THE EFFECT OF USING "FIND THE DIFFERENCES" PICTURE ON STUDENTS' SPEAKING ACHIEVEMENT TO THE SEVENTH GRADE STUDENTS OF MTS MA'ARIF BALONG IN ACADEMIC YEAR 2016/2017.

THESIS

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language which has been used by countries all over the world. It is used in trade, science, business, politics, education and others. People need English to communicate with others particularly to establish and maintain relationship. In Indonesia, English as a foreign language and one of the compulsory subjects at school for elementary schools, high school, and university levels. Many educators agree that students should speak English when interacting with others. Interaction with other people can increase students' ability in speaking English. In learning English, learners need to master four language skills. Those are listening, speaking, reading and writing. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive.[58]

The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.[59] The success in measuring the ability to carry out conversation in speaking language in an interactive process of

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[58] Jack C.Richards, Teaching Listening and Speaking from Theory to practice (New York : cambridge University Press, 2008), 48.

[59] Penny Ur, A Course in Language Teaching (Cambridge : Cambridge University Press, 1996), 120.

constructing meaning that involves producing, receiving, and processing information bring speaking into an important language skill to be acquired by every student. Students are considered to be successful in their language if they can communicate effectively in their foreign language.

Speaking is the process of the human communication. According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language.[60] It means that speaking becomes urgent aspect which had to master in language learning. Kathleen M. Bailey said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. [61] It means that speaking is the process of delivering and receiving information each other till they got same understanding.

Teaching speaking aims to give basic knowledge for the students to be able to communicate with the others. According to Jack C. Richard the mastery of speaking skills in English is a priority for many foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.[62] It means that

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[60] David Nunan, Language Teaching Methodology (Prentice Hall International, 1991), 39.

[61] Kathleen M.Baily, Practice English Speaking (England : Longman, 2004), 2.

[62] Jack C. Richards, Teaching Listening and Speaking from Theory to Practice, 48.

speaking becomes the most important skill to be mastered in English a foreign language.

Although speaking skill is very important in foreign language learning, most of students still have difficulties in speaking process. The students have problems in English lesson especially in speaking skill. They have not good pronunciation, lack of vocabulary mastery and are tied with grammar. As well as the students have not confident to speak up a foreign language and they are afraid to make a mistake. According to Kathleen M. Bailey the students' reticence could be attributed to five factors: (1) the students' low English Proficiency; (2) the students' fear of mistakes and the derision they thought they would face as a result; (3) the teachers' intolerance of silence; (4) the teachers' uneven allocation of turns; and (5) incomprehensible input from the teachers.[63] The last three points seem the teachers themselves were creating conditions that contributed to students' reticence. So, teachers had to come up with the approach for dealing with the students' reticence.

To help that problem, there are so many teaching media to help the teacher delivers the materials or to make the students easily get the concepts of the material. The use of media allows students to be involved in teaching and learning process. Some the media that might help them to deliver the material are song, picture, rhyme, models and puppets.

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[63] Kathleen M.Baily, Practice English Speaking ,163.

Instructional media can help the teachers and students to create a fun learning environment in the class. Instructional media are various components in learners' environment which support the learners learn.[64] This statement is definitely suitable with the theories from H.Douglas Brown who states that media establish condition which enable the learners to acquire knowledge, skills, and attitude. Media are tools or the paschal things used by teacher to facilitate the instruction.[65]

Gagne and Briggs in Azhar Arsyad's book describe education media, include physical equipment, can be used to deliver the materials to the students which can make an effective learning evironment.[66] In modern era, the media has various kinds of forms and sizes. There are many kinds of media which used in many purpose of teaching. Some teacher may be able to buy them, more likely, or they will need to make them. Making the media will give the teachers opportunity to use local available material and to provide exactly the kinds of media that will benefit the students.

The teacher should be able to choose to create a good media and an innovative media to attract students' interest in learning English especially speaking activity. It can be done by using "Find the Differences" picture as a

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[64] Nuhung Ruis and Muhyidin, Instructional Media (Jakarta : Ministry of National Education, 2009), 7.

[65] H.Douglas Brown, Principles of Language Learning and Teaching Fourth Edition (San Fransisco : Addison Wesley Longman Inc, 2000).

[66] Azhar Arsyad, Media Pembelajaraan (Jakarta : PT Grafindo Persada, 2009),4.

real object. The use of real object can help the teacher to teach the meaning of word and to stimulate the students' activity. The use of "Find the Differences" picture drawn by the teacher or taken from book, newspaper, and magazine is to facilitate the learning process. Picture can be in the form of flash cards, large wall pictures, cue cards, photographs or illustrations. These can guide the students to present their idea and to share the information which they saw in the picture.

According to Andrew Wright "Find the Differences" picture is describing picture of objects people, asking question, making comparisons, example : bigger than, too big, not big enough.[67] Picture is an important tool to have as wide range as possible of resource in the classroom. So that, the students can have a rich base and stimulus for this development and the resources must include the picture. Some roles in speaking such as picture can motivate the students and make him or her want to pay attention and want to take part. Picture contributes to the context in which the language is being used. The picture can be described in an objective way. Picture can cue responses to questions or cue substitutions the controlled picture and picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.[68]

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[67] Andrew Wright, et al., Games for Language Learning (Cambridge : University Press, 1983), 23.

[68] Ibid,. 17.

The excellences of "Find the Differences" picture method are the keys to cope the problem of learning speaking English. In practicing speaking English through "Find the Differences" picture method, students are describing or comprising between two or more similar pictures. Each student has a picture which the other student cannot see. The students must find out, through discussion, the similarities and the differences between their pictures.[69]

Based on the description above, the researcher conducted a study entitled the Effect of Using "Find the Differences" Picture on students' speaking achievement to the seventh grade students of MTs Ma'arif Balong Ponorogo in the academic year of 2016/2017.

B. Limitation of the Problem

To avoid a deviation of the discussion, this study focuses on one concerns identified as follows: this study focused on the effect of using "Find the Differences" picture on students' speaking achievement to the seventh grade students of MTs Ma'arif Balong Ponorogo in academic year 2016/2017 as the sample of study.

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[69] Andrew Wright, Picture for Language Learning (Cambridge : University Press 1989), 51 & 37.

C. Statement of the Problem

Based on background and limitation the research, the problem of the research:

Is there any significant difference of students' speaking achievement before and and after using " Find the Differences" Picture to the seventh grade students of MTs Ma'arif Balong Ponorogo in academic year 2016/2017?

D. Objective of the Study

The objective of this study is to know whether there is significant different on students' speaking achievement before and after using "Find the Differences" pictureto the seventh grade students of MTs Ma'arif Balong Ponorogo in academic year 2016/2017.

E. The Significances of Study

1. Theoretical significance

   The result of the research can increase the knowledge about the teaching speaking achievement and learning using "Find the Differences" picture.

2. Empirical significance

   The result of the research is expected to be beneficial for:

a. The teachers

The study is expected to give contribution for the teacher, especially of English teacher of MTs Ma'arif Balong to vary their ways in teaching speaking students' and to speaking achievement by using "Find the Differences" picture. Teacher can apply this method to make students easier to speaking activity.

b. The Students

It is also expected that the students, especially the students of MTs Ma'arif Balong, can find more interesting activity in speaking. So, the students can improve their speaking ability by using "Find the Differences" picture, because this strategy gives them very detail that can make them easier to speaking activity.

c. The Researcher

The researcher knows how effect "Find the Differences" picture as an activity for teaching speaking. Furthermore, the researcher knows the benefit of teaching speaking by using "Find the Differences" optimally, and the researcher gets beneficial experiences in teaching English speaking by using "Find the Differences" picture. It also can be used as new reference about method in teaching learning process especially in teaching speaking.

d. Reader

The study is expected to give contribution to readers, particularly the students of English Department of IAIN Ponorogo, in enriching references concerned with the use of "Find the Differences" picture on students' speaking achievement.

e. The other researchers

It is expected that the result of this study can help the other researcher especially who conduct the research with same subject and it can be a reference.

F. Organization of the Thesis

The researcher writes this thesis in five chapters, these related one to another. The organizations of the thesis are:

Chapter I: is introduction which deals with background of study, limitation of the problem, statement of the problem, objective of the study, the significances of study, organization of the thesis.

Chapter: II is theoretical background or review of literature. It consists of underlying theories that include media, picture, "Find the Differences" picture, speaking, speaking assesment, and speaking achievement,. The last, the explanation about theoretical framework and hypothesis.

Chapter III: is the research methodology. The research methodology consists of resign design, population, and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV: deals with result and discussion of the study that is loaded of result that contains of research location, time of research, data description, the result of assumption test for parametric statistic, and interpreting

Chapter V: presents the conclusion of the study and suggestions for further study
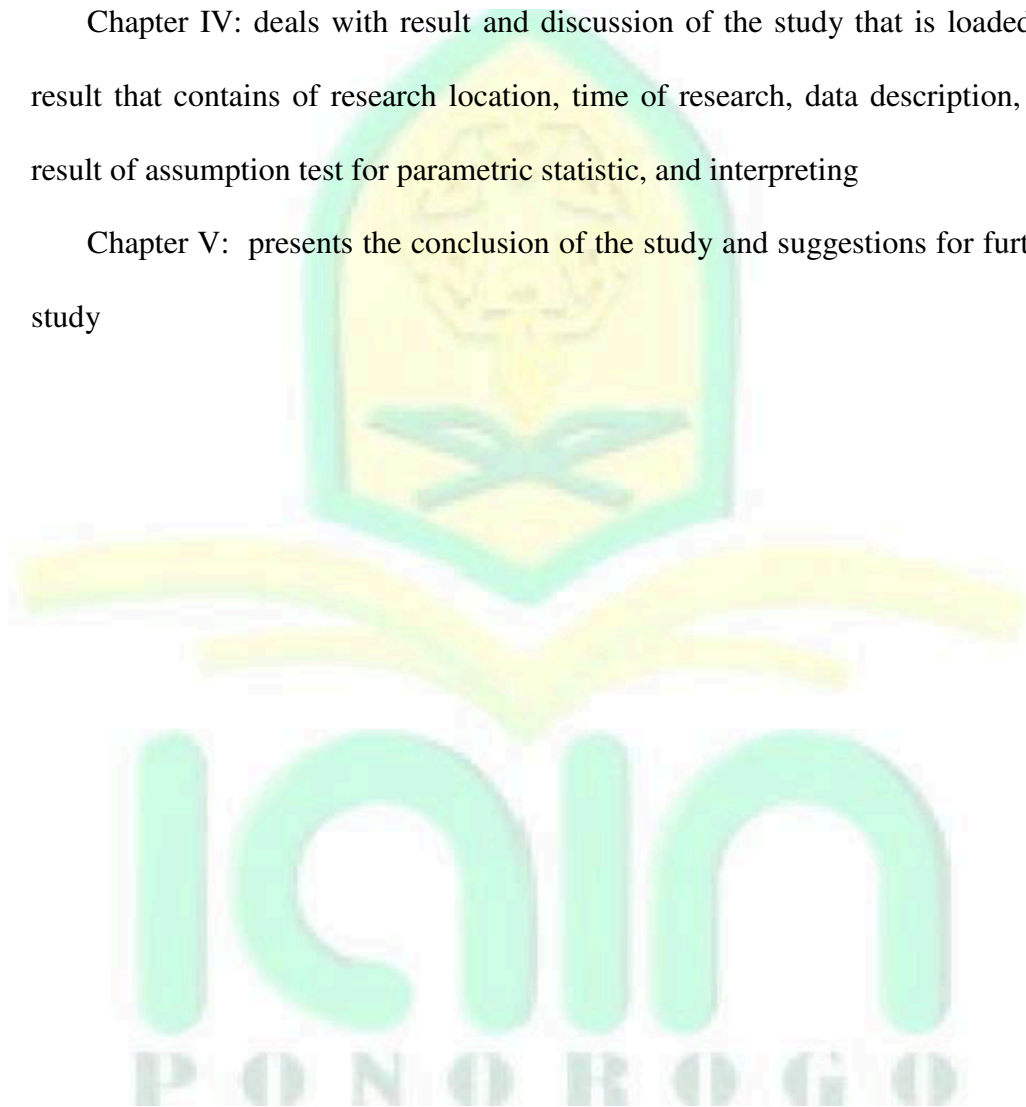
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of literature, previous study, theoretical framework and hypothesis. Review of literature discusses the theories related to the topic. In the previous study, the researcher presents about the studies that are relevant to this research. In the theoretical framework, the researcher discusses the link between theories and study of the research.

