

## USING PICTURE TO IMPROVE STUDENT'S SPEAKING SKILL

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### ABSTRACT

The aim of this research to know whether using pictures able to improve the speaking of the second-grade students of Escola secundario geral malibaca yamato maliana and to know the differences of the mean score between before and after the teaching using the picture. The study was action research. In conducting the study, the writer involved the English teacher and the second-grade students of class Ciencias Sociais e humanities. The total number of students in this class is 25 students. Which consists of 13 male students and 12 female students. The data for this study was qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions. While the quantitative data were obtained from the test before and after implementing the teaching strategy. The results of this study showed that the mean score of the pre-test was 5.6, then the mean score of the post-test was 7.5. Finally, the writer concludes that using a picture as a teaching material able to improve students speaking skills. Therefore, it was suggested to English teachers to implemented the picture as teaching material to overcome students' problems not only in the picture but in other English skills as well.

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## INTRODUCTION

As an international language, English is widely used among many aspects in the world such as politics, economics, sciences, religions, educations, etc. In terms of education, Indonesia has stated that English as the first foreign language either an informal institution or an informal institution. In formal educational institutions, English is taught by students from elementary up to university; in Elementary level, English is taught as a local-content subject. In Junior and Senior high school, English is taught as a compulsory subject, and at the university level, English is taught as a complementary subject.

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English was transmitted to several countries and become the national language of many countries like the USA, Canada, Australia, New Zealand, etc. In other countries, English established as a second language. Recently English is the most widely spoken language in the world. It has become an international language that is spoken all over the world as a tool of communication. Moreover, English is a language that is used in commerce, science, politics, administration and many universities around the world use English in the teaching and learning process.

There are four major skills in English, namely, listening, speaking, reading, and writing. Listening and reading skills are classified into receptive skills; meanwhile speaking and writing skills are productive skills. Furthermore, the language components (sub-skills) are vocabulary, grammar, pronunciation, and spelling; which are taught in an integrated way with the four basic language skills. English speaking is a very important skill that has to be possessed by students in studying English to be able to communicate with other people from different countries.

Rahman (2007) argues that speaking is a tool of communication in conveying ideas, information, and feeling to others. It is the most important way for a speaker to express himself through a language. Moreover, Bashrin (2013) quoted from Ur said that "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Furthermore, Bashrin (2013) also stated that speaking is essential as a productive skill. Formerly, teachers rarely teach speaking in any classroom. However, nowadays the process of speaking activities has a lot of progress since the teachers try to encourage the students to improve their speaking ability.

In addition to speaking, Revell (1979) stated that speaking is a discussion between two or more people regarding information, ideas, options, or feeling. Thus, there has to be a concept of what they are going to say. English as Foreign Language (EFL) students will need to rehearse to be able to express their ideas in English.

In Timor - Leste, English is considered to be a foreign language. Most of the time, students develop their speaking ability in an EFL classroom even though they usually do not speak English in daily activities. It happens because of many factors, one of the reason is that the students are not feeling the convenience to speak English in front of their peers or a public area. According to previous research, Sugiharti (2007) found that students are not comfortable to speak English in front of others.

Horwitz, et al. (1986) believe that EFL students are afraid to speak in English because they are afraid to make mistakes and thought they are less competent than others. This situation is common for English beginners, especially for the students of junior and senior high school. The earlier observation at MAS Darul Ihsan shown that students were, most of the time, anxious in speaking and some of them preferred to sit at the corner of the class or pretending to be sick to avoid a chance to speak in front of the class. Moreover, the problems that mostly occurred in students' speaking are that they have no ideas to speak in public or unable to convey the message to the listeners effectively.

Consequently, they tend to repeat some words that the listeners hardly get the point of the speaker. To solve this, the teacher should find a solution regarding the problems discussed. Otherwise, they need to put their teaching style into variation

and find a way that at least the students know what they are going to speak and they will be easy to express their ideas fluently.

Based on what is discussed above, the writer has a great willingness to conduct research entitled: Using Picture to Improve Students Speaking Skill to The Second Grade Students of Escola Secundaria Geral Malibaca Yamato Maliana in The School Year 2018. Here, raised two questions such as: Does picture improve speaking skills? Are there any significant differences between before and after the implementation of teaching English Speaking skills by using a picture?

