



**THE EFFECTIVENESS OF USING PICTURE STICK ON
STUDENTS SPEAKING ABILITY OF SECOND
GRADE STUDENTS AT MA
AL-AQSHA MASSAILE**



THESIS

Submitted To Fulfill One of the Requirements to Obtain a
Bachelor's Degree in Education (S.Pd.)

By

**ULFATUSHALIHA
NIM. 180110009**

SUPERVISOR

- 1. DR. Muh. Syukri, M. Pd.**
- 2. Ramli, S. Pd., M. Pd.**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
ISLAMIC INSTITUTE MUHAMMADIYAH SINJAI
YEAR 2022**

STATEMENT OF AUTHENCITY

I the undersigned below:

Name : Ulfatushaliha

ID : 180110009

Study Program: English Study Program

Stating that:

1. This thesis is truly my own work, not plagiarism or duplication of other people's writings/works which I acknowledge as the result of my own writings or thoughts.
2. All parts of this thesis are my own work other than the quotations indicated by the sources. Any errors in it are my responsibility.

So this statement was made as it should be. If in the future it turns out that this statement is not true, then I am willing to accept sanctions for such actions in accordance with the provisions of the applicable legislation.

Sinjai, 6 August 2022

Who make the statement,

Ulfatushaliha

NIM: 180110009

PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Using Picture Stick on Students Speaking Ability of Second Grade Students at MA Al-Aqsa Massaile* yang ditulis oleh Ulfatushaliha Nomor Induk Mahasiswa 180110009, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Jum'at, tanggal 19 Agustus 2022 M bertepatan dengan 21 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.

Ketua

(.....)

Dr. Ismail, M.Pd.

Sekretaris

(.....)

Dr. Ismail, M.Pd.

Penguji I

(.....)

Dr. Muh. Syukri, M.Pd.

Penguji II

(.....)

Dr. Muh. Syukri, M.Pd.

Pembimbing I

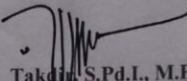
(.....)

Ramli, S.Pd., M.Pd.

Pembimbing II

(.....)

Mengetahui,
Dekan FTIK IAIM Sinjai


Takdir S.Pd.I., M.Pd.I.
NBM. 1213495

ABSTRACT

Ulfatushalihah, *The Effectiveness of Using Picture Stick on Students Speaking Ability of Second Grade Students at Ma. Al-Aqsa Massaile*. Thesis. Sinjai: English Education study program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2022.

This study aims to find out: how to improve students' speaking through the using picture stick on students.

This research is experimental research. The population of this study is class XI, amounting to 21 using saturated sampling technique.

The result of this research is The Effectiveness of using Picture Stick on Students Speaking Ability of Second Grade Students at Ma. Al-Aqsha Massaile is said to be effective because it uses pre-test and post-test.

Keywords: *The Effectiveness of Using Picture Stick, Speaking Ability*

المستخلص

ألفاء الصالحة، تأثير استخدام خيزرانة الصور على قدرة مهارة الكلام من تلاميذ صف ثاني مدرسة
مدرسة الثانوية مسائل الأقصى. **الرسالة العلمية**، **سنجائي**. قسم تدريس اللغة الإنجليزية، كلية
التربية وعلوم التربوي جامعة الإسلامية للمحمدية سنجائي، ٠٢٢٢.

وهدف البحث لمعرفة كيف ارتفع قدرة مهارة الكلام من التلاميذ باستخدام خيزرانة
الصور. وهذا البحث دراسة التجريبي. ومجتمع البحث فيه تلاميذ صف ثاني بعدد ٢١ تلميذا
باستخدام أسلوب عينة السمل. ونتائج البحث فيه وجد تأثير استخدام خيزرانة الصور على قدرة
مهارة الكلام من تلاميذ صف ثاني مدرسة الثانوية مسائل الأقصى بتأثير قوي بعد وقائع امتحان
قبل التجريبي وبعده.

الكلمات الأساسية: تأثير استخدام خيزرانة الصور، مهارة الكلام

ACNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لُحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٌ وَعَلَى آلِهِ أَجْمَعِينَ أَمَّا بَعْدُ

On this occasion, the author would like to express his deepest gratitude to all parties, who have provided assistance in the form of direction and encouragement during the course of the study. Therefore, the authors express gratitude and appreciation to:

1. Both beloved parents who have educated and beloved husband
2. Dr. Firdaus, M.Ag., as the Chancellor of IAI Muhammadiyah Sinjai who has provided input, etc.;
3. Dr. Ismail, M.Pd., as the Vice Chancellor I who has helped the academic fluency;
4. Dr. Hardianto Rahman, M.Pd., as the Vice Chancellor II who has helped the academic fluency.
5. Takdir, S.Pd.I., M.Pd.I., as the Dean of the Faculty of Tarbiyah and Teacher Training who has helped academic fluency;

6. Harmilawati S.S., S.Pd., M.Pd. as the Head of the Study Program who has helped a lot in academic fluency;
7. All lecturers who have guided and taught during their studies at the Sinjai Muhammadiyah Islamic Institute;
8. Dr. Muh Syukri, M.Pd. as supervisor I who has provided direction and encouragement until this proposal is completed;
9. Ramli, S.Pd., M.Pd. as supervisor II who has provided direction and encouragement until this proposal is completed;
10. Library staff who have helped smooth the research;
11. Friends of IAI Muhammadiyah Sinjai students and various parties who cannot be mentioned one by one, who have given moral support so that the author finishes his study.

It is accompanied by a prayer that the good deeds of various parties will get a double reward from Allah swt., and hopefully this scientific work will be useful for anyone who reads it. Amen.

Sinjai, 10 August 2022

Ulfatushaliha

NIM. 180110009

TABLE OF CONTENT

PAGE TITLE	ii
STATEMENT OF AUTHENCITY	iii
APPROVAL SHEET	iv
ABSTRACT	v
ACNOWLEGEMENT	vii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Problem of Research.....	7
C. Research Objective	7
D. Reserch Benefits	7
CHAPTER II THEORICAL REVIEW	9
A. Literature Review	9
B. Relevant Reserch Result	36
C. Hypothesis	40
CHAPTER III RESEARCH METHODS	41
A. Research Type and Design	41
B. Definition of Variables	43
C. Place and Time of Research.....	44

D. Population and Sample	44
E. Data Collection Tehniques.....	46
F. Research Instruments	48
G. Data Analysis Techniques	48
CHAPTER IV RESEARCH RESULT	53
A. Overview of Research Sites.....	53
B. Research Results and Discussion	54
CHAPTER V CLOSING.....	74
A. Conclution	74
B. Suggestion.....	75
REFERENCES.....	76
APPENDIX.....	79

TABLE OF CONTENT

Table 3.2 Total Population.....	45
Table 3.3 Standard Category Techniques Based on Dipdiknas Decree.....	49
Table 3.4 Engineering Standard category MAs Al-Aqsa Massaile	50
Table 3.5 Category of N-Gain Level	51
Table 3.6 Criteria for Success Level.....	52
Table 4.1 Pre-test value.....	55
Table 4.2 Description of the speaking scores of class XI students before (pretest) using picture stick.....	58
Table 4.3 Distribution and Percentage of speaking result scores for class XI students before (pretest) using picture stick	59
Table 4.4 Description of the mastery of speaking for class XI students in the use of picture sticks.....	60
Table 4.5 Posttest study result data tabulation	61
Table 4.6 Description of the speaking scores of class XI students after (posttest) the use of picture stick media	64
Table 4.7 Distribution and percentage of students' speaking scores in class XI (posttest) using picture stick media.....	65
Table 4.8 Description of student XI's mastery of speaking	

after being given the use of picture stick media.....	66
Table 4.9 Distribution of students' speaking results from pretest and posttest results.....	67
Table 4.10 Distribution and percentage of students' speaking improvement based on the Gain range.....	69
Table. 4.11 The percentage of student activity in improving speaking by using picture sticks as a medium of learning.	70

CHAPTER 1

INTRODUCTION

A. Background

Human is a creature that craves new knowledge and experience, to satisfy his need man is unceasing to learn. Especially in language learning, the purpose of language learning is to be able to help students be skilled in communicating

Ritonga in Rina Defiaty et al, states that language is a means of communication between members of the community in the form of a sound-symbol produced by the human speech apparatus. In terms of language includes two areas. First, the sound produced by the mouth and the meaning or meaning implied in the sound stream itself. The sound is a vibration that stimulates our hearing apparatus. Second, meaning or meaning, namely the content contained in the sound stream that causes a reaction to what we hear. **Rina Devianty, "Bahasa Sebagai Cermin Kebudayaan", Jurnal Tarbiyah, UIN in North Sumatra Vol. 24, Nomor 2, 2017, h. 228.**

Chaer in Junaidi Arsyad et al, language is a verbal tool to communicate. In the Great Indonesian

Dictionary (KBBI) edition IV (2014:16), it is written that:

1. Language is an arbitrary sound-symbol system, which is used by members of a community to work together, interact, and identify themselves.
2. Language is a good conversation (words).

So language here can be interpreted as a tool to communicate both orally and in writing that humans use to express or express their thoughts, desires, and feelings.