A. Review of Literature

1. Media

a. Definition of Media

Media is very important part to help the students in understanding the lessons. The learners and the teacher need media to support the teaching and learning process. The media used in teaching learning process should be suitable with the situation and conditions, and balance with the students' ability. The media have a common need for man and women with creative minds, who can use words and picture effectively to transmit information and ideas. Azhar Arsyad said that: media is a component of learning resources or a

physical vehicle containing instructional materials in the place of study that can stimulate the students to learn.[70]

According to the statement above, media is very important part to help the students in learning English especially speaking skill. The teachers become easy in understanding material which uses media in learning process.

Media (singular medium) are carries of information between a source and a receiver.[71] Because of that, media is everything used to deliver a message to the receiver from the sender to stimulate and motivate the students. Therefore, every teacher should be selected in choosing media to increase students' achievement.

The purpose of media is to facilitate communication.[72] However, it can give visual experience to the students' in learning; to make easier a complicated concept and to make the abstract to be concrete. Besides, media will make the lessons become interesting.

b. **Kinds of media**

Educational media will be most effective way when the parents, the teachers, and decision-makers all acknowledge their roles in developing greater critical awareness among listeners, viewers, and readers. Moreover, there are many types of media for educational, such as: television, radio,

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[70] Azhar Arsyad, Media Pembelajaraan (Jakarta: Rajawali Pers, 2009), 4-5.
[71] Heinich Molenda Russell, Instruction Media and the New Technologies of Instruction (New York: University of Hawaii Press and East West Philosopher Conference, 2005), 5.
[72] Ibid., 4.

newspaper, internet, mobile phone, posters, video, drama, power point, DVD rooms, etc. There are many instructional media used in teaching English. They are:[73]

1) Audio media

Audio media is one of media that reproduced from sound or resource from sound. Example: radio, cassette recorder, photographic recorded.

2) Visual media

Visual media is media that needs the sense of sigh. It can show the pictures such as: series film, slide, image, and drawing.

3) Audio visual media

Audio visual is a media that consist of sound and picture, it is better that the others but it same functions between visual media and audio visual there is not differenced. Example: silent audio visual, pure audiovisual, print media (Text book, modulate) game and regalia.

Media is very important in teaching learning process. It is effective because it provides motivation, lower students' stress, and gives them the opportunity for real communication however it demands more attention and ability of the teacher to use it become more effective.

c. **Functions and Benefits of Media**

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[73] Nuhung Ruis, et al, Instructional Media (Jakarta: Ministry of National Education, 2009), 5.

The media used in the teaching-learning process has the following functions and benefits;

a) Media as a teaching tool that also affect the climate, conditions, and learning environment that is organized and created by teachers.

b) The use of media in teaching and learning can awaken new desires and interests, motivational, and stimulating learning activities.

c) The media can help to improve understanding, presenting data and information with interesting and reliable way.

d) The use of media will make more varied of teaching method, not merely verbal communication through the narrative of words by the teacher.

e) It helped to foster a sense that can help the development of language skills.

f) Provide experiences that are not easily obtained in other ways, and help the efficiency and diversity in learning.

The use of media must be adapted to the teaching process in English. The media should also be able to keep students' interest and enjoys making them learn English and must be able to improve students' skills in English.

2. **Picture**

Picture is a painting or drawing etc. That shows a scene, a person or a thing. Picture is "authentic", "a from-life" materials in the classroom which can build communicative activities.[74]

According to Nguyen Thi Huyen Trang, students defined a picture as "a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface. "It is obvious that the most outstanding feature of a picture is its visibility to learners; teachers can use it for a lot of pedagogical purposes. There are some vivid examples of common types of picture such as: visible princes printed in textbook, cut from magazine or newspapers, drawn on cards or boards, shown in slides in power point program.[75]

3. "Find The Differences" Picture

a. Definition of find the differences

"Find the Differences" picture is one type of pictures media which use description or comparison between two or more similar picture. According Andrew Wright "Find the Differences" picture is describing picture of objects people, asking question, making comparisons, example : bigger than, too big, not big enough. [76]Each student has a picture which the other student cannot

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[74] Jack C Richards, & Theodore S.Rodgers, Approaches And Methods In Language Teaching (A Describtion And Analysis) (New York: Cambridge University Press, 1985), 80.

[75] Nguyen Thi Huyen Trang, Ph.D Student, "Using Picture as Motivating Factors in Speaking *Class,"* (Vietnam National University), (January-March, 2017),4.

[76] Andrew Wright, et al, Games for Language Learning (Cambridge: University Press, 1983), 23.

see. The students must find out, through discussion, the similarities and the differences between their pictures. For example, in each of the pictures below there is a house with a door and three windows. However, in one picture there is a door in the middle and three windows, and the other picture has these too, but there are also trees, a lot of dark clouds and high mountains.[77]

According to Pasra Ria Munthe Pasra and Syukriah "Find the Differences" picture is a type of pictures that can be used to teach speaking because the students will explore the differences containing in the two pictures and describe the differences based on theirs in the images.[78]

According to Penny Ur "Find the Differences" picture is the students are pairs, each member of the pairs has a differences picture (either A or B), without showing each other their picture they have to find out what the differences are between them. A well-known activity usually produces plenty of purposeful question and answer exchanges.[79]

Example differences picture:

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[77] Andrew Wright, Picture For Language Learning (Cambridge: University Press 1989), 51 & 37.
[78] Pasra Ria Munthe & Syukriah, "Find *The Differences" Picture As Media To Teach Speaking Descriptiptive Text",* (Journal: Universities Negri Malang, 2012), 3.
[79] Ibid., 126-131.
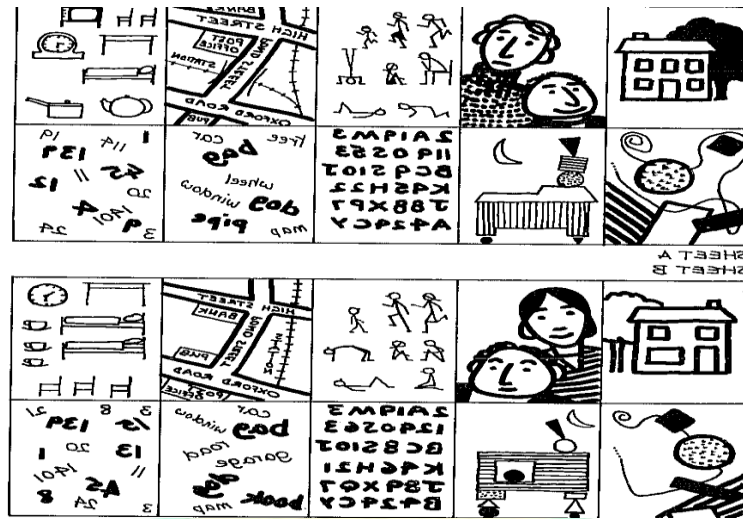
Based on the explanation above, it can be concluded that "Find the Differernces" picture is one type of picture media which use description or comparison between two or more similar picture. It can help the teacher to create fun learning environment and increase students speaking ability. This media will make students have many opportunities to practice pronunciation and communication. Through this way, the researcher hopes it can help the teacher to motivate the students to speak without making them feel afraid and get bored when the teaching learning speaking skill is held.

b. **Types "Find the Diffrences" picture**

According to Andrew Wright, there are some types of "Find the Differences" picture. As follows : [80]

1) Magazine pictures: for example, two picture of though similar bathrooms, or houses, or groups of people.

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[80] Andrew Wright, et al, Games for Language Learning, 23.

2) All line drawings, perhaps form a magazine, photocopy the drawing then white out some parts. You can draw in alternative bits if you wish. Then photocopy the photocopy. In this way you will have two very similar drawings.

3) Instead of one pair of drawing you can have a lot of them. And instead of being, for example, naturalistic representations they can one sheet of A4.

4) Of course any information which is similar, though not identical, may be used. The information may be verbal or numerical instead of pictorial. It could be there!

c. **Procedure of "Find The Differences" Picture**

There are many procedure of "Find the Differences" Picture used in teaching speaking English. As follows:[81]

1) Pair work

Divide the class into pairs. (If you have not got enough pictures for everyone, then some pairs can play another pair work game). Each player gets one picture and does not see his / her partner's picture. Both players may describe their own picture and/ or ask question of the other. The aim is for the players to find the differences between the two pictures.

Variation 1

2) Class work or pair work

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[81] Ibid., 25.

Copy, or trace, a drawing (a comic cartoon is often suitable). Then make another copy, but deliberately introduce seven or eight differences. You can do this by omitting parts of the original, by making additions, or by making small changes. The two drawings can be presented on flashcards, OHP transparencies, or on photocopied sheets.

The learners study the picture. As soon as someone sees differences, he describes it to the class. More advanced learners could be asked to write down all the differences they can find before the oral discussion. Learners can play this game in pairs, making their own drawings.

Variation 2

3) Pair work

If you have given copies of the same pair of pictures to everyone in the class, you can try the following organization. After 4 minutes ask one learner from each pair to move to the next pair. The new pair should compare their conclusions concerning the similarities and the differences between their two pictures. Then, they should continue to try to find more. After a further five minutes ask the learner who moved before to move again. Once more, established information is exchanged and then the discussion continues.

4. Speaking

a. Definition of speaking

In language teaching people often talks about the four skills (listening, speaking, reading and writing). Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive.[82]

The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.[83] The success in measuring the ability to carry out conversation in speaking language in an interactive process of constructing meaning that involves producing, receiving, and processing information bring speaking into an important language skill to be acquired by every student. Students are considered to be successful in their language if they can communicate effectively in their foreign language.

According to Jo McDonough et al, "Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language".[84] It means that speaking is produced by composite of

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[82] David Nunan, Practical English Language Teaching (New York: McGraw Hill, 2003), 48.

[83] Penny Ur, a Course in Language Teaching (Cambridge: Cambridge University Press, 1996), 120.

[84] Jo McDonough, et al, Materials and Method in ELT: *A Teacher's Guide* (Cambridge: Blackwell publisher, 2013), 156.

language skills. Those skills are sustaining each other, for instance; speaking skill can not be separated from listening. Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before.

Speaking is the interaction and requires of the ability to co-operate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.[85] Speaking is one of the important components in language. According to Sari Luoma speaking skills are is an important part of the curriculum in language teaching and this make them an important object of assessment as well.[86]

According to H.Douglas Brown speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises and reliability and validity of an oral test.[87]

Speaking is the process of the human communication. According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language. [88] It means that

[85] Scot Thornubury, How to Teach Speaking (England: Longman, 2004), IV.