## **LITERATURE REVIEW**

### **The concept of speaking skills**

Speaking skill is of English language that people used to communicate in worldwide country orally. Harris (1974) states speaking is a complex skill requiring the simultaneous use of several different abilities. This study picture means “a description of something that enables to express and form the mental or in this context is the material used by the teachers to facilitate the students in teaching and learning process particularly in speaking subject (Turner,1989). Improve is the way how to increase the capacity of someone or something (Jordan, 2004). Skill means becoming a master of something or overcoming a problem and or know a specific area (Turner, 1989; Marone, Staples, & Greenberg, 2016).

McDonough and Shaw (2000) define that speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub-skills which added together, constitute an overall competency in spoken language. Also, speaking is not produced without some combination of language skills, but it included a skill. So, mastering speaking is gathering skill in thought because of including some input skills in it. As a result, the mouth is delivering those skills orally.

Besides, Oxford Advance Dictionary states that speaking is to make use of language in an ordinary, not singing, to state view, wishes, etc or an act of spokesman.” Another expert states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Spratt, Pulverness, and Wiliam (2011) stated that speaking is a productive skill, like writing, it involves using speech to express meanings to other people. When people speak, they use different aspects of speaking depending on the type of speaking, they are involved in that is why speaking is a complex activity. Brown (2004) defines speaking as a productive skill that can be directly and empirically observed. Speaking is the product of the creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.

Thornbury in Harmer (2007) suggests various dimensions of different speaking events is to describe different speaking genres. There is a distinction between transactional and Interpersonal functions. The transactional function has its main purpose conveying information and facilitating the exchange of goods and services. Whereas the Interpersonal function is all about maintaining and sustaining good relations between people.

While Ridell (2003) demonstrates that speaking is one of two things in a lesson. Speaking is not aloud (pronunciation), either reading the answer to a

grammar question (accuracy). Speaking is neither reading the answer to a reading/listening question (comprehension). In each of these, the aims are not speaking-related. It could be a speaking activity designed to give the practice of language just learned or reviewed. From many definitions and explanations about speaking above, it can be concluded that speaking is a way of how people communicate and interact with each other and convey the meaning they want the hearer to get.

Furthermore, Morris (1980) reinforces that speaking is language interaction among people to build understanding with each other. Additionally, he states that learning speaking skills is a closed relationship to the other elements of the language such as pronunciation, Grammar, Vocabulary, Comprehension, and fluency. According to Clark (1997) says that speaking is fundamentally an instrumental act for communication. Speaking skills in the English Language that people used to communicate in a worldwide country orally. Harris (1974) states "speaking is a complex skill requiring the simultaneous use of several different abilities.

### **The Concept of Picture**

Harmer (2001) declares that "teaching speaking using picture is one of the popular ways teaching language in improving words and make students' easy to understand,". Also, the picture is the real words that facilitate students easily to know or recognize. A picture is an image, or likeness of an object, person, or scene produced on a flat surface, especially painting, drawing or photography (Ledford, 2016). Pictures are two dimensions that are a presentation of person, place or things. Photograph prints are most common, but sketches, cartoons, cut-outs, charts, graphs, and maps are widely used. A picture may not only be worth a thousand words or a thousand miles (Rodriguez-gomez, 2015; Ledford, 2016).

Through the picture, the learner can see people, place, and things from areas outside their picture can also represent an image from early times or show the future. The kinds and number of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the student. Attention the purpose of using pictures for the students is to allow them to practice the language in real context or in situations in which they can make it communicate their ideas (Rodriguez-gomez, 2015).

The use of picture is more efficient and practice than words, they are easier to recall and to remember than words, furthermore, they expose real-life situation although happened a long time ago. Ggrains and Redman (1986), a picture can be performed such: wall chart, commercially produced flashcards, hand-drawn pictures, and of course illustration from course books and a supplementary book. From the meaning of the picture above, it indicates that the pictures have exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experience.