Language and education are interrelated where education here is defined as the main factor in shaping the quality of human resources in a country. Education is dynamic so it always demands an improvement in its implementation

continuously. The role of education is very important to create a smart, dynamic, and democratic life. Therefore, educational reform must continue to be carried out to improve the quality of national education. Various efforts have been made, for example, curriculum renewal, improving the quality of teachers, providing libraries, providing laboratories, structuring education management, and implementing technology products.**Doni Anggoro Ari**

Santoso, et. al., “Pengaruh Penggunaan Media Gambar Terhadap Keterampilan Berbicara Bahasa Inggris”, Authority: KREDO, Jurnal Ilmiah Bahasa Dan Sastra, Vol. 2, Nomor 2, 2019, h.182.

Types of education according to law number 20 of 2003: conscious education and planning efforts to create an atmosphere of the learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation, and country. **Yatino Dawamuddin, "The Effectiveness Of Teaching Vocabulary By Using Picture", Authority: Jurnal of English Development, Vol.1. Nomor 1, 2021, h. 53.**

In education, where teaching and learning is a process, language is needed to transfer knowledge. In Indonesia, English is studied as a foreign language. Basically in English, four skills must be mastered by a student, namely: listening, speaking, writing, and reading.

The learning expected from the national education goals is active learning which is intended to keep students' attention focused on the overall learning process. We can design such active learning by using various interesting learning methods so that students do not get bored quickly,

are always focused, and have fun without losing the essence of ongoing learning.

The readiness of educators in using media, models, and learning methods is a must in achieving educational goals. In this day and age, we can see where an educator is required to use a variety of media, models, and learning methods in the classroom. The creativity of educators is also expected to emerge to create interesting, fun, and not boring learning.

In the Qur'an it has also been explained about the importance of education and human degrees, so that is why human are required to sue as Allah says .Qs. Al-Muajdilah (58): 11.

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ
فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ
اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Translation:

Hy you who believe, when you are said to you: "Be spacious in the assembly", then be spacious, Allah will make room for you. and when it is said: "Stand up", then stand up, Allah will surely exalt those who believe among you and those who are given knowledge by several degrees. and Allah is aware of what you do.

On this research, research or use media nmely picture stick to increase speaking ability students in school MA. Al-Aqsha Massaile.

In this study, researchers used the media, namely picture sticks, to improve students' speaking skills in MA schools. Al-Aqsa Massaile. Dhine in Kurnia Dewi, stated that media comes from the plural medium, which means intermediary, besides that media is also defined as something located in the middle. It means an intermediary that connects all parties who need a relationship to occur and distinguishes between communication media and communication aids. Kurnia Dewi, "Pentingnya Media Pendidikan Untuk Usia Dini", Authority: Fakultas Ilmu Tarbiyah dan Keguruan UIN in Palembang, 2017.

One of the learning media used by researchers in MA schools. The more effective Al-Aqsa Massailah is the use of visual media in the form of picture sticks. The use of image media is an effective learning medium because it attracts students' attention. Students can be immediately interested in something that is seen directly through the sense of sight which stimulates the work of the student's brain to develop and convey ideas, ideas, and thoughts from what they see.

Dewi Sartipa states that speaking is one of the most basic and common human behaviors. It can also be said as an active or productive skill. It can be said that speaking is the ability to make the listener understand what is being said. **Dewi Sartipa, "Talking Stick In Speaking Ability", Authority: Edukasi Lingua Sastra, Vol. 17, Nomor 2, 2019.**

After the researchers conducted interviews with English teachers at MA. Al-Aqsa Massailah, apparently there were several problems found, including many students who were still low in class to speak fluently and to appear in front of their friends they lacked confidence, so it needs a proper way or a good method to improve their skills in English so it gives them more confidence.

Underline the problem above, the researcher was interested in conducting research entitled "The Effectiveness Of Using Picture Stick On Students Speaking Ability Of Second Grade Students MA. Al-Aqsa Massaile".

B. Problem of Research

To find out what problem there is then the problem of research is as follows :

1. Does the use of picture stick media affect students speaking ability in school MA. Al-Aqsha Massaile?
2. How significance is the use of picture stick media of students speaking ability at school MA. Al-Aqsha Massaile?

C. Research Objectives

1. To measure students speaking ability through the use of picture stick media.
2. To find out how significance the use of picture stick media on students speaking ability.

D. Research Benefits

1. Theoretically

This researcher can be useful for the academic community in contributing to enriching scientific treasures and one of the inputs for efforts to develop

educational science, especially those related to the use of picture stick media on students speaking ability in MA. Al-Aqsha Massaile.

2. Practically

- a. The results of this study can be used as valuable information for educational practitioners, both researched institutions, and the government to improve the quality of education, especially the quality of education at MA. Al-Aqsha Massaile.
- b. The results of this study can be used as a reference in the application of the use of picture stick media in improving speaking ability in learning English in MA. Al-Aqsha Massaile. To achieve the goal of national education that fully develops capabilities and shapes the nation's character.
- c. The results of this study will be one of the experiences that will broaden the horizons of thought and knowledge, especially regarding the use of media in learning and students speaking ability

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Effectiveness

a. Definition of Effectiveness

In the Big Indonesian Dictionary, Effectiveness comes from the word "effective" which means there is an effect, efficacious, efficacious, and established. Effectiveness in general is showing how far the achievement of a predetermined goal is. The word effectiveness has several meanings, including the word effectiveness comes from the word "effect" and is used in terms of the relationship between affect and influence.

Effectiveness means that the previously planned goals can be achieved or the goals are achieved after carrying out the activity process. The higher the achievement of the target, the higher the level of effectiveness.

As for some opinions according to experts about effectiveness include:

1. Hidayat in Mimi Permani Suci, effectiveness is a measure that states how far the target (quantity, quality, and time) has been achieved.
2. Abdurahman in Sica, states that effectiveness is the utilization of resources, facilities, and infrastructure in a certain amount that is consciously determined beforehand to produce several jobs on time.
3. Gibson in Husen Alting, states that effectiveness is the achievement of agreed targets for joint efforts.

Effectiveness is the ability to achieve the desired goal, effectiveness cannot be equated with efficiency, because both have different meanings even though various uses of the word efficiency are closely related to the word effectiveness. Efficiency implies a comparison of costs with results, while effectiveness is directly related to the achievement of goals.

Teaching effectiveness can be viewed from two aspects:

1. Teacher teaching effectiveness

The effectiveness of teachers in teaching and learning activities that are well planned by themselves must take into account the ability of teachers so that efforts to improve to be able to complete each program receive attention.

2. Effectiveness of student learning

The effectiveness of student learning with the expected learning objectives has been achieved through the teaching and learning activities taken. Improvement efforts are generally carried out by choosing the type of method (method) and tools that are considered the most effective to be used to achieve the expected goals.

- b. Effective learning

Effective learning is a learning process that can provide additional value or new information for students, learning is said to be effective if the learning can provide or add information and knowledge to students.

Most of the students have hatred towards one particular subject because the lesson is

considered difficult and scary, whether it's a factor from students who are lazy to study.

c. Effective learning principles

1) Attention

Students are required to pay attention to all stimuli that lead to achieving learning goals.

2) Motivation

Motivation is the power of the individual to move towards a certain goal.

3) Activeness.

4) Direct involvement or experience.

5) Repetition.

6) Challenge.

7) Reinforcement.

8) Individual differences.

From the principles above, it can be concluded that a teaching process can be said to be effective if these elements are implemented.

2. Learning Media

a. Definition of learning media

Learning media in general is a tool for the teaching and learning process. In addition, learning media are everything that can be used to stimulate the thoughts, feelings, attention, and abilities or

skills of the learner so that it can encourage the learning process. **Ni Luh and Putu Ekayani, " Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa", Authority: Universitas Pendidikan Ganesha, Singaraja, Indonesia, Faculty Of Education, 2021, h. 2.**

The word media comes from the Latin medium which means "intermediary" or "introduction". The Association for Education and Communication Technology (AECT) defines media as objects that can be manipulated, seen, heard, read, or discussed along with instruments that are used properly in teaching and learning activities, can affect the effectiveness of instructional programs (Asnawir and Usman, 2002).

Learning media can also encourage students to be more responsible and control their learning and take students' long-term perspective on their learning.

Learning media can also channel messages, can stimulate the minds and willingness of students so that they can encourage the creation of the

learning process in students. The objectives of the learning media:

- 1) Facilitate the teaching and learning process.
 - 2) Improve teaching and learning efficiency.
 - 3) Maintain relevance to learning objectives.
 - 4) As a component of learning resources that can stimulate students to learn (Gagne).
 - 5) As a physical vehicle containing instructional material (Briggs).
- N. M. Dwijayani, “Development of Circle Learning Media to Improve Student Learning Outcomes”, Authority: Journal of Physics, Nomor 2, 2019, h. 171.**

There are four foundations in the use of learning media, namely:

1) Psychological foundation

Learning is a complex and unique process, meaning that someone who learns involves all aspects of his personality, both physically and mentally.

2) Technological foundation

The goal of learning technology is to facilitate student learning. To achieve this

ultimate goal, technologies in the field of learning develop various learning resources to meet each student's needs according to their characteristics.

3) Empirical foundation

Various research findings indicate that there is an interaction between the use of learning media and student learning characteristics in determining student learning outcomes. This means that students will benefit significantly if they learn by using media that are following their characteristics.

