overall learning process. The use of these learning media in the election is the end of the election, allowing students to interact with the media we choose. It is necessary to select the media so that we can select the most effective media based on the conditions and requirements of the learning objectives. Because there are so many different kinds of media, each of which has its own set of advantages and disadvantages, selecting the appropriate type of media must be done in the right way for this.

We can conclude from the preceding definition that media is a communication tool that can pique one's interest, emotions, and audience desires. It may help students themselves learn more effectively. The students will be able

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<sup>17</sup> Rizqi Ilyasa Aghni, 'Fungsi Dan Jenis Media Pembelajaran Dalam Pembelajaran Akuntansi', *Jurnal Pendidikan Akuntansi Indonesia*, 16.1 (2018).

to study effectively and perform better when creative use is appropriate for the learning objective.

a. Function of Media

One of the components that are interconnected with other components to develop an expected learning situation, abstracts the abstract to reduce the occurrence of verbalism disease, improve the stimulation of learners in learning activities, reduce the misunderstanding of learners to the explanation given by educators, overcome the learners' limited experience, allow direct interaction between learners and the environment, generate uniform observations, and generate motivation and stimulation for children are examples of the function of learning media to learn.<sup>18</sup>

Because it has the power and capability to stimulate the learning process, the internal factor media can be utilized to improve students' learning efficiency. For instance: as long as the material is present, natural objects are present. Students' desire and interest can be heightened by the external factor of media, which provides them with more experience. As a result, their perception and comprehension will be more precise, which will increase their desire to learn and provide them with fresh motivation.

The researcher concludes, based on the preceding explanation, that media can address both internal and external learning behavior factors. The instructor

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<sup>18</sup> S Widodo and Wahyudin, 'Selection of Learning Media Mathematics for Junior School Students', Turkish Online Journal of Educational Technology - TOJET, 17.1 (2018), 154–60.

can provide the students in the class with the same perception of one thing or certainty through the use of the media.

The functions of media are:

- a. As a means of helping to create a more effective learning situation.
- b. As one component that is interconnected with other components in order to create the expected learning situation.
- c. Speed up the learning process.
- d. Improving the quality of the teaching and learning process.
- e. Concrete the abstract so as to reduce the occurrence of verbalism disease.

Utilization of learning media has the potential to elicit new desires and interests, boost learning activity motivation and stimulation, and even have a psychological impact students.<sup>19</sup>

#### **D. Image**

The act or art of portraying any object through the use of lines and shades, especially when the object is only one color, or when tints are used to create an effect rather than a representation of the natural color and are made with a rigid material like a pencil, chalk, or other similar material; delineation also involves drawing the figure or representation. More than a thousand dollars are in the

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<sup>19</sup> Isran Rasyid, "Manfaat Media Dalam Pembelajaran" 148 (2018): 148–162.

picture words.<sup>20</sup> Many language teachers are just as concerned with helping their students become more human and able to connect with others as they are with helping them use as many resources in the classroom as possible so that the students can help include pictures. We recount not only what we have heard and read, but also what we have remembered seeing. Image stories are more than just a part of media; they are also an important part of the experience as a whole because they show places, things, and people.

#### a. Definition of Image Story

Image stories, which are used as visual media in the learning process, have a practical meaning: they can effectively and clearly convey information by using words and pictures.<sup>21</sup> Picture stories, more specifically, are referred to as comics. A cartoon that reveals characters and tells a story in a sequence that is closely linked to images and intended to entertain readers is an example of an image.

As a result, the researchers taught students how to use image stories to boost their confidence when speaking English and improve their speaking skills. Students can be motivated to verbally and in writing express their ideas by using image stories. The picture of a series of activities or stories is shown in order. The scenes and activities that make up a story are practiced by the students as they practice expressing them. These images can be used on small cards or sheets of paper to remind or direct students to something related to the image, as well as to

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<sup>20</sup> Dini Widiarni Astuti, "Upaya Meningkatkan Keterampilan Membaca Melalui Media Cerita Bergambar Siswa Kelas Ii MI Tarbiyatul Athfal. BS Thesis. Jakarta: Fakultas Ilmu Tarbiyah Dan Keguruan UIN Syarif Hidayatullah." 148 (2014): 148–162.

<sup>21</sup> Johannes Jefria Gultom, "Pemanfaatan Media Dalam Proses Belajar Mengajar."

provide them with the instructions and stimuli they need to respond in the desired way.

#### b. Function of Image Story

Image stories are an effective communication tool. In order for the message to be understood, certain requirements must be met for each type of story illustrated clearly.<sup>22</sup> Among Image Story's functions are the following:

- Image stories for educational information, both stories and designs specifically designed to convey educational messages. Message essence must be clearly accepted.
- Image stories as advertising media and designs specifically crafted to convey educational messages. The essence of the message must be clearly accepted.
- Image stories as media for advertising A product's mascot can be made the main character with traits that match the brand's or product's desired image. Promotional messages for a product or brand can be conveyed to the reader as they read the picture story.
- The majority of children and adolescents read picture books as a form of entertainment. Nonetheless, as entertainment. Story visuals can be effective in terms of payload. The reader can be captivated by dramatic descriptions of values like solidarity, friendship, and uncompromising. It is possible to draw the conclusion, based on the preceding explanation of the function of story image media, that story image media play an important role in everyday life.

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<sup>22</sup> Terra Tramidiya, "Penerapan Media Story Picture Untuk Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran PKN (Penelitian Tindakan Kelas Terhadap Siswa Kelas X MIA 5 Di SMA Negeri 4 Cimahi)" (2014): 4–7.

The most crucial aspect to consider is this story-image media utilized in educational activities. In order not to diminish the learning itself, teachers are required to use story image media with greater creativity.

