THE EFFECTIVENESS OF USING SCRAMBLED PICTURES TO TEACH SPEAKING OF NARRATIVE TEXT

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Abstract

The objective of this study was to investigate the effectiveness of using scrambled pictures to teach speaking of narrative text. The subjects of this study were the freshmen students of English Department of Education and Teacher Training faculty of Walisongo State Islamic University in the academic year of 2015/2016. This research is a quantitative approach and research design used Experimental Study. The number of the subjects was 70 students. In taking the sample, the writer used purposive random sampling technique. Class X A is chosen as Experimental group who were taught speaking of narrative text by using scrambled pictures. And class X B is chosen as control group who taught speaking narrative text without scrambled pictures. Based on the results of the research, the result shows the average score for the experimental class is 62.56 for the pre test and 75.84 for the post test. While the average for control class is 60.96 for the pre test and 69.76 for the post test. In the post test of experimental 75.16 which higher than the Control class 70.2. From the calculation using the t-test showed that t value is higher than t table that = 2.153 and t table for alpha= 5% was 1.68. It means that t value is higher than t table (2.153 > 1.68). It can be concluded that t is a significant difference in students' ability score between students who were taught speaking narrative text using scrambled pictures than students who were taught without it. So, we can conclude that teaching speaking narrative text using scrambled pictures is effective, and so the hypothesis is accepted.

Keywords: effectiveness, speaking, scrambled pictures, teaching, learning media narrative text.

A. INTRODUCTION

The reason of learning is to change students intellectual, morality and social. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as learning method and learning media as tools to help students in learning process, while judgment is tools to measure or determine standard of ability on the reason of learning. The advantages of learning media in learning process are the learning more attractive, material of learning more clearly, learning methods more have variation Learning speaking in higher education can be done with many media to help students in speaking skill such as: pictures, movie, card, etc. The researcher chooses scrambled pictures media to teach speaking in narrative text, because scrambled pictures can make the students easier in expressing their ideas. Based on the background of the study, the researcher wants to investigate " How effective is scrambled pictures to teach the students' ability in speaking narrative text at freshmen students of English Department of Education and Teacher Training Faculty of Walisongo State Islamic University ?

B. LITERATURE REVIEW
Scrambled pictures

Scrambled is climb or crawl, especially by using the hands to aid movement. Pictures means painting, drawing or photograph (Harmer, 2001: 134). Scrambled pictures are the medium to teach by explaining based on the scramble pictures. In teaching narrative here, student arranges the scramble pictures into good or correct chronological story. Teaching with scramble picture is the innovation of teaching with just use pictures. Here, the teaching learning

process more active and effective because between students and teachers can be able to create the emotional relationship more.

Basically, this media is means of communication to help transferring the message and give the power to the material presentation so it will be understood easier and staying longer in the memory retention.

1. Function of scrambled pictures in language learning

Scrambled pictures as teaching media, it has an important role to create student's creativity. Teaching media is part of integral in the educational system. There are many kinds of media that is used during the teaching learning process. The use of media must be based on most appropriate choice. Consequently, it can increase meaning and function to support the effectiveness and efficient in learning process.

2. The advantages of using scrambled pictures

There are many advantages of using scrambled pictures in English language teaching.
   a. Learning becomes more interactive.
   b. Learning becomes more interesting.
   c. It can accelerate the student's understanding.
   d. It can improve the quality of the teaching learning process.

3. The Disadvantages of Using scrambled pictures in the teaching speaking of narrative text.
   a. It was not easy enough to manage the class, because sometime the students will be very noisy when they are practicing in the class and so their voice can disturb another class.

1.   Scrambled pictures to teach speaking

a. The use of picture in teaching speaking

Teacher is the most important factor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson.

Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

2. General Concept of Narrative

Narrative text is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in difference in different ways: narrative deal with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. Narrative is a piece of text which tells a story and doing so, entertains or informs the reader or listener. And the other side, Ken Hyland said that narrative text is kind of genre which social purpose to entertain and instruct via reflection on experience, like novel, short stories, etc. (Ken Hyland, 2004 : 29).

3. The Social Function of Narrative

The social function of narrative is amuse entertain and to deal with actual or vicarious experiences in different ways; narrative deal with problematic events with lead to a crisis or turning point of some kinds, which in turn finds a resolution.