4) Philosophical foundation

There is a view that using various types of media resulting from new technology in the classroom, it will result in a less human learning process. In other words, the application of technology in learning will result in dehumanization.

b. Types of learning media

Learning media has typed in general, media is characterized by three main elements, namely: sound, visual, and motion. Nana Sudana and

Ahmad Rivai in Tenni Nurrita, divide the types of learning media, including:

- 1) Judging from its nature, media is divided into:
 - a) Auditive media (media that can only be heard).
 - b) Visual media (media that can only be seen).
 - c) Audio-visual media (types of media which in addition to containing sound elements also contain images that can be seen).
- 2) Judging from the ability to reach the media can be divided into:
 - a) Media that has broad and uniform input power, such as radio and television.
 - b) Media that has limited input power by space and time, such as films, slides, and videos.
- 3) Judging from the way or technique of use, the media is divided into:
 - a) Projected media such as films, slides, film strips, and transparencies.
 - b) Non-projected media such as pictures, photos, paintings, and radio.

Looking at the explanations above, the researcher can conclude that in general, media can be grouped into:

- 1) Auditive media, namely media that only rely on voice capabilities, such as tape recorders.
- 2) Audio media, which rely on sound capabilities such as radio, photos, cassettes, and so on.
- 3) Visual media, namely media that can display still images such as photos, paintings, and so on.
- 4) Audiovisual media, namely media that displays sound and images such as films and videos.

3. Picture Stick



Picture 2.1
Picture Stick

a. Definition of picture stick

Picture stick is a modified learning media containing material in the form of stickers or pictures according to the level of learning.

Students can use picture sticks as a medium of learning in improving speaking, in receiving messages or information students will receive the message or information through the sense of sight.

The definition of the image according to the experts are:

- 1) The picture is a picture in a photo or picture that is depicted in a certain way to form a mental picture.
- 2) Harmer in Dewi Angraeni states that pictures can be in the form of picture magazines and other non-technical visual representations, pictures can be used to explain the meaning of the material, teachers can draw on the blackboard or carry pictures as easy as walking, sticks, cars, smiles and so on. Other.
- 3) Katherine Klipper Merset in Dewi Angraeni said that drawing is an act of art that depicts any object through lines and gradations; especially,

representations such as when in that one color or color used not to depict the colors of natural objects, but for effect only, and with hard materials such as pencil, chalk, and others.

Delineation : also or drawn image. The picture is worth more than a thousand words.**Angraeni,**

Teaching Comparison..., h.23.

From some of the opinions above, the researcher can conclude that the image is an effective visual tool because it can be explained something that can be explained more concretely. Pictures can also be used instead of words. In the Big Indonesian Dictionary, pictures are imitations of goods which include people, plants, animals, nature and so on which can be made with pencil scribbles or other tools with paper media and so on. Apart from paper, we can also use other media such as bamboo, wood, ceramics, canvases, walls, and much more.

This stick is included in the visual media that can convey messages or information through the sense of sight, besides the material is safe to use. Arsyad and Suhaemi in Rela Imanulhaq et al, state that a stick is a stick-shaped object made of wood,

this is usually made of sengon (albasia) and pine wood that has gone through the oven and sanding process (fine material).

Picture sticks can motivate and students will understand more quickly when they have seen a picture. Picture sticks can also help teachers in getting instructional goals because picture sticks are very easy and readily available media for use in the teaching and learning process. It means that to make a high score in learning with picture stick media, students can understand clearly and it is not easy to forget and more concrete in memorizing and association for students.

b. Using a picture stick

The use of picture sticks is a breakthrough made by teachers using tools or picture stick media to explain the material and embed the message in the material.

Hamid in Yesi Wulandari et al, by using a picture stick or media tool, is expected to be able to follow the lesson with good focus and in pleasant conditions. Therefore, any message conveyed can be well received and able to sink into the heart and can

be remembered by students. **Yesi Tri Wulandari, et. al. "Penerapan Metode Picture and Picture Untuk Meningkatkan Motivasi dan Keterampilan Menulis Text Narasi Pada Siswa Sekolah Menengah Kejujuran", Vol. 3, Nomor 2, 2015. h.5.**

Pros of picture stick:

- 1) Concrete nature (pictures or photos more realistically show the subject matter compared to verbal media alone.
- 2) Picture sticks can overcome the limitation of space-time.
- 3) Picture sticks can overcome the limitation of observation.
- 4) Can clarify a problem, to prevent misunderstandings.
- 5) Can be used without requiring expensive costs.

In addition to the advantages, the picture stick also has disadvantages:

- 1) Picture stick can only show pictures without any audio (sound).
- 2) The application of picture sticks in large groups is less effective.

3) Using a picture stick takes a long time.

c. Steps to use picture stick

The steps for using picture sticks as learning media are:

- 1) Prepare image media that will be used as assessment material for speaking ability.
- 2) The teacher introduces the learning strategy used and is introduced to the picture stick media, then students are asked to pay attention to the picture stick that has been shown.
- 3) Students are asked to speak in front of their friends according to the theme of the picture stick they got.

d. Picture stick function

Through picture sticks which are used as learning media, it is expected to improve students' speaking. Hamalik in Nian Sundari Broadly speaking, the function of using a picture stick is as follows:

- 1) Educational function, which means educating and having a positive influence on education.

- 2) Social function, providing authentic information and experiences in various fields of life and giving the same concept to everyone.
 - 3) Economic function, increasing production through maximum work performance development.
 - 4) Political function, influencing development politics.
 - 5) The function of arts and culture and telecommunications, which encourage and create new creations, including business patterns for creating modern media technology.
- e. The advantages of picture stick
- Subana in Nudiniwati, the image as a learning medium is:
- 1) Increase student attractiveness
 - 2) Facilitate understanding or understanding of students
 - 3) Facilitate abstract understanding
 - 4) Clarify or enlarge the most important part or small part so that it can be of interest

- 5) Shorten a description. Any information that is explained by words may require a long description.

4. Speaking Ability

a. Definition of speaking ability

Language is very important in human life. It is also used to communicate with others. In language, especially English, there are four language skills, namely listening, speaking, writing, and reading. But an important skill is speaking because without speaking, communication will not occur properly.

Some opinions of experts regarding speaking ability are:

- 1) Henry Guntur Tarigan in saying that speaking ability is a language skill that develops a child's life which is only preceded by listening skills and during that time the ability to speak or learn to pronounce words. Speaking is closely related to the development of vocabulary acquired by children through listening and speaking. **Emelia Panambunan, et. al.,**

"Improving Students Speaking Ability Through Communicative Language Teaching Of The Second Level Students At 'MEC' Megalia English Course" Vol. 1, Nomor 1, 2016, h.58.

- 2) Ibda and Ahmadi in Cucu Damanix speaking are a conveying of one's intentions (ideas, thoughts, and hearts) to others by using spoken language so that the intention can be understood by others. **Cucu Damanix, "Peningkatan Kemampuan Berbicara Siswa Kelas IV SD Negeri 2 Sukamaju Kota Tasik Malaya Melalui Penggunaan Media Gambar", Kec. Indihiang, Tasikmalaya, Indonesia, Vol. 8, Nomor 1, 2021, h. 28.**
- 3) Robbins in Dewi Sartipa stated that speaking ability is the ability of a person's capacity to carry out various individual activities in a job, speaking ability is very important because with speaking people can communicate with other people.
- 4) Weir in Dewi Sartipa, some characteristics in the assessment of speaking ability such as fluency

in pronunciation, grammar, vocabulary, and interaction strategies.

5) Nunan in Nafisah Endahati, states that the meaning of speaking ability includes several points, namely:

- a) The communicative characteristics of competence include knowing grammar and vocabulary, knowing the rules of speaking, knowing how to use and respond to various languages correctly.
- b) Discourse versus conversational dialogue contains discourse, the speaker and the listener seek meaning, organize the conversation and correct it. It is necessary to give time to students for speaking ability.
- c) Transactional language functions to obtain and request information from the speaking process and also functions to maintain social relationships.
- d) The purpose of speaking conversation can be referred to as routine, routine here means how to convey

meaningfully. **Nafisah Endahati**
"Improving Speaking Ability In Public
Speaking Class By Using Role-Playing
Technique Of English Education
Departement Students" Yogyakarta,
Issn : 2407-0742, Nomor 88.

- 6) William O'Grady in Yogi Fernanda, states that speaking ability is the ability of students to express their ideas figuratively which is represented by speaking scores. This theory explains the speaking ability of students to score in speaking by doing presentations, where students will make good presentations. **Yogi Fernada, "An Analysis Of Students' Speaking Ability In speaking Activity In The Classroom", Sumatra, h. 4.**
- 7) Wellace in Yogi Ferdanda states that speaking ability is an oral exercise that has meaning for students when they have to pay attention to what they are saying. **Yogi Fernada, An Analysis Of Students'..., h. 5.**

Speaking is very important to learn because speaking is any activity that we use with other people

to communicate. When listening to the word speaking, it is familiar to our ears, because we can find it every day, even every time. By talking, people can convey their ideas and feelings, so that they can take and give their opinion.

Speaking ability is one of the language skills that a person needs to have. This ability is not an ability that is passed down from generation to generation, although basically, humans can naturally speak. However, the ability to speak in certain situations or formally, for example, requires intensive training and direction or guidance.³³ Formal speaking activities such as speaking in class, discussing, seminars, lecturing, giving speeches, and so on.