Therefore, in this researcher chooses the picture as the teaching model. The researcher thinks that describing the picture is suitable to improve students speaking skills because the purpose of these activities is to train a student's imagination and describe something in speaking skills. Usually, students can't speak anything

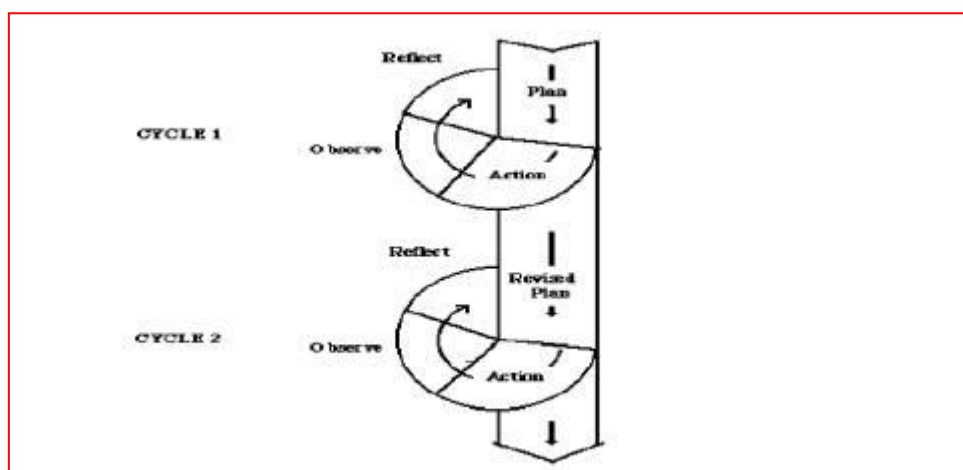
because they have no idea. The researcher hopes that the picture can help students to speak English because students will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

## METHOD

In this section, the writer describes the perspective adopted, the procedure of the research, and the universe of research, the method of data collection and techniques of data analysis (Shiihara et al., 2017).

### Research Design

The study was using Classroom Action Research. This study is chosen to implement the teaching technique in the specific class to find out solutions to the classroom problems in the teaching of speaking skills. In conducting this research, the researcher will work collaboratively (Solevik, 2013). It is in line with the characteristics of **Classroom Action Research** proposed by **Kemmis** and **Mc Taggart** (1988), the action research is conducted through the process on the figure below:



Based on the figure above, the detail procedures that will be done by the researcher consist of four steps, as follows:

#### Planning:

1. Preparing English lesson material, lesson plan and designed the step in doing the action.
2. Preparing the list of students
3. Preparing to teach English Lessons by using a preposition to integrated writing skills.
4. Preparing sheets for classroom research and process observation
5. Preparing a test (to know how far students English Lesson)

#### Action:

1. The teacher administers the pre-test
2. The researcher will teach English Lessons by using the picture to integrated speaking skills.
3. Every student will be asked to see the speaking and writing that is now being taught.
4. Every student will be asked to speaking skill

5. Every student will be writing down the words while he/she, not understanding.
6. Every student will be asked to answer orally
7. The researcher will give a quiz to check the students' understanding.
8. The researchers evaluate the students including teaching English lessons based on the lesson plan.
9. The teacher administers the post-test in the class.

### **Observing**

Observing is the activity of collecting data to supervise to what extent the result of "acting" reaches the objective. The data will take by using quantitative and qualitative data. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised students' interest, class management. In this step, the researcher will collaborate with the English teacher of the respective school to observe the progress teaching by using the picture to teach preposition (Zohrabi, 2013).

### **Reflecting**

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator will observe whether the "acting" activity has resulted in any progress, what progress happened, and also about the positives and negatives, and so on. In planning, the writer wants to improve the students' speaking skills. The writer will use the picture method to develop students' achievement in speakings. There will be some steps like a pre-test, the teaching-learning activities, and a post-test.

### **Subjects of the Study/Sample**

This study applies to one group of students as the research subject is the second-grade students of **Escola Secundario Gral Malibaca Yamato Malianain** the school year 2018. The number of subjects is 30 students which compose of 12 females and 13s males.