4. Types of Narrative, including:
   a. Humor, one of the aims to make the audience laugh as part of retelling story.
   b. Romance, typically tells of two lovers who overcome difficulties to end up together.
   c. Science function uses a setting involving science and technology.
   d. Diary – novels, the text presented like diary entries.
   e. Adventure, typically tells of exciting dangerous journey of experience

5. The Characteristics of Narrative
   a. A narrative has a structure, a shape or a pattern.
   b. The Freightage triangle consists of:
      1) The exposition
      2) Rising action
      3) The climax
      4) Falling action
      5) The resolution or the movement, or conclusion.
   c. The exposition establishers the character and situation.
   d. Rising action refers to a series of complication which leads to the climax.

e. The climax is the critical movement when problems / conflicts demand something to be done about them.

f. Falling action is the movement away from the highest peak of excitement.

g. The resolution consists of the result or outcome.

6. The Significant Lexico-grammatical Features of Narrative are:

a. Using nouns and pronouns to identify people, animal or things involved. For example: king, *princes, he, she, it,* etc.

b. Specific participant is special characteristics object. For example: *Cinderella, Aladdin,* etc.

c. Using adjectives are useful to shape noun phrase. For example; *beautiful white skinned lady*, etc.

d. Using time connective and conjunctions to sequence the events. For example: *then, when, suddenly,* etc.

e. Using adverbs and adverbial phrases to indicate place and time. For example; *here, there, at home*, etc.

f. Using action verb in past form. For example: *lived, drank*, etc.

g. Using saying verbs which sign to pronounce something. For example: *said, told, promised,* etc.

Basically, the basic purpose of narrative is to entertain, to gain, and hold readers' interest. But narrative also can be made reflection on experience, and remind the speaker imagination.

C. RESEARCH METHOD

In this research, the writer used the quantitative form approach to analyze the data.

The research design was Experimental study. Experimental research involved into two groups: experimental group and control group. The experimental and control group were freshmen students of Education and Teacher Training Faculty of Walisongo State Islamic University. An experimental group received a new treatment while control group received a usual treatment. According to David Nunan, experimental study is designed to collect data in such a way that threats to the reliability and validity of the research are ministered. This study used in pre-test and post-test for both experimental group and control group (David Nunan, 1992).

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (taught by using scrambled pictures) was applied to the experimental group, while the control group was taught without scrambled pictures. The test was held in the form of speaking by telling the story. The results of post-test (02 and 04) were then computed statistical analysis.

1. The Subject Of The Research

This study was conducted in Education and Teacher Training Faculty of Walisongo State Islamic University. The subjects of this study were the freshmen students in the academic year of 2015 / 2016. The study was conducted in the first semester. The researcher did not take all students as the subjects of the study, but drew a sample.

2. Research Variables

This research, that used role as method in teaching speaking narrative text, had two variables. Those variables were:

a. The independent variable

Independent variable is the variable that the experimenter changes within a defined range; it is the variable in whose effect the experimental is interested. The independent variable of this research was the use of scrambled pictures in teaching speaking of narrative text (Christensen, 2001: 145).

b. The dependent variable

Dependent variable is variable that measures the influence of the independent variable.[1] The dependent variable of this study was the students' ability in the speaking test score in narrative text.

3. Methods Of Data Collection And Analysis
a. Source of Data
The data of this research were gathered from the oral test of students' in pre-test and post-test through scrambled pictures in speaking narrative text and the documentation of students' previous summative test score.
b. Methods of collecting data
1) Test

The researcher conducted oral test in scrambled pictures technique. The form of the test was direct test item of speaking because the writer put the students in group and asked them to practice in speaking of narrative text based on the scrambled picture given. The picture is about the story that is given by scramble not based on chronological story". The writer analyzed the result of the test and gave score. The test was conducted to both control class and experimental class which consisted of 25 students of control class and 25 students of experimental class in form of speaking of narrative text to evaluate students' speaking before and after the treatment. The scoring system paid attention to the three aspects of speaking scoring; vocabulary and grammar, discourse management and pronunciation.
2) Methods of Data Analysis
There are three kinds of test that were held in experimental research, they are pre-requisite test, try-out test, and hypothesis test. So there must be three processes of analyzing the data collected from test.

D. FINDING AND DISCUSSION
1. First Analysis
This study was divided in two classes, class X A as the experimental class and class X B as control class. Learning speaking of narrative text in the experimental class by using scrambled pictures as media. While the control class by conventional learning.