The purpose of speaking is to be able to give students the ability to communicate well and efficiently. Based on the assumption of the researcher that in speaking ability, using picture sticks as a medium of learning can improve students' understanding well and can improve speaking quickly.

b. Indikator of speaking ability

1) Vocabulary

All words in a language make up what is generally known as vocabulary. The term vocabulary not only refers to the total number of words in a language, but can also represent all the words used in a particular historical period. Vocabulary is the basis for making sentences and expressing thoughts and meanings and is the main requirement of language communication. **Zhihong Bai, “An Analysis of English Vocabulary Learning Strategies,” Journal of Language Teaching and Research, Vol. 9, Nomor 4, 2018, h. 852.** So, vocabulary is one of the largest vocabularies in all languages and is indispensable in speaking ability.

Vocabulary is one of the external aspects the support speaking activities. It deals with the right and proper words to produce a sentences. **Jurnil Asyirah & Dr. Firdaus. (2021). The Effectiveness of Lembaga Bahasa on English Speaking Skills in the 2020 Class of English Study Program, h. 12.**

2) Grammar

Basically, mastery of grammar means mastery of linguistic concepts that are structured, logical, and rational. Mabaroh and Pusparini in Barotun Mabaroh and Ninik Suryatiningsih stated that grammar is the main part of language that is unfortunately overlooked, allowing errors in receiving language messages. Barotun Mabaroh, et. al, "Kritis Terhadap Soal Toefl Di Aplikasi Nst Toefl," Prosiding Seminar Nasional Teknologi Dan Sains, ISBN: 978-623-91277-6-3, 2019, 398.

So, it can be said that grammar is an important aspect in mastering all skills in English including speaking ability, grammar becomes a reference or standard so that communication can reach each other more.

3) Pronunciation

Pronunciation is one of the most important skills that must be developed in speaking. Aliaga Garcia in Abbas Pourhosein Gilakjan states that, Pronunciation is one of the difficult skills to acquire and students should spend a lot of time improving their pronunciation. **Abbas Pourhosein Gilakjani,**

“English Pronunciation Instruction: A Literature Review,” International Journal of Research in English Education, Vol. 1, Nomor 1, 2016), h. 1.

Pronunciation is one of the basic requirements of student competence and is also one of the most important features of language instruction. Abbas Pourhosein Giljani, English Pronunciation..., h.1.. So, pronunciation here is very necessary, especially in speaking ability because listeners cannot understand what the speaker is saying when the pronunciation is not good and makes him confused.

4) Fluency

Fluency has been a criterion since the early days of judging speaking ability. The importance of fluency in speaking ability is to be able to communicate successfully and so that someone can understand the meaning of the message conveyed quickly. Nivja H. De Jong, **“Fluency in Second Language Testing: Insights From Different Disciplines,” Language Assessment Quarterly,**

Vol. 15, Nomor 3, 2018, h. 238.
<https://doi.org/10.1080/15434303.2018.1477780>.

5) Accuracy

Speaking ability is seen as the standard of student success in their language learning. The success in question is the ability to use English well and accuracy to communicate with other people, so it can be said that students' accuracy in speaking ability is very important. **Fikriya Fahmi Rosdianna et.al, “Teachers’ Strategies to Improve Accuracy and Fluency in Speaking,” Proceeding Icon-ELite Vol. 1, Nomor 1, 2018, h.144.** Accuracy here is defined as part of speaking ability that cannot be separated and is a person's ability to speak English well.

6) Comprehensibility

Comprehensibility is defined in several ways, but the definition most often used in the L2 pronunciation circle, this method was first used by Varonis & Gass in 1982, Comprehensibility is the listener's opinion of how easy or difficult a particular individual's speech is to

understand.**Tracey M Derwing, "What Do We Know About Comprehensibility?" 2018, h. 1.**

c. Types of speaking abilities

One of the obligations of a teacher is to teach his students, the researcher believes that the success of a student in learning is a pride for a teacher. Speaking, in general, is a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that the intent can be understood by others.

Brown mentions that the main categories of speaking skills are divided into five categories: different characteristics and varying degrees of difficulty. The first is imitation. Imitative speaking is an attempt to copy a word, phrase, or sentence. Pronunciation and grammar are the main aspects. Speaking imitating does not prioritize communicative language competence because it is done only to obtain information, so it is copied orally without explaining. Students should focus on vowel sounds and intonation and practice using them to imitate them properly.

In the discussion of speaking ability, it is divided into several types, including:

1) Interactive

Interactive is defined as one type of speaking ability that is done by interacting between speakers and listeners either directly or indirectly.

2) Partially interactive

Partially interactive is one of the dominant speaking done by some people or only one person in the interaction.

3) Non-interactive

Noninteractive here is one of speaking that has no interaction in it, the speaker only needs to practice the fluency and accuracy of the words that are issued.

Speaking ability is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas and feelings. There are several stages in improving students' speaking ability:

1) Receive speaking

In this stage, students who learn to speak more receive from the learning environment or listen to the various forms and styles of speech of other people, speech, the structure of the language used, and the development of their

vocabulary so that they can be repeated at home or school.

2) Productive speaking

Based on the concept of receiving, it means that students have saved a lot of preparation to do speaking. In this case, students are given as many opportunities as possible to use a variety of new English sentences according to their level of knowledge.

3) Descriptive speaking

From the picture of the two stages described previously, it means that the readiness of students to pursue speaking is very good. The purpose of descriptive speaking is to get students to speak as much as possible from various sources of reading material and according to learning experiences.

d. Components in speaking ability

Haris in Des Adean Fitri and Andi Idayani stated that speaking is a complex skill that requires several different skills to be used simultaneously which develops at different rates. In theory, the components of speaking consist of pronunciation (including vowels and

consonants, stress and intonation patterns), grammar, vocabulary and fluency, and comprehension. **Yantino Dawamuddin, "The Effectiveness of Teaching Vocabulary by Using Picture Media Toward Students' Speaking Ability at Eighth Grade Students of SMP it Al Asror Sekampung", Vol. 1. Nomor 1, 2021, h. 57-58.**

f. Benefits of speaking ability

Many of the benefits of speaking ability can be felt directly by someone fluent in speaking. These benefits are:

- 1) Facilitate communication with friends and other people.
- 2) Facilitating the provision of information.
- 3) Increase self-confidence.
- 4) Increase support from the community.
- 5) Improving profession and work. **Titin Hastari, "Improving Students' Speaking Skill and Self Confidence Using Retelling of Fifth Grade Students" Vol. 326, 2019, h. 490.**

B. Relevant Research Results

1. Dewi Sartipa, talking Stick In Speaking Ability. This study, it is explained the learning media, namely talking

stick, where talking stick here is a technique used to make students feel more comfortable and fun in learning languages. The use of this media is suitable for teaching speaking because it can attract interest in learning, students will spontaneously speak to appreciate the ideas they have. **Dewi Sartipa, “Talking Stick In Speaking Ability”, Authority: Edukasi Lingua Sastra, Vol. 17, Nomor 2, 2019.**

h.160-162.

Previous research is closely related to further research where this study discusses improving speaking ability which is a source of knowledge for students in improving students' speaking abilities to appear speaking using the Talking Stick technique. The difference from this study is that the first researcher used the Talking stick technique which was applied in the form of a game. Meanwhile, in future research, the researcher has a new designation, namely Picture Stick, wherein future studies the researcher uses the Picture Stick as a learning medium that is applied when learning to measure students' speaking abilities.

The similarity of this research is that they both use a stick as a tool. The difference from this research is the way it is applied, the place and time of the research.

2. Ria Fratiwi, Nim: 150205176. Improving Students' Competency Through Talking Stick Technology By Using Picture". Essay. English Education Department of the Faculty of Teacher Training and education. University of Muhammadiyah North Sumatra, Medan, 2019. This study discusses improving speaking ability competence through the talking stick technique at SMP Muhammadiyah 47 Sunggal. **Ria Frawita, Improving Students' Competency Through Talking Stick Technique by Using Picture, (Medan: UMSU. 2019), h. 8-13.**

In previous research, it is related to further research, where previous research was carried out to increase speaking ability which was carried out using the talking stick technique. The difference from this research is that the first research examines Improving Students' Competency Through Talking Stick Technique By Using Picture at SMP Muhammadiyah 47 Sunggal, Medan. Meanwhile, further research discusses the use of Picture Stick as a medium of learning in

improving students' speaking ability in MA. Al-Aqsa Massaila.

The similarity of this research is that both of them aim to improve students' speaking ability in English. The difference from this research is that this research uses quantitative research, as well as differences in time and place.

- a. Yogi Fernanda et al, An Analysis of Students' Speaking Ability In speaking Activity In The Classroom. Article a study at second-semester students of STKIP PGRI West Sumatra. This study discusses speaking ability, in this case speaking ability must be taught and practiced in language classes. **Yogi Fernanda, *An Analysis of Students' Speaking...*, h. 3-4.**

Previous research is closely related to further research where this research discusses speaking ability to make language learning more meaningful and useful in preparing students for real life. In this case, students are made to be more confident and comfortable in speaking. The difference with this study is that in this study the researcher used picture stick media to make it easier for students to improve their speaking abilities.

The similarity of this research is that both of them aim to make it easier for students to improve their speaking ability. The differences from this research are class and location.