### c. The Benefit of Image Story

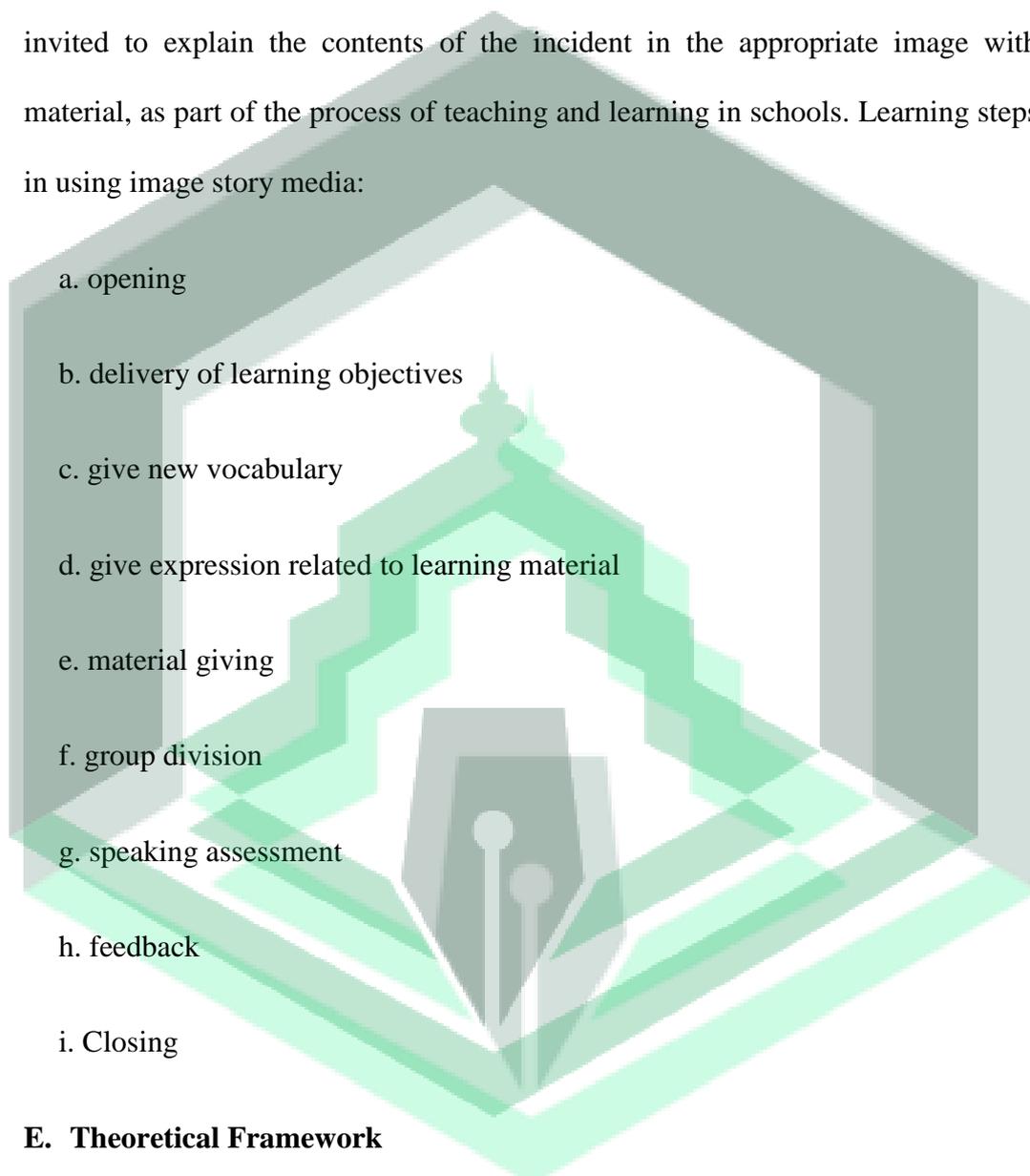
Image media has several benefits, among other things:

- Gives an attraction
- It excites creativity
- Stimulates a tool of expressions, emotion, and artistic sensitivity
- It facilitates understanding
- Helps to remember

On the basis of the preceding description, it is possible to draw the conclusion that one of the advantages of using media image stories is that they can foster motivation for students to learn as well as clarify mastery and students' understanding of the material. In addition, illustrated story media can help students understand themselves by fostering creativity in the form of thoughts, feelings, and emotions. There are various types of image stories. Image stories can take the form of a series of stories or, more frequently, short stories that are "decorated" with images to illustrate some parts of the story but not all of it. Comics are stories told through images and dialogue, and they are often referred to as such.