Before analysis was done, the first test given before and after the students follows learning process that was provided by the writer (pre-test and post-test). After the data are collected, the writer scored the result of data from the test that had been given to the students. To analysis the data of test result, the first known the beginning of data from experimental class and control class that is taken from the pre-test value. And after the control and experimental group conducted the learning process, then both of the class is given a test to obtain the data that was analyzed.

Table. I. Test of Homogeneity

Variant Sources	Experimental G	Control G
Sum	1564.00	1524.00
N	25	25
$\overline{X}$	62.56	60.95
Variants (s2)	69.1733	73.7067
Standard deviation (s)	8.32	8.59

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants with the homogeneity test from students' pre test score between X A and X B. The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variant}}{\text{Smallest Variant}}$$

$$F = \frac{73.7067}{69.1733} = 1.066$$

On a 5% with df numerator (nb - 1) = 25 – 1 = 24 and df denominator (nk – 1) = 25 – 1 = 24, it was found F_{table} = 1.98. Because of F_{score} ≤ F_{table}/1.0655 ≤ 1.98, so it could be

concluded that both X A and X B had no differences. The result showed both groups had similar variants (homogenous).

2. Second Analysis

a. Validity of Try Out Test

The speaking items consist of five items. They are pronunciation, vocabulary, grammar, fluency, and comprehension. From the try out test that was conducted, it was obtained that all speaking items were valid. For example, the item analysis of relevance was obtained (r_{xy}) 0,564 for α = 5 % with N = 20. It would be obtained 0,444. Since the result of the instruments validity was higher than the critical score, it was considered that the instruments were valid. The complete computation and the sample of computation are as below.

The Computation of Item Validity Using Scrambled Pictures

Formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

Criteria:

The item is valid if $r_{xy} > r_{table}$

Calculation:

b. Reliability of Try Out Test

After validity items had done, the next analysis was to test the reliability of instrument. It was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. From the computation of reliability of the try out instruments using scrambled pictures, it was obtained 0,531, for α 5 % with N = 20. It was obtained 0,444. It could be concluded that the instruments that were used in this research was reliable. The complete analysis and the computation as follow:

The Computation of Reliability Using Scrambled Pictures

Formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_{b^2}}{\sigma_{t^2}}\right)$$

Criteria:

The try out is reliable if $r_{11} > r_{table}$

Calculation:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{5601 - \frac{(331)^2}{20}}{20}$$

= 6.15

Variance

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

$$\sigma_{b1}^2 = \frac{237 - \frac{(67)^2}{20}}{20} = 0,63$$

$$\sigma_{b2}^2 = \frac{237 - \frac{(67)^2}{20}}{20} = 0,63$$

$$\sigma_{b3}^2 = \frac{278 - \frac{(72)^2}{20}}{20} = 0,94$$

$$\sigma_{b3}^2 = \frac{214 - \frac{(64)^2}{20}}{20} = 0,46$$

$$\sigma_{b3}^2 = \frac{197 - \frac{(61)^2}{20}}{20} = 0,53$$

$$\Sigma b_b^2 = 3,19$$

c. Test of difference two variants in pre-test between experimental and control group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students' results of speaking of narrative text in experimental and control group were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 3, first the writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(25-1)69,1733 + (25-1)73,7067}{25 + 25 - 2}}$$

$$= 8,45222$$

After S was found, the next step was to measure t-test:

$$t = \frac{62,56 - 60,96}{8,45222\sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= 0,669$$

After getting t-test result, then it would be consulted to the critical score of t_{table} to check whether the difference is significant or not. For a = 5% with df 24 + 24 − 2 = 46, it was found

$t_{table(0,975)(46)}$ = 2.01063472. Because of $t_{score} < t_{table}$, so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

