

**THE EFFECTIVENES OF STILL PICTURE MEDIA
IN EXAMPLES NON EXAMPLES STRATEGY FOR
TEACHING SPEAKING OF THE TENTH GRADE MA
MIFTAHUL ULUM KRADINAN ACADEMIC YEAR**

2018/2019

THESIS



By

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2019

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TEACHING SPEAKING OF THE TENTH GRADE MA
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THESIS

Presented to

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In Partial Fulfillment of the Requirement
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ABSTRACT

AFIFAH, RIYYATUL. 2019 *The Effectiveness Still Picture Media in Examples non Examples Strategy to Teaching Speaking of the Tenth Grade MA Miftahul Ulum Kradinan.* **Thesis,** English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key Words : Still Picture, Example non Example Strategy, Speaking Ability

Speaking is one of the language skills which is used to communicate one's taught to another. Speaking ability consists of producing systemic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. One of the strategies that teachers can use to increase students' speaking ability in learning English is by using the appropriate media and strategies. One of the commonly used media is still picture. Still picture are photographic (or photograph- like) representation of people, place, and things. This media can also be combined with of examples non examples strategy. It is a teaching model which presenting the material to study by showing the relevant pictures and students have chance to analyze the picture individually or in group and discusses about the picture.

The objective of this research was to determine the effectiveness of still picture in Example non examples strategy for teaching speaking skill at the tenth grade of MA Miftahul Ulum Kradinan academic year 2018/2019.

In this study researcher employed quantitative research approach and researcher applied experimental research. Researcher chose Pre experimental design, With one group pretest- posttest. This research employed probability sampling is define as the kind of ampling in which every element in population has an equal chance of being selected with use one class of tenth grade of MA Miftahul Ulum Kradinan. The first the researcher given pretest, the second the researcher applying the example non example strategies, and the last, the researcher gave posttest. After getting score of the test, the data were analyzed and processed by using T-test formula using SPSS. The result of this research showed that the average students posttest after taught using example non example strategy (28, 1379) pretest before taught using still picture in example non example strategy (21,7931). The value of t test =8.446 with df = 54 on level significance 5%. According to the table value “t” = 2.01. then t account higher than t table (8.446 > 2.02).

So, it can be conduct that the students taught by still picture in example non example strategy get a better score in speaking then the students before taught by using still picture in example non example strategy. It is become important for teacher to increase and develop their ability in teaching. The teacher should use appropriate strategy in learning English. Especially in teaching speaking, to make students more interested and motivated in learning speaking.

APPROVAL SHEET

This is certify that the *Sarjana's* thesis of:

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Has been approved by the thesis advisor for the further approval by the board of examiners.

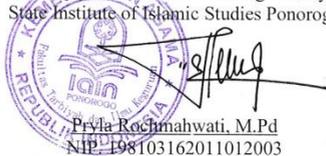
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And has been accepted as the requirement for the degree the scolar in English
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Ponorogo July 17 2019

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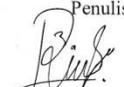
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Judul Skripsi : **The Effectiveness of Still Picture Media**

**In Examples Non Examples Strategy to Teaching Speaking Of
The Tenth Grade Ma Miftahul Ulum Kradinan Academic Year
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CHAPTER I

INTRODUCTION

A. Background of Study

In globalization era, English language has become the most widely used and indeed dominant language for international business, technology, science and academia.¹ Community needs are not only possessed by students who attend general-based schools but Islamic education in Indonesia has included English along side other secular sciences and technology as part of its curriculum in its current advancement.² In recent years, there has been a great development in Indonesia Islamic education with the reconstruction of knowledge and

¹ Peter w Roux, *English AsInternational Langaue : the Debate Continous*, 2014, 45.

² Tuti Hidayati, *English Language Teaching in Islamic Education in Indonesia*, no 2,vol 3,2016.

integration of more sciences, technology and foreign language as its sell values.³

English language adopted by Islamic Bording school used in daily interaction and communication only help students with rich of vocabulary but does not significantly assist students with good English proficiency and academic purpose. In Indonesia, English is not considered as second language but English is foreign language. English remains as the only foreign language in the curriculum for general schools and is examined on the end of school year for junior and senior high schools.

³ *Ibid*, Tuti Hidayati 67-68.

The status of English as foreign language has direct implication in the rare opportunities for learners to become exposed English and to have opportunities use in daily interaction. Although this constraint can be managed with the development of information and communication technologies. In Indonesia, English language officially constituted as part of national education curriculum and become requirement in number of higher education and work force entry.⁴

Many students are still afraid of learning English. They are feel worried to make mistake while speaking, because the language is new for students. As revealed in journal 33,3% of students did not show any interest in English because they have difficulties in understanding the teachers' instruction especially in creating sentence using correct grammar. The students also did not have

⁴ *Ibid*, Tuti Hidayati , 75

any idea on what the teacher has said to them.⁵ Therefore both high school SMA/ MA students are expected to be able to increase interest in learning English, especially in speaking because it is one of the language skills which is used to communicate one's taught to another. Students can't convey ideas without speaking. They need to interact with other people especially in English classroom. Students are assigned to speak English fluently⁶.

Speaking ability consists of producing systemic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing , receiving and processing information.⁷ One of the strategies that teachers can use to increase students' speaking ability in learning English is by using the

⁵ Yusiman pg HJ Amaj, *a Study of Teachers' Strategies to Develop Students' Interest Towards Learning English as Second Language*, 134, 2014, 190

⁶ Fitrawati, *Improving Students Speaking Ability By Using Instructional Media For Advanced Learners*, 12, ISSN :1979-0457

⁷ Katheleen Bailey, *Practical Englis LangugeTeaching Speaking*, (McGraw-Hill,)2-5

appropriate media and strategies. Media means a channel of communication that carries information between source and receiver. The purpose of media is to facilitate communication. The examples of media are video, television, diagram, printed materials, computers, and instructor.

Classification of media in teaching are visual media, audio media, audio visual media. The first is visual media, in visual media there are two classification called non projected visual that can translate abstract into more realistic format and projected media like document camera, overhead projected, digital image, digital image projection. The second is audio media, audio media is recording and transmeting the human voice and other sound for instructional purposes. There is format of audio that often used for instructional purposes. The third is audio visual media. Video version of the moving images

are recorded on tape or disc, each packaging forms that vary in size, shape, speed, recording method, and playback mechanism.⁸

Many kinds of media can be used to teach English. One of the commonly used media is still picture. Still picture commonly called as non project visual media, its photographic (or photograph-like) representation of people, place, and things. Still picture that most commonly used in class are photograph, postcard, illustration from book, and catalogs, and study print. Still pictures are readily available in books, (including textbook), magazine, newspaper, catalogs and calendars.⁹

The advantages of still picture are firstly it is the most readily available source of instructional media. In study print, photograph, textbook and clipart. Secondly

⁸ Robert Heinich. et al, *Instructional Media and Technology for Learning* (New Jersey: Merrill Prentice Hall, 2002), 9-11

⁹ *Ibid* . , 142-143.

still picture are commercially available in most subject areas and on all grade levels from kindergarten through adult. Thirdly still picture helps students to visualize things, skills, processes, and ideas, thus making concepts more concrete. The fourth still picture appeal to students of all ages. The five visual detail of the still picture make it possible to study subject which would otherwise be impossible. The sixth still picture can provide common experiences for an entire group of learners.¹⁰

The disadvantage of still picture are, firstly two-dimensional size and distance are often distorted, thereby making the “reading” of the picture difficult for some students. Secondly Lack of color or improper use of color in still pictures limits students interpretations and often leads to inaccurate conclusion.¹¹

¹⁰ LaMond F. Beatty, *The Instructional Media Library* (New Jersey : Englewood Cliffs,) 11

¹¹ *Ibid* . , 13

This media can also be combined with of examples non examples strategy. Examples non examples strategy is a teaching model which presenting the material to study by showing the relevant pictures and students have chance to analyze the picture individually or in group and discusses about the picture. The teaching and learning process will be more interesting because the students will become more active by seeing the picture.¹²

The benefit from this strategy are the teaching and learning process will be more interesting because the students will become more active by seeing the picture; students will be able to understand the material easier because the teacher shows the picture related to the topic discussed; it can increase students thinking better because they are give opportuneitee to discuss in

¹² Aris Shoimin, *68 Model Pembelajaran Inofativ Dalam Kurikulum 2013*, (Yogyakarta : AR-Ruzz Media, 2014) 73-76

analyzing the picture; students will learn to work together in a group, to make good competition each other. Teaching and learning process will be more attractive since the students are able to analyze the picture provided by the teacher. ¹³

The disadvantage of examples non examples strategy is it difficult to find good picture; the time which is available is sometimes less effective because often in discussions using relatively long time.¹⁴ The use of strategies and media to increase students' interest in learning English must be appropriate with the material. Teacher uses the colorful material, showed videos and provided interesting activity to support teaching. By using media and appropriate strategy will attract student's

¹³ *Ibid.* 73-76

¹⁴ *Ibid.* ,76

interest in learning¹⁵. Using media in teaching speaking can be fun and enjoyable if the teachers can use visual media aid which help the students easier to understand the materials. Visual media aid is called as instructional media. By using instructional media, teachers and students both will find the new teaching atmosphere which indicate their students' motivation, attention, and participation regularly increased.¹⁶

The researcher interested to conduct a research in MA Miftahul Ulum Kradinan. Based on pre lemenary observatioin on September 19th when discussed about congratulation others, and expression of compliment, some students of tenth grade have low interest in speaking ability. MA

¹⁵ Pg HJ Amaj, *a Study of Teachers' Strategies to Develop Studets' Interest*, , 191

¹⁶ Fitrawati, *Improving Students Speaking Ability By Using Instructional Media For Advanced Learners*, 12, ISSN :1979-0457.