C. Hypothesis

The hypothesis is a temporary answer to the provisional formulation of the research problem formulation. Where the research formulation has been stated in the form of a question sentence, it is said to be temporary, because the answers given are based on relevant theories, not based on empirical factors obtained through data collection.

H₀: the use of picture stick media is not effective on students speaking ability in school MA. Al-Aqsa Massaile.

H_a: The use of picture stick media is effective on students speaking ability in school MA. Al-Aqsa Massaile.

CHAPTER III

RESEARCH METHODS

A. Research Type and Design

1. Research Type

The research conducted by the author is a type of experimental research. Experimental research is one of the quantitative methods used, especially if the researcher wants to experiment to find the effect of the independent variable/treatment/certain treatment on the dependent variable/outcome/output under controlled conditions. **Sugiyono, “Metode Penelitian Kuantitatif, Kuantitatif dan R & D”, (Ed. II. Cet. I: Bandung: AFABETA, 2019). h.110.**

Experimental research is carried out by research to answer questions related to something if it is carried out under carefully controlled conditions. Experimental research is conducted by researchers to manage a situation where the influence of several variables on a dependent variable can be identified. In line with this understanding, the selection of the experimental method is very suitable to measure the effectiveness of using

picture stick media to improve student speaking by the researchers.

2. Research Design

This study uses a pre-experimental design type of research using a one-group pretest-posttest research type.

This design carried out two measurements in the use of picture stick on students speaking of class XI which amount 16 students. The first measurement (pre-test) was carried out to see the condition of the sample being treated. The second (post-test) was conducted to find out the increase in the use of picture sticks towards improving students' speaking.

Table 3.1
experimental design

Class	<i>Pre-Test</i>	Treatment	<i>Post-Test</i>
Experiment	O_1	X	O_2

Description:

X: Treatment

O_1 : Pre-test score

O_2 : Post-test score

B. Definition of Variables

1. Independent Variable (*Independence Variable*)

The independent variable or independence variable is the predicted cause of several changes, in which the independent variable is usually denoted by the symbol X. In other words, the independent variable is a variable that affects or causes changes or the emergence of the dependent variable. In this study, the independent variable is the use of a picture stick.

Students can use picture sticks as a medium of learning in improving speaking, in receiving messages or information students will receive the message or information through the sense of sight.

2. Dependent Variable

The dependent variable or dependent variable is the main factor that you want to explain or predict and is influenced by several other factors. The dependent variable is usually denoted by Y. Or it can be said that the dependent variable is a variable that is influenced by the independent variable. **Firdaus, dkk, *Pedoman Penulisan Karya Tulis Ilmiah; Institut Agama Islam Muhammadiyah Sinjai Tahun 2021, (Cet. IV; Sinjai***

Timur: CV Latinulu, 2021), h. 58. In this study, the dependent variable is the increase in students' speaking.

Speaking ability is one of the language skills that a person needs to have. This ability is not an ability that is passed down from generation to generation, although basically, humans can naturally speak.

C. Place and Time of Research

1. Research Place

This research human conducted in MA. Al-Aqsha Massaile Kab. Sinjai, South Sulawesi.

2. Research Time

A period of time for the study is conducted from month June until August

D. Population and Sample

1. Population

Population comes from the English word population, which means the total population. Therefore, when the world population is mentioned, most people associate it with population problems. This is also true because that is the real meaning of the word population, then in subsequent developments, the world population has become very popular and is used in various disciplines. **Burhan Bungin, Metode Penelitian**

Kuantitatif, (Cet. IX; Depok: Prenadamedia Group, 2018), h. 109.

Within the framework of research (especially in quantitative research), the population is one of the essential things and needs careful attention if researchers want to conclude a reliable and appropriate result for the area (area) or object of research. The population is the totality of all possible values studied. Spiegel states "population is the whole (defined) unit about and from which information is desired". **Muri Yusuf, *Metode Penelitian*, (Cet. V; Jakarta: Prenadamedia Group, 2019), h. 145-147**

From several definitions that have been stated above, the writer understands that the population is the whole object of research without having to choose the object to be studied. So the population is all students of class XI with a total of 21 people.

Table 3.2 Total Population

Class	Male	Female	Total
XI	13	8	21

2. Sample

The sample is part of the number and characteristics possessed by the population. Sampling in this study with saturated sampling technique. That is a sampling technique when all members of the population are used as samples. If the population is large and researchers are not likely to study everything in the population. What is learned from the sample, the conclusions can be applied to the population. For this reason, the sample taken from the population must be truly representative (representing) the sample in this study is class XI, totaling 21 people.

E. Data Collection Techniques

Data collection techniques in this study are:

1. Test

The test is a series of questions or forms of practice used to measure knowledge, abilities or talents, intelligence, skills possessed by individuals or groups.

Hartono, *Metodologi Penelitian*, (Pekanbaru: Zanafa Publishing, 2011), h.73-74. The tests given were in the form of pre-test and post-test aimed at obtaining data and information on students' abilities before and after using the picture stick. Pre-test will administor to learn

the basic skill of students about speaking ability, and post-test to know the students' speaking ability after using picture stick in learning english.

2. Observation Method

Observation is one of the data collection techniques used when research is related to human behavior, work processes, natural phenomena, and when the respondents who are observed are not too large. The type of observation used is participant observation. Participatory observation is a type of observation in which the researcher is involved with the daily activities being observed or used as a source of research data. This observation was carried out to see the implementation of learning English by using picture sticks in improving students' speaking ability.

3. Documentation Method

This method is used in searching for data and various written objects such as books, documents, regulations, diaries, and so on. So that it can provide information to be studied.

F. Research Instruments

The research instruments used are:

1. Test Sheet

The test sheet used in this study amount to items of pre-test and post-test. The use of pre-test and post-test to know the results of the use of picture sticks in improving students' speaking before and after being given treatment.

2. Observation Sheet

The observation tools used are observation sheets and systematic notes on the phenomena studied.

3. Documentation

The documentation contains a written report in the form of an official document. In this study, researchers collected data from schools in the form of the names of students, school profiles, and so on.

G. Data Analysis Techniques

Descriptive analysis was conducted to describe the data. The data in this study were in the form of pretest and posttest test scores, student learning activities, and student responses.

a) Improved Student speaking

The criteria used to determine the category of improving students' speaking at MAs Al-Aqsa Massaila are categorized using standard categorization techniques set by the Ministry of National Education, which are as follows:

**Table 3.3 Standard Category Techniques Based on
Dipdiknas Degree**

No.	Nilai	Kategori
1.	0-54	Very low
2.	55-64	Low
3.	65-79	Average
4.	80-89	High
5.	90-100	Very high

Students' speaking learning outcomes can be seen from individual learning outcomes, the criteria for a student are said to be complete when they meet the minimum completeness criteria (KKM) that have been determined by the school as follows:

**Table 3.4 Engineering Standard category MAs Al-Aqsa
Massaile**

No.	Score	Completeness Criteria
1.	$0 \leq x < 65$	Not Complete
2.	$65 \leq x \leq 100$	Complete

(Data Source: MAs Al-Aqsa Massaile)

The students' speaking mastery criteria are said to be complete if they meet the minimum completeness criteria determined by the school, namely 65, while classical mastery is achieved if at least 70% of students in the class have achieved the minimum completeness score. The percentage of mastery classical learning outcomes can be calculated by the formula:

$$\frac{\text{the number of students with scores} \geq 65}{\text{total students}} \times 100\%$$

Measuring the improvement of students' speaking by using the test for improving learning outcomes (N-Gain test) as follows:

$$g = \frac{\text{spost} - \text{spre}}{\text{smaks} - \text{spre}}$$

Information :

Smaks =Maximum score that a student may get

Spost = Pretest Score

Spre =Posttest Score

Table 3.5 Category of N-Gain Level

Category	Limits
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$g < 0,3$	Low

a) Student speaking activity

Students' speaking activities were recorded using the student activity observation sheet.

Observed activity:

1. Discipline
2. Students are very active in speaking
3. Students are very eager to learn in using picture stick media to improve students' speaking
4. Students use English vocabulary correctly

The data from the observation of students' speaking activities during the learning activities were

analyzed using percentages. the percentage of observations of student activities, namely:

$$P (\%) = \frac{X}{\sum x} \times$$

P(%) : Percentage of the success of students' speaking activities

X : Average student speaking activity

x : The average number of ideal activities of all students

Table 3.6 Criteria for Success Level

Level of success	Letter Value	score	Predicate
75%<NR≤100%	A	4	Very good
50%<NR≤75%	B	3	Good
25%<NR≤50%	C	2	Enough
0%<NR≤25%	D	1	Not enough

With NR = P (%) which is the percentage of student success

The criteria for the success of students' speaking activities in this study are said to be effective if at least 75% of students are actively involved in the learning process.