### **Procedures of Research**

There are several steps that the writer will use for data gathering analyzing the data as follows:

1. The writer would get a permission letter from the Dean of the Faculty of Teacher Training and Education Science before going to conduct the field research.
2. The writer prepares the item tests
3. The writer will prepare the material teaching of English Writing with the lesson plan and go to conduct the field research
4. The writer will consult with the School Principal and English Teacher to decide the schedule for conducting research
5. The writer will administer the pre-test to the one group before the implementation of teaching English Writing skill by using Composition
6. The writer will teach the English speaking by using the picture to the Second Grade Students of **Escola Secundario Geral Malibaca Yamato Maliana** in School year 2018.

7. The teacher will administer the post-tests to the Second Grade Students of **Escola Secundario Geral Malibaca Yamato Maliana** in School year 2018
8. The result of the Pre-test and post-test will be compared and analyzed statistically.
9. The writer uses the Quantitative method of this study to describe the results of students and. Both methods are appropriate to be used following the title of this writing.

### Research Instrument

In this study, the researcher will use two kinds of research instrument as the following tests:

**The test** is used to measure students' ability of English lessons one to three especially in cognitive skill. The kinds of the test are *pre-test* and *post-testing*. In the pre-test 15s items and post-test 15 items, students will be administered the tests consists of teaching material 1 items using the picture to test students.

**Non-test** was using a classroom observation sheet to analyze the condition when the research held. It is observed by the researcher partner with the local English teacher.

### Method and Technique of Data Collection

There is some technique to get the data collections through the following observation in the table:

**Table 1 Classroom Observation sheet**

| Nu | Activity                                                             | Distribution |      |      |
|----|----------------------------------------------------------------------|--------------|------|------|
|    |                                                                      | Excellent    | Good | Fair |
| 1  | <b>Pre-test</b>                                                      |              |      |      |
|    | <b>a. Opening /greetings</b>                                         |              |      |      |
|    | Q : "Good morning"<br>A : "Morning sir"                              |              |      |      |
|    | <b>Asking Condition</b><br>Q: "How are you today?"<br>A : "I am ok"  |              |      |      |
|    | <b>Attendance</b><br>Q : "listen to your name"<br>A : "yeah teacher" |              |      |      |
| 2  | <b>Post-test</b>                                                     |              |      |      |
|    | <b>a. Motivation</b>                                                 |              |      |      |
|    | <b>b. Explanation</b>                                                |              |      |      |
|    | Introducing using the picture to teach speaking                      |              |      |      |
|    | Practice speaking                                                    |              |      |      |
|    |                                                                      |              |      |      |
| 3  | <b>Teaching Material</b>                                             |              |      |      |
|    | E                                                                    |              |      |      |
|    | a. Writing preposition completely                                    |              |      |      |
|    | b. Concluding                                                        |              |      |      |

**Table 3.5.2 Process Observation Sheet**

| No | Process                                        | Distribution |        |
|----|------------------------------------------------|--------------|--------|
|    |                                                | Excellent    | Enough |
|    | The teacher prepares the material with writing |              |        |
|    | Students writing text                          |              |        |

|  |                                                                      |  |  |
|--|----------------------------------------------------------------------|--|--|
|  | Teacher observes                                                     |  |  |
|  | Students pay attention to teacher's Explanation                      |  |  |
|  | The teacher explains about using the picture to teach speaking skill |  |  |
|  | The teacher introduces using the picture to teach speaking skill     |  |  |
|  | Teacher combines picture to integrated speaking skill                |  |  |
|  | The students are given a chance to the difficulties words            |  |  |
|  | Students understand the teacher's Explanation                        |  |  |
|  | Best Students are asked to writing preposition in the class          |  |  |
|  | The students become active in the class                              |  |  |
|  | Teacher corrects the students writing                                |  |  |
|  | Students are brave to imitate                                        |  |  |
|  | Students feel happy and enjoy the lesson                             |  |  |

### B. Test (Pre-test & Post-Test)

Test that uses by the researcher to examine students' English lesson by using the picture to integrated speaking skills which are to measure the students as following materials;

- **Pre-test:** Everyday Activity
- **Post-Test:** In The Classroom
- **Teaching materials:** Everyday Activity

The researcher will *use pre-test* and *post-test* to know how far the students understand the material. The pre-test will be administered to the students before the teacher uses her strategy to teach English lessons by using the picture to integrated writing skills. Then, a post-test will be given to students after the strategy of writing to integrated to teach English lessons will be implemented. Both are used to know the differences in student's skills before and after.