Miftahul Ulum is Islamic Boarding School and some students have little interest in study English. Furthermore English teacher has difficulty to make students understand the lesson. Many students there not pay attention it, because they think that English lesson is not important. To make students easy to understand the English lesson and not afraid to speak the teacher needs appropriate media and startegies. ¹⁷

From the background of the problem above, the researcher conducts the research with the title, **The Effectiveness of Still Picture Media in Examples non Examples strategies and Students Speaking Ability.**

¹⁷ Observation in MA Miftahul Ulum Kradinan.

B. Limitation of Study

Based on the background of the study that has explained above, the researcher gives limitation of the problem that far ranging of discussion. The limitation of study are :

1. Using still Picture
2. Examples non example Strategy in Congratulation Other and Expression of Compliment
3. The tenth grade MA Miftahul Ulum Kradinan Students speaking ability

C. Statements of Problem

Based on the limitation of the study above the formulation in this study :

1. Is there any significant different of students speaking ability before and afer taught by still picture in examples non examples strategy ?

D. Objectives of Study

This study is done under following purpose :

1. Find is there any significant different of students speaking ability before and afer taught by still picture in examples non examples strategy.

E. Significances of the Study

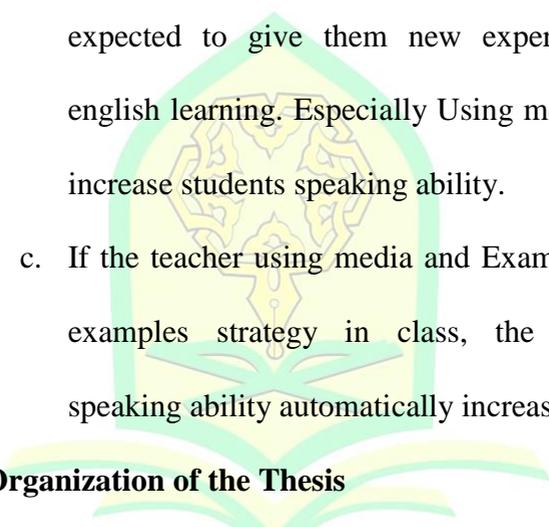
The researcher is expected can give the significance both theoritically and practically in the teaching and learning process in English:

1. Theoritically

The finding of this study are expected can enrich the theory about the effectiveness of still picture media in example non example strategies and students speaking ability.

2. Practically

The result of this research is expected to be benefical for:

- 
- a. For the English teacher , the result of this reasearch is expected to provide them with the alternative strategies to teach speaking.
 - b. For the students the result of thie research is expected to give them new experience in english learning. Especially Using media can increase students speaking ability.
 - c. If the teacher using media and Examples non examples strategy in class, the students speaking ability automatically increase.

F. Organization of the Thesis

To make easier in writing the thesis, the thesis will be divide into five chapter as follow:

The first chapter is introduction which contains of background of study, statements of problem, objectives of the study, significances of study, limitations of problem, and organization of thesis.

The second chapter is review of related literature, theoretical background, previous study, and theoretical framework which contains of still picture, example non examples strategy, speaking ability

The third chapter is research method which contains of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is research result which explains about research location, description, analysis of the data and the interpretation of the result of the study.

The fifth chapter is closing which contains about the conclusion and suggestion.

CHAPTER II

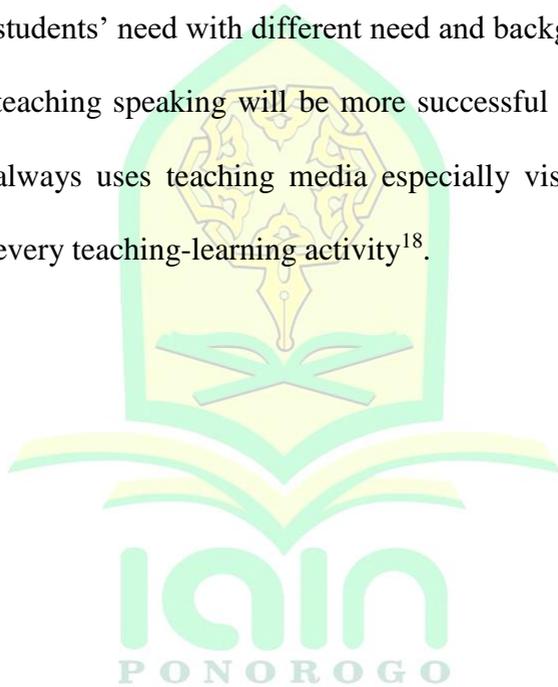
**PREVIOUS RESEARCH FINDINGS, THEORETICAL
BECKGROUND, THEORETICAL FRAMEWORK
AND ACTION HYPOTHESIS**

A. Previous Research Findings.

Before the researcher conducted the study, the researcher checked other studies to find whether there are some similar studies or not. The researcher took reviews from the following research findings.

The first research from Ahmad Badawi by the title *Using Visual Media in Teaching Speaking*. The research using quantitative method. The result of this research is a teacher demanded to be more creative to design learning activity in order to be able to help students participate actively and achieve learning objective. To do this well, the teacher should use appropriate teaching media, in this case visual such as

realia and picture. Visual media in teaching can create more interest and various learning activity, by using visual media the students do not only listen to the teacher but also observe and demonstrate so that it can fulfill students' need with different need and background. Thus, teaching speaking will be more successful if the teacher always uses teaching media especially visual media in every teaching-learning activity¹⁸.



¹⁸ Ahmad Baidawi, *Using Visual Media in Teaching Speaking*, vol 1, 2016,64

The similarity of previous research and this research is about using media picture in teaching speaking. Whereas, the difference between this previous research and this research is just use media picture without using strategies.

The second is research from Sofyan A. Gani, by title "*The Example non Example Technique for Teaching Speaking in English*". The research employed quantitative experimental design method. The result from this research is the examples non example strategy used picture as a primary medium, this enable to students to apply critical thinking to get meanings from the pictures. In this activity, every student tried to match the vocabulary with the picture displayed on the whiteboard. In getting meaning, after the students saw the expression of the emotion displayed in the picture they would

combine words from the vocabulary list to get the correct meaning.

The students became active and creative because the picture was from daily life interaction that enables the students to explore ideas freely. The performance of the students than become the core consideration on using this technique. As the result of the activity the students could perform well since they learn about the technique over several meetings. When the students work in group, they could overcome the difficulties that might make it hard for them to speak individually. Furthermore, class management is a factor that must be considered in the teaching and learning process.¹⁹

The similarity of previous reserch and this research is about using example non example strategies with picture to teach speaking in english. The different

¹⁹ Sofyan A. Gani, *The Examples non Examples Strategy for Teaching Speaking in English*, 6, vol 3, 2015, 395

between this previous reserch and this research is in the activity students make dialogue about congratulation using picture.

The third research from Puguh Karsono, by the title “ *Using Picture in Improving Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana*”. The research using CAR (classroom action research). The result from this research showed that the students speaking ability had improved after using picture. As the findings showed that number of students which were classified as good and very good improve from 6,4% in preliminary study to 83,9% in cycle 1 and become 100% in cycle 2. The using picture could enhance the students’ speaking ability. Mostly, the students could improve their fluency, content, pronunciation, and grammar. The students actively involved in every single activity of picture peresentation. Dealing with teaching speaking by

using picture, the students' participation made improvement because it can reduce the students' boredom and problem in speaking. They were enthusiastic and encouraged to learn English speaking.²⁰

The similarity of previous research and this research is about using picture in teaching speaking enhance the students' speaking ability. The different between this previous research and this research is in the respondents. In this previous study respondents is junior high school levels, but in this research is the respondents is tenth grade students level.

The fourth research from Arum Setyarini by the title “ *Improving Speaking Skills Through Picture for Grade VIII Students of SMPN 2 Tempel*”. The research employ qualitative and quantitative. The result from this research is the improvement of students' speaking ability

²⁰ Pugh Karsono, *Using Picture In Improving Speaking Ability Of The Grade Eight Students Of SMP Negri 1 Anggana*, vol 14, no. 2, 2014, 211

can be identified from the improvement in speaking achievement : the students' ability in making dialogue and monologue with correct grammar, organization: the students' ability in expressing their ideas using appropriate vocabulary and increase the fluency, pronunciation and accuracy. Picture also improve the situation in teaching and learning process of speaking. The calss situation become more alive with various task given. And the students' partisipation in the lesson also increased. Besides, picture motivated the teacher in creating interesting task and developing of media in teaching and learning process of speaking.²¹

The similarity of previous reserch and this research is about improving students speaking ability using picture. The different between this previous reserch and this research is in the respondents. In this previous

²¹ Arum Styarini, Dwiyanti Pratiwi, *Impove Speaking Skill Through Picture for Grade VIII Students of SMPN 2 Tempel*, 68

study respondents is eight grade schools levels, but in this research is the respondents is tenth grade students.