#### d. How to use Image Story Media

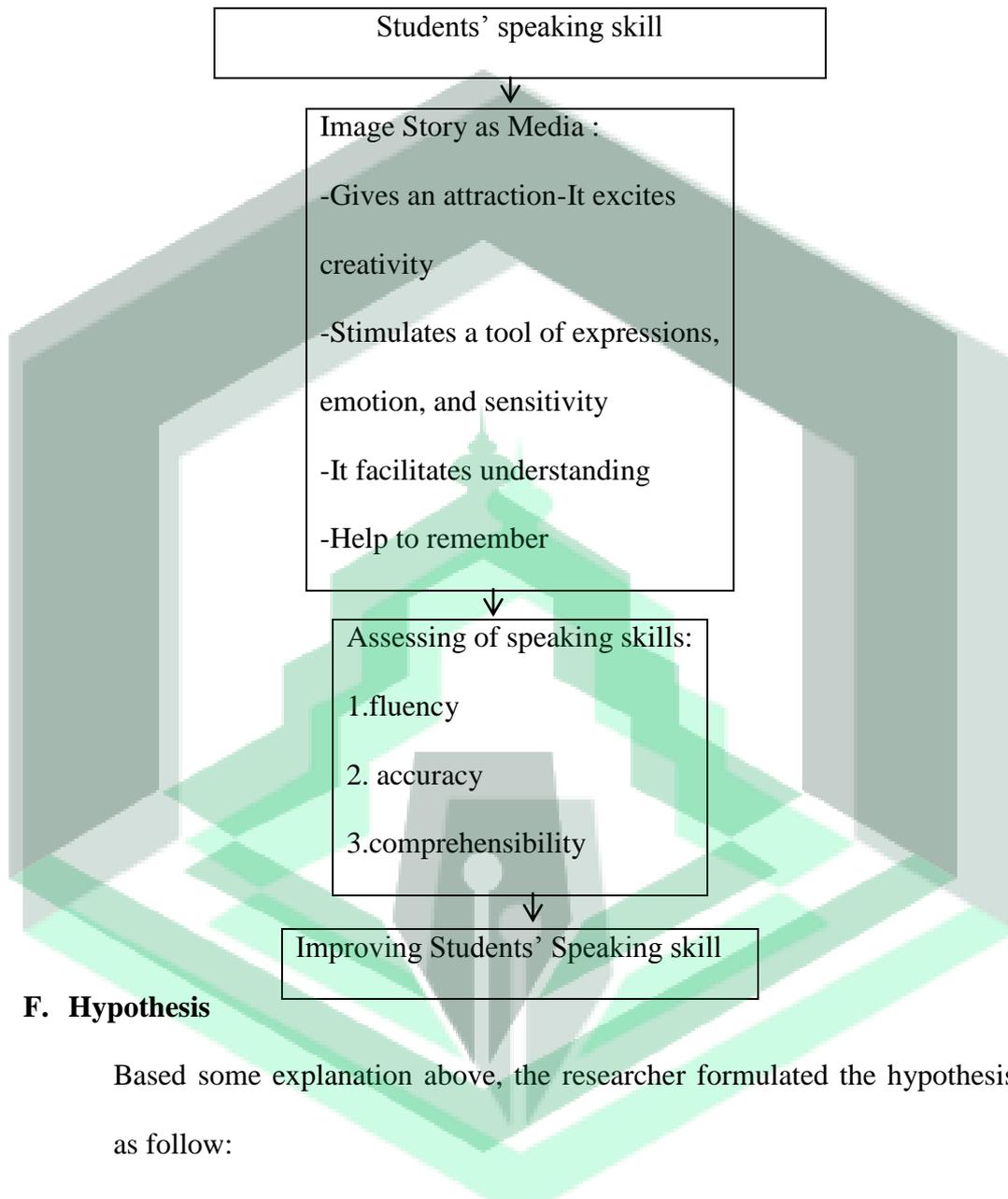
The teacher must be able to use image story media effectively has a purpose that must be fulfilled through its use. Show images, and students are invited to explain the contents of the incident in the appropriate image with material, as part of the process of teaching and learning in schools. Learning steps in using image story media:



#### E. Theoretical Framework

The research process for teaching speaking through image stories and presenting image story media is depicted in the conceptual framework. The

researcher taught speaking skills using an image story in the English learning process. The diagram that follows outlines the research's conceptual framework.



## F. Hypothesis

Based some explanation above, the researcher formulated the hypothesis as follow:

1. (H<sub>0</sub>) Null Hypothesis: The implementation of image Story Media is not significant to improving student's speaking skill at SMPN 3 Belopa.
2. (H<sub>1</sub>) Alternative Hypothesis: The implementation of image Story Media is significant to improving students' speaking skill at SMPN 3 Belopa.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Method and Design of Research

This research classified as pre-experimental method. The research employed the pre-test and post-test design which is purpose is to know the use image stories to improve students' speaking skill at second grade students of SMPN 3 Belopa.

The design of this research was described as follow:

$O_1 X O_2$

$O_1$  : Pre-test value (before treatment)

X : Treatment

$O_2$ : Post-test value (after treatment)

#### B. Time and Place of the Research

The researcher was did this research at the ninth grade students SMPN 3 Belopa. The research was held on August with the schedule as follows:

August, 6<sup>st</sup> 2022 (Pre-Test)

August, 9<sup>th</sup> 2022 (Treatment 1)

August, 12<sup>th</sup> 2022 (Treatment 2)

August, 16<sup>th</sup> 2022 (Treatment 3)

August, 20<sup>th</sup> 2022 (Post-Test)

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

#### 1. Population

The population of the research was the 8<sup>th</sup> grade of SMPN 3 Belopa. The actual numbers of the population were 160 for the five classes.

#### 2. Sample

Purposive sampling was used as the method of sampling in this study. The teacher used VIII.3 as a sample for this research, which included 25 eighth-grade SMPN 3 Belopa students. However, the reason the researcher chose this class as a sample is that, according to her observations, the students had difficulty learning English speaking. This research used sampling technique where all of the students were one class taken a sample. The total in class VIII.3 is 25 students.

### **D. The Variable of the Research**

In his research, there are two variables consist of independent and dependent variables. The independent variable is Image Story Media, and the pendent variable is students' speaking skills.

### **E. The Variable of the Research**

In this research, there are two variables consist of independent and dependent variables. The independent variable is Image Story Media, and dependent variable is students' speaking skills.

## **F. The Instrument of the Research**

The purpose of the research was to determine the level of students' speaking ability using a speaking test. Pre-test and post-test were the two stages of the test.

The researcher would conduct two kinds of tests in this scenario:

### **1. Pre-test**

Every student in class VIII.3 SMPN 3 Belopa is required to take a pre-test. The test is conducted to know the students speaking skills in describing some pictures before conducting the treatment and the image that students describe about fairy tale. In this pretest, the researcher instructs the students to describe the picture in 2 minutes.

### **2. Post-test**

The researcher was given the students' speaking test after treatment. whether students' speaking skills improved as a result of using image story media in the classroom. The speaking test had the same format as the pre-test. The image that students describe about fairy tale. In this pretest, the researcher instructs the students to describe the picture in 2 minutes.

## **G. Procedure of Collecting Data**

### **a) Giving Pretest**

The purpose of the pre-test is to assess the students' current health. Students receive treatment before implementation is carried out. The researcher did the following:

1. The researcher introduced herself
2. The researcher was telling the students about the purpose of her presence

3. The researcher asked students to describe image story and gave 2 minutes for students to described about the image stories
4. The image story about fairy tale
5. From here, researcher was take students' performance into data

b) Treatment

After the pre-test, the researcher provides treatment to several individuals. The research was prepared in a number of ways to improve their speaking skills.

1. Treatment 1

- a. The researcher gave some vocabulary for students
  - b. The researcher divided some images for students about Maling Kundang.
  - c. The researcher instruct the students how to describe picture
  - d. The researcher divided the class into four groups
  - e. The researcher appointed a group to describe image story and each student got a part to describe the image story
  - f. Students are given the opportunity to ask questions about the discussion material conveyed by the research, if there is something they do not understand
2. The next meeting will be continued, but the image story was changed until the fourth meeting.

c) Post-test

In the post-test, the students was had several activities to carried out oral production through the use of some image stories. There are five types of image story and from here the researcher was take students' performance into data.