[86] Sari Luoma, Assessing Speaking (New York: Cambridge University, 2008), 1.

[87] H. Douglas Brown, Language Assessment: Principle and Classroom Practice, (San Francisco, California: Longman, 2003) 140.

[88] David Nunan, Language Teaching Methodology (Prentice Hall International, 1991), 39.

speaking become urgent aspect which had to be mastered in language learning. As Kathleen M. Bailey said that speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information". [89] It means that speaking is the process of delivering and receiving information with other people till they got same understanding.

Based on the explanation above, it can be concluded that speaking is the communication to make same perception between the speaker and the hearer. It begins from delivering and receiving, hence processing the information that can be understood by the speaker and listener.

b. **Characteristic** of **Successful Speaking Activities**

In class of speaking many students fell unconfident and afraid to practice speak English language. The entire teacher hoped the students to practice speaking.

Therefore, before all, the teacher must understand the characteristic of success in speaking activities as follows:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious. But often must time is taken up with teacher talk or pauses.

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[89] Kathleen M.Baily, Practice English Speaking (England: Longman, 2005), 2.

2) Participant of even

Classroom discussion is not dominated by a minority of talk active participation; all get chance to speak and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[90]

c. **The aspects of Speaking**

The aspects of speaking propose by some experts. First, based on I.S.P National Jonathan Netwhon, speaking is how to develop the aspect of

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[90] Ibid., 120.

fluency and accuracy (vocabulary, grammar, pronunciation).[91] Thronbury also has the same think that the planning of assessing in the issue of how to find the right balances between accuracy (vocabulary, grammar, pronunciation) and fluency.[92]Brown emphasizes clearly the whole language and meaningful context (fluency) rather than details (accuracy) in teaching speaking.[93]

Penny Ur develops speaking scale including two aspect namely accuracy (vocabulary, grammar, pronunciation).[94]

Table 2.1 The aspect of speaking

National and Newton	Thronbury	Penny Ur	Brown
Fluency	Fluency	Fluency	Fluency
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Grammar	Grammar	Grammar	Grammar
Pronunciation	Pronunciation	Pronunciation	Pronunciation

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[91] I.S.P National Jonathan Newton, Teaching ESL/EFL Listening & Speaking (New York: Rout Ledge Taylor & Francis Group, 2009), 152.

[92] Scoot Thronbury, How to Teach Speaking (Longman), 115.

[93] Ibid., 172.

[94] Penny Ur, A Course in Language Teaching (Cambridge: Cambridge University Press, 1991), 135

Based on opinion from many experts, we can conclude there are four aspects in speaking ;(1) Fluency (2) Vocabulary (use appropriate vocabulary); (3) Grammar (use grammar correctly); (4) Pronunciation.

Speaking is a complex skill because a least is concerned with aspects of fluency, vocabulary, grammar and pronunciation.

1) Fluency

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norm of the relevant native speech community.[95] Fluency also is an important dimension of communication. It means that we don't have very ignored quality of speaking, but we have so spoken quite and possible.

2) Pronunciation

Work on pronunciation is important for two main reasons: to help the students understand the spoken English they hear, and to help them make their own speech more comprehensible and meaningful to other.[96]

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[95] Kathleen M. Baily, Practice English Speaking, 5.
[96] Roger Gower, et al, Teaching Practice Handbook (Macmillan : Macmillan Books For Teachers), 153.

According to Kasihani, pronunciation is the way to talk some words of language.[97] Like the statement above pronunciation is a very important component in the ability to speak English. Pronunciation someone in the English language depends on the knowledge they have and they learn. Incorrect pronunciation will lead to a different meaning and difficulty in understanding it.

3) Grammar

Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.[98]

4) Vocabulary

Vocabulary is multiword's units, word families and core meaning.[99] Vocabulary can be defined, roughly as the words that teach in the foreign language.[100]

a. **The functions of Speaking**

Numerous attempts have been made to classify the functions speaking in human interactions. Brown and Yule, as quoted by Jack C. Richards,: the functions of speaking are classified into three. As follow.[101]

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[97] Kasihani K.E, English for Young Learners (Jakarta: Bumi Aksara, 2008), 48.
[98] David Nunan, Practical English Language Teaching: Grammar (Singapore: McGraw Will, 2005), 2.
[99] David Nunan, Practical English Language Teaching, 132.
[100] Penny Ur, Course in Language Teaching : Practice and Theory, 60.
[101] Ibid., 21.

1) Talk as interaction

Talk interaction refers to what we normally mean by "conversation and describes interaction that serves a primarily social function. Interaction function, people need to interact with other people in order to socialize each other, which server to establish and maintain social relations. Talk as transactional function, it focuses on the exchange of information in a conversation in order to take and give information between the speakers. For example:

A: Nice weather today

B: Yes it is

2) Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. Talk as Transactional function, it focuses on the exchange of information in a conversation in order to take and give information between the speakers.

For example:

In programs that have as curricular goals an early emphasis on unstructured communication activities-minimizing, or excluding entirely, considerations of grammatical accuracy- it is possibly in a fairy short time,

3) Talk as performance.

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before and audience, such as classroom presentations, public announcements, and speeches. For example: Here is the opening of a fall welcome speech given by university presidents:

"Good morning. It's my not intention to deliver the customary state of the university address. There's good reason for that. It would seem to me to be presumptuous for someone who has been here not quite seven weeks to tell you what he thinks the state of the university is."

5. Speaking assessment

According to H. Douglas Brown, there are some kinds of oral production that students are expected to carry out in the classroom.

a. Imitative

Here the learners about imitation a word or phrase. The kind of test is word repatriation task.

b. Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language intensive speaking can be self-initiated or it

can even form part of some pair work activity where learners are " going ever" certain forms of language.

c. Responsive

A good deal of student speech in classroom is responsive short replies to teacher or student-initiated question or comments. These replies are usually in short form.

d. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

Interpersonal language carried our more for the purpose of maintaining social relationship than of the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.[102]

According to Penny Ur's scale of oral test , there are two criteria used to rate the students' performance namely accurancy and fluency.

Table 2.2 Penny Ur criteria of speaking score.[103]

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[102] H. Douglas Brown, Teaching by Principles an Interactive Approach To Language Pedagogy (San Francisco: Pearson Education, 2001), 271-274.

[103] Penny Ur, A Course in Language Teaching, 135.

Score	Accuracy			Fluency
	Grammar	**Pronunciation**	**Vocabulary**	
5	Virtually no grammar mistake or uses correct grammatical sentences or expressions	Procedure words with correct and clear prouounction	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Occasional grammar slips or incorrect grammatical sentences or expression	Produce words with mostly correct pronounction but sometimes there is any error	Good range of vocabulary	Speaks with occasional repetition
3	Make obvious grammar mistake or	Produces words with some errors pronunciation	Adequate but not rich vocabulary	Speak at length or hesitantly with some repetition

	make some grammar mistake			
2	Mistakes in basic grammar or no correct grammatical or expression	May have many strong foreign accents or produce words with too many errors pronunciation and unintengible	Has poor vocabulary	Speaks slowly and very hesitant with frequent repetition
1		Little or no language produced		Little or no communication

6. Speaking Achievement

a. Definition of Achievement

In the oxford learner's pocket dictionary the word achievement derived from the word "achieve". Its words class is "verb" that has meaning gain or

reach something by effort: get something done.[104] It means that achievement is the result of doing something based on the context. Meanwhile, the limitation of achievement definition in education about the development and assessment of student's mastering of the material relating to the lesson being presented to their strategy as well as the value found in the curriculum.

Achievement is the gaining or reaching something by effort and getting something done.[105] It clears definitions that achievement is as result of efforts or activity that people do. Achievement can be supposed as the result of the interaction of various factors that the learning doing effort to gain this one.

b. Speaking achievement

Speaking is one of the skills that must be acquired by the students. We can use test to measure the speaking skill achievement. Achievement is the learning result that is got from the learning activity at school, college, or university that has cognitive character and usually defined on the measure and scoring. According to H. Douglas Brown an achievement test is related directly to classroom, units, or even a total curriculum. Achievement test are (or should be) limited to particular material addressed in a curriculum within

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[104] Victoria bull, Oxford *Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), 4.

[105] Victoria bull, Oxford *Learner's Pocket Dictionary Fourth* Edition, 4.

a particular time frame and are offered after a course has focused of the objective in qusetion.[106]

Achievement test score are often used in an educational system to determine what level on instruction for which a student is prepared. High achievement score usually indicate mastery of grade-level material and the redness for advanced instruction. Low achievement score can indicate the need for premeditation or repeating a course grade.[107]

So, the students' achievement is how the students speak in class. Actually each student has differet achievement. Students' speaking achievement is teacher documentation about the result of the students speaking assessments.

B. Previous Study

There is previous study related in this research. This research is started from previous research findings that are conducted by Pasra Ria Munthe and Syukriah with the title *"Find the Differences" picture as media t*o teach speaking descrip*tive".* A Journal for Universitas Negeri Surabaya. The journal Pasra Ria Munthe and Syukriah that an descriptive qualitative. The findings indicated that

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[106] Ibid., 47.
[107] http://wikipedia.rg/wiki.achievement test,

"find the differences" picture gave than contribution to the students' speaking ability and it made the students' descriptive text was better.[108]

The other previous research finding relates to in this research is a thesis entitled *"implements of "Find the Differences" picture as media in teaching speaking"*. This is written by Lusi Puspa A thesis from State Islamic University Sunan Ampel Surabaya, Surabaya 2015. In her research, Puspa uses descriptive methodology study with the subject "Finds the Differences" picture as media in teaching speaking. From result the questionnaire, the students show positive response, they are enjoying, enthusiast, and interest to study descriptive text using "Find the Differences" picture media. The students agree that this media can make them can describe something easily because they do not need to only imagine the things like usually, they can see the image before describing it. So, "Find the Differences" picture is a good media in teaching speaking especially in teaching.[109]

From the previous studies above, the researcher tries to conduct the research with the different research design. If the previous studies used descriptive qualitative and qualitative research design as a method of the research but in this study the researcher use quantitative (pre experimental) research method. There is the seventh grade students of MTs Ma'arif Balong that being the subjects of the

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[108] Ibid., 1.
[109] Lusi Puspa, *Implementation of "Find the Differences"* Pictures as Media In Teaching Speaking (Surabaya : UIN Sunan Ampel Surabaya, 2015)

research. With the different research design the researcher also provides different statement of the problem. The statement of the problem is "is there any significant difference on students' speaking achievement before and after using "Find the Differences" picture to the seventh grade of MTS Ma'arif Balong in academic year 2016/2017.

C. **Theoretical Framework**

Theoretical framework is the concept in the theory can be related with the factors which are identified as the important problem. The thesis is experimental research, which explaining below:

"Find the differences" picture   (as variable x)

Students' speaking achievement   (as variable y)

Based on theoretical framework analysis above researcher can apply the theoretical framework if using "Find the Differences" picture on student's speaking achievement.

D. **Hypothesis**

Hypothesis is the alternative of guess answer which was made the researcher for the problem which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.[110]

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[110] Suharsimi Arikunto, Manajement Penelitian (Jakarta: Pt Rineka Cipta, 2000), 71.