B. Theoretical Background

1. Media

A medium (Plural, Media) is a channel of communication. Derived from the Latin word. The term refers to anything that carries information between source and receiver. Include video, television, diagram, printed materials, computers, and instructor. These are considered as instructional media when they carry message with an instructional purpose. The purpose of media is to facilitate communication²².

Since the turn of the century, teachers have use various types of audio and visual aids to help them teach. Recently, teachers have expanded their repertoire of materials and procedures to include the new technologies for learning. The newer technique

²² Robert Heinich. et al, *Instructional Media and Technology for Learning* (New Jersey: Merrill Prentice Hall, 2002), 9

include the use of computers, compact discs, digital videodiscs (DVDs), satellite communication, and the internet.²³ There are the classification of media in teaching

a. Visual

In visual there are two classifications of nonprojected visual and projected visual.

1) Nonprojected Visual

Nonprojected visual can translate abstract into more realistic format. There are six types of nonprojected visuals.

a) Still picture

Still picture are photographic (or photograph- like) representation of people, place, and things. The still picture most commonly use

²³ *Ibid.* , 11

in instruction are photograph, postcard, illustration from book, catalogs, and study print.

b) Drawing.

Drawing, sketches, and diagram employ the graphic arrangement of line to represent person, place, things, and concepts.

c) Charts

Charts is visual representation of abstract relationship such as chronologies, quantities, and hierarchies.

d) Graphic

Graphic is visual representation of numerical data. They also illustrate relationship among units of the data and the trends in the data.

c) Posters

Is incorporate visual combination of image, line, color, and words. They are intended to catch and hold viewer's attention at least long enough to communicate a brief message, usually a persuasive one.

e) Cartoon

Cartoon is lines drawing that are rough caricature of real people and events, are perhaps the most popular and familiar visual format.

2) Projected Visual

a) Document Camera

Video camera mounted on copy stand, pointed downward at document, flat picture, or graphic and small object.

b) Overhead Projected

It is a box with a large aperture, or stage on the top.

c) Digital Images

Images that can store in digital (or analog) format show them on a computer or television monitor or project them before a group.

d) Digital Image Projection

Digital (and analog) images can be shown to individuals using computer monitor. For showing these image to the group and needs large monitor.²⁴

3) Audio

Audio is recording and transmitting the human voice and other sound for instructional purposes.

²⁴ *Ibid . , 142-165*

There is format of audio that often used for instructional purposes.²⁵

a) Audiotapes

Audiotapes are the thing that we can record voice from tape or voice from human and when the content become outdate or no longer useful, the users can erase it.

b) Compact Disk

Compact disk is small silver platter. The music or other sound are stored as digitized bits of information.

c) Mp3

Mp3 is audio compression format that make large audio files available by shrinking them into smaller file fiels that can quickly and easily be captured on the internet

²⁵ *Ibid . , 172*

4) Video

Video version of the moving images are recorded on tape or disc, each packaging forms that vary in size, shape, speed, recording method, and playback mechanism format of video that often used for instructional purposes.²⁶

a) Videotape

The videotape format is a preferred medium for commercial distribution of moving image.

b) DVD

Digital videodisc is medium offering digital storage and playback of full motion video. Just as audio can be digitized.

c) Videodisc

²⁶ *Ibid.* , 192

Videodisc image can be stepped through frame by frame, can be scanned fast or forward, or played at various speed in both of ward and reverse. The audio quality of videodisc is significantly better than videotape.

d) Internet video

Video also can be delivered via the internet, usually using streaming video. Streaming means that the file doesn't have to be completely downloaded before its start playing.²⁷



²⁷ *Ibid.* , 172-194

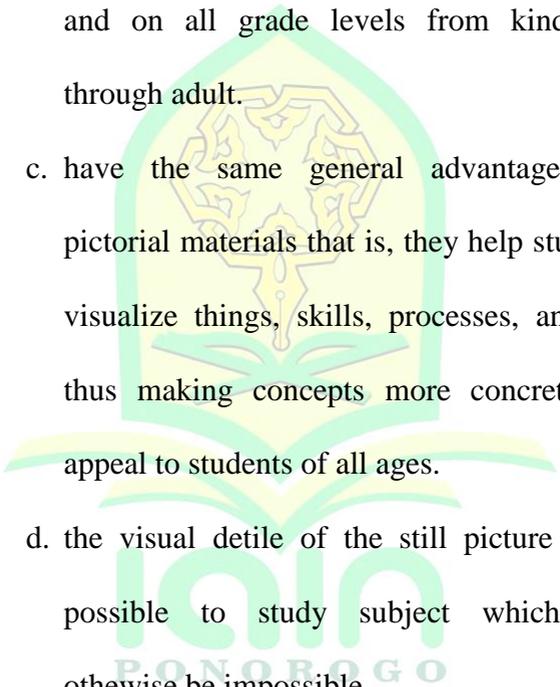
2. Still Picture Media

Still pictures are photographic (or photograph-like) representations of people, places, and things. The still pictures most commonly used in instruction are photographs, postcards, illustrations from books, periodicals and catalogs, and study prints. Still pictures are readily available in books, including textbooks, magazines, newspapers, catalogs and calendars.²⁸

Teachers-made or student-made photographs may illustrate and help to teach specific lessons. Photographs or still pictures taken on field trips can be valuable in classroom follow-up activities.

The advantages of still pictures are:

²⁸ *Ibid.*, 142

- 
- a. the most readily available source of instructional media, study prints, photograph, textbook illustration, clipart.
 - b. commercially available in most subject areas and on all grade levels from kindergarten through adult.
 - c. have the same general advantage as all pictorial materials that is, they help students to visualize things, skills, processes, and ideas, thus making concepts more concrete. They appeal to students of all ages.
 - d. the visual detail of the still picture make it possible to study subject which would otherwise be impossible.
 - e. useful for individualize study. They are convenient to handle, requiring no expensive projection equipment. They provide the

opportunity for careful, detailed analysis at the student's own rate and interest level.

The disadvantages of still picture are:

- a. the "reading" of the picture difficult for some students, because still picture are two-dimensional, size and distance are often distorted, thereby making the "reading" of the picture difficult for some students.
- b. lack of color or improper use of color in still pictures limits students interpretations and often leads to inaccurate conclusion.
- c. Still picture is lack motion. General implication suggest that still picture are suite to the teaching of concept in which motion is not important to understanding.

d. lack of motion in still picture is only relative.

Skillfully selected still picture can depict such as blurring of the image of a moving object.²⁹

The quality and quantity of illustration are of course, important factor in textbook choice. Teacher may use picture from newspaper and magazine in similar way. Students should understand that textbook pictures are not decorations but are intended to be study aids and should be used as such. Encourage students to give attention to them.³⁰



²⁹ LaMond F. Beatty, *The Instructional Media Library* (New Jersey : Englewood Cliffs,) 11-13

³⁰ Robert Heinich. et al, *Instructional Media and Technology for Learning* (New Jersey: Merill Pretice Hall,2002), 142-143.

3. Examples non Examples Strategy

Examples non Examples strategy is a teaching model which present the material to study by showing the relevant pictures and students have chance to analyze the picture individually or in group and discuses about the picture.

- a. The procedure of examples non examples strategy
 - 1) Teachers provide some pictures based on the teaching objective.
 - 2) Teacher puts the picture on a board or serving with OHP.
 - 3) Teacher gives instruction and opportunity for students to observe or to analyze the picture.

4) The group consisting of 2-3 students will report the result of the discussion in piece of paper after analyzing the picture

5) From the comments or the result of students' discussion, the teacher will explain the material related to the objective teaching.

b. The Advantages of examples non examples strategies

In Example non Examples strategies have some advantages for students there are:

1) The teaching and learning process will be more interesting because the students will become more active by seeing the picture.

2) Students will understand the material easier because the teacher shows the picture related to the topic discussed.

- 3) It can increase students' thinking better because they are given opportunity to discuss by analyzing the picture.
 - 4) Students will learn to work together in a group, to make good competition each other.
 - 5) Teaching and learning process will be more attractive since the students are able to analyze the picture provided by the teacher.
- c. The disadvantages of examples non examples strategies

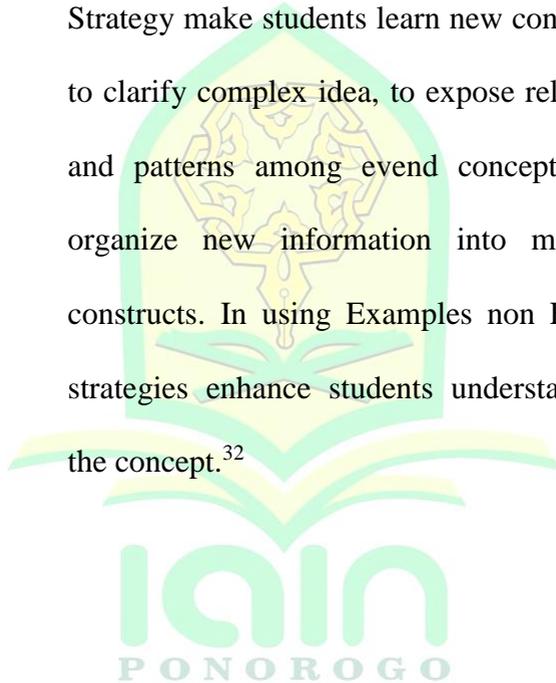
Not just advantages, example non example strategies have disadvantages for students.