#### H. Techniques of Analysis Data

The researcher used a paper instrument for the pre-test and post-tests based on the experimental research. In the first meeting, all students took a pre-test to see how well they could speak. After that, four meetings were dedicated to treatment, and the final meeting was used to administer a post-test to see how well SMPN 3Belopa students used images to improve their speaking skills.

The researcher used quantitative descriptive statistical analysis to classify the students' scores into the following categories, which could be used to evaluate students' speaking ability:

Table 3.1. Assessment of criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors
5	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

Fluency

6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he/she has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
3	Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the time. Limited range of expression.
2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
Comprehensibility	
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help them to convey the message to seek clarification.
3	The listener can understand a lot of what is said, but they must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listener makes a great effort to interrupt, the speaker is unable to clarify anything they seem to have said.

(J.B Heaton : 1988)

### 1. Scoring Classification

$$\text{Score} = \frac{\text{students' gained score}}{\text{total score}} \times 100\%$$

Table 3.2 Students' Score Classification

Criteria	Score
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Very good	86-100
Good	71-85
Average	51-70
Poor	25-50
Very Poor	0-25

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(Heaton, 1989)

SPSS 22 is used by the researcher to calculate the  $t_{\text{count}}$  ( $t_0$ ) and  $t_{\text{table}}$  ( $t_t$ ) score using table distribution. The analysis technique used in this research is compare means-paired sample t-test. The paired sample t-test is one of the testing methods used to assess the effectiveness of the treatment. Furthermore, the researcher used the hypothesis acceptance mean score and standard deviation if the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis:

If:  $t_0 \geq t_t$  = Reject the null hypothesis

If:  $t_0 < t_t$  = Received null hypothesis

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This section gives the mean score and standard deviation of the students' pre-test and post-test results, calculates and compares the categorization scores in the pre-test and post-test, and presents the results of the statistical analysis of the data.

##### 1. The analysis students' speaking score in pre-test and post-test

##### a. Students' score in pre-test

This part shows the pretest result before doing treatment and the scoring based using image story media

Table 4.1  
The Score of Students' Speaking Skill in the Pre-test

Respondent	Accuracy	Fluency	Comprehensibility	Score
R1	4	4	3	11
R2	2	2	1	5
R3	2	2	1	5
R4	3	3	2	8
R5	4	4	3	11
R6	1	1	1	3
R7	3	3	2	8
R8	4	4	3	11
R9	2	2	1	5
R10	3	2	3	8
R11	1	1	1	3
R12	3	3	2	8
R13	3	3	2	8
R14	1	1	1	3

R15	3	3	2	8
R16	1	1	1	3
R17	3	3	2	8
R18	2	2	2	6
R19	3	3	2	8
R20	2	2	1	5
R21	2	2	1	5
R22	3	2	2	7
R23	2	2	2	6
R24	3	2	2	7
R25	3	3	2	8

Table 4.1 shows the students' scores in the pretest. Based on the table above, it can be seen that the highest score was 11 and the lowest score was 3.

b. Students' score in post-test result after doing several treatments using image story media.

Table 4.2

The Score of Students' Speaking Skill in the Post-test

Respondent	Accuracy	Fluency	Comprehensibility	Score
R1	5	5	4	14
R2	3	3	2	8
R3	3	3	2	8
R4	4	4	3	11
R5	5	5	4	14
R6	2	2	1	5
R7	4	4	3	11
R8	5	5	4	14
R9	3	3	2	8
R10	4	4	3	11
R11	2	2	1	5
R12	4	4	3	11
R13	4	4	3	11
R14	2	2	1	5
R15	4	4	3	11
R16	2	2	1	5

R17	4	4	3	11
R18	3	3	2	8
R19	4	4	3	11
R20	3	3	2	8
R21	3	3	2	8
R22	4	4	3	11
R23	3	3	2	8
R24	4	4	3	11
R25	4	4	3	11

Table 4.2 shows the students' scores in posttest. Based on the table above, it can be seen that the highest score was 14 and the lowest score was 3.

Table 4.3  
Classification of Students' Speaking Score (pre-test)

No	Classification	Score	Frequency	Percentage
2	Very Good	85-100	0	0%
3	Good	71-85	0	0%
4	Average	51-70	3	12%
5	Poor	25-50	20	40%
6	Very poor	00-25	4	48%
	Total		25	100%

Table 4.3 shows that classification of the students' speaking score in pretest. There were 3 students got average, 10 students got poor, and 12 students got very poor.

Table 4.4  
Classification of Students' Speaking Score (post-test)

No	Classification	Score	Frequency	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	3	12%

3	Average	51-70	11	44%
4	Poor	25-50	15	60%
5	Very poor	00-25	0	%
Total			25	100%

According to Table 4.4, there was a significant difference in students' speaking ability following the treatment. Three students received a fair-to-good score on the posttest, eleven received an average score, and fifteen a poor score.

## 2. Students' Mean Score in Pre-test and post-test

Before beginning treatment, the results of the pre-test indicated that the students' speaking abilities were lower. They struggle to develop their ideas and organize and use speaking evaluations. The posttest revealed that the students' speaking ability had improved following treatment. The data listed below demonstrate this.

Table 4.5

### Students' Pretest and Posttest

Students' score		Improvement
Pre-test	Post-test	%
6,72%	9,56%	2,84%

## 3. Calculating Standard Deviation and T-test of Pre-test and Post-test Score

Table 4.6 The standard deviation of the students' pre-test and post-test score

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	3	11	6.72	2.424
Posttest	25	5	14	9.56	2.755
Valid N (listwise)	25				

According to Table 4.6, the post-test mean score was higher than the pre-test mean score ( $9.56 > 6.72$ ). This indicates that treatment with image story media resulted in significant improvements. The post-test standard deviation was higher than the pre-test standard deviation ( $9.56 > 6.72$ ).