After find out the idea sketch of research above, the researcher takes the hypothesis that:

Ho : There is no significant difference on students' speaking achievement before and after using "Find the Differences" picture to the seventh grade of MTs Ma'arif Balong.

Ha : There is a significant difference on students' speaking achievement before and after using "Find the Differences" picture to the seventh grade of MTs Ma'arif Balong.
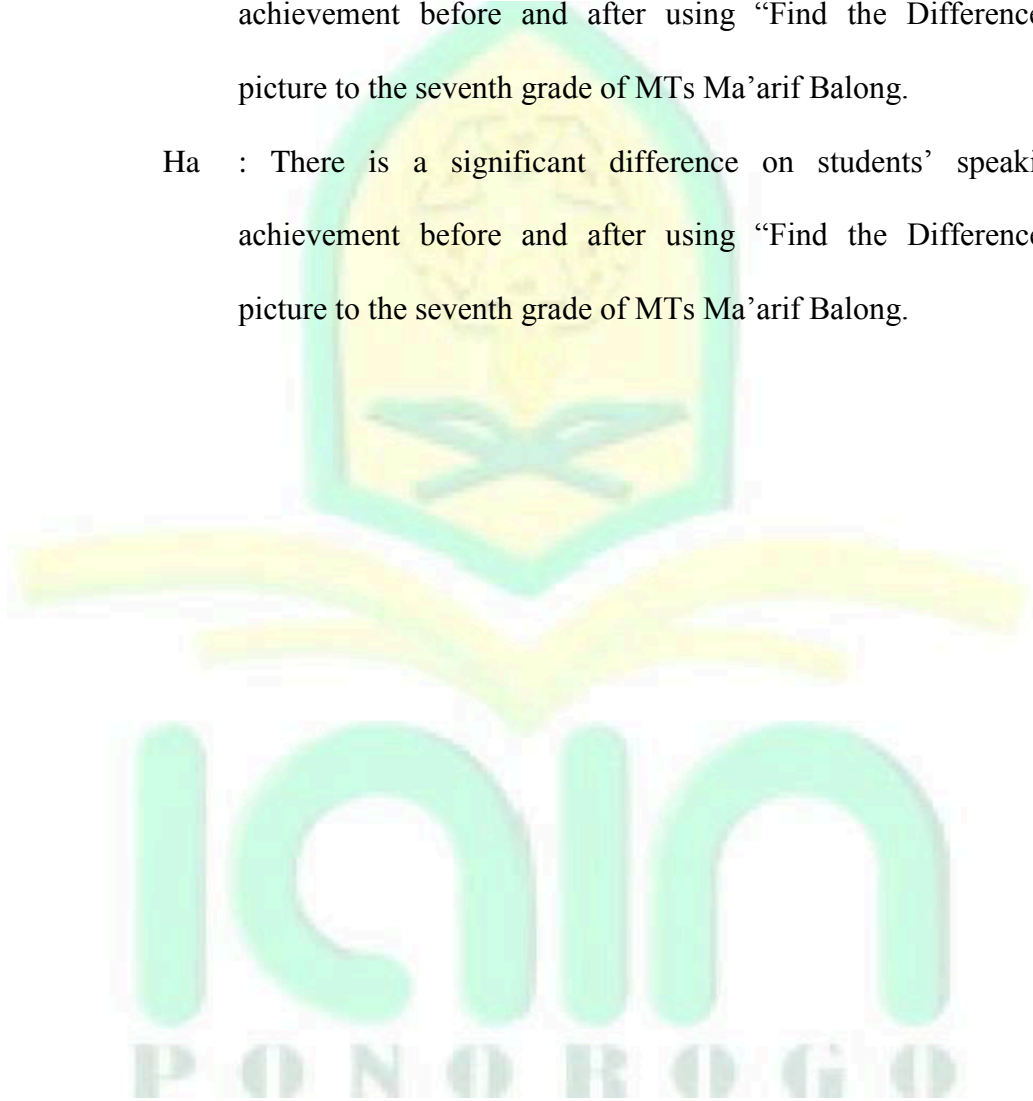
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Reedy and Ormrod in Carrie Williams defines Research as the process of collecting, analyzing, and interpreting data in order to understand a phenomenon.

[54] While research design is best described as the actual structure according to which our study is organized.[55]
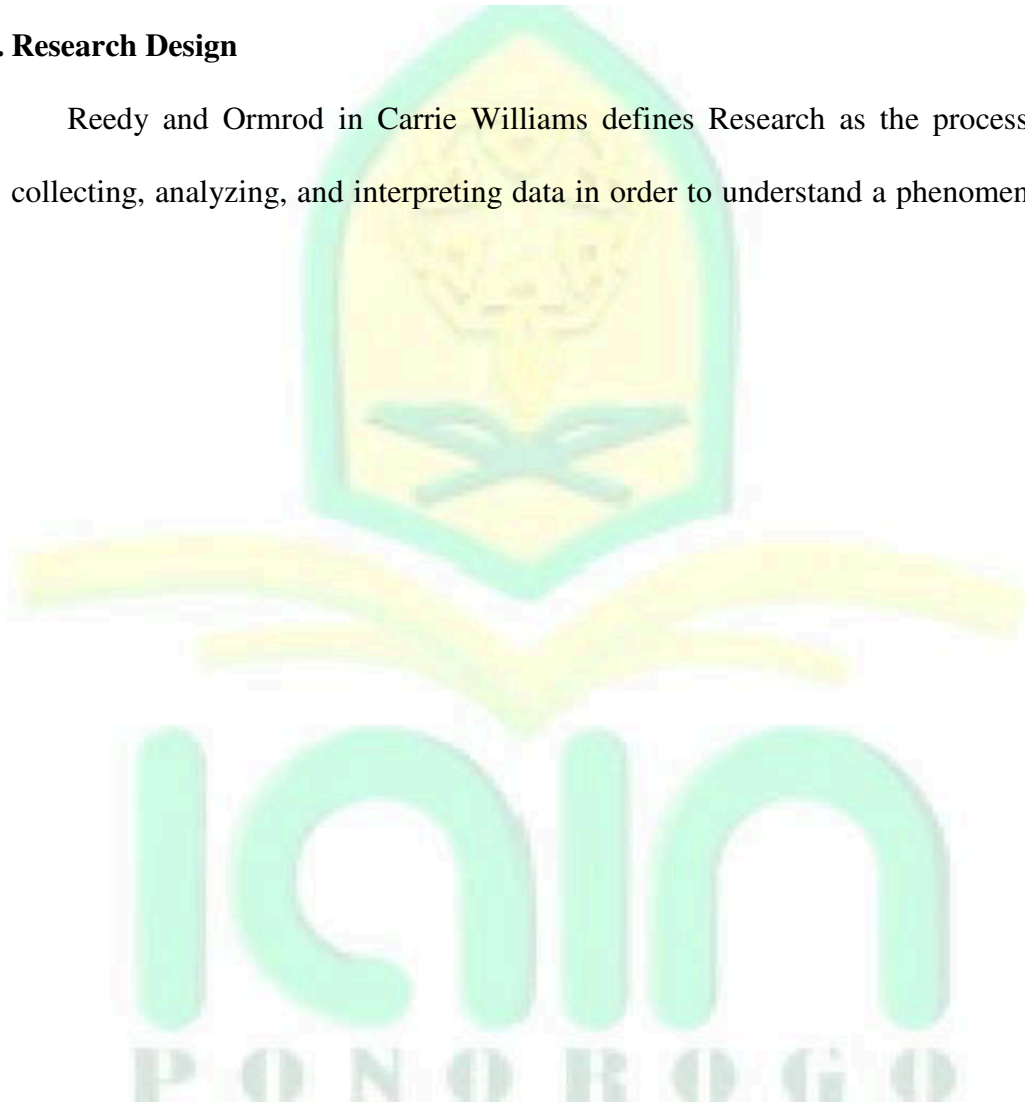
An experiment is a scientific investigation in which the research manipulates on more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. An experimenter deliberately and systematically introduction change and the observe consequences of that change. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. The experimental involves control and careful observation and measurement, this research method provides the most convincingevidence of the effect that one variable has on another.[56]

This research applies a quantitative approach. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic).[57]

Quantitative research based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term of quantity. Quantitative method consists of two kinds. They are experimental (pre-experimental design, quasi experimental design, and true experimental design).

[54] Carrie Williams, "Research Methods,"Journal of Business & Economic Research, Grand Canyon University, (Journal Vol. 5 No.3, March 2007), 65.

[55] Sebastian E. Rasinger, Quantitative Research in Linguistic; Second Edition (London: Bloomsburry, 2013), 35.

[56] Donal Ary Et All, Introduction to Research In Education Belmont (USA :Wadsworth, Cengage Learning, 2010), 265.

[57] Daniel Muijs, Doing Quantitative Research in Education with SPSS (London :Britis Library Catalog in Public Data, 2004), 1.

The research employed a pre-experimental method with one class pre- test and post- test design. The diagram was given below:

Group A 01 .... x.................... 02[58]

Where:

01 = Pretest

X = Treatment

02 = Post test

From the design above, the sample of the research was given pre-test to get score the students' speaking achievement. After that, they are given treatment (taught by "Find the Differences" picture) and they are given post-test. The result of pre-test and post-test then computed statistically.

B. Population and sample

This study was conducted in MTs Ma'arif Balong Ponorogo. The subjects were the seventh grade students of MTs Ma'arif Balong Ponorogo in 2016/2017 academic year. This study was conducted in second semester. Due to the limitation of the time, the researcher did not take all students as the subjects of the study, but drew a sample.

1. Population

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[58] John W.Creswell, Resign Design Quantitative, Qualitative & mixed methods Approach (California : SAGE Publications inc, 2009), 4.

Population must be accessible and quantifiable and related to the purpose of the research.[59] Population is a set (or collection) of elements processing one or more attributes of interest.[60]According to Jack R.Frangkel, et al population is The larger group to which one hopes to applay.[61]

In this research, the population is all the seventh grade students of the population of MTs Ma'arif Balong Ponorogo in academic year 2016/2017. The number of the entire students is 60. Which consisting of three classes. The number of VII A class is 20 students and it consists of 14 males and 6 females, the number of class VII B class is 19 students and it consists of 9 males and 10 females and the number of VII C class is 21 students and it consists of 10 males and 11 female.

2. Sample

Sample is a subject of that population.[62]According to Charles, C.M a sample as a small group of people selected to represent the much larger entire population from which is drawn.[63]

Sample was a sub group of the target population that the researcher plans to study for generalizing about the target population. Sampling was the process

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[59] Mark Balnaves and Peter Caputi, Introduction to Quantitative Research Methods :An Invesrigate Approach (London : British Library Catalogius, 2001), 91.

[60] Suharsimi Arikunto, Prosedur Penelitian : Suatu pendekatan Praktek (Jakarta : Rineka Cipta, 2010), 173.

[61] Jack R.Fraenkel, et al, How to Design and Evaluate Research in Education (New York :Mc Grow Hill Companies, 1932), 122.

[62] Neil J.Salkind, Exploring Research Eighth Edition (American : Person Education, 2012), 95.

[63] Muhammad Adnan Latif, Research Method On Language Learning On Introduction, (Malang : Um Press, 2014)181.

done to choose and take sample correctly from population. So, that it could be used as valid representative to the population.[64]

This research applies simple random sampling. In this technique, each member of the population has equal chance becomes sample. If the population is small, a more practical technique can be used. It is can be done with the following steps:

a. Write the class on a slip of paper

b. Mix the slips thorought

c. Draw the slips as many as needed for the sample.[65]

Finally, the research chooses one class for the experiment class in the research. Whether the students have same capabilities in speaking achievement. The random class in the research are seventh grade that consist of 19 students with the male 9 students and females 10 students.