- 1) It is difficult to find good picture

P O N O R O G O

2) The time which is available is sometimes less effective because often in discussions using relatively long time.³¹

Using Examples non Examples Strategy make students learn new concept help to clarify complex idea, to expose relationship and patterns among even concept, and to organize new information into meaningful constructs. In using Examples non Examples strategies enhance students understanding of the concept.³²



³¹ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, (Yogyakarta : AR-Ruzz Media, 2014) 73-76

³² Adu Gyamfi et al, *Concept Learning Examples non Examples Compare and Contrast*, 2014,3-4

4. Speaking

a. Definition of Speaking

In language teaching we often talk about the four language skill (speaking, listening, reading and writing) in term of their direction and modality. Modality refers to the medium of the language (whether it is aural/oral or written). Thus, speaking is the productive , oral skill. Speaking consists of producing systemic verbal utterance to covey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information.”³³

b. Components of Speaking.

There are four component are generally recognized in analyses of the speech process.

1) Pronunciation

³³ Kathleen Bailey, *Practical Englis LangueTeaching Speaking*, (McGraw-Hill,)2-5

Includes the segmental features-vowels and consonant – and the stress and intonation patterns.

34

2) Grammar

Grammar is the rule by which put together meaningful and part of language to communicate message that are comprehensible.³⁵

3) Vocabulary

Involves word meaning recognition and guessing the meaning of unknown word structure and context.

4) Fluency

Capacity of speak fluidly, confidently, and at a rate consistent with the norm of the relevant native speech community.³⁶

³⁴ David p Harris, *Testing English As A Second Language* , (New York, McGraw-Hill,)81

³⁵ Rivi Antoni, *An Analysis students speaking skill, pasir pangrain*, 2015

c. Types of Speaking

Before assessing speaking, we need to acknowledge basic type of speaking. There are five type of speaking:

1) Imitative

At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. This type of speaking traditionally labeled “pronunciation”; no inferences are made about task-taker’s ability to understand or convey meaning or to participate in an interactive conversation.

The only role listening the short term storage of a prompt, just long enough to allow

the speaker to retrain the short stretch of language that must be imitated.

2) Intensive

A secondly type of speaking frequently employed in assesment context is the production of short stretches of oral language design to demonstrated competence in narrow band of grammatical, phrasal, lexical, or phonologycal relationship.

The speaker must be aware of semantic properties in order to be able to respond, but interction with an interlocutor or test administrator is minimal at best. ³⁷

3) Responsive

³⁷ H. Douglas Brown, *Language Assesment : Principles Classroom Practices*, (Longman . Com , 2004) 141

Responsive assesment tasks include interaction and test comperhension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments.

The example :

Mary : Excuse me, do you have the time?

Dough : Yeah, Nine-Fifteen

4) Interactive

The different between responsive and interactive speaking is in the leght and complexity of the interaction. Which sometime includes multiple exchange and/or multiple participants.

5) Extensive (*Monologue*)

Extensive oral production tasks include speeches, oral presentation, and story telling. During which the opportunity for oral interaction from listeners is either highly limited perhaps to nonverbal response or ruled out altogether.³⁸

d. Speaking Assessment

Speaking skills can be assessed by asking young learners questions and engaging them in conversation. You can assess students by asking specific questions during class, as well as by talking with them on a one-to-one basis. When assessing students' oral skills, you may want to use an analytical rubric that provides information broken down into different categories.

Table 2.1

³⁸ *Ibid.*, 142.

Students oral language observation matrix according Caroline T. Lins³⁹

Aspect	Score	Criteria
Pronoun- Citation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciations problems. Must frequently repeat in order to make him or herself understood.
	3	Pronunciation problems necessitate concentrations on part of listeners and occasionally lead misunderstanding.

³⁹Caroline T. Linse, *Practice English language Teaching : Young Learners*, (New York. Mc Graw-Hill, 2005) 149

	4	Always intelligible, although listeners are conscious of a definite accent and occasional inappropriate intonation patterns.
	5	Pronunciation and intonation approximate that of native speaker.
Grammar	1	Error in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns
	3	Make frequent errors of grammar and word order

		that occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word orders errors that do not obscure meaning.
	5	Grammar and word order approximate that of native speaker.
Vocabulary	1	Vocabulary limitations so extreme so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary, comprehension quite difficult.
	3	Student frequently uses wrong words, conversation somewhat

		limited because of inadequate vocabulary.
	4	Students occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms approximate that of native speakers.
Fluency	1	Speech so halting and fragmentary as to make conversation virtually impossible
	2	Usually hesitant often forced into silence by language limitations.
	3	Speech in everyday conversation and classroom discussion

		frequently disrupted by student's search for the correct manner of expression.
	4	Speech in everyday conversation and calssroom discussion generally fluent, with occasional lapses while the students searches for the correct manner expression.
	5	Speech in everyday conversation and classroom discussion fluent and effortles. Approximating that of a native speaker.

5. Thoretical Framework

Theoretical framework is a concept in the thesis about how theorist can be related with the factors which are identified as the important problems.

The research is consist of two variable :

X : Effectiveness of still picture media in example non example strategies.

Y : Speaking ability.

The Researcher assumes that students' speaking ability in tenth grad of MA Miftahul Ulum Kradinan better while use still picture media in example non example strategies in teaching speaking.

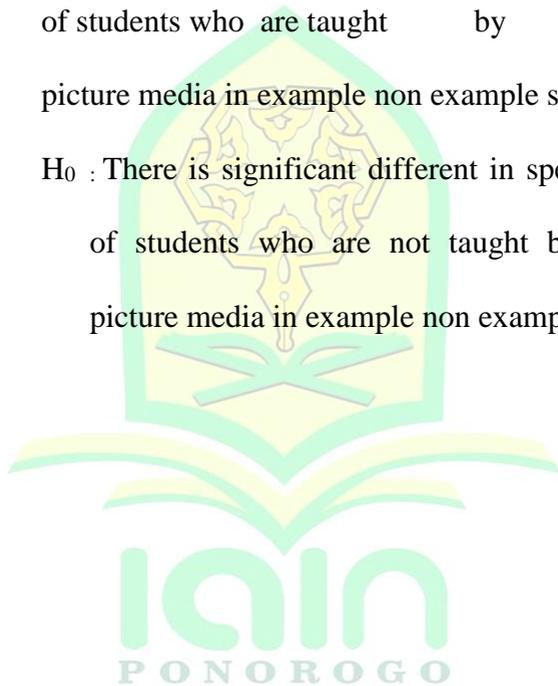
6. Action Hypothesis

Hypothesis in his research can be stated based on the theoretical analysis and theoretical framework.

The hypothesis are:

H₁ : There is significant different in speaking ability of students who are taught by using still picture media in example non example strategies

H₀ : There is significant different in speaking ability of students who are not taught by using still picture media in example non example strategies.



CHAPTER III

RESEARCH METHOD

The existence of the research method has goal of guiding the researcher to work systematically. The research method covers a set of research activities conducted by the researcher. It involves research design, population and sampel, instrument of data collection, technique of data collection, and technique of data analysis.

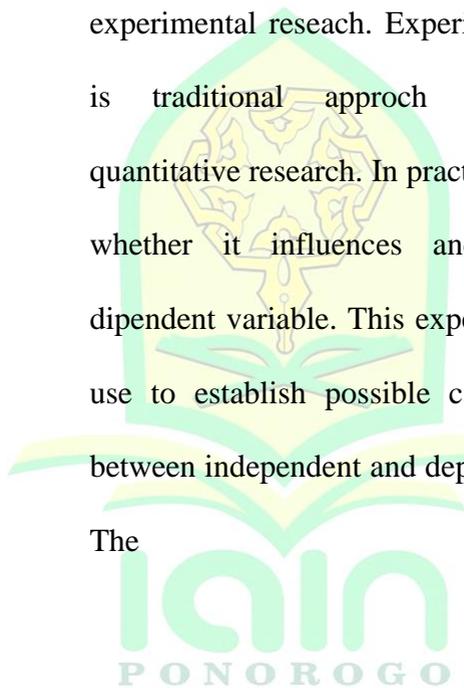
A. Research Design

There are various research design in the research. In this study researcher used quantitative research approach. Quantitative research is explaining phenomenon by collecting numerical data that are analysed using mathematically based method in

particular statistic. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon.⁴⁰

In this research, researcher applied experimental research. Experimental research is traditional approach to conducting quantitative research. In practice to determine whether it influences and outcome or dependent variable. This experimental design use to establish possible cause and effect between independent and dependent variable.

The



⁴⁰ Daniel Muijs, *Doing Quantitative Research in Education With SPSS*, (California: Sage Publication) 2004. 1-2

researcher used experiment design because it best quantitative design to use to establish probable cause and effect. ⁴¹

This research used pre experimental. Pre experimental design is conducted without control group. The group given pre test before experimental treatment after that group given post test to see the achievement. There are two classification of pre experimental, one group pretest - posttest design and static group comparison. ⁴²

This research used one- group pretest-posttest design. This design usually used three step there are, first is administering a pretest measuring the dependent variable, the second is

⁴¹ Jhon W. Creswell. *Educational Research : planing, conducting, and evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education inc. 2012) 295

⁴² Donald Ary. *Introduction to Research in Education*, (Belmont USA : Wadsworth. 2010) 303

applying the experimental treatment (X) to the subject. The procedure of example non example strategy are:

1. Teachers provide some pictures based on the teaching objective.
2. Teacher puts the picture on a board or serving with OHP.
3. Teacher gives instruction and opportunity for students to observe or to analyze the picture.
4. The group consisting of 2-3 students will report the result of the discussion in piece of paper after analyzing the picture
5. From the comments or the result of students' discussion, the

teacher will explain the material related to the objective teaching.⁴³

And the third is administering posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are the evaluated by comparing the pretest and posttest score.