CHAPTER IV

RESEARCH RESULT

A. Overview of Research Sites

1. Madrasah Identity

Profile

- | | |
|------------------------------|--|
| a. Name of School | : MAs Al-Aqsa
Massaile |
| b. NSM | : 131273070341 |
| c. NPSN | : 69993751 |
| d. Operational Permit Number | : Number 529 year
2019 |
| e. Year of Establishment | : 2015 |
| f. Status | : Registered |
| g. Bank Name | : BRI Cabang
Sinjai |
| h. NPWP | : 02.619.880.4-
805.002 |
| i. Address | : Jln. Persatuan
Raya A.52 Desa Massaile, Kec. Telulimpoe, Kab.
Sinjai |
| j. Phone | : 0852-5695-6550 |

2. Vision and Mission

- a. Vision

"Mewujudkan Generasi Cerdas, Religius, Terampil dan Berjiwa Nasional Serta Berwawasan Global"

b. Mission

- 1) Melaksanakan Proses Belajar Mengajar yang Aktif dan Efektif
- 2) Melaksanakan Kajian Keagamaan Secara Rutin dan Berkelanjutan
- 3) Melatih Kejujuran dan Menegakkan Kedisiplinan Peserta Didik
- 4) Melatih Menggunakan Media dan Berkreasi Sesuai Bakat dan Minat Peserta Didik.

B. Research Results and Discussion

1. Research Results

The results of this study are the answer to the formulation of the problem that has been set previously. The data obtained from the results of the pre-test and post-test in improving students' speaking using picture sticks are as follows:

- a. The results of students' speaking before being given a picture stick as a learning medium.

Table 4.1
Pre-test value

No	Nama	Nilai	kelas
1	Abd. Waris	60	XI
2	Idul Fitra	70	XI
3	Sirman	60	XI
4	Rifaldi	30	XI
5	Supran	60	XI
6	Yusril	40	XI
7	Aidil Akbar	60	XI
8	Andriawan	30	XI
9	Amril	80	XI
10	Irwansyah	60	XI
11	Iksan	60	XI
12	Saiful	80	XI

13	Syahrul	80	XI
14	Almadzira	30	XI
15	Amanda Khaerani	40	XI
16	Fitri	40	XI
17	Fahira Tulhumairah	60	XI
18	Ita	60	XI
19	Mulfaiza	20	XI
20	Musfiratunnisa	60	XI
21	Rusna	60	XI
Total		1140	
Average		54,28	
Category		Low	

The calculation to search for average and standard pretest deviation

$\chi i.f_i$	F_i	$\chi i.f_i$	Xi^2	$\chi i.f_i^2$
20	1	20	400	400
30	3	90	900	2700
40	3	120	1600	4800
60	10	600	3600	36000
70	1	70	4900	4900
80	3	240	6400	19200
Total	Σ $f_i=21$	Σ $\chi i.f_i=1140$	Σ $Xi^2=17800$	Σf_i $Xi^2=68000$

- Sample size =21
- Highest score =80
- Lowest score =20
- Score range = highest score - the lowest score
=80-20
- Average value (X)=

$$X = \frac{\Sigma \chi i.f_i}{\Sigma f_i}$$

$$X = \frac{1140}{21} = 54,28$$

- Standard Deviation

$$\begin{aligned}
 S^2 &= \frac{\sqrt{n \sum X_i^2 - (\sum X_i)^2}}{n - (n-1)} \\
 &= \frac{\sqrt{21(68000) - (1140)^2}}{21(21 - 1)} \\
 &= \frac{\sqrt{1428000 - 1299600}}{21(20)} \\
 &= \frac{\sqrt{128400}}{420} \\
 &= \frac{\sqrt{305}}{10} \\
 &= 17,46
 \end{aligned}$$

Table 4.2 Description of the speaking scores of class XI students before (*pretest*) using picture stick

Statistics	Value Statistics
Sample Size	21
Highest Score	80
Lowest Score	20
Ideal Score	100
Score Range	60
Average Value	54,28
Standard Deviation	17,46

Based on Table 4.2, it can be seen that the average score for speaking (pretest) results is 54.28% of the ideal score of 100. The highest score achieved by students is 80 from the lowest score of 20, with a standard deviation of 17.46% which means that the result score of The students speaking in the pretest at MAs Al-Aqsa Massaila spread from the lowest score of 20 to the highest score of 80.

If the students' speaking test scores before (pretest) are grouped into five categories, the distribution of the frequency and percentage scores proposed in table 4.3 is as follows:

Table 4.3 Distribution and Percentage of speaking result scores for class XI students before (pretest) using picture stick

No	Score	Category	Frequency	Percentage(%)
1.	0 – 54	Very low	7	33,33%
2.	55-64	Low	10	47,61%
3.	65 – 79	Currently	1	47, 76%
4.	80 – 89	Hight	3	14,28%
5.	90 – 100	Very hight	0	0
Total			21	100

Based on Table 4.2 and Table 4.3, it can be described that the results of the pretest of 21 students of class XI MAs generally have a speaking result level in the low category with an average score of 54.28% of the ideal score of 100.

Then to see the percentage of students speaking mastery before (pretest) the use of picture sticks, it can be seen in table 4.4 below:

Table 4.4 Description of the mastery of speaking for class XI students in the use of picture sticks

Score	Category	Frequency	Percentage(%)
65 – 100	Complete	4	19,04%
0 – 64	Not complete	17	80,95%
Total		21	100

Based on Table 4.4, it can be illustrated that 4 students have achieved learning mastery out of a total of 21 students with a percentage of 19.04%, while those who have not achieved learning mastery are 17 out of a total of 21 students with a percentage of 80.95%.

- b. The results of students' speaking after being given the use of Picture Stick

The following is presented and the percentage of speaking results of class XI students after being given a picture stick as a learning medium (posttest).

Table 4.5
Posttest study result data tabulation

No	Name	score	Class
1	Abd. Waris	80	XI
2	Idul Fitra	100	XI
3	Sirman	80	XI
4	Rifaldi	70	XI
5	Supran	80	XI
6	Yusril	70	XI
7	Aidil Akbar	90	XI
8	Andriawan	70	XI
9	Amril	100	XI

10	Irwansyah	70	XI
11	Iksan	90	XI
12	Saiful	100	XI
13	Syahrul	100	XI
14	Almadzira	70	XI
15	Amanda Khaerani	70	XI
16	Fitri	70	XI
17	Fahira Tulhumairah	80	XI
18	Ita	70	XI
19	Mulfaiza	60	XI
20	Musfiratunnisa	80	XI
21	Rusna	70	XI
Total		1670	
Average		79,52	
Category		High	

Calculations to find the mean and standard definition of the pretest

$\chi i.f_i$	F_i	$\chi i.f_i$	Xi^2	$\chi i.f_i^2$
60	1	60	3600	3600
70	9	630	4900	44100
80	5	400	6400	32000
90	2	8100	8100	16200
100	4	400	10000	40000
Total	$\Sigma f_i=21$	$\Sigma \chi i.f_i=1670$	$\Sigma Xi^2=33,000$	$\Sigma f_i. Xi^2=135900$

- Sample size =21
- Highest score =100
- Lowest score =60
- Ideal Score =100
- Score range =score high-score low
=100-60
=40
- Average value (X)=

$$X = \frac{\sum xi \cdot fi}{\sum fi}$$

$$X = \frac{1670}{21} = 79,52$$

- Standard Deviation

$$\begin{aligned}
 S^2 &= \frac{\sqrt{n \sum xi^2 - (\sum xi)^2}}{n - (n-1)} \\
 &= \frac{\sqrt{21(135900) - (1670)^2}}{21(21 - 1)} \\
 &= \frac{\sqrt{2853900 - 278890}}{21(20)} \\
 &= \frac{\sqrt{65000}}{420} \\
 &= \frac{\sqrt{154}}{10} \\
 &= 12,40
 \end{aligned}$$

Table 4.6 Description of the speaking scores of class XI students after (*posttest*) the use of picture stick media

Statistics	Statistical Value
Sample Size	21
Highest Score	100
Lowest Score	60
Ideal Score	100
Score Range	40
Average Score	79,52
Standard Deviation	12,40

Based on table 4.6 shows that the average score of speaking results using picture sticks as a medium of learning in improving students' speaking is 79.52% of the ideal score of 100. The highest score that students achieved was 100 and the lowest score was 60, with a deviation of 12.40%. which means that the students' speaking scores in the posttest class XI spread from the lowest score of 60 to the highest score of 100.

If the students' speaking test scores are grouped into five categories, then the distribution of frequency and percentage scores is obtained which is shown in Table 4.7 below:

Table 4.7 Distribution and percentage of students' speaking scores in class XI (*posttest*) using picture stick media

No.	Score	Category	Frequency	Percentage (%)
1.	0 – 54	Very low	0	0
2.	55 -64	Low	1	47, 76%
3.	65 -79	Currently	9	42,85%
4.	80 -89	High	5	23,80%
5.	90 – 100	Very high	6	28,57%
Total			21	100

Based on Tables 4.6 and 4.7 above, it can be illustrated that of the 21 students of class XI who were sampled for the posttest research, they generally have a speaking level in the high category with an average score of 79.52% of the ideal score of 100. Then to see the percentage of students speaking mastery after being given the use of picture stick post-test media, can be seen in table 4.8 below:

Table 4.8 Description of student XI's mastery of speaking after being given the use of picture stick media

Score	Category	Frequency	Percentage (%)
65 – 100	Complete	20	95,23%
0 -64	Not complete	1	4,76%
Tot al		21	100

Based on table 4.8 after being given the use of post-test assignments. it can be used that those who have achieved learning mastery are 20 out of a total of 21 people with a percentage of 95.23% while not achieving learning mastery as many as 1 person out of a total of 21 students with a presentation of 4.76%. class XI students after applying picture sticks as learning

media have met the indicators of classical learning outcomes mastery.