C. Instrument of Data Collection

The research instrument that was used by the researcher to collect the data in this research was spoken test. The form of the test was essay tests which consist of 5 items. In this research, the data are taken from the result of test by "Find the Differences" picture will be compared. Then the researcher analyzed the test

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[64] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif and R & D (Bandung :Alfabeta, 2005,82.

[65] W.R.Borg and M.D Gall in Mohammad Adnan Latief's book, Education Research : An Introduction five edition (New York : Longman, 1989), 221.

result to know the differences of the students speaking achievement an interpreted

it. The Instrumens of data collection is shown on this table.

Tabel 3.1

Indicator of istrument

Research Title	Variable	Indicator	Subject	Technique	Item
The effect of using "Find the Differences" picture on students' speaking achievement to the seventh grade students of MTs Ma'arif Balong ponorogo in academic year 2016/2017.	Independen variable: "Find the Differences" picture	1. The teacher was difficult to improve students speaking achievement.	The students of the seventh grade at MTs Ma'arif Balong Ponorogo	OralTest	1-5
	Dependent	1. The		Documenta	

	variable : students' speaking achieveme nt	students' speaking achievemen t be more good.		tion	

To identify instrumen of data collection , the researcher applied validity and reliability test. They are used to measure the data from an essay test. The complete explanation in this below.

1. Validity

Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.[66] Validity is the most important idea to consider when preparing or selecting an instrumen for use.[67]Testis said to have validity if the result are in accordance with the criterion, in term of parallels between the results of test with criterion. Techniques used are usually the product moment correlation technique proposed by person. The formula is

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[66] H. Douglas Brown, Language Assessement Principles And Classroom Practice. (New York, Longman,.2000), 22.

[67] Jack R. Fraenkel, How to Design and Evaluate Research in Education sixth edition (New York : Mc Grow Hill Companies, 1932), 182.

$$Rxy = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Information:

Rxy	= Digit of index produc moment correlation
$\sum X$	= The total score X
$\sum Y$	= The total score Y
$\sum XY$	= The total of result multiplication between score X and Y
n	= Totalof respondent[68]
$(\sum X)^2$	= quadrate score item total
$(\sum Y)^2$	= quadrate score total

With df or db is n-r 19-2 = 17 in 5% significance the r index is 0,456. When the index of r xy is below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (rxy) is more than 0,456.

If every item (rxy) has the positif correlation more than 0,4, show the item is valid. And if every item has the correlation less than 0, 4, so the item is invalid. Finally, the result of the test validity is a follow :

Table 3.2

Recapitulation Test item validity pre-test

No.item	"y" arithmetic	"r" table	Explanation

[68] Andhita Dessy Wulansari, M.Si, Penelitian Pendidikan Suatu pendekatan praktek dengan menggunakan SPSS (Ponorogo : STAIN Po PRESS, 2012), 84.

1	0,739	0, 456	Valid
2	0,703	0, 456	Valid
3	0,745	0, 456	Valid
4	0, 685	0, 456	Valid
5	0, 658	0, 456	Valid

Table 3.3

Recapitulation Test item validity post-test

No.item	"y" arithmetic	"r" table	Explanation
1	0, 736	0, 456	Valid
2	0, 723	0, 456	Valid
3	0, 675	0, 456	Valid
4	0, 711	0, 456	Valid
5	0, 678	0, 456	Valid

2. Reliability

According to Danil Muijs reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[69]Reliability indicates the extent to which individual different on test score are attributable to true differences versus chance errors. Reliability as just stated, reliability means dependability. It means that the numerical results

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[69] Ibid., 236.

produced by an indicator do not vary because of characteristic of the measurement process or mesurement instruments itself.[70]

Reliability also is constancy or carefulness of instrument evaluation. In quantitative research, reliability is an essentially a synonym for dependability, consistency, andrecplicability over time, over instruments, and over groups of respondent.[71]

According James Dean, reliability is the extent to which. The result can be considered consistent or stable.[72] In reliability by K-R.20 (Kuder-Richardson 20) formula as follow:

$$rxx = \frac{K}{K-1}\left(\frac{s_{\frac{2}{x}} - \Sigma pq}{s_{\frac{2}{x}}}\right)$$

rxx = reliability of the whole test

K = number of items on the test

$S_{\frac{2}{X}}$ = variance of scores on the total test (aquared standard)

P = proportion of correct responses on a single item

Q = proportion of incorrect responses on a single item

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[70] W. Lawrence Neuman, Social Research Methods Qualitative and Quantitative Approaches fourth Edition (A person Education Company, 1991), 164.

[71] Louis Cohen Et Al., Research Mtehod In Education, (New York: Madison Avenue, 2007), 146.

[72] James Dean Brown, Testing In Language Program : A Comprehension Guide To English Language Assesment (New York : Mc Graw-Hill ESL/ELT, 2005), 175.

a. Reliability pre-test

$$r11 = (\frac{n}{n-1}).(1 - \frac{\sum S2}{S2})$$

$$= (\frac{19}{19-1}) - (1 - \frac{5.0443523521}{12.2714681441})$$

$$= (\frac{19}{18}).(1 - 0.411063461)$$

$$= (1.0555555556).(0.5889365239)$$

$$= 0.6216552197$$

$$= 0.62$$

On the significant level of 5%, r11 > r tabel 0,62 > 0.456, it means that it

is reliable.[73]

Table 3.4 Test Result of Reliability Test

"t" arithmetic	"r" table	Explanation
0.6216552197	0.456	Reliable

b. Reliability post-test

$$r_{11} = (\frac{n}{n-1}).(1 - \frac{\sum S_1^2}{S^2})$$

$$= (\frac{19}{19-1}).(1 - \frac{6,243771473}{31,190304684})$$

$$= (\frac{18}{19}).(1 - 0,200183086)$$

$$= (0,9473684211).(0,799816914)$$

$$= 0,757721286$$

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[73] See appendix

$$= 0, 75$$

On the significant level of 5%, $r_{11} > r_{table} = 0, 75 > 0,456$, it means that it is reliable.

Table 3.5 Test Result of Reliability Test

"t" arithmetic	"r" table	Explanation
0. 757721286	0.456	Reliable

D. Technique of Data Collection

In collecting data, the researcher used test and documentation technique. The reseacher observed directly the students' activity in the classroom while the teaching speaking by using "Find the Differences" picture is occurred:

1. Test

Test is some questions that given for people to show the condition or the level of developmentof the people. The fundamental use of testing in an educational program is to provide information for making decision, that is for evaluation.[74] According to Iskandarwassid test is a manner to conduct a research which is task formed or task stripping which must be worked by the learners or group of students until produce a behavior value or

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[74] Lyle F.Bachman, Fundamental Consideretion in Language Testing (New York : Oxford University Press, 1990, 54.

students'achievement, which comparied with value of the other students or based on standart value.[75]

Test was a series of practices of questions that was used to motivate the students and as a means of measuring knowledge, intellegence, and talent. In this research, test applied to measure the students' speaking achievement to the seventh grade of MTs Ma'arif Balong Ponorogo in academic year 2016/2017. It used to analyze any significant differences in using "Find the Differences" picture in teaching speaking.

To score students' speaking test, the researcher used scoring rubric, as follow :

Table 3.4 Penny Ur Criteria Speaking socre

Score	Accuracy			Fluency
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammatical sentences or expressions	Procedure words with correct and clear prouounction	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Occasional grammar	Produce words with mostly	Good range of vocabulary	Speaks with occasional

	slips or incorrect grammatical sentences or expression	correct pronounction but sometimes there is any error		repetition
3	Make obvious grammar mistake or make some grammar mistake	Produces words with some errors pronunciation	Adequate but not rich vocabulary	Speak at length or hesitantly with some repetition
2	Mistakes in basic grammar or no correct grammatical or expression	May have many strong foreign accents or produce words with too many errors pronunciation and unintengible	Has poor vocabulary	Speaks slowly and very hesitant with frequent repetition
1		Little or no language produced		Little or no communication

Adope from penny ur

Then, the total score will be multiplied by 5, as follows:

20 x 5 = 100.

2. Documentation

Documentation is a kind of important technique to get data about variable which is in the form of note, transcript, book, newspaper, magazine, meeting result, etc.[76]Documentation is a method for collecting data that used to save all of information among the research. Documentation also can be used to monitor all of the research process

In the research, the documentations used in this research were taken from the students' result of the given test, the teacher's lesson plan, and photograph of teaching learning process. Besides, the researcher also gets the data about students' name (VII A, VII B and VII C), schools visions, missions, goals, facilities, infrastructure, and organizations structure of MTs Ma'arif Balong Ponorogo.

E. Technique of Data Analysis

After collecting the data, the researcher uses t-test to analyze the data. The data must fulfill the assumption in which the data must be normality distributed. Therefore, normality test must be provided.

1. Normality test

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[76] Suharsimi Arikunto, Prosedur Penenlitian Suatu Pendekatan Praktik (Jakarta:PT Rineka Cipta, 2006), 231.

Normality test was used to determine whether a data set was well-modeled by a normal distribution or not or to compute how likely the random variable is to be normally distributed.[77]The better avoid the mistakes the researcher uses some formula, there were : kolmogorow, lilieforse, and chi square. The researcher choosen kolmogorov-smirnow to calculation this research.

The steps of analyzing normality test as follows:[78]

    a. Formulate hypotheses

       Ho : the data were not normality distributed

       Ha : the data were normally distributed

    b. Calculated the averange (mean) to create a table

    c. Calculating the value of fkb

    d. Calculated each frequency divided by the number of data (f/n).

    e. Fkb calculating each divided by the number of data (fkb/n).

    f. Calculated the value of Z by the formula where X is the original value of data μ is the population mean can be estimated using the averange of the sample or the mean while σ was the standart deviation of population could be estimated by the standart deviation of the samle values, Z value would be calculated each value after sorted from smallest to larges, $Z = \frac{x - \mu}{\sigma}$

[77] Retno Widyaningrum,Statistika (Ponorogo :STAIN Po, Press, 2009), 206.
[78] Ibid., 206-210.

g. Calculated P≤Z

h. For a2 values obtained from the differences between columns 5 and 7 (fkb/n and P≤Z).

i. For a1 values obtained from the differences between columns 4 and 8 (f/n and a2).

j. Comparing the highest number a1 with kolmogorov-smirnov table

k. Test the hypothesis.

2. Test the hypothesis.

T-test is one of statistic test which used to test the correctness or error of null hypothesis declare that between two mean of sample which be taken randomly from the same population, there is not different significant.[79] Null hypothesis is used to know the effect find the differences picture on students' speaking achievement at seventh grade students of MTs Ma'arif BalongPonorogo. Before do t-test the researcher must find the other result they are: means, standard deviation, and standard error from each variable.

The formulas to analyze the data are:[80]

T-test used for small samples (N<30)

The formula is to : $t = \dfrac{M_{1-} M_2}{SE_{M_{1-M_2}}}$

The formula to analyzed the data were :

[79] Retno Widyaningrum, Satistika (Yogyakarta : Pustaka Felicha, 2011), 153.
[80] Ibid.

a. $SD_D = \sqrt{\frac{\sum D^2}{n} - \left[\frac{\sum D}{n}\right]^2}$

   D $= X\text{-}Y$

   $\sum D_D =$ Standart Deviation from the variable X and variable Y

   $\sum D =$ Sum of the differences of variable X and variable Y

b. $SE_{M_D} = \frac{SD_D}{\sqrt{n-1}}$

   $SE_{M D} =$ Standart Error from mean of differences.

c. $t_0 = \frac{M}{SE}$ with M $= \sum \frac{\sum D}{n}$

   M $_D =$ mean of difference between variable X and Y.