According to Donald Ary the design of one- group pretest- posttest.⁴⁴



Y_1 : Pretest

X : Independent (example non example strategies)

⁴³ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, (Yogyakarta : AR-Ruzz Media, 2014) 73-76

⁴⁴ *Ibid.*,304

Y₂ : Posttest

Based on explanation above, this research employed one class of tenth grade of MA Miftahul Ulum Kradinan. The first the researcher given pretest, the second the researcher applying the example non example strategies, and the last, the researcher gave posttest. The pretest gave before treatment in order to know the speaking ability of the students before treatment and the posttest give after treatment to measure the effect of the treatment.

B. Population, Sample and Respondent

1. Population

Before conducting observation, the researcher needs to determine the population. Population is a group of individuals who have same characteristic. In practice, quantitative

research sample from list and people available. A target population or the sampling frame is a group of individuals or group of organization with some common defining characteristic that the researcher can identify and study⁴⁵. The population in this research were students of tenth grade of MA Miftahul Ulum Kradinan akademik year 2018/2019. It Consists of 29 students, seventeen male and twelve female.

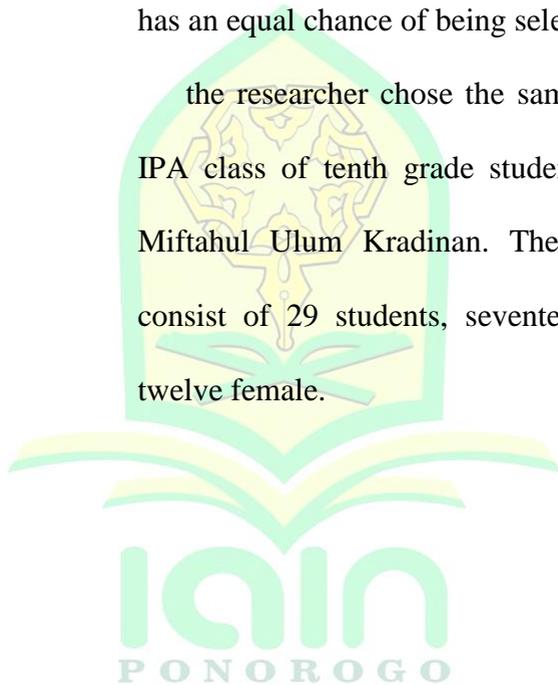
2. Sample

A sample is sub group of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the

⁴⁵*Ibid.*, Jhon W. Creswell, 142

entire population.⁴⁶ The sampling technique in this research was probability sampling. Probability sampling is define as the kind of ampling in which every element in population has an equal chance of being selected⁴⁷.

the researcher chose the sample from the IPA class of tenth grade students of MA Miftahul Ulum Kradinan. The tenth grade consist of 29 students, seventeen male and twelve female.



⁴⁶ *Ibid.*,142

⁴⁷ Donald Ary. *Introduction to Research in Education* ,
(Belmont USA : Wadswort. 2010) 130.

C. Instrument of Data Collection

Instrument is tool that used by resesarcher for assist which was chosen and used by the researching gathering data. In this research, researcher used test, pre test and post test as instrument of data collection.

The test used to analyzed wether any significant different about the students taught before by example non example strategy on speaking ability and students taught after by example non example strategy on speaking ability in MA Miftahul Ulum Kradinan.

The data of this reaserch were the result of test. The data from speaking test taught before by example non example startegy and test result

from speaking test taught after by example non example strategies.

Table 3.1 Instrument of data collection

Research title	Variable	Indicator	Subject	Technic
The Effectiveness Still Picture Media in Examples Strategy To Teach Speaking Ability Of the Tenth Grade MA Miftahul Ulum Kradinan Academic Year 2018/2019	X1=Still PictureIn Examples non Examples Strategy	<ol style="list-style-type: none"> 1. Teachers provide some picture based the teaching objective 2. Teacher puts picture on a board serving with OHP 3. Teacher give instruction and opportunity 	Tenth grade Students	Subjective Test

		<p>for students observe/ to analyzed the picture The 4. group consisting of students will report result of discussion in piece paper after analyzing picture</p>		
	Y= Student Speaking Ability.	<ul style="list-style-type: none"> • Pronunciation • Grammar 	Tenth grade students	Subject Test

		<ul style="list-style-type: none">• Vocabulary• Fluency		
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3. Technique of Data Collection

a. Test

Test is method of measuring a person's ability, knowledge or performance in a given domain. Method in this definition mean instrument a set of technique, procedures, or item that requires performance on the part of task taker. Mesuring mean some tests measure general ability, while other focus on very specific competencies or objective. Person's ability is measuring general' ability while other focus on individuals's ability, knowlege or performance.⁴⁸ In this research, researcher choose subjective test to assess student's speaking ability and

⁴⁸ H. Douglas Brown, *Language Assesment : Principles Classroom Practices*, (Longman . Com , 2004),3.

measure it used speaking assessment matrix according Caroline T. Linse⁴⁹.

Aspect	Score	Criteria
Pronoun- Citation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciations problems. Must frequently repeat in order to make him or herself understood.
	3	Pronunciation problems necessitate concentrations on part of listeners and occasionally lead misunderstanding.

⁴⁹ Caroline T. Linse, *Practice English language Teaching : Young Learners*, (New York. Mc Graw-Hill, 2005) 149

	4	Always intelligible, although listeners is conscious of a definite accent and occasional in appropriate intonation patterns.
	5	Pronunciation and intonation approximate that of native speaker.
Grammar	1	Error in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word order error make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns
	3	Make frequent errors of grammar and word order

		that occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word orders errors that do not obscure meaning.
	5	Grammar and word order approximate that of native speaker.
Vocabulary	1	Vocabulary limitations so extreme so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary, comprehension quite difficult.
	3	Student frequently uses wrong words, conversation somewhat

		limited because of inadequate vocabulary.
	4	Students occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms approximate that of native speakers.
Fluency	1	Speech so halting and fragmentary as to make conversation virtually impossible
	2	Usually hesitant often forced into silence by language limitations.
	3	Speech in everyday conversation and classroom discussion

		frequently disrupted by student's search for the correct manner of expression.
	4	Speech in everyday conversation and calssroom discussion generally fluent, with occasional lapses while the students searches for the correct manner expression.
	5	Speech in everyday conversation and classroom discussion fluent and effortles. Approximating that of a native speaker.

Kinds of test there are pretest and post test.

Pretest provides a measure on some attribute or characteristic that you assess for participant in an experiment before they receive a treatment. There are five questions that are used in pre-test to know students' speaking ability before taught by example non-example strategies. Then the post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after a treatment.⁵⁰ There are five questions that are used in post-test to know the student's speaking ability before taught by example non-example strategies.

⁵⁰ Jhon W. Creswell, 297

b. Validity

The process of gathering evidence to support a particular interpretation of test score is referred to as validation. Need evidence to establish that the inference, which are made on basis of the test result, are appropriate. Numerous studies may be required to build body of the evidence about the validity of these score based interpretation.⁵¹ In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

To know the validity of instrument researcher need to comparing r_{table} and r_{count} .

⁵¹ Donald Ary, *Introduction to Reaserch in Education*, (USA: WadsWort,) 226

The first search the number of sample in r_{table} in 5% . The sample is (n) is the tenth grade students, $n = 29$ and the significance the price of r_{table} is 0,367. When the price of r_{xy} or r_{count} is under r_{table} it conclude that the instrument not valid. Thus, the item said to be valid instrument if the coefficient of correlation (r_{count}) more then 0,367.

To validate and reliable instrument research, the researcher put the total sample 29 students of tenth grade. In this validity test, the reseacher given 5 question for this class. And calculate the validity test using rubrics from speaking, pronunciation, grammer, vocabulary and fluency.

The result of validity instrument all question are valid. To know the validity test the researcher use SPSS 21 for windows because It is probably the most common statistical data analysis software package used in educational research.⁵² the result of validity instrument above could be conclude in table as follow :

Table 3.2 The result of validity calculation

Item	“r” hitung	“r” tabel	Notes
Pronounciation	0,679	0,367	Valid
Grammer	0,770	0,367	Valid
Vocabulary	0,594	0,367	Valid
Fluency	0,727	0,367	Valid

⁵² Daniel Muijs, *Doing Quantitative Research in Education With SPSS*, (California: Sage Publication) 2004. 85

c. Reliability

Reliable test is consistent and dependable. Reliability of a test may best be addressed by considering a number of factors that may contribute to unreliability of a test. Consider the following possibilities.⁵³ The technique of analyze the reliability of instrument the esearcher used Cronbach Alpha coefficient. The reliability instrument will be measure with SPSS 21 because it most commonly used statistical data analysis softwere.⁵⁴

The instruments reliable if alpha is more than r_{table} , if alpha is under the r_{table}

⁵³ Douglas Brown, *Language Assesment Priciples and Classroom Practice 20-21*

⁵⁴ Daniel Muijs, 85

the instrument is unreliable. The sample is (n) tenth grade students, $n = 29$ and the significance the price of r_{table} is 0,367. Finally the result of calculation reliability instruments is as follow:



Table 3.3 The result of reliability using SPSS 21

		N	%
Cases	Valid	29	100,0
	Excluded ^a	0	,0
	Total	29	100,0

a. Listwise deletion based on all variables in the procedure.