3. Analysis of Post-test

The experimental group and control group was given post test on October 21, 2010. Post-test was conducted after that. Scrambled pictures were used as technique in the teaching speaking narrative text to students in experimental group. While for students in control group, they were given treatments without scrambled pictures. Post-test was aimed to measure students' ability after they got treatments.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, come from normal distribution normal or not. The formula, that was used, was Chi-quadrate. The result computation of Chi-quadrate (X^2_{score}) then was compared with table of Chi-quadrate (X^2_{table}) by using 5% alpha of significance. If $X^2_{score} < X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result in X B students of the control group after they got usual treatments in the teaching speaking narrative text, they reached the maximum score 84 and minimum score 56. The stretches of score were 28. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found ($\Sigma f_{i.} x_i$) =1755 and ($\Sigma f_{i.} x_i^2$) = 124605. So, the average score ($\overline{X}$) was 70,2 and the standard deviation (S) was 7,64853. It meant that there was an improvement of students' score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

b. Test of difference two variants in post-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students' results speaking narrative text in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. To see the difference between the experimental and control group, the writer used formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$$S = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 6, first the writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(25-1)147,3067 + (25-1)52.1067}{25+25-2}}$$

$$= 9,98532$$

After S was found, the next step was to measure t-test:

t $= \dfrac{75,84 - 69,76}{9,98532\sqrt{\dfrac{1}{25} + \dfrac{1}{25}}}$

$= 2,153$

After getting t-test result, then it would be consulted to the critical score of t_{table} to check whether the difference is significant or not. For a = 5% with df 25 + 25 − 2 = 48, it was found $t_{table\,(0,95)(48)}$ = 1,68. Because of $t_{score} > t_{table}$, so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better that control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching speaking narrative text using scrambled pictures and the teaching speaking narrative text without scrambled pictures for the eighth grade students of SMK Bhakti Kencana Subah Batang. Teaching speaking narrative text using scrambled pictures technique seemed to be more effective than teaching speaking narrative text without using scrambled pictures. It can be seen from the result of the test where the students taught speaking narrative text by using scrambled pictures got higher scores than the students taught speaking narrative text without scrambled picture.

E. DISCUSSIONS

The data were obtained from the students' ability scores of the test of speaking narrative text. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 60,208 (pre-test) and 75,84 (post-test). The average score for control group was 62.4 (pre-test) and 69,76 (post-test). The following was the simple tables of pre and post-test students' average score and students' average score of each speaking components.

1. Students' Condition in Control Group

In this study, source of data that become as control group was class X B. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught speaking narrative text using conventional method. Teacher had used a grammar translation method that could not increase students' speaking skill in narrative text. Students could not enjoy in practicing their skill in speaking because they only make and memorize their experience. It was proven with the control group's average in the post-test: 69,76 which was lower than the experimental group with average score:75,84.

2. Students' Condition in Experimental Group

a. Analysis Students' Speaking Before Treatment (Pre-test)

In the pre-test, students' ability in speaking narrative text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in speaking narrative text. Sentences, which were used by students to convey their ideas, were influenced by Indonesian language.

Moreover they don't know what should they say when they want to convey their meaning. Students' ability was in low level when they had to arrange words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well-organized to support the transformation of meaning. Students' word voice (pronunciation and fluency) was also far from being perfect.

There were many difficulties in grammar and vocabulary especially in speak their idea, therefore, students' ability of speaking narrative text was hard to be understood. So, the researcher collected students' speaking in writing form before they do their work.

b. Analysis Students' Speaking After Treatment (Post-test)

Based on the analysis of students' ability, it was found that students' ability after getting treatment was improved. In the treatment, students reach the vocabulary and speak easily. Their speaking was still comprehensible however; there were some mistakes in grammar and pronunciation.

The finding that shows students' ability is namely the increasing of students' average score. There were still some mistakes that students had made like grammar and pronunciation. But it was very command as students for tenth grade. So, it could be concluded that scrambled picturess as a media in the teaching of speaking narrative text was effective. It was proven with students' average score in experimental group was higher than control group. By considering the students' final score after getting treatment, the teaching of speaking narrative text using scrambled pictures as method was better than without scrambled pictures.

Based on t-test analysis that was done, it was found that the t-score (2,153) was higher than t-table by using 5% alpha of significance (1,68). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the improvement of students ability that was given a new treatment (scrambled pictures) and the improvement of students ability that was given a usual treatment.

F. CONCLUSION

Based on the finding and discussion above, it can be concluded that the use of scrambled pictures as method in teaching speaking narrative text was effective. It can be seen the average of the data. The t-test showed that t-score 2.153 was higher than t-table 1.68. It meant that Ha was accepted and ho was rejected. Since the t-score was higher than the t-table, there was difference in the ability between students in class X A, who were taught speaking narrative text using scrambled pictures as method and students in class X B who were taught speaking narrative text without using scrambled pictures. The average score of experimental group was 75.84 and the average score of control group was 69.76. It means that the experimental group (class X A) was better than the control group (class X B).

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