   Interpretation of db $= n\text{-}1$ and then being consulted with N table "t".
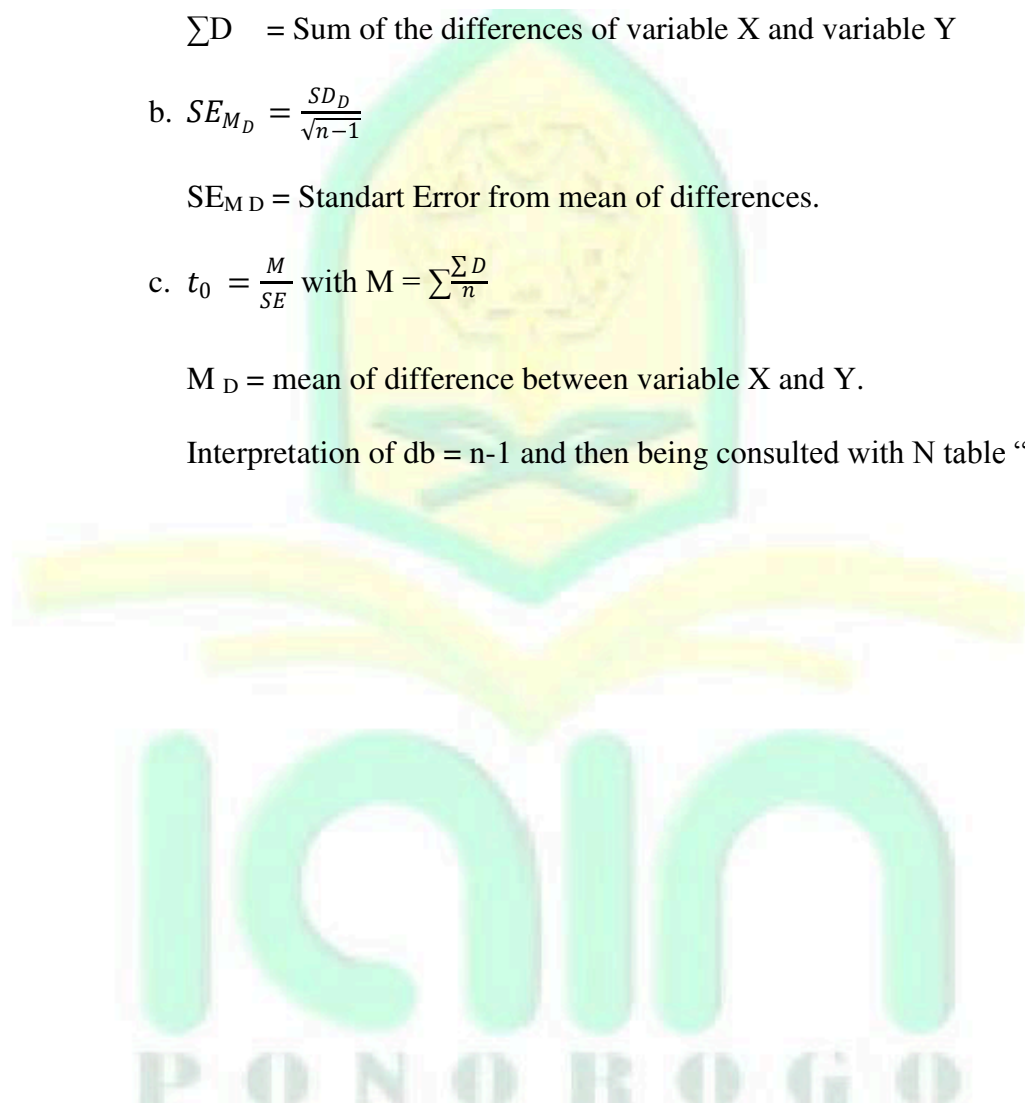
CHAPTER IV

RESEARCH FINDING

In this chapter the researcher report on Research Location, Data Description, Data Analysis, and Discussion.

A. Research location

1. General Location

The research was conducted at MTs Ma'arif Balong Ponorogo in academic year 2016/2017. It is located in Jalen Village Balong District Ponorogo. MTs Ma'arif has a very strategies location, because this school was located not far from Main Street and this location is near to the market. It is also supported by the ease of transformation.

MTs Ma'arif Balong supported by profession educators with educational qualifications S1. At its inception (1995) MTs Ma'arif Balong only have a few classes and now has developed in to 10 classes with more complete facilities. The schools are located on Jendral Sudirman No 10street. MTs Ma'arif Balong continues to develop themselves and are now aligned with another school in the town of Ponorogo.

2. Visions, Missions and Goals of MTs Ma'arif Balong

a. Visions

Faith, scholarly, performance, and good characters.

b. Missions

1) Providing religious education and carried Ahlusunnah wal Jama'ah.

2) Forming learned generation that healthy physical and spiritual.

3) Giving skill for live in society, nation, and country.

c. School's Goals

Generally the goals of MTs Ma'arif Balong are provide education that:

1) Being Muslim that believe and fear to god Allah SWT, have a good attitude, comprehend and do the religion precept.

2) Becoming citizens that good and responsible to the prosperity of society and nation.

3) Being human that having complete personality, confident, health physical and spiritual.

4) Mastering science and technology and finally can follow the developing of globalization era.

5) Have competence and skills to do daily activity to getting the balance of life.

3. Condition of teacher and students MTs Ma'arif Balong

The numbers of students of MTs Ma'arif Balong ponorogo fluctuate years to years. The table of the number of teachers, staff and students in MTs Ma'arif Balong Ponorogo are as follow:

Table 4.1 the number of students

Class	Male			Female			Total	Score Robel
7	A	B	C	A	b	c	60	3
	11	11	11	7	10	10		
	33			27				
8	A		B	A		b	48	2
	11		12	12		13		
	23			25				
9	A	b	C	D	A	B	c	d	86	4
	13	15	15	16	7	7	7	7		
	58				28					
Score	114			80			194	9

The students of MTs Ma'arif Balong Ponorogo were 194 students. It consisted of 60 students for VII grade, 48 students for VIII grade, and 86 students for IX grade.

Table 4.2 the number of teachers

Status	Male	Female	Total	Not yet S1	pass S1	pass Certifica tions
GTY	15	8	23	2	22	15
GTT	1		1	2	1	1
Total	16	8	24	2	23	16

The number of teachers and staff in MTs Ma'arif Balong Ponorogo in academic year 2016/2017 are about 24 teachers. They were consisted of 23 GTY teaachers and 1 GTT teacher. Faculty members are among them came from graduated from cottage, senior high school and university or college.

4. **The organization Structure**

Based on SK Madrasah Number 001/SK/MTs.Mrf/VII/2014 date 21th July 2014, the arrangement organization structure of MTs Ma'arif Balong Ponorogo is:

Headmaster : Muhammad Jalal Suyuti, S.Ag

Deputy of Public Relation : Drs. Purwono

Deputy of Infrastructure : Hasyim As'ari, S.Pd.I

Deputy of Curriculum : Pardi, S.Pd.I

Deputy of Students : Purwanto, S.Pd.SD

Head of Library : Dra. Yuniasri

Head of Laboratory IPA : Lina Rahmawati, S.Si

Head of Computer Lab : Edy Sutrisno, S.Ag

Teacher of class :

   1. VII [A] : Siti Nurul Rohmah, S,Ag

      1. VII [B] : Sumiati, S.Pd

      2. VII : Muh.Choirul Fatoni, S.Pd.I

      3. VIII [A] : Budianto, S.Pd

      4. VIII [B] : Siti Umi Harnik, S.Ag

      5. IX [A] : Liyeb Wijayanti, S.Pd

      6. IX [B] : Drs. Mohammad Junaidi

      7. IX : Joko Priyatno, S.Pd

      8. IX [D] : Munir Farohi, S.Pd.I

Treasurer of School : Solikin, S.Pd

Head of Administration : Langgeng Hartono

Staff of Administration : Lilik Herlinawati, S.Pd.I

5. Facilities and infrastructure

Facilities and infrastructure are a component that also determines the success as of the learning process. Educational process that is supported by sufficient infrastructure, the learning process can run well. In edition, facilities and infrastructure of MTs Ma'arif Balong Ponorogo consist of data infrastructure.

Table 4.3

Data infrastructures

No.	Types of infrastructures	Number of rooms		
		Goods condition	Minor damage	Heavily damage
1.	Classroom	9		
2.	Head master			
3.	Teachers room	1		
4.	Administration room	1		
5.	Physics Laboratory	1		
6.	Chemistry Laboratory			
7.	Biology Laboratory			
8.	Computer Laboratory	1		

9.	Language Laboratory			
10.	Library	**1**		
11.	Healty room (UKS)		**1**	
12.	Skills room			
13.	Arts room	**1**		
14.	Toilets teacher		**1**	
15.	Toilets students		**1**	
16.	Counseling room			
17.	Building of Graha (Aula)		**1**	
18.	OSIS room		**1**	
19.	Scout room			
20.	Mosque			
21.	Sports room			
22.	Home teachers room			
23.	The student residences (man)	**1**		
24.	The dorm schoolgirls (women)			
25.	The post security			
26.	Canteen			

B. Time of the researcher

This research finished in may, 06 [th] in 2017. The schedule for experiment class can be seen in the table below:

Table 4.4 Experiment class schedule

Date	Activities

ril, 13th 2017	e-test
ril, 21th 2017	st treatment
ril, 27 th 2017	cond treatment
ril, 28 th 2017	ird treatment
ril, 29 th 2017	st-test

C. **Data Description**

The population that was used in this research was the seventh grade students of MTs Ma,arif Balong in academic year 2016/2017. The researcher took 19 students as a sample that was a VII B class.

1. Procedure of the experiment

This research used experiment research. That was one class as the sample, those were VII B as experiment class. The research number of the experiment class was 19 students. They had followed pre-test and post- test that conducted by the researcher.

Firstly, the students were given pre-test to get their in score before beginning the research. The form test was objective. There were 5 essay items. It took 60 minutes to describe the picture. It was hold April, 13 th 2017.

Secondly, the first treatment of "Find the Differences' picture technique held on April, 21 th 2017. The material was descriptive picture. The students ask to

find out the different picture from the similarity from the picture. They worked in pair and did an individual task.

Thirdly, the second treatment held on April, 27 th 2017. The material was descriptive picture too, but had different picture with the first treatment.

Fourthly, the third treatment held on April, 28 th 2017. The material was descriptive picture. The students worked in pair and they are discussion about different picture. The students have 20 minutes for discussion. After that, the student presented came forward one by one in front of class to describe about different picture.

Fifthly, was post-test. It was hold on April, 29 th 2017. It used to measure whether the "Find the Differences" picture together technique is success or not in teaching speaking.