### Research Location

This research will be conducted in the of **Escola Secundario Geral Malibaca Yamato Malianain** the school year 2018

### Data Analysis

This research analyses the mean of pre-test and post-test score to be compared and calculated with the *t*-test analysis as the following steps:

Mean is average from the division between sums of students' scoring the total number of respondents. The research applied as the following formula

:

$$\bar{X} = \frac{\sum X}{N}; \bar{X} = \text{mean}; \quad X = \text{score}$$

$\sum$  = sum or add;  $N$  = Subject

$$\text{B. calculated with the } t\text{-test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Apply test dependent means to determine there is a significant difference between the before and after the implementation teaching English lesson by using pictures of the Second-grade students of Escola Secundaria Geral malibaca yamato maliana in the School year 2018. Level of significance is applied

### C. Interpretation

The result of numerical data between the *t-test* compares *t* tables is interpreted and described based at the level of significance that if there is a significant difference between *before* and *after* the implementation teaching English Lesson by using the picture to teach speaking to integrated writing skills.

### D. Descriptive

A descriptive technique is used to describe the student's behavior during the implementation of the teaching and learning process by using speaking to integrated writing skills as the strategy to English lesson learning to develop students' interesting learning English as a foreign language based on the classroom observation sheet that has been provided.

### Procedures of Research

There are several steps that the writer will use for data gathering analyzing the data as follows;

1. The researcher will have a seminar proposal
2. The researcher prepares the tests item of pre-test
3. The researcher will get a research letter from the Dean of Faculty Teachers Training Teacher and Education Science in Institute Superior Cristal.
4. Their researcher will go to school and submit the research letter to the school principal to be allowed for conducting research.
5. The researcher will administer the pre-test to the students.
6. The researcher will collect; correct the student's answer sheets and give the scores.
7. The researcher will do intervention by using a picture to speaking.
8. The researcher will administer the post-test
9. The researcher will finally get a declaration letter from the school principal to be attached to the report.
10. Collect the students' answer sheets and mark the score
11. The researcher will tabulate the scores
12. The researcher will analyze the result of students' pre-test and post-test then,
13. Compare the pre-test and post-test to be analyzed.

### Data Analysis

The main data needs for this study action, as mentioned previously, collected through the administration of initial reflection, and at the last reflection of the cycle I

to these grade students of escola tecnica vocational malibaca yamato maliana – Dili in the school year 2018. The following formula is carried out:

Notes:

X: The average score;  $\Sigma x$ : The total score; N: Number of students

Provide an explanation of how this formula will contribute to the qualitative matter.

## DATA ANALYSE AND DISCUSSION

In this chapter, the writer would like to present the result of researching enriching pictures through a preposition. The pre-test and post-test were administered to the first-grade students of the Hotel Department of Escola de Hospitalidade e Turismo Becora – Dili in the school year 2018.

Data Presentation

Table 2 presents the student's *Pre-Test* score (before the implementation using picture improve students' of speaking skills).

| No      | Name  | Score |
|---------|-------|-------|
| 1       | AAS   | 4     |
| 2       | ADJ   | 4     |
| 3       | AMF   | 5     |
| 4       | CMA   | 6     |
| 5       | CBDJT | 5     |
| 6       | DG    | 4     |
| 7       | EDS   | 5     |
| 8       | EMM   | 6     |
| 9       | FMMS  | 5     |
| 10      | FA    | 4     |
| 11      | FSVS  | 5     |
| 12      | GDS   | 6     |
| 13      | HM    | 5     |
| 14      | JDS   | 5     |
| 15      | JDS   | 6     |
| 16      | JM    | 5     |
| 17      | JDCDS | 5     |
| 18      | JJT   | 4     |
| 19      | JDS   | 6     |
| 20      | LLF   | 5     |
| 21      | LDJ   | 4     |
| 22      | MMM   | 6     |
| 23      | MPDSG | 5     |
| 24      | NG    | 6     |
| 25      | PADJT | 5     |
| Total   |       | 126   |
| Average |       | 5.4   |