- c. Comparison of students' speaking results before being taught using picture stick media Pretest and after being taught using picture stick post-test media

From the above comparison, when presented in the table, it will be clear that the differences in students' speaking results before being taught using picture stick media (pretest) and after being taught using picture stick media (posttest) are shown in Table 4.9 below :

Table 4.9 Distribution of students' speaking results from pretest and posttest results

Statistic	statistical value	
	<i>Pretest</i>	<i>Posttest</i>
Sample Size	21	21
Highest Score	80	10
		0
Lowest Score	20	60
Ideal Score	100	10
		0
Rentang Skor	60	40

Score Range	54,28	79
		,5
		2
Standard Deviation	17,46	12
		,4
		0

From table 4.9 above, it is illustrated that the average score of students who have implemented the use of picture stick media (posttest) is higher, namely 79.52% with a score range of 40 compared to the pretest or before the treatment is carried out, which is 54.28% with a score range of 60. according to the effectiveness criteria in chapter III the students' speaking results increased after being given treatment by using picture stick media as a learning medium.

d. Measuring speaking improvement using the N-Gain Test

To find out the improvement in speaking of class XI students are in the low, medium, and high categories. Then analyzed by the analysis of N-Gain Thermolized. Summary of the results of the N-Gain test calculations for class XI MAs students after being given picture stick media.

Table 4.10 Distribution and percentage of students' speaking improvement based on the Gain range.

No	Range	Category	Frequency	Percentage(%)
1.	$g > 0,7$	High	7	33,33%
2.	$0,3 \leq g \leq 0,7$	Currently	13	61,90%
3.	$g < 0,3$	Low	1	4,76%
Total			21	100%

On the speaking size of class XI students, it can be seen from the Gain test through the students' average pretest and post-test scores. The gain value obtained is 0.47 and is in the medium category looking at table 4.8. Based on these data, it can be seen that students' speaking increased after being given treatment using picture stick media and was in the medium category.

2. Description of student activities in learning

This observation sheet was made to obtain one type of data to support learning effectiveness criteria. This instrument contains instructions for 8 indicators of student activity, which consists of 6 indicators of positive activity and 2 indicators of negative activity. The data obtained from the instrument are summarized at the end of each meeting. The results of the summary of each observation are presented in table 4.11 below:

Table. 4.11 The percentage of student activity in improving speaking by using picture sticks as a medium of learning.

No	Observed Student Activity Components	Percentage of Students on the meeting			Average Percentage
		II	III	IV	
1	Discipline	61,90%	61,90%	71,42%	65,04%
2	Pay attention to the teacher's explanation during the process Learning	76,19%	80,95%	95,23%	84,09%
3	Students actively ask questions during the learning process	66,66%	76,19%	57,14%	66,66%
4	Students play an active role in learning by using a picture stick	76,19%	95,23%	95,23%	88,85%
5	Students understand the material being taught	76,19%	71,42%	90,47%	79,33%
6	Students can practice the pictures contained on the picture stick	76,19%	85,71%	95,23%	85,71%
7	Students do other activities that Irrelevant	57,14%	57,14%	33,33%	49,19%

8	Students need guidance in improving speaking by using a picture stick	71,42%	71,42%	52,38%	65,04%
---	---	--------	--------	--------	--------

Student activity when speaking using a picture stick with the highest average percentage of 88.85% is on point number 4, namely, students are enthusiastic in speaking using picture sticks with the highest average presentation of 88.85% there is point number 4, namely students enthusiastic in speaking using a picture stick. while the lowest average presentation of 49.19% is at point number 7, namely students doing other activities that are not relevant.

The criteria for student success in this study are said to be effective (very good) if at least 75% of students are actively involved in the speaking process. While the results of the percentage of student activity on the implementation of the use of picture stick media, which is 72.98%, are said to be ineffective because it is in a good category.

3. Discussion

The results of the students' speaking research before being applied using picture stick media showed that there were students or 80.95% of students who did not achieve completeness, in other words, low learning outcomes that did not achieve completeness.

The results of students' speaking after using picture stick media showed that there were 20 students or 95.23% of students who achieved individual mastery (minimum score of 65) while students who did not achieve minimum completeness or individual were 1 or 4.76. This means that the use of picture stick media can help students to achieve classical mastery.

The results of the data analysis of the students' speaking results after the application of learning media through the use of picture sticks showed that the average score of students after the use of picture sticks media experienced a significant increase or higher, namely 79.52 with a score range of 40 compared to the pretest or before the treatment was carried out, namely 54.28% with a score range of 60.

The results of data analysis using Normalized N-Gain analysis to determine the category of student learning outcomes. The gain value obtained by students

is 0.47 and is in the medium category. Based on this, it can be seen that the students' speaking increased.

Based on the theory and previous research, it is known that the assignment method has advantages and effectiveness in learning. This research shows that the assignment method can improve student achievement.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

1. Based on the results of the study, it can be concluded that the effectiveness of using picture sticks can improve students' speaking. Where there are differences in students' speaking data, before using a picture stick with students speaking after using a picture stick, it is proven from the results of the students' speaking data analysis before and after learning by showing that there is an increase in the criteria from 50% to 80%. This means that speaking ability using a picture stick can help students to achieve minimum mastery.
2. Based on the results of the study, it can be concluded that students' speaking has increased significantly in the last two months during the study with students using picture stick media.

B. Suggestion

1. For teachers, it is hoped that they will often allow the use of picture sticks in the learning process to further improve students' speaking.

2. It is expected that students can accept all types of learning media provided by the teacher to improve students speaking.
3. It is hoped that in further research, the researcher will add more other independent variables and examine them more deeply to find out what variables are effective in improving students' speaking.

REFERENCES

- Asyirah, J. (2021). *The Effectiveness of Lembaga Bahasa on English Speaking Skills in the 2020 Class of English Study Program* (Doctoral dissertation, Institut Agama Islam Muhammadiyah Sinjai).
- Angraini, D. E. W. I. (2014). *Teaching Comparison Degree Through Picture Media at the Second Year of Junior High Scholl in PMDS Putri Palopo* (Doctoral dissertation, Institut Agama Islam Negeri Palopo).
- Dewi, P. K., & Budiana, N. (2018). *Media pembelajaran bahasa: aplikasi teori belajar dan strategi pengoptimalan pembelajaran*. Universitas Brawijaya Press.
- Damanix, C. (2021). Peningkatan Kemampuan Berbicara Siswa Kelas IV SD Negri 2 Sukamaju Kota Tasik Malaya Melalui Penggunaan Media Gambar. 8.
- Djaka, P. (2011). Kamus Lengkap Bahasa Indonesia Masa Kini. *Surakarta: Pustaka Mandiri, tt.*
- Dwijani, N. (2019). Development of Circle Learning Media to Improve Students Learning Outcomes. *Journal of Physics, 2.*
- Dwijayani, N. M. (2017). Pengembangan Media Pembelajaran ICARE. *unnes, 8*, 129-131.

- Endahati, N. (2014). Improving Speaking Ability in Public Speaking Class by Using Role-Playing Technique of English Departement Students'. *English Education Study Program*, 88-90.
- Firdaus, I. H. (2021). *Pedoman Penulisan Karya Tulis Ilmiah; Institut Agama Islam Muhammadiyah Sinjai*. (C. Latinulu, Penyunt.) Sinjai.
- Gilakjani, A. P. (2016, November). English Pronunciation Instraction; A Literature Review. *International Journal of Research in English Education*, 1.
- Hastari, T. (2019, June). Improving Students' Speaking Skill and Self Confident Using Retelling of Fifth Grade Students. In *3rd International Conference on Current Issues in Education (ICCIE 2018)* (pp. 489-496). Atlantis Press.
- Hasan, M., Milawati, M., Darodjat, D., Harahap, T. K., Tahrir, T., Anwari, A. M., ... & Indra, I. (2021). *Media Pembelajaran*.
- Jong, N. H. (2018). Fluency in Second Language Testing; Insights From Different Disciplines. *Languange Assesment Quarterly An International Journal*.
- Mabaroh, B., & Suryatiningsih, N. (2020). The Students' Feeling-Based Grammar in Responding to Toefl Items in Genius.

- Nurdiniawti, M. (2020). Penggunaan Media Flash Cards Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Inggris dan Bahasa Arab. *AL-AF'IDAH jurnal Pendidikan Bahasa Arab dan Pengajarannya*, 4, 34-39.
- Panambunan, E., Tulung, G. J., & Maru, M. G. (2016). Improving Students' Speaking Ability Through Communicative Language Teaching of the Second Level Students at 'Mec'Megalia English Course. *Journal of English Language and Literature Teaching*, 1(01).
- Rosdianna, F. F. (2018). Teachers Strategis to Improve Accuracy and Fluency in Speaking. *Proceeding Icon-Elit*, 1.
- Sartipa, D. (2019). Talking Stick in Speaking Ability. *Edukasi Lingua Sastra*, 17.
- Suci, M. P. (2020). Efektivitas Pembelajaran Berbasis Daring Pada Mata Kuliah Insya'. *El Jaudah*, 2, 59- 65.
- Santoso, D. A. A., Muniroh, Z., & Akmaliah, N. (2019). Pengaruh penggunaan media gambar terhadap keterampilan berbicara bahasa Inggris. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(2), 181-194.
- Triana, A. K. (2016). *Visionary Leader Ship; Menuju Sekolah Efektif*. Jakarta Pusat.
- Yusuf, A. M. (2019). *Metode Penelitian; Kuantitatif, Kualitatif dan Gabungan* (IV ed.). Jakarta.