The pre-test and post-test took factual information was limited only in descriptive picture. The aspects that were assessed : pronunciation, vocabulary, fluency and grammar, was assessing in the speaking test. It used to know the true result whether the technique was effective or not. The test items were constructed based on the indicators and the materials which were suitable with the themes and sub-themes suggested in English book for the seventh Grade students of junior high school.[81] The pre-test and post-test were objective test which consist of 5 items. Number 1 question about the

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[81] See appendix.

boys (picture 1& picture2). What does the boy do? Number 2 question about girls (picture 1& picture2). What does the girl do? Number 3 question about crocodile? Number 4 question about a boy and girl look like? Number 5 question about the situation of the picture? The total score is 100. One reason for choosing this type of testing was that it was easy to be marked.[82]

 The treatment was applied in the present study called "Find the Differences' picture technique. The students worked in pair but they have different tasks. This was done with the teacher's help who stands as a facilitator of this technique. First, teacher stated the topic to the students using picture. Second, teacher guided the learning activity with pair work the students. Thirdly the teacher gave each member in pair work, and then the teacher distributes the task. Fourthly, the teacher asked the students to discuss together. The last the teacher cross check the students answer by calling the number of the students one by one.

2. The result of students' Pre Test in Experiment (variable x)

Table 4.5 The Score of students' Pre Test in experiment

No	Name	Scores
1	Agung Tri Saputra	55
2	Ahmad Anwar Syaifudin	54

---

[82] See appendix 1.

3	Bella Natalliya Kusuma C	50
4	Eka Wariyanti	55
5	Fanico Adil Kurnia Sasmita	49
6	Feri Setyawan	55
7	Hanif Rahmat Nurhidayah	60
8	Mawar Melyana Wati	62
9	Moh.Rifki Ardiansyah	58
10	Mohamad Reza Saputra	56
11	Muh.Fikri Ihsanuddin	56
12	Mohammad Izzuddin	58
13	Muh.Khoirul Anam	57
14	Nur Lailatul Qodar	63
15	Renita Alfiana Sari	62
6	Riska Fahruminatul Azizah	54
17	Serli Wahyu Rantri Sulis S	52
18	Wahyu Agista Lusdianti	49
19	Yasinta Dinda Kartika	50
		1055

From the table above, could be seen that the highest score for experiment class is 59; there is only one student who got the highest score. The lowest

score for the experiment class is 48; there is one student who has the lowest score.

3. The result of students' Post Test in Experiment (variable y)

The table below showed the score of the post test to the students taught using "Find the Differences" Picture technique.

Table 4.6 the score of Students' Post Test in Experiment

No	Name	Scores
1	Agung Tri Saputra	67
2	Ahmad Anwar Syaifudin	66
3	Bella Natalliya Kusuma C	65
4	Eka Wariyanti	62
5	Fanico Adil Kurnia Sasmita	61
6	Feri Setyawan	66
7	Hanif Rahmat Nurhidayah	72
8	Mawar Melyana Wati	72
9	Moh.Rifki Ardiansyah	65
10	Mohamad Reza Saputra	68
11	Muh.Fikri Ihsanuddin	70
12	Mohammad Izzuddin	70
12	Muh.Khoirul Anam	69

13	Nur Lailatul Qodar	82
5	Renita Alfiana Sari	82
16	Riska Fahruminatul Azizah	67
17	Serli Wahyu Rantri Sulis S	62
18	Wahyu Agista Lusdianti	60
19	Yasinta Dinda Kartika	65
	Total	1291

From the table above, could be seen that the highest score for experiment class is 82; there are two students who got the highest score. The lowest score for the experiment class is 60; there is one student who have the lowest score. The total of experiment class score 1291. So that, could be conclude the post test of the students taught using "Find the Differences" Picture technique was good.

4. **Data analysis**

After got the data, the researcher could be analyzed the data. The analysis of data could be seen as follows:

Table 4.7 pre-test data in VII class

No	Name	Scores

1	Agung Tri Saputra	55
2	Ahmad Anwar Syaifudin	54
3	Bella Natalliya Kusuma C	50
4	Eka Wariyanti	55
5	Fanico Adil Kurnia Sasmita	49
6	Feri Setyawan	55
7	Hanif Rahmat Nurhidayah	60
8	Mawar Melyana Wati	62
9	Moh.Rifki Ardiansyah	58
10	Mohamad Reza Saputra	56
11	Muh.Fikri Ihsanuddin	56
12	Mohammad Izzuddin	58
13	Muh.Khoirul Anam	57
14	Nur Lailatul Qodar	63
15	Renita Alfiana Sari	62
16	Riska Fahruminatul Azizah	54
17	Serli Wahyu Rantri Sulis S	52
18	Wahyu Agista Lusdianti	49
19	Yasinta Dinda Kartika	50
		1055

The table above was used for look the value of the mean, the range and

deviation standard of students' score with this formula as below:

Table 4.8 the count of Mean, Range and Deviation Standard of the

students' scores

X	F	fx	x=x-mx	Fx	x	f.x^2
63	1	63	7,4	7,4	54,76	54,76
62	2	124	6,4	12,8	40,96	81,92
60	1	60	4,4	4,4	19,36	19,36
58	2	116	2,4	4,8	5,76	11,52
57	1	57	1,4	1,4	1,96	1,96
56	2	112	0,4	0,8	0,16	0,32
55	3	165	-0,5	-1,5	0,25	0,75
54	2	108	-1,5	-3	2,25	4,5
52	1	52	-3,5	-3,5	12,25	12,25
50	2	100	-5,5	-11	30,25	60,5
49	2	98	-6,5	-13	42,25	84,5
616	19	1055	4,9	-0,4	210,21	332,34

1. Mx (mean) $= \frac{\Sigma fx}{N} = \frac{1055}{19} = 55, 5$

2. Range = H-L

R = 63-49

R = 14

3. SD (Deviation Standard) $= \sqrt{\frac{\Sigma fx^2}{N}} = \sqrt{\frac{332,34}{19}} = \sqrt{17,49157895}$

$$= 4, 182293503$$

$$= 4,18$$

After determining Mx and SDx, then determine top up and bottom to

know the limitation of standard category of students' pre-test.

Top up of students' pre-test score:

Mx + 1.SDx   = 55, 52 + 1.4, 18

        = 60, 7

Bottom of students' pre-test score:

Mx- 1.SDx = 55, 52 – 1.4, 18

        = 50, 34

The result of students post-test could be seen as follow:

Table 4.9 post-test data in VII B class

No	Name	Scores
1	Agung Tri Saputra	67
2	Ahmad Anwar Syaifudin	66
3	Bella Natalliya Kusuma C	65
4	Eka Wariyanti	62
5	Fanico Adil Kurnia Sasmita	61
6	Feri Setyawan	66
7	Hanif Rahmat Nurhidayah	72
8	Mawar Melyana Wati	72
9	Moh.Rifki Ardiansyah	65

10	Mohamad Reza Saputra	68
11	Muh.Fikri Ihsanuddin	70
12	Mohammad Izzuddin	70
13	Muh.Khoirul Anam	69
14	Nur Lailatul Qodar	82
	Renita Alfiana Sari	82
16	Riska Fahruminatul Azizah	67
17	Serli Wahyu Rantri Sulis S	62
18	Wahyu Agista Lusdianti	60
19	Yasinta Dinda Kartika	65
	Total	1291

The table above was used to look for the value of the mean, the range and the deviation standard of students' score with this formula as below :

Table 4.10 the count of Mean, Range and Deviation Standard of the

students' scores

X	F	fx	x=x-mx	Fx	X	f.x
82	2	164	14,1	28,2	198,81	397,62
72	2	144	4,1	8,2	16,81	33,62
70	2	140	2,1	4,2	4,41	8,82
69	1	69	1,1	1,1	1,21	1,21
68	1	68	0,1	0,1	0,01	0,01
67	2	134	-0,9	-1,8	0,81	1,62
66	2	132	-1,9	-3,8	3,61	7,22

65	3	195	-2,9	-8,7	8,41	25,23
62	2	124	-5,9	-11,8	34,81	69,62
61	1	61	-6,9	-6,9	47,61	47,61
60	1	60	-7,9	-7,9	62,41	62,41
	19	1291	-4,9	0,9	378,91	654,99

4. Mx (mean) $= \frac{\Sigma fx}{N} = \frac{1291}{19} = 67,9$

5. Range = H-L

R = 82-60

R = 22

6. SD (Deviation Standard) $= \sqrt{\frac{\Sigma fx^2}{N}} = \sqrt{\frac{654,99}{19}} = \sqrt{34,47315789}$

$$= 5,871384666$$

$$= 5, 87$$

After determining Mx and SDx, then determine top up and bottom to

know the limitation of standard category of students' pre-test.

Top up of students' pre-test score:

Mx + 1.SDx   = 67, 94 + 1.5,87

   = 74, 81

Bottom of students' pre-test score:

Mx- 1.SDx = 67, 94 – 1.5,87

   = 61, 07

5. The Result of Assumption Test for Parametric Statistic

a. The Calculate of Normality test

Normality test was conducted to know whether the data distribution was normal distribution or not.[83] For this test, it would be proposed the hypothesis as follow:

Ho : the data was not normal distribution

Ha : the data was normal distribution

Table 4.11 Normality of Data and Calculation of the Students' Pre-Test in Experiment.

x	f	Fx	x2	fx2
63	1	63	3969	3969
62	2	124	3844	7688
60	1	60	3600	3600
58	2	116	3364	6728
57	1	57	3249	3249
56	2	112	3136	6272
55	3	165	3025	9075
54	2	108	2916	5832
52	1	52	2704	2704
50	2	100	2500	5000
49	2	98	2401	4802
ttal	$\sum$f 19	$\sum$fx 1055	$\sum x^2$ 34708	$\sum fx^2$ 58919

Calculate the average:

$$\text{Mx} = \frac{\sum fx}{N}$$

---

[83] Retno Widyaningrum, Statistika (Ponorogo: Stain Ponorogo Press, 2009), 206.

$$= \frac{1055}{19}$$

$$= 55, 52631579$$

$$= 55, 52$$

Calculate the deviation standard:

$$SDx = \sqrt{\frac{\Sigma fx^2}{n} - (\frac{\Sigma fx}{n})^2}$$

$$= \sqrt{\frac{589,19}{19} - (\frac{1055}{19})^2}$$

$$= \sqrt{3101 - (55, 52631579)^2}$$

$$= \sqrt{3101 - 3083, 17}$$

$$= \sqrt{17, 83}$$

$$= 4, 222558466$$

Table 4.12 The Result of normality Test for post-test

x	f	fkb	f/n	f/n	z	pz	a2	a1
1	2	3	4	5	6	7	8	9
63	1	19	0,05	1,00	1,647	0,7389	0,261	-0,211
62	2	18	0,10	0,94	1,427	0,9222	0,017	0,083
60	1	16	0,05	0,84	0,988	0,8365	0,003	0,047
58	2	15	0,10	0,78	0,549	0,7054	0,074	0,026
57	1	13	0,05	0,68	0,329	0,6255	0,054	-0,004
56	2	12	0,10	0,63	0,109	0,5398	0,090	0,010
55	3	10	0,15	0,52	-0,109	0,4602	0,059	0,091
54	2	7	0,10	0,36	-0,329	0,7345	0,374	-0,274
52	1	5	0,05	0,26	-0,768	0,2236	0,036	0,014
50	2	4	0,10	0,21	-1,208	0,1151	0,094	0,006
49	2	2	0,10	0,10	-1,427	0,0778	0,022	0,078

D (0, 05, 19) from index 0.091

Ho was accepted if a_1 Max $\leq$ D Index 0.091

Ha was accepted if a_1 Max >D Index 0.301

Because the maximum value of a_1 was 103 in which the index was less than the D index, so the decision was to accept Ha, Which mean the data was normality distributed.