Cronbach's Alpha	N of Items
,767	5

Table 3.4

Test item reliability

“r” alpha	“r” table	Notes
0,767	0,367	Reliable

4. Technique of Data Analysis

a. Assumtive Test

Assumption in statistical testing, among others,

Normality Test

Normality test are supplementary to the graphical assesment of normality. The normality test can be conducted in SPSS Expolre procedure (Analyze – Descriptive statistic – Explore – plots – Normality Plots with test).⁵⁵

b. Hypothesis Test

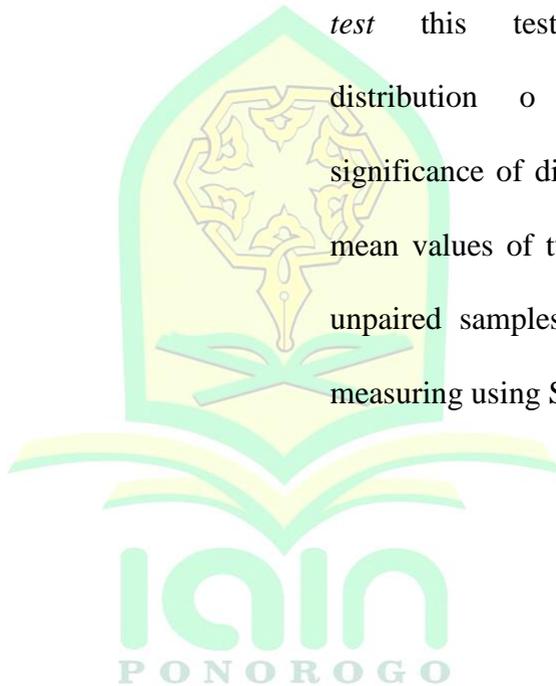
Statistical analysis based on a “null” hypothesis (labeled H_0) tahat there is no effect. An experiment is designed to

⁵⁵ Asghar Ghasemi, *Normality Test For Statistical Analysis: A guide for non Statistican*. vol 2 . no 10. 2012, 487

determine whether evidence refutes the null hypothesis.

- T-test

Using Independent sample *t* test this test using a distribution of *t* to the significance of different in the mean values of two groups of unpaired samples.⁵⁶ This test measuring using SPSS.



⁵⁶ *Ibid.*,64

CHAPTER IV RESEARCH RESULT

A. Research Location

1. Historical Background of MA Miftahul Ulum

Kradinan

MA Miftahul Ulum Kradinan is an institution that located in Kradinan, Madiun. MA Miftahul Ulum Kradinan has stood and operated on 1 June 2002. This institution was built because the proposal from the villagers who wanted a religion-based high school. The reason in the enrolling in Ma Miftahul Ulum Kradinan

- a. Keradinan Villagers are religious society
- b. In Miftahul Ulum fondation there are islamic junior high school;

- c. Many students in Darussalam Boarding School are graduated from islamic junior high school Miftahul Ulum ;
- d. The Senior High Schools that available are far from Kradinan Village;
- e. Constraints of transportation to schools in other areas
- f. The economic level of villagers is middle to lowe class.

With the existence of this situation and condition, the villagers need education that can be alternative and achivable to the economic level of the villagers. In July 2002 MA Miftahul Ulum received new students academic year 2002/2003 with 24 students who participated teaching and learning activity.

Finally after getting results from the research on the establishment of the private madrasah by the office of the religious department of the district of Madiun, with the number Mm.01/05.00/PP.00.6/2808/2003, On January 8, 2004 the Supreme court obtained a decree of establishment from the regional office of East Java Department of Religion with the latter number Kw.13.6/5/PP.03.2/041/SKP/2004 and got a charter for the establishment of the private madrasah and obtained a statistical number of masrasah (NSM) 312351903042 under the name MA Miftahul Ulum

MA Miftahul Ulum in academic year 2018/2019 has 3 classes with 76 students. Tenth grade consists of 29 students. Eleventh grade consists of 22 students. Twelve grade consists of 25

students. MA Miftahul Ulum Kradinan uses the 2013 curriculum in the teaching and learning process.

2. Geographical Location

MA Miftahul Ulum Kradinan is located in the southeast part of Madiun area, precisely on Darussalam boarding school road, Dolopo sub district, Madiun district. Located south of Pucang Kradinan village office. MA Miftahul Ulum Kradinan is also part of Darussalam Boarding School

MA Miftahul Ulum is very strategic for the villagers, because MA Miftahul ulum Kradinan is the only Senior High School in Kradinan village. Moreover, Kradinan villagers are religious society so the villagers preferred to send their children to school that have religious based. In the MA Miftahul Ulum area also stand

the Islamic boarding school of Darussalam so the students not only study about general knowledge but also learning religion in islamic boarding school.

3. Vison dan Mision of MA Miftahul Ulum Kradinan

a. Vision

Towards people who have acheivement based on faith and piety.

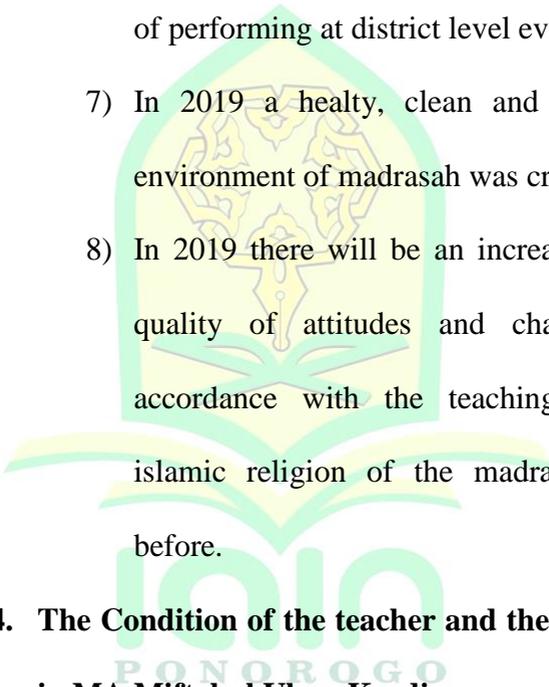
b. Mision

- 1) Developing islamic attitude and religious behaviour.
- 2) Learning to teach optimally with the potential that they have.
- 3) Fostering a spirit of acheivement
- 4) Applying participatory and correct management

- 5) Strivesing for a healty environmentthat is clean and beautifully islamic.
- 6) Increasing human resources in the fields of education and technology.

c. The Aims of MA Miftahul Ulum Kradinan

- 1) In 2019 100% graduation quality.
- 2) In 2019 increase in the UN score of the least 1+ of the existing standards.
- 3) In 2019 there will be an increase in the quality an advantages of infrastructure and facilities that support improved performance.
- 4) In 2019 students who have talent, interest and ability in Arabic and English will increase and be able to make speech using two languages

- 
- 5) In 2019 there will be minimum of one branch of the sports team capable of becoming districts level finalists
 - 6) In 2019 there will be an art team capable of performing at district level events
 - 7) In 2019 a healthy, clean and beautiful environment of madrasah was created.
 - 8) In 2019 there will be an increase in the quality of attitudes and charities in accordance with the teaching of the islamic religion of the madrasah than before.

4. The Condition of the teacher and the students in MA Miftahul Ulum Kradinan.

a. The condition of teachers

MA Miftahul Ulum Karadinan has 21 teachers including ten male teachers and eleven

female teachers. All the teachers at MA Miftahul Ulum Kradinan were scholar degree. Besides being a teacher in the classroom, the teacher also being a staff in schools including treasures, curriculum staff, students affairs staff, infrastructure facilities staff and public relation. And two library officer. The condition of teacher in MA Miftahul Ulum Kradinan can be seen in table below.

Table 4.1
Condition of Teacher in MA Miftahul Ulum Kradinan

Name	F/M	Position	Subject of Study
Nanang Syaifuddin, S.E	M	Head Master	Sociology
Ahmad Rifa'i	M	Committee	
Lina Zakiyatus S, S.Pd.I	F	Treasurer	History

Ainie Kusumasarie, S.Pd	F	Curriculum Staff	Indonesian Language
Zakki Taqiyul Hud S.Pd	M	Students Affairs Staff	Mathematics
Khusnuddin, S.Pd	M	Infrastructure Facilities Staff	
Zainal Abidin	M	Facilities Staff And Public Relation	Fiqih Falaq Kitab kuning
Nandika Fian A, S.	M	Leader Eleven Grade	Physics/ Civics
Nur Salis	M	Teacher	Arabic Language
Lilik Mustika Dewi, S.Pd	F	Teacher	Biology / PLH

Masduki	M	Teacher	Al Qur'an hadis,
M.Zainul Fanani, S.Pd.I	M	Teacher	Geograp hy
Parwati, S.Pd	F	Teacher	Matematis
Ulfah Fuadi, S.Pd.I	F	Teacher	Indonesi an History
Diyani Hani Fasari, S.Pd	F	Teacher	Chemistry
Wilis Prihatni, S.S	F	Teacher	English language
Dyah Nur Fitria, S.E	F	Teacher	Economi cs
Khusnuddin, S.Pd	M	Teacher	Sport

Anik Nuraini, S.Ag	F	Teacher	Akidah Akhlak
Uswatul Hasanah, S.Ag	F	Teacher	Historical of Islam
Sumarmi		Library staff	

b. The condition of students

MA Miftahul Ulum in academic year 2018/2019 has 3 classes with 72 students. Tenth grade consists of 29 students. Eleventh grade 22 students and twelve grade consists of 21 students. Some students are students of the Darussalam boarding school. Here are condition of students in MA Miftahul Ulum Kradinan can be seen in the table below.