APPENDIX

Appedix 1

Appendix analysis Score *Pretest*, *Posttest* and test N-Gain

No	Name	Gender	Score <i>Pretes</i>	Score <i>Postes</i>	N-Gain	Category
1	Abd. Waris	M	60	80	0,5	Low
2	Idul Fitra	M	70	100	1	High
3	Sirman	M	60	80	0,5	Low
4	Rifaldi	M	30	70	0,57	Low
5	Supran	M	60	80	0,5	Low
6	Yusril	M	40	70	0,5	Low
7	Aidil Akbar	M	60	90	0, 75	High
8	Andriawan	M	30	70	0,57	Low
9	Amril	M	80	100	1	High
10	Irwansyah	M	60	70	0,16	Low
11	Iksan	M	60	90	0, 75	High
12	Saiful	M	80	100	1	High
13	Syahrul	M	80	100	1	High
14	Almadzira	F	30	70	0,57	Low
15	Amanda Khaerani	F	40	70	0,5	Low
16	Fitri	F	40	70	0,5	Low
17	Fahira Tulhumaira	F	60	80	2	High

18	h					
18	Ita	F	60	70	0,16	Low
19	Mulfaiza	F	20	60	0,5	Low
20	Musfiratun nisa	F	60	80	0,5	Low
21	Rusna	F	60	70	0,16	Low
	Average		54,28	79,52	0,65	Low
	Standard deviation		17,46	12,40		
	Maximum score		80	100		

Quantifying improvement in study result by test N-Gain

$$g = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

$$g = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

$$= \frac{79,52 - 54,28}{100 - 54,28}$$

$$= 0,47 \text{ (Low)}$$

Appendix 2

Data Hasil Observasi aktivitas Siswa

No	Nama	Jenis kelamin	Hal yang diamati							
			A	B	C	D	E	F	G	H
1	Abd. Waris	M	-	√	√	√	√	√	-	√
2	Idul Fitra	M	√	√	√	√	√	√	√	√
3	Sirman	M	-	-	√	√	√	√	√	√
4	Rifaldi	M	√	√	√	√	√	√	√	-
5	Supran	M	√	√	-	-	√	√	-	√
6	Yusril	M	-	√	√	√	-	-	√	√
7	Aidil Akbar	M	√	√	√	√	√	√	-	√
8	Andriawan	M	√	√	-	-	-	-	-	-
9	Amril	M	-	√	-	√	√	√	-	√
10	Irwansyah	M	-	√	√	√	√	-	-	-
11	Iksan	M	√	-	√	-	√	-	√	√
12	Saiful	M	√	√	√	√	√	√	√	√
13	Syahrul	M	-	-	√	√	-	-	√	√
14	Almadzira	F	-	√	√	√	√	√	-	-

15	Amanda Khaerani	F	√	-	√	-	√	√	√	√
16	Fitri	F	√	√	√	√	√	√	-	√
17	Fahira Tulhumairah	F	-	√	-	√	-	√	√	√
18	Ita	F	√	-	√	√	√	√	-	-
19	Mulfaiza	F	√	√	-	√	√	√	√	-
20	Musfiratunni sa	F	√	√	-	√	-	√	√	√
21	Rusna	F	-	√	-	-	√	√	√	√

Information:

- a. Discipline
- b. Pay attention to the teacher's explanation during the process learning
- c. Students actively ask questions during the learning process
- d. Students play an active role in learning by using a picture stick
- e. Students understand the material being taught
- f. Students can practice the pictures contained on the picture stick

- g. Students do other activities that irrelevant
- h. Students need guidance in improving speaking by using a picture stick

Appendix 3

Tabulation data of student activity

No	Observed Student Activity Components	Student activity frequency at the meeting			Student activity meeting at the school meeting		
		II	III	IV	II	III	IV
1	Discipline	13	13	15	61,90%	61,90%	71,42%
2	Pay attention to the teacher's explanation during the process learning	16	17	20	76,19%	80,95%	95,23%
3	Students actively ask questions during the learning process	14	16	12	66,66 %	76,19%	57,14%
4	Students play an active role in learning by using a picture stick	16	20	20	76,19 %	95,23 %	95,23%
5	Students understand the	16	15	19	76,19 %	71,42 %	90,47%

	material being taught						
6	Students can practice the pictures contained on the picture stick	16	18	20	76,19 %	85,71 %	95,23%
7	Students do other activities that irrelevant	12	12	7	57,14 %	57,14 %	33,33
8	Students need guidance in improving speaking by using a picture stick	15	15	11	71,42 %	71,42 %	52,38

Appendix 4

Tabulation data of student activity

No	Observed Student Activity Components	Student activity frequency at the meeting			Average activity student	Persentate average
		II	III	IV		
1	Discipline	13	13	15	13,66	65,04%
2	Pay attention to the teacher's explanation during the process Learning	16	17	20	17,66	84,09%
3	Students actively ask questions during the learning process	14	16	12	14	66,66%
4	Students play an active role in learning by using a picture stick	16	20	20	18,66	88,85%
5	Students understand the material being taught	16	15	19	16,66	79,33%
6	Students can practice the pictures contained	16	18	20	18	85,71%

	on the picture stick					
7	Students do other activities that Irrelevant	12	12	7	10,33	49,19%
8	Students need guidance in improving speaking by using a picture stick	15	15	1 1	13,66	65,04%

Total	122,63	583,91%
Average	15,32	72,98

Measure the percentage of successful student activity

$$P(\%) = \frac{x}{\Sigma x} \times 100$$

$$= \frac{15,32}{21} \times 100$$

$$= 72,95\%$$

Appendix 5

Research documentation



Appendix 5.1 (*The picture of picture stick media*)



Appendix 5.2 (*Introduction the learning media picture stick to students class XI*)



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tpt/Fax: 08329989166, Kode Pos 92612

Email : ijikampus@gmail.com

Website : www.iainsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020



**SURAT KEPUTUSAN
NOMOR: 914.D1/III.3.AU/F/KEP/2021**

TENTANG

**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN T.A 2021/2022**

**DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan** :
- Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Muh Syukri, M.Pd.	Ramli, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **ULFATUSHALIHA**

NIM : 180110009

Prodi : Prodi Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Influence of Using Picture Stick on Students Speaking Ability at Second Grade Student of MA Al-Aqshah Massaile

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus : Jl. Sudin Hasamuddin No. 20 Kab. Sinjai, Tlp/Fax 08529899166, Kode Pos 92612

Email : fidaiim@gmail.com

Website : www.iainmuhsinai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 09 November 2021 M

: 04 Rabiul Akhir 1443 H

Dekan,

Takdir, S.Pd.I., M.Pd.I
 NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



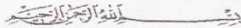
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612

Email: fiklalm@gmail.com

Website: <http://www.iainmsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020



Nomor : 529.D1/III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 7 Muharram 1444 H
5 Agustus 2022 M

Kepada Yang Terhormat

Kepala MA Al Al Aqsa Massalle

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Ulfatushaliha
NIM : 180110009
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Using Stick on Students Speaking Ability of Second Grade Students at MA Al-Aqsa Massalle"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di MA Al Al Aqsa Massalle.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

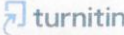


Dekan,

Yahya, S.Pd.I., M.Pd.I.
NBM: 1213495

Tembusan Disampaikan Kepada Yth:

1. Rektor IAIM Sinjai
2. Kepala Kantor Kementerian Agama Kabupaten Sinjai

 Similarity Report ID: 30061-30351292

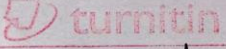
PAPER NAME 180110009	AUTHOR ULFATUSHALIHA
WORD COUNT 9039 Words	CHARACTER COUNT 47668 Characters
PAGE COUNT 46 Pages	FILE SIZE 318.4KB
SUBMISSION DATE Jan 26, 2023 3:09 PM GMT+8	REPORT DATE Jan 26, 2023 3:10 PM GMT+8

● **30% Overall Similarity**
The combined total of all matches, including overlapping sources, for each database.

- 23% Internet database
- 13% Publications database
- Crossref database
- Crossref Posted Content database
- 19% Submitted Works database

● **Excluded from Similarity Report**

- Manually excluded sources


PERPUSTAKAAN INIA
1
Nama Instruktur: IRMAN SETIANDI, M. EdM

BIOGRAPHY

Name	: Ulfatushaliha
NIM	: 180110009
Place/Date of birth	: Sinjai, 26 September 2000
Address	: Dusun Lembang-Lembang, Kec. Tellulimpoe, Kab. Sinjai
Organizational experience (ESA) 2019-2020	: 1. Sekertaris Bid. Keagamaan 2. Ketua Bid. Relio (ESA) 2020- 2021
Resume of education	: 1.SDN 49 Sompong Tahun 2006-2012 2. MTS Al-Aqsha Massaile Tahun 2012-2015 3. MA Al-Aqsha Massaile Tahun 2015-2018 4. S1 IAI Muhammadiyah Sinjai Tahun 2018-2022
Handphone	: 085930418094
Email	: <u>ulfatushalihaa@gmail.com</u>
Parent's name	: Muh. Amin (Father) Megawati (Mother)