Table 4.13 Normality of Data and Calculation of the Students' P0st-

Test in Experiment.

X	F	Fx	x2	fx2
82	2	164	6724	13448
72	2	144	5184	10368
70	2	140	4900	9800
69	1	69	4761	4761
68	1	68	4624	4624
67	2	134	4489	8978
66	2	132	4356	8712
65	3	195	4225	12675
62	2	124	3844	7688
61	1	61	3721	3721
60	1	60	3600	3600
Ttal	$\sum 19$	$\sum$ fx 1291	$\sum x^2$ 50428	$\sum$ fx^2 88375

Calculate the average:

$$Mx = \frac{\sum fx}{N}$$

$$= \frac{1291}{19}$$

= 67, 94736842

= 67, 94

Calculate the deviation standard:

$$SDx = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{883,75}{19} - \left(\frac{1291}{19}\right)^2}$$

$$= \sqrt{46,51315789 - (67,94736842)^2}$$

$$= \sqrt{4651,315789 - 4616,844875}$$

$$= \sqrt{34,470914}$$

$$= 5,871193575$$

Table 4.14 The Result of normality Test for post-test

X	F	fkb	f/n	fkb/n	Z	pz	a2	a1
1	2	3	4	5	6	7	8	9
82	2	19	0,10	1,00	2,401	0,9918	0,008	0,092
72	2	17	0,10	0,89	0,698	0,7549	0,135	-0,035
70	2	15	0,10	0,78	0,357	0,6368	0,143	-0,043
69	1	13	0,05	0,68	0,187	0,5714	0,108	-0,058
68	1	12	0,05	0,63	0,017	0,0540	0,576	-0,526
67	2	11	0,10	0,57	-0,153	0,4404	0,129	-0,029
66	2	9	0,10	0,47	-0,323	0,3745	0,095	0,005
65	3	7	0,15	0,36	-0,493	0,3121	0,047	0,103
62	2	4	0,10	0,21	-1,004	0,1587	0,051	0,049
61	1	2	0,05	0,10	-1,175	0,1210	-0,021	0,071
60	1	1	0,05	0,05	-1,345	0,0901	-0,040	0,090

D (0, 05, 19) from index 0.103

Ho was accepted if a_1 Max $\leq$ D Index 0.103

Ha was accepted if a_1 Max >D Index 0.301

Because the maximum value of a_1 was 103 in which the index was less than the D index, so the decision was to accept Ha, Which mean the data was normality distributed.

b. The Calculation the t-test

Determining differences of the students' speaking achievement before taught using "Find the Differences" picture (x) and students' speaking achievement after taught using "Find the Differences" picture (y). These tables were to calculate and determine "t" test.

Table 4.15

Table to get value of "t" test

Name	(X)	(Y)	D=X-Y	D^2
Agung Tri Saputra	55	67	-12	144
Ahmad Anwar Syaifudin	54	66	-12	144
Bella Natalliya Kusuma C	50	65	-15	225
Eka Wariyanti	55	62	-7	49
Fanico Adil Kurnia Sasmita	49	61	-12	144
Feri Setyawan	55	66	-11	121
Hanif Rahmat Nurhidayah	60	72	-12	144
Mawar Melyana Wati	62	72	-10	100

Moh.Rifki Ardiansyah	58	65	-7	49
Mohamad Reza Saputra	56	68	-12	144
Muh.Fikri Ihsanuddin	56	70	-14	196
Mohammad Izzuddin	58	70	-12	144
Muh.Khoirul Anam	57	69	-12	144
Nur Lailatul Qodar	63	82	-19	361
Renita Alfiana Sari	62	82	-20	400
Riska Fahruminatul Azizah	54	67	-13	169
Serli Wahyu Rantri Sulis S	52	62	-10	100
Wahyu Agista Lusdianti	49	60	-11	121
Yasinta Dinda Kartika	50	65	-15	225
Total	1055	1291	-236	3124

The steps of formula were:

1. Determine differences of variable x and y

$(\sum D = X - Y = -236)$

$S_0, M_D = \frac{\sum D}{n} = \frac{-236}{19} = -12,42$

$\sum D^2 = 3124$

$SD_D = \sqrt{\frac{\sum D^2}{n} - \left[\frac{\sum D}{n}\right]^2}$

$= \sqrt{\frac{3124}{19} - \left[\frac{-12,42}{19}\right]^2}$

$= \sqrt{164,42 - \frac{154,2564}{19}}$

$$= \sqrt{164,42 - (8,118757)^2}$$
$$= \sqrt{164,42 - 65,9142}$$
$$= \sqrt{98,5058} = 9,925008816$$

2. Standard error

$$SE_{M_D} = \frac{SD_D}{\sqrt{n-1}}$$

$$= \frac{9,925008816}{\sqrt{19-1}}$$

$$= \frac{9,925008816}{\sqrt{18}}$$

$$= \frac{9,925008816}{4,24264}$$

$$= 2,339347387$$

3. Account "t" with formula :

$$t_0 = \frac{M}{SE}$$

$$= \frac{-12,42}{2,3393} = -5,309280554$$

Interpretation

Interpretation is consultation between t. table and t observation. If t_0 higher than tt ($t_0 > tt$), the result is Ho is rejected and Ha is accepted. If t_0 smaller than tt ($t_0 < tt$), the result is Ho is accepted and Ha is rejected.

Db = n-1 = 19-1 = 18 and consulted with the table "t"

At the significant standard 5% $t_0 =$ -5, 309 and t_t = 2, 09 so $t_0 > t_t$, so Ho rejected and Ha accepted.

So, there are differences between the students' speaking achievement before and after taught by using "Find the Differences" picture of the VII B class at MTs Ma'arif Balong.

From the calculation above, the researcher could conclude that there is a significant difference in students' speaking achievement before and after taught by using "Find the Differences" picture. So,the effect of using "Find the Differences" picture effective in improving students' speaking achievement to the seventh grade class at MTs Ma'arif Balong in academic year 2016/2017.
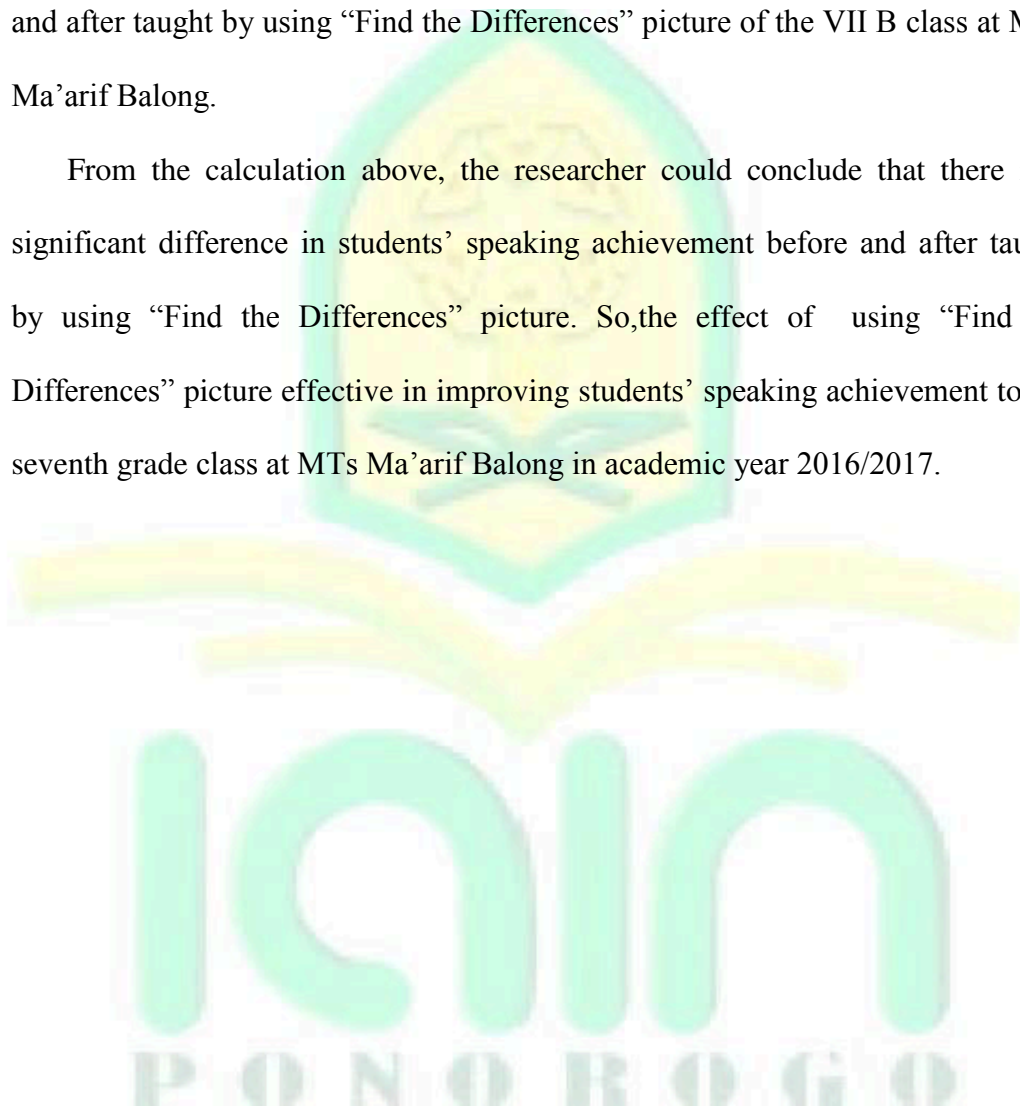
CHAPTER V

A. Conclusion

Based on the research problem and data analysis, the researcher draws the conclusion of this research as follow:

There is significant difference to the students' speaking achievement before and after using "Find the Differences" picture to the seventh grade students of MTs Ma'arif Balong ponorogo in academic year 2016/2017. It is based on the data analysis data where the result t-value is 5, 1066 and the t-table in 5% significance stage is 2, 09. It means that t-value is higher than t-table. So, H_a is accepted and H_o is rejected.

Besides, the use sustained "Find the Differences" picture as technique for treat the VII B class is increase the students' speaking achievement. It is shown by the means of pre-test and post-test. The mean score of pre-test before using "Find the Differences" picture technique is 53,84 and the mean of post-test after using "Find the Differences" picture is 66,10

B. Recommendations

After getting the results of the study in this research, the researcher likes to give some suggestions, as follows:

1. For the teacher

a. It will better using "Find the Differences "Picture as a technique in teaching speaking because it can make the students more focus in their speaking.

b. In learning process, the teacher should use an appropriate technique or media because it makes the students learning English more excited and effective.

c. In teaching learning process, the teacher should give motivation to the students in order to make the students are eager to learn and understand the material essay.

2. For the students

a. The researcher hopes that the students will have a great motivation to increase their speaking achievement. They can start by speak the describe picture.

b. The students must pay attention during the teaching learning process, especially in speaking lesson. Speaking achievement is important for them as their basic skills in build the meaning of the text.

3. The readers

   The researcher hopes that this result of the study can be useful for the readers latter.

4. For other researcher

   Refer to the result of the research, the "Find the Difference" picture had increase with students' speaking achievement, other researcher is suggested to

make other researcher about other aspect of "Find the Differences" picture that related to the students' English Achievement. The researcher hopes that this research can be used as reference to conducting that next research about "Find the Differences' picture.

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