Table 4.2
The condition of students MA Mftahul Ulum

Level of Education	M	F	Total
Level 10	17	12	29
Level 11	13	9	22
Level 12	9	12	21
Total	39	33	72

B. Data Description

In this research, the researcher used pre experimental research where the researcher used one group pretest- posttest. The researcher used one class to be given pretest, treatment and posttest. In this research, the researcher took the tenth grade students of MA Miftahul Ulum Kradinan as population. Then the researcher took one class as sample, the total number of students is 29 students.

The first researcher given pretest, the second the researcher given treatment using still picture in example no example strategy, and the last the researcher given posttest. In the end of this research, the researcher wanted to compare between students pretest score and students posttest score after taught using still picture in example no example strategy.

1. Schedule of the Research

In this research, researcher using one group pre test-post test, that is the tenth grade class, there are four meetings in this research. They are pretest, first treatment, second treatment and post test. The research schedule can be seen in the table

below.

Table 4.3
Schedule of the research

Date	Activities
March, 20 th 2019	Pre-test
March, 22 th 2019	First treatment
March, 27 th 2019	Second treatment
March, 29 th 2019	Post-test

1. The Result of Students Pretest and Posttest

a. The Result of Students Pre-Test

In pretest the researcher chose subjective test and gave five questions with 29 students. The table below shows the score of pre-test taught before using still picture in example non-example strategies.

P O N O R O G O

Table 4.4**The score of pre test of tenth grade students**

No	Nama	Aspek				jumlah
		Pronunciation	Grammar	Vocabulary	Fluency	
1	Ahmad Aziz .H.	20	5	15	15	55
2	Diki Risdiato	10	5	20	20	55
3	Fanny Safrian	15	10	20	15	60
4	Farin Lusinta .S.	20	10	15	20	65
5	Irvan Fatoni	10	5	20	20	55
6	M. Fatkhul .H.	10	5	20	20	55
7	M. Zaki.D.I	15	5	15	15	50
8	Nana Ringgasari	15	10	15	15	55
9	Nasihul Amin	15	10	15	20	60
10	Nur'Ani Ramadhani	15	5	20	20	60
11	Risqi Arya .S.	20	10	20	20	70
12	Samsul Ali .M.	10	5	15	15	45

13	Siti Nurhalimah	20	10	20	20	70
14	Vidya Arum .M.	15	10	15	15	55
15	Welu Dwi Tri .H.	10	5	15	15	45
16	Widya Adi Setiaw	10	5	15	15	45
17	M. Fahri .H.	10	5	15	15	45
18	Ahmad Hilmi .M.	10	5	15	15	45
19	Dina Setiyani	10	5	15	20	50
20	Febri Nopitasari	10	10	20	20	60
21	Hanuf Fatkhul	10	10	20	20	60
22	Ilyas Musafi'	10	5	15	15	45
23	Rahayu Nudia	10	10	20	15	55
24	Ria Fariska	10	10	20	20	60
25	Rony Thyo Adi	10	5	15	15	45
26	Sofia Nur .I.	10	10	20	20	60
27	Tsaniatur Roh mah	20	10	15	15	65
28	Maulani Ihsan	10	5	15	15	45
29	M. Afrizal S.M	10	5	15	15	45

From the table score above, it could be seen that the result of pre test students tenth grade class was unstable. There are 9 students got 45, 2 students got 50, 7 students got 55, 7 students got 60, 2 students got 65, and 2 students got 70. The total score pretest was 1580 with the mean was 54,48.

Based on the table above, the histogram can be seen in as follow.

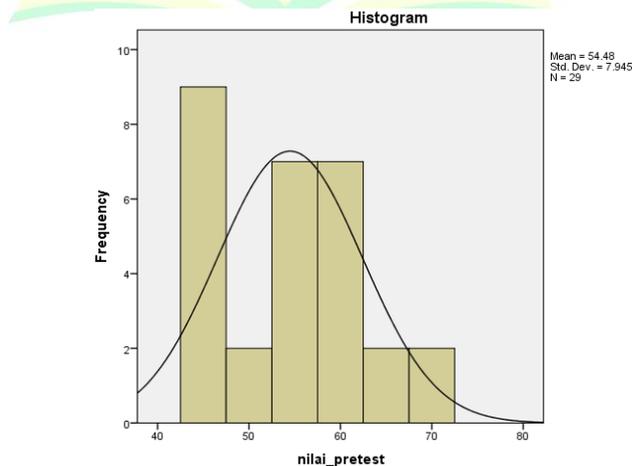


Figure 4.1

Histogram score of Pre test.

From the histogram above, it is stated $M = 54,48$ and $SD = 7,945$. To determine the category of the students speaking ability was good, medium or low, the researcher grouped scores using standart as follows :

1. More than $M + 1. SD$ ($54,48 + 7,945 = 62, 425$) is categorized into good
2. Between $M - 1. SD$ to $1 . SD$ x is categorized into medium
3. Less than $M - 1.SD$ ($54,48 - 7,945 = 46, 535$) is categorized into low.

This is can be seen that the scores which are more than 62, 425 is considered into good, the score between 46-62 is categorized into medium, while the

scores which are less than 46, 535 is categorized into low.

b. The Result of Students Post-Test

In posttest, the reseracher chose subjective test and gave five questions. The table below showed the score of post -test taught after using still picture in example non example strategies.

Table 4.5
The score of posttest of tenth grade students

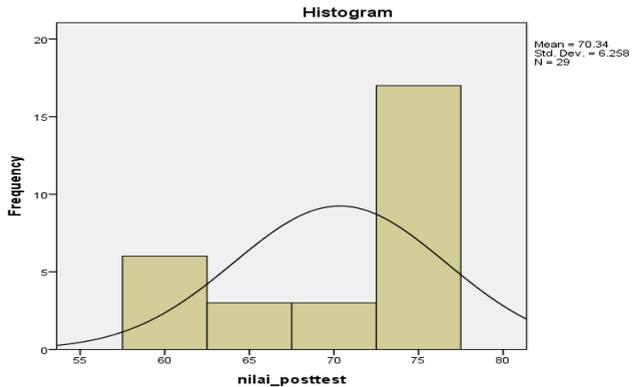
No	Name	Apek				jumlah
		Pronunciatio	Grammer	Vocabulary	Fluency	
1	Ahmad Aziz .H.	20	15	20	20	75
2	Diki Risdiato	15	15	20	20	70
3	Fanny Safrian	15	15	20	20	70

4	Farin Lusinta .S.	20	15	20	20	75
5	Irvan Fatoni	15	10	20	20	65
6	M. Fatkhul .H.	20	10	20	20	70
7	M. Zaki.D.I	15	10	20	15	60
8	Nana Ringgasari	20	15	20	20	75
9	Nasihul Amin	20	15	20	20	75
10	Nur'Ani Ramadhani	20	15	20	20	75
11	Risqi Arya .S.	20	15	20	20	75
12	Samsul Ali .M.	20	15	20	15	70
13	Siti Nurhalimah	20	15	20	20	75
14	Vidya Arum .M.	20	15	20	20	75
15	Welu Dwi Tri .H.	15	15	20	15	65

16	Widya Adi Setiawan	20	15	20	20	75
17	M. Fahri .H.	20	15	20	20	75
18	Ahmad Hilmi .M.	15	10	20	10	55
19	Dina Setiyani	20	15	20	20	75
20	Febri Nopitasari	20	15	20	20	75
21	Hanuf Fatkhul	20	15	20	20	75
22	Ilyas Musafi'	15	10	20	15	60
23	Rahayu Nudia	20	15	10	20	65
24	Ria Fariska	20	15	20	20	75
25	Rony Thyo Adi	15	10	20	15	60
26	Sofia Nur .I.	20	15	20	20	75
27	Tsaniatur	20	15	20	20	75

	Rohmah					
28	Maulani Ihsan	15	10	20	15	60
29	M. Afrizal S.M	15	10	20	15	60

From the table score above, it could be seen that post test of the students tenth grade class taught after using still picture in example non example strategy was varieaties. There are 6 students got 60, 3 students got 65, 3 students got 70, 17 students got 75. It could be conducted the post test of students who are taught using still picture in example non example strategy was better then pre test. Based on the table above, the histrogam can be seen in as follow.