Table 4.7 the paired sample Test of pre-test and post-test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest – posttest	-2.840	.554	.111	-3.069	-2.611	25.642	24	.000

In table 4.7, the researcher found that  $t_o(t_{count}) = 25.645$  and df (degree of freedom) = 24 While the  $t_t = 2,064$  the degree of freedom (df) = 24, with the standard of significant = 5%

$$25.642 > 2,064$$

According to the analyzed data above, the indicates that ( $t_o > t_t$ ) the  $t_{count}$  is greater than the  $t_{table}$ . It was concluded that there was significant and improvement different in teaching speaking before and after using Image Story Media. Because

of that, the researcher concluded that using Image Story Media was effective in teaching students' speaking skill at SMPN 3 Belopa.

## **B. Discussion**

The researcher decided to use image story media because it was expected to help students generate and develop their ideas in a good format, beginning with the beginning, progressing through the stages, and coming to a conclusion. Image stories in media have the power to inspire more powerful; association, rather than words alone, improve critical thinking and creative thinking. Students may be able to make connections between the material's content, their imagination, and the real world through the use of image story. As a result, when they spoke, they had more ideas.<sup>23</sup>

This research on the use of image story media to improve students' speaking skill is supported by the results of research conducted by Sinta Novianti 2015 "The Effectiveness of Using Picture to Improve Students' Speaking Skill" support this experimental research, which uses image story media to improve students' speaking skills. The study's findings demonstrated that image story media helped students improve their speaking abilities.

To show the similarities and distinctions of this result with the previous research, the researcher took some previous research related to this study. In the previous study, Yolanda Stefi, Zakiyah Farhanah, Puguh Karsono, and Sinta Vovianti stated that using image story media speaking achievement. The difference between this research with the previous research is that the first

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<sup>23</sup> Reza Novianda 2019, "Teaching Speaking By Using Pictiure Story" (n.d.): 386–403.

researcher used RnD, the second used qualitative, the third researchers used CAR with two cycle and the fourth researcher used Pre-Experimental. In contrast, the researcher would use the pre-experimental method.

During the teaching process the researcher prepare media to be used in teaching then the researcher apply the media to the students to determine whether the media has an effect on students' speaking skills. Although there are many advantages of image story media, it cannot be separated from the weaknesses. The difficulty was time consuming and space limitation. Some students are not fluent in speaking or conveying ideas and also some students are not ready to receive material. However, we get the hang of things image story in less time. The reason why students still in poor because the lack of vocabulary and not enough in confidence to confey their ideas so they are afraid to speak. In previous studies, researchers used monotonous images, whereas in this research they used diverse images so that was more interesting for students to be active in class during the teaching and learner process.

Based on the previous explanation, the primary objective of this study was to determine how image story media can increase students' interest in learning speaking skills, increase their level of activity, and improve their speaking skills. Because the teacher shows images of the material being studied, image story media made it easy for the students to understand. Because teachers ask students to analyze existing images, it can increase students' reasoning or thinking power, increase students' responsibility, and allow students to directly observe the images in the teacher-prepared story media.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The implementation of image story media effective to improve students' speaking skills at SMPN 3 BELOPA. It is shown that the  $t_o(t_{count})$  was higher than  $(t_{table})$  as follow  $25.642 > 2.064$ . It means that  $H_1$  was accepted and  $H_0$  rejected. The analysis shows a significance difference between before and after giving a treatment by using image story media. Image story media is one of media to teaching speaking skill because this media meaningfully gave a positive outcome in improving the students' speaking skill. Also image story media can make teaching speaking easier for the teacher and felt enjoyment, relax, happiness, comfortable and fun for the students.

#### B. Suggestion

Based on the conclusion of the study, the researcher presents some suggestions.

##### 1. For Teacher

It is suggested that researcher use image story media as an alternative media in teaching speaking. The method can improve the students' speaking skill and when the students are well attracted by interesting method, they will motivated and brave to speak.

##### 2. For Students

Using image story media the students could be freely express and more active in exploring their idea and opinion about the problems that has been

faced, beside that they are can work together with their friends to answer the question.

### 3. For Other Researcher

The researcher's experience studies image story media on improving students' speaking skill. It is hoped that the result of the study can be used as additional reference for the further research in different context that will give contribution in teaching English.



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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 BELOPA

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Image

Alokasi Waktu : 60 Menit

### A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dan menguasai kosa kata yang digunakan dalam cerita.

### B. Model Pembelajaran

Teacher - Students.

### C. Media/Sumber Belajar

1. Laptop, Picture, Worksheet

### D. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *Describing Image*.
3. Guru menjelaskan bagian yang lebih rinci dari materi *Describing Image* yaitu tentang

*Kolor Ijo*

4. Guru menginstruksikan kepada siswa untuk belajar menggunakan *image stories*.
5. Guru membagi siswa menjadi empat kelompok dan memberikan image story setiap kelompok.

**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam menggunakan image stories.
2. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 BELOPA

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Image

Alokasi Waktu : 60 Menit

### E. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dan menguasai kosa kata yang digunakan dalam cerita.

### F. Model Pembelajaran

Teacher - Students.

### G. Media/Sumber Belajar

2. Laptop, Picture, Worksheet

### H. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *Describing Image*
3. Guru menjelaskan bagian yang lebih rinci dari materi *Describing Image* yaitu *Kancil dan Buaya*