1. Calculating the mean scores of the pre-test

$$\text{Mean : } \bar{X} = \frac{\Sigma x}{N} = \frac{126}{25} = 5.4$$

Table 3 presents the result of students' post-test scores (after the implementation teaching speaking through the picture) to the second-grade students of Escola Secundario Geral Malibaca Yamato Maliana in the school year 2018.

| No           | Name  | Score      |
|--------------|-------|------------|
| 1            | AAS   | 9          |
| 2            | ADJ   | 7          |
| 3            | AMF   | 8          |
| 4            | CMA   | 9          |
| 5            | CBDJT | 8          |
| 6            | DG    | 6          |
| 7            | DX    | 7          |
| 8            | EDS   | 9          |
| 9            | EMM   | 7          |
| 10           | FMMS  | 8          |
| 11           | FA    | 8          |
| 12           | FSVS  | 9          |
| 13           | GDS   | 8          |
| 14           | HG    | 7          |
| 15           | JDS   | 8          |
| 16           | JDS   | 7          |
| 17           | JM    | 8          |
| 18           | JDCDS | 7          |
| 19           | JJT   | 7          |
| 20           | JDS   | 7          |
| 21           | LLF   | 7          |
| 22           | LDJ   | 8          |
| 23           | MMM   | 7          |
| 24           | MPDSG | 6          |
| 25           | NG    | 8          |
| <b>Total</b> |       | <b>190</b> |
| Average      |       | 7.6        |

Calculating the mean score of *post-test*

$$\text{Mean : } \bar{X} = \frac{\sum x}{N} = \frac{190}{25} = 7.6$$

Table 4 presents describing the differences result between the pre-test and post-test scores by the second-grade students of Escola Secundario Geral Malibaca Yamato Maliana in the school year 2018.

| No | Name  | Pre-test score | Post-test score | D | D <sup>2</sup> |
|----|-------|----------------|-----------------|---|----------------|
| 1  | AAS   | 4              | 9               | 5 | 25             |
| 2  | ADJ   | 4              | 7               | 3 | 9              |
| 3  | AMF   | 5              | 8               | 3 | 9              |
| 4  | CMA   | 6              | 9               | 3 | 9              |
| 5  | CBDJT | 5              | 8               | 3 | 9              |
| 6  | DG    | 4              | 6               | 2 | 4              |
| 7  | DX    | 5              | 7               | 2 | 4              |
| 8  | EDS   | 6              | 9               | 3 | 9              |
| 9  | EMM   | 5              | 6               | 1 | 1              |
| 10 | FMMS  | 4              | 8               | 4 | 16             |

|    |         |                   |                   |    |     |
|----|---------|-------------------|-------------------|----|-----|
| 11 | FA      | 5                 | 8                 | 3  | 9   |
| 12 | FSVS    | 6                 | 9                 | 3  | 9   |
| 13 | GDS     | 5                 | 8                 | 3  | 9   |
| 14 | HG      | 5                 | 7                 | 2  | 4   |
| 15 | JDS     | 6                 | 8                 | 2  | 4   |
| 16 | JDS     | 5                 | 7                 | 2  | 4   |
| 17 | JM      | 5                 | 8                 | 3  | 9   |
| 18 | JDCDS   | 4                 | 7                 | 3  | 9   |
| 19 | JJT     | 6                 | 7                 | 1  | 1   |
| 20 | LLF     | 5                 | 7                 | 2  | 4   |
| 21 | LDJ     | 4                 | 7                 | 3  | 9   |
| 22 | MMM     | 6                 | 8                 | 2  | 4   |
| 23 | MPDSG   | 5                 | 7                 | 2  | 4   |
| 24 | NG      | 6                 | 6                 | 0  | 0   |
| 25 | PADJT   | 5                 | 8                 | 3  | 9   |
| S  | Total   | 126               | 189               | 63 | 183 |
|    | Average | $\bar{X}_1 = 5.4$ | $\bar{X}_2 = 7.6$ |    |     |