Figur 4.2

Histogram score of Posttest

From the histogram above, it is stated $M = 70,34$ and $SD = 6,258$. To determine the category of the students speaking ability was good, medium or low, the researcher grouped scores using standart as follows :

4. More than $M + 1. SD$ ($70,34 + 6,258 = 76,598$) is categorized into good

5. Between $M - 1. SD$ to $1 . SD$ x is categorized into medium
6. Less than $M- 1.SD$ ($70,34 - 6,258 = 64,082$) is categorized into low.

This is can be seen that the scores which are more than 76,598 is considered into good, the score between 76-64 is categorized into medium, while the scores which are less than 64,082 is categorized into low.

C. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed. Therefore, normality test will be provided.

1. Normality Test of One group Pretest-Posttest.

Normality test is used to know wether the data in each variable that come from population have

normal distribution. There are two ways to conduct normality test, that is Lilifors test and Kolmogrov Smirnov.⁵⁷ In this study, the researcher used SPSS 21 with Kolmogrov Smirnov to analyze normality test.

Table 4.6
Normality test of One group pretest

One-Sample Kolmogorov-Smirnov Test

		Un standardized Residual
N		29
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.15499445
Most Extreme Differences	Absolute	.128
	Positive	.110
	Negative	-.128
Test Statistic		.128
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

posttest.

Based on the calculation of SPSS 21

above, it can be seen that the test use Kolmogrof Smirnov test. The data of one group pretest

⁵⁷ Anindhita Dessy. W., *Aplikasi Statistika Parametrik dalam Penelitian* (Yogyakarta, Pustaka Felicha, 2016), 38.

posttest is normality distributed. It can be seen from value of sig. (2-tailed) that is higher than α ($0,200 > 0,27$)

2. T-test

After conducting normality test, the researcher examined hypothesis. The researcher used T-test to analyze data. This test used distribution t to the significance of different in the mean values of two groups of unpaired samples⁵⁸ t-test aimed to compare the students' speaking skills taught before by example non example strategy (H_0) and taught after by example non example strategy (H_1).

In this research, the researcher calculated the data of the research by using SPSS 21 version for windows.

⁵⁸ Asghar Ghasemi, *Normality Test For Statistical Analysis: A guide for non Statistician*. vol 2 . no 10. 2012, 64

Table 4.7.

**The Result of Mean Score of one group pretest
post test**

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Pretest	29	54.48	7.945	1.475
	Posttest	29	70.34	6.258	1.162

Based on the table above, the result of data analysis shows that the mean score of pretest before taught using still picture in example non example strategy was 54.48 and the means score of post test after taught using still picture in example non example strategy was 70,34.

Table 4.8

**the result of T-test Calculation of Independents Sample
T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	1.150	.288	-8.446	56	.000	-15.862	1.878	-19.624	-12.100
	Equal variances not assumed			-8.446	53.088	.000	-15.862	1.878	-19.629	-12.095

Based on the result of t-test above, Mean is 15.862, it refers to average different of students

speaking score in one group pre test post test. Standart error : 1.878. confidence interval of the difference lower and upper refers to size of confidence is 95% level. T value is the result of t test= Degree of freedom (df)= n-2 (56-2 = 54) . score of sig.(2 tailed) = 0,000.

To interpret the data above, the researcher formulated hypothesis as below:

H₁ : There is significant difference of speaking ability of students taught after by still picture in example non example strategy.

H₀ : There is significant difference of speaking ability of students taught before by still picture in example non example strategy.

The research result, $t = 8.446$, with $df = 54$ on level significance 5%. According to the table

value “ t ” = 2.01. then t account more than t table (8.446 > 2.02). It can be concluded that the students taught by still picture in example non example strategy get a better score in speaking then the students before taught by using still picture in example non example strategy.

D. Discussion and Interpretation

From the calculation above, it was shown that the difference coefficient of students before taught by still picture in example non example strategy and after taught still picture in example non example strategy is 8.446.

The result was used to find out whether the different coefficient was a significant one or not, and futhuremore it could be used as basic generate the population. Hypothesis test (t_0) at 8.446 from the calculation above would be compared to the “ t ” index (t_t) with condition below:

1. If the $t_0 < t_t H_a$ was accepted. It means that there was a significant difference between two variables.
2. If the $t_0 > t_t H_a$ was refused. It means that there was no significant difference between two variables.

The calculation of $(df) = n - 2$ ($56 - 2 = 54$) is 54. The research result, $t = 8.446$, with $df = 54$ on level significance 5%. According to the table value " t " = 2.01. then t account more than t table ($8.446 > 2.02$). It means that H_1 was Accepted and H_0 was rejected. From the calculation above, it can be seen that student's taught after by using still picture in example non example strategy get better score than before taught by using still picture in example non example strategy.

According Adu gyamfi Using Examples non Examples Strategy make students learn new concept

help to clarify complex idea, to expose relationship and patterns among even concept, and to organize new information into meaningful constructs. In using Examples non Examples strategies enhance students understanding of the concept.⁵⁹

According Sofyan A. Gani examples non example strategy used picture as a primary medium, this enable to students to apply critical thinking to get meanings from the pictures. The students became active and creative because the picture was from daily life interaction that enables the students to explore ideas freely⁶⁰

So it can be conclude that there is significant difference to the student's speaking ability before and after taught by using still picture in example non

⁵⁹ Adu Gyamfi et al, *Concept Learning Exa,ples non Examples Compare and Contrast*, 2014,3-4.

⁶⁰ Sofyan A. Gani, *The Examples non Examples Strategy for Teaching Speaking in English*, 6, vol 3, 2015, 395.

example strategy at tenth grade of Ma Miftahul Ulum
Kradinan in academic year 2018/2019.



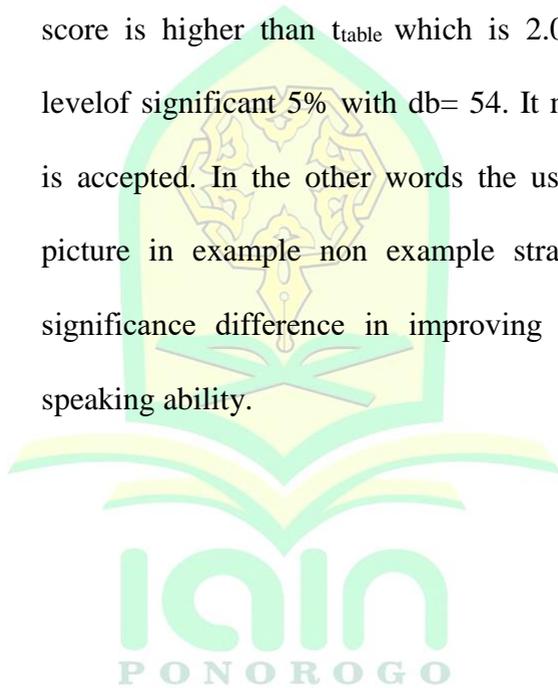
CHAPTER V

CLOSING

A. Conclusion

Based on data analysis, the researcher concluded that there was a significant in speaking score between students taught before using still picture in example non example strategy and students after taught using still picture in example non example strategy in the tenth grade of MA MiftahulUlumKradinan. The result from this research is the students taught after using still in picture example non example strategy get better score, of that is (70,34)it higher than before taught using still picture in example non example strategy (54,48).

It has been found that the comparison between students' speaking ability who after taught using still picture in example non example strategy is 8,446 and before taught 7,346. This score is higher than t_{table} which is 2.01 at the level of significant 5% with $db = 54$. It means H_1 is accepted. In the other words the use of still picture in example non example strategy has significance difference in improving students' speaking ability.



B. Recommendation

Based on calculation above, it can be delivered some recommendation that might be useful for English teacher, students and other researcher as follows:

1. For Teacher

For teacher, teacher should creative to choose strategy in learning process, in order to make students interest and pay attention to the lesson. The teacher should make and present the material that make students enjoy, comfortable, relax, and understandable situation.

In learning process to create motivation to study teacher should give interesting lesson with creative strategy in order to make them are eager to study. This motivation is needed to increase

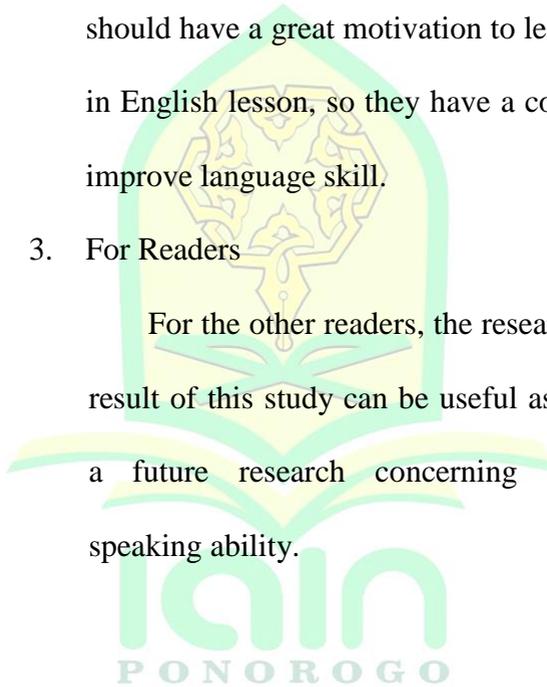
student's confidence so they have bigger spirit to learn.

2. For Students

The researcher hoped that the students should have a great motivation to learn, especially in English lesson, so they have a consideration to improve language skill.

3. For Readers

For the other readers, the researcher hope the result of this study can be useful as reference for a future research concerning with English speaking ability.



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