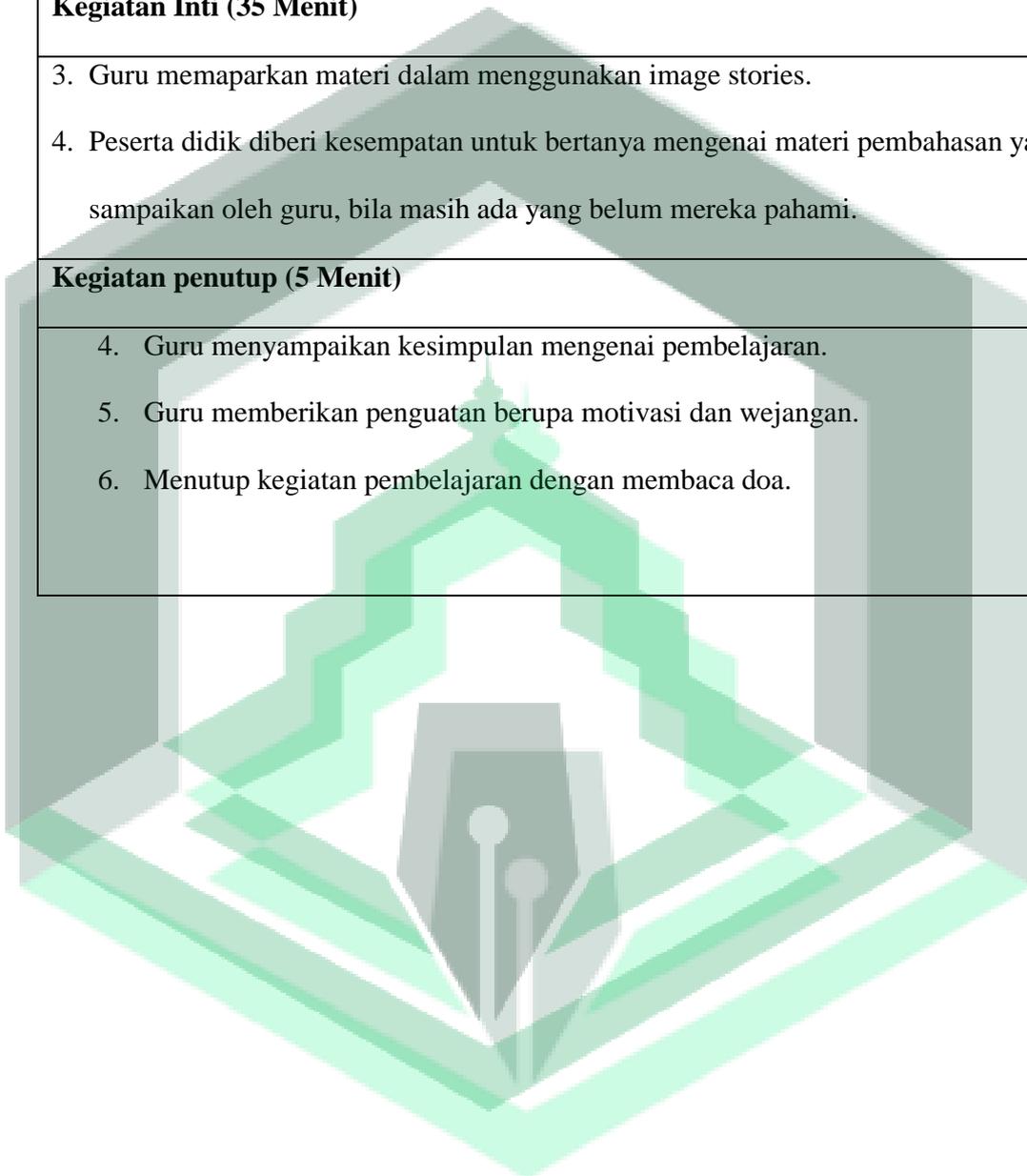
4. Guru menginstruksikan kepada siswa untuk belajar menggunakan *image stories*.
5. Guru membagi siswa menjadi empat kelompok dan memberikan image story setiap kelompok.

**Kegiatan Inti (35 Menit)**

3. Guru memaparkan materi dalam menggunakan image stories.
4. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang disampaikan oleh guru, bila masih ada yang belum mereka pahami.

**Kegiatan penutup (5 Menit)**

4. Guru menyampaikan kesimpulan mengenai pembelajaran.
5. Guru memberikan penguatan berupa motivasi dan wejangan.
6. Menutup kegiatan pembelajaran dengan membaca doa.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 BELOPA

Mata Pelajaran : Describing Image

Materi Pokok : Narrative Text

Alokasi Waktu : 60 Menit

### A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dan menguasai kosa kata yang digunakan dalam cerita.

### B. Model Pembelajaran

Teacher - Students.

### C. Media/Sumber Belajar

1. Laptop, Picture, Worksheet

### D. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukaan dengan salam pembukaan, dan berdoa untuk memulai pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *Describing Image*
3. Guru menjelaskan bagian yang lebih rinci dari materi *Describing Image* yaitu Cinderella
4. Guru menginstruksikan kepada siswa untuk belajar menggunakan *image stories*.

**Kegiatan Inti (35 Menit)**

1. Guru memaparkan materi dalam menggunakan image stories.
2. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang disampaikan oleh guru, bila masih ada yang belum mereka pahami.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 BELOPA

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Image

Alokasi Waktu : 60 Menit

### E. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dan menguasai kosa kata yang digunakan dalam cerita.

### F. Model Pembelajaran

Teacher - Students.

### G. Media/Sumber Belajar

2. Buku.
3. Laptop, Picture, Worksheet

### H. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk memulai pembelajaran.
2. Guru menjelaskan gambaran terkait materi *Describing Image*.
3. Guru menjelaskan bagian yang lebih rinci dari materi *Describing Image* yaitu tentang *maling kundang*.