To measure the significant differences which are to indicate the preposition as the strategy to picture through preposition, the writer apply for the *t*-test as the following formula: Apply for *t*-test of dependent means:

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

$$t = \frac{63}{\sqrt{\frac{25(183) - (63)^2}{25-1}}}$$

$$t = \frac{63}{\sqrt{\frac{4.575 - 8.969}{24}}} = 12.5$$

Based on the level of significance is ( $\alpha=0.5$ )  
 $Df=N-1=30-1=29$ .

Based on the level of significance ( $\alpha=.05$ ) and the degree of freedom is 30-1=29 which is indicated that the *t* table is 12.5. It is decided the *t*-test = 12.5  $\geq$  *t* tables is 2.060.

Interpretation; based on the data above, the writer can conclude that *t* test=12.5  $\geq$  *t* table 2.060ss. This means that there were significant differences between before and after the implementation of using the picture as the strategy to teach English preposition to the first-grade students of HotelDepartment of Escola de Hospitalidade e TurismoBecora – Dili in the schoolyear 2018.

After comparing the result of pre-test and post-test could be seen that the score of students got an Increase in HotelDepartment of Escola de Hospitalidade e TurismoBecora – Dili as the method to the student's preposition.

## DISCUSSION

Based on the data presentation from the tables above, the writer would like to discuss each of the tables as follows;

Table 1 presents the result of the pre-test which was administered the test first to the first-grade students of Ciencias Sociais e humanidades of Escola secundaria

geral malibaca yamato maliana in the schoolyear 2018, before the implementation of teaching speaking through the picture as the strategy. The score of the result of that as the dependents means is 5.45 which is classified Average score.

Table 2 presents the result post-test was administered to the second-grade students of ciencia sociais e humanas of Escola secundaria geral malibaca yamato maliana in the schoolyear 2018, after teaching preposition through the picture as a strategy. The result of the post-test is to measure students speaking picture is 7.6 which was classified as a **Good score**. This is why speaking can be considered a useful way or one of an innovative method to be used in English language teaching in class in order to students' English speaking (Hismanoğlu, 2011)

Table 3 presents the result of the difference between pre-test and post-test Scores by the second-grade students of Ciencias Sociais e humanas of Escola secundaria geral malibaca yamato maliana in the schoolyear 2018. It is to measure the significant differences were indicated that the picture as the strategy to students speaking.

Based on the formula of the *t-test* is to measure the significant differences between before and after the implementation teaching picture to English speaking was  $12.04t=12.04 \geq t \text{ table} = 2.042$ . It is indicated that there are significant differences before and after the implementation teaching speaking was very significant because the result of *t test*= 12.04 was greater than *t table*=**2.042**. So, these significant differences may bring an innovative method to be adjective by the English Study Program and English teachers and also students are recommended to the speaking through a picture

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the data analysis in chapter IV, we can conclude that the use of song in the classroom motivates the students to attend lessons and pay attention in class. concept of the use authentic listening material such song embodied in the lyrics of popular songs sung by their favorite artist that they idolize are espousing the same values and the same principles that are taught in the authentic material, things like commitment, responsibility, love, and compassion. Getting the message through the lyrics of the songs is much more hip and cool. Songs are also easily available, songs present new vocabulary and expression in context, through songs students become familiar with the pronunciation of native speakers, songs provide topics for discussion, and finally, most students enjoy listening and analyzing the song. The effectiveness of using a song can also be seen from pre-test, two cycles, post-tests. In the pre-test, the students got a mean score of 5,6, in cycle 1 they got 6,5, in cycle 2 they got 7,43, and the last in post-test they got 8,75. It shows that the students' listening skill has improved in each test and cycle. On the other hand, the use of songs could improve students' listening skills.

### Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. Because of the limitation of the time, so it is better for the researchers to continue this research in order to get more accurate data, and can create a suitable activity in listening skills by using the song.

2. From the result of this research, it is better for the teacher to use songs in teaching listening skills because songs have much value of language and can create students' motivation.

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