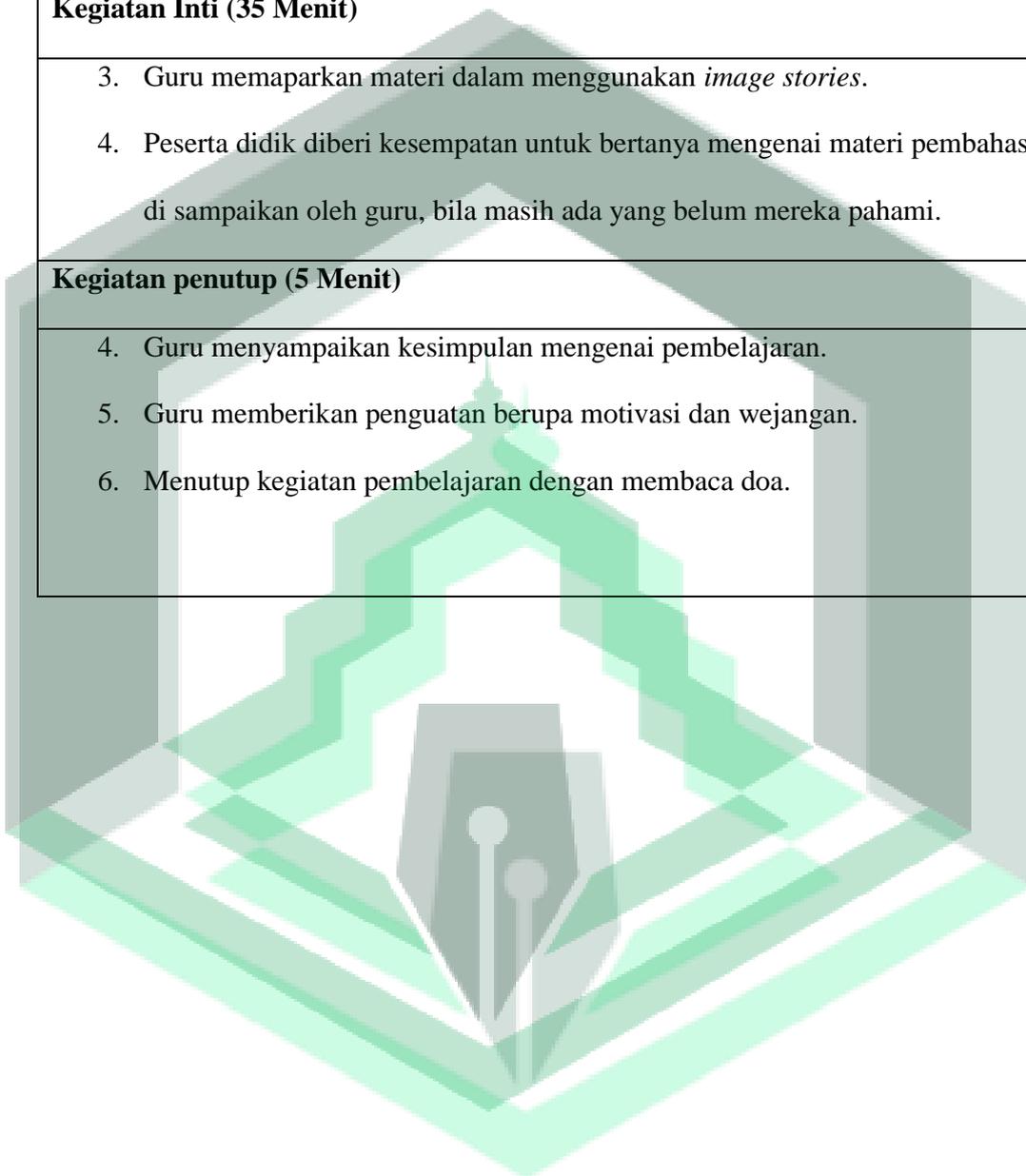
4. Guru menginstruksikan kepada siswa untuk belajar menggunakan *image stories*.
5. guru membagi siswa menjadi 4 kelompok dan memberikan cerita gambar setiap kelompok.

**Kegiatan Inti (35 Menit)**

3. Guru memaparkan materi dalam menggunakan *image stories*.
4. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.

**Kegiatan penutup (5 Menit)**

4. Guru menyampaikan kesimpulan mengenai pembelajaran.
5. Guru memberikan penguatan berupa motivasi dan wejangan.
6. Menutup kegiatan pembelajaran dengan membaca doa.



## QUESTION OF PRE-TEST

In this pre-test, The researcher will divide some pictures to students, and then ask students to describe the pictures. The time to describe the pictures is 2 minutes.

Picture 1



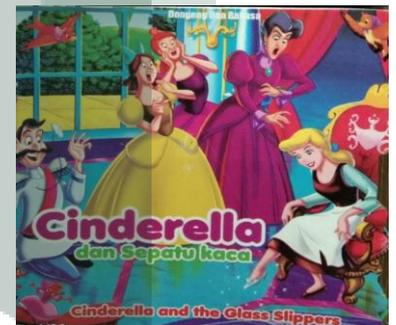
Picture 2



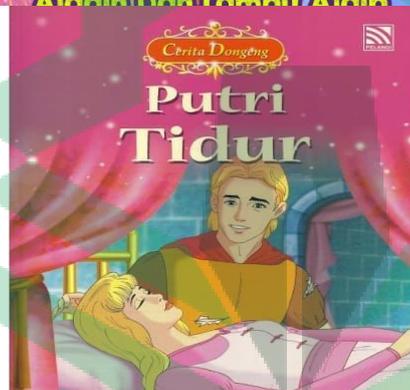
Picture 3



picture 4

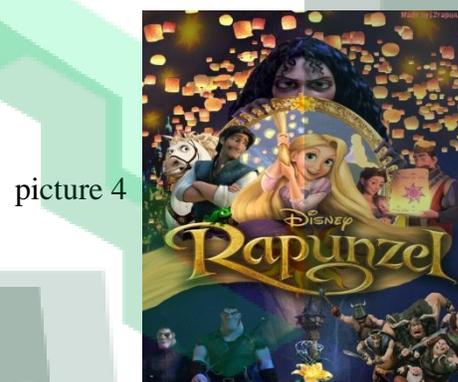
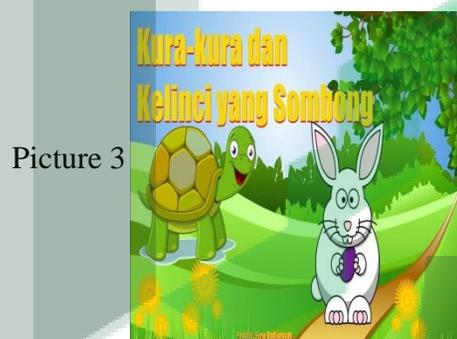
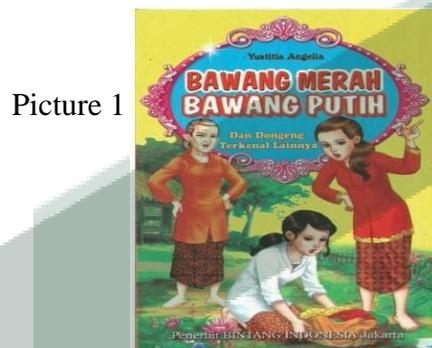


Picture 5



## QUESTION OF POST-TEST

To measure students' speaking skill, the researcher will divide some pictures to students, and then ask students to describe the pictures. The post-test same as a pre-test.



## SCRIPT PRE-TEST AND POS-TETS

### PRE-TEST

R1

Researcher: please describe what you see on the picture 1

Responden: seorang putri dan manusia hewan

R2

Researcher: please describe what you see on the picture 2

Responden: mermaid dan lelaki

R3

Researcher: please describe what you see on the picture 3

Responden: aladin dan lampu ajaib

R4

Researcher: please describe what you see on the picture 4

Responden: Anuu kak, para wanita berbicara

R5

Researcher: What you think about this picture 5

Responden: anu kak pangeran melihat princess tidur

R6

Researcher: please describe what you see on the picture 1

Responden: mereka bertatapan

R7

Researcher: please describe what you see on the picture 2

Responden: Hmmm apa? Ee nda tau kak, anu takut ki bicara bahasa inggris

R8

Researcher: please describe what you see on the picture 3

Responden: hmm anu itu... aladin, jasmine dan jin

R9

Researcher: please describe what you see on the picture 4

Responden: kayaknya toh kak na para putri saling mengobrol

R10

Researcher: please describe what you see on the picture 5

Responden: putri sedang sleep.

R11

Researcher: please describe what you see on the picture 1

Responden: princess dan siburuk rupa

R12

Researcher: please describe what you see on the picture 2

Responden: Ummmm anuu... mermaid and pangeran.

R13

Researcher: please describe what you see on the picture 3

Responden: anu kak, sedikit susah karena takut ki biasa angkat tangan kak, tidak pede ki bicara juga.

R14

Researcher: please describe what you see on the picture 4

Responden: mereka sedang berbincang-bincang

R15

Researcher: please describe what you see on the picture 5

Responden: Di sini gambar kak, princess sleep dan seorang pangeran sedang melihat princess tertidur.

R16

Researcher: please describe what you see on the picture 1

Responden: perempuan cantik dan siburuk rupa saling memandang.

R17

Researcher: what you think about this picture 2

Responden: I think mermaid dan seorang lelaki duduk diatas batu

R18

Researcher: please describe what you see on the picture 3

Responden: anu kak, mereka terbang bersama jin

R19

Researcher: please describe what you see on the picture 4

Responden: tidak ku tau kak, sulit dan malu ka mengangkat tangan kalau tidak di tunjuk kak, bisa ji ka menjawab kak asal di tunjuk ki hehe

R20

Researcher: please describe what you see on the picture 5

Responden: Ummm itu toh kak putri sedang tertidur dan pangeran sedang melihatnya tertidur.

R21

Researcher: please describe what you see on the picture 1

Responden: kayaknya sedang berdansa kak hehe.

R22

Researcher: please describe what you see on the picture 2

Responden: Eeeee, putri duyung sedang berdua bersama seorang lelaki

R23

Researcher: please describe what you see on the picture 3

Responden: aladin dan jasmine sedang menaiki karpet dan juga kak terbang bersama jinnya

R24

Researcher: please describe what you see on the picture 4

Responden: hmm terlihat bahagia

R25

Researcher: please describe what you see on the picture 5

Responden: umm princess sedang tertidur



**POST-TEST**

R1

Researcher: please describe what you see on the picture 1

Responden: I see three women and duduk diatas tanah and two lainnya amgry

R2

Researcher: please describe what you see on the picture 2

Responden: Pinocchio with the other humans and animals

R3

Researcher: please describe what you see on the picture 3

Responden: hmmm I think turtle and rabbit saling berbicara

R4

Researcher: please describe what you see on the picture 4

Responden: Anuu kak, I see Rapunzel and other peoples

R5

Researcher: please describe what you see on the picture 5

Responden: I see tarzan memanjat tree and animals dibawah tree

R6

Researcher: please describe what you see on the picture 1

Responden: umm kayaknya bawang merah and mothernya angry with bawang putih

R7

Researcher: please describe what you see on the picture 2

Responden: the Pinocchio smile

R8

Researcher: please describe what you see on the picture 3

Responden: the turtle and rabbit kak.

R9

Researcher: please describe what you see on the picture 4

Responden: Hmmm I think Rapunzel smile and I see lampion.

R10

Researcher: please describe what you see on the picture 5

Responden: I see tarzan on the tree and animals.

R11

Researcher: please describe what you see on the picture 1

Responden: hmm anu kak... I see three woman in this picture

R12

Researcher: please describe what you see on the picture 2

Responden: I see Pinocchio with other human and the animals.

R13

Researcher: please describe what you see on the picture 3

Responden: the turtle smile and rabbit eat wortel

R14

Researcher: please describe what you see on the picture 4

Responden: I see Rapunzel and her lover with other humans and light

R15

Researcher: please describe what you see on the picture 5

Responden: kayaknya tarzan on the tree smile and animals

R16

Researcher: please describe what you see on the picture 1

Responden: umm... I see three women on this picture

R17

Researcher: what you think about this picture 2

Responden: I see Pinocchio smile and other humans with animals

R18

Researcher: please describe what you see on the picture 3

Responden: I think the turtle see rabbit eat wortel

R19

Researcher: please describe what you see on the picture 4

Responden: I see Rapunzel and other people smile and I see the light

R20

Researcher: please describe what you see on the picture 5

Responden: tarzan smile on the tree and animals

R21

Researcher: please describe what you see on the picture 1

Responden: I see this picture three women and yang satunya itu seat di atas tanah

R22

Researcher: please describe what you see on the picture 2

Responden: I see Pinocchio smile and happy

Researcher: please describe what you see on the picture 3

Responden: rabbit and turtle kak

R24

Researcher: please describe what you see on the picture 4

Responden: hmm rapunzel smile with her lover

R25

Researcher: please describe what you see on the picture 5

Responden: I see tarzan climbing on the tree and animals

## DOCUMENTATION







## BIOGRAPHY



Siti Asmidar was born in Ujung Bassiang on June 26<sup>th</sup> 1999.

The author is the first of four children of a father named Aswadi Sulo, and mother named Asmanti. Currently, the author lived in Bassiang, Luwu, South Sulawesi. The author's elementary school was completed in 2010 at SDN 309 Ujung

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