**THE USE OF PHOTOVOICE ON YOUNG LEARNERS'
SPEAKING SKILL**

A PAPER

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DECLARATION

I hereby declare that the paper entitled "**The Use of Photovoice on Young Learners' Speaking Skill**" is completely my work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, April 2021

Siti Nurul Ullah

PREFACE

Alhamdulillahirabbialamin, all the greatest praises are dedicated to Allah SWT who has given blessing, health, strength, and mercy to the writer. Shalawat and Salam are expressed and extended to prophet Muhammad SAW who has guided us from the darkness in to the light and from the bad character to the good character. Therefore, the paper entitled "The Use of Photovoice on Young Learners' Speaking Skill" can be completed.

This paper is written as a partial fulfillment of the requirements for the *Sarjana Pendidikan Examinantion* in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciencies, Pakuan University.

Doing her best has been tried in writing this paper, but the perfection is still too far to be realized. Therefore, positive criticisms and suggestions are needed to make this paper better. Hopefully, this paper will be useful for the writer herself and the readers.

ACKNOWLEGEMENT

THE USE OF PHOTOVOICE ON YOUNG LEARNERS' SPEAKING SKILL

ABSTRACT

Speaking is an action to give information. Through speaking, students can express their feeling, ideas and thought using a language. Furthermore, speaking can influence student's creativity, opinion and knowledge because speaking will be balanced with listening. Although speaking is an important skill, most of students' still have difficulties in speaking English because of several factors. Photovoice method is one of the alternative ways on teaching speaking. The aim of this research is to investigate the effect of using Photovoice on young learners' speaking skill. The population of the research is the fourth-grade students of *SD PERTIWI Kota Bogor*. The total number of sample was 32 students of IV B class. The sample was taken by random sampling technique. In conducting this research, the researcher applied pre-experimental method and chose one group pre-test post-test design. She gave pre-test, three-time treatments, and post-test to the students. Taking pictures and describing the things they have taken through voice note was given to measure students' speaking skill. The data were analyzed using t-test formula which showed that t-test value is 9.73 and t-table value is 2.04 at significant level 0.05 with the degree of freedom (df) 30. In this case, the t-test value is higher than t-table value (9.73 > 2.04). It means that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, Photovoice can be an effective way to influence young learners' speaking skill.

Keywords: Photovoice, Young Learners and Speaking Skill

TABLE OF CONTENT

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

CHAPTER V: CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF FIGURES

VIII

CHAPTER 1

INTRODUCTION

A. Background of the Study

In education systems of most countries, children who learn in primary or elementary school are considered as young learners. The age range of young learners is between 5- 12 years old. Young learners are able to apply anything at any level as long as the learning presented in a comprehensible way. They enjoy activities without feeling stressful. However, they can lose the learning interest more quickly if they face difficult tasks. Thus, they will immediately get bored with the situation of the class.

In language learning, young learners usually have difficulties in speaking English because of several factors. For example, they often do not know how to pronounce English words. They are unsure of whatthey say, they have lack of vocabulary. Those problems make them often confused how to express their ideas.

Therefore, teachers should manage a classroom activity as the way to give young learners an opportunity to practice the language naturally for instance, in spoken language. So, the teachers should create

an activity which facilitates students in developing their speaking ability.

There are various kinds of method of teaching speaking for young learners and one of them is Photovoice, which is the ways that can be used in digital media to change the old method to the new method. It is easier to apply or practice in the classroom. One of them is convenient to solve students' problem in speaking ability.

B. Reason for Choosing the Topic

Speaking is an action to give information and to express feeling, ideas and thought using a language. Based on pre-observation in SD Pertiwi Kota Bogor, the students had difficulties in learning speaking. They looked doubtful to speak English and could not express their ideas for a variety of reasons. Lack of vocabulary and mispronunciation arethe main problems. They are good at writing, listening and reading but not at speaking. They are shy to express their ideas even though they can communicate and understand English well.

Hence, the writer needs to solve the problems by using Photovoice technique, as it is considered to be an appropriate technique to increase young learners' speaking ability. They can express their ideas through photographs they have taken on cameras or mobile phones.

By considering the reason above, teacher must comprehend the classroom activity completely. One of the way is by using photovoice method. This research intends to find out the effect of using photovoice method on young learners can develop their speaking activity. It is expected that this research can give knowledge for the teachers about the effect of using photovoice method in order to support young learners speaking skill.

C. Statement of the Problem

The statement of the problem is "Does Photovoice method affect young learners' speaking skill?"

D. Hypothesis

Alternative Hypothesis is used in this research: "There is an effect of photovoice method on young learners' speaking skill."

E. The Aim of the Research

The aim of the research is to investigate whether there is an effect of photovoice method on young learners' speaking skill.

F. Limitation of the Study

The writer only focuses on describing photograph of things in the classroom by assessing young learners pronunciation, fluency and vocabulary.

G. Operational Definitions

There are two variables used in this research that the writer chooses as the key words. In order to have understanding and to avoid misconception, the writer explains the following terms:

1. Photovoice is a process when people use photos to share their experiences. It can also help the young learners understand in learning English, because it helps them share their opinions and experiences.

2. Speaking is a productive skill which is used to communicate with others by producing words and sounds.

H. Research Significance

The result of the research is expected to give contribution to English teachers, young learners and next researcher. For the English teachers, it is expected that the finding will help them support and motivate young learners in speaking class. For the young learners, it is expected that the finding will help them increase their speaking skill . For the researchers, it is expected that the finding will help them conduct another researcher with the relevant research topic.

CHAPTER II

THEORETICAL FOUNDATION

A. Characteristics of Young Learners

Young learners have many essential characters traits all children to learn earlier in life and continue to develop in their adult years such as curiosity, creativity, resourcefulness and initiative. According to Philips (1993: 5), young learners means children from the first year of formal schooling (five or six years old) to 11 or 12 years of age. Nunan (2011: 2) states that a young learner covers a large chronological age span: from around 3 years of age to 15. It means that young learners are children between the ages of three until 15.

Based on Harmer (2001: 38), young learners learn differently from older children, adolescents, and adults. They generally display an enthusiasm for learning and a curiosity about the world around them. Moreover, according to Cameron (2001: 1), young learners loseinterest more quickly and are less able to keep themselves motivated on tasks they find difficult.

In addition, Brumfit (1997) gives a list of the characteristics which young learners share. First, young learners are only just beginning their

schooling, so that teachers have a major opportunity to frame their expectations of school life. Second, as a group, they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school. Third, tend to be intense and enthusiastic learners. Fourth, learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling. Fifth, they need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

B. Teaching Speaking to Young Learners

English are divided into four skills which are listening, speaking, reading and writing. To teach every skill, teacher needs different ways. Teacher does not only consider the skill, but also the students. Each kind of student will need different treatments; they cannot be treated the same way. Teacher has to adjust the method and technique based on the age of the students, so the goal will be achieved. This statement is supported by Yuliana (2003) who stated that teaching young language learners is different from teaching adolescents or adults. It is caused by some aspects; one of them is their understanding. For example, the teacher

needs to know that it is quite hard to understand the material for young learners if the teacher does not give simple explanation. If the material is more complicated, it will be more difficult for young learners to understand. So, the teacher has to find a way to make them understand.

Slattery and Willis in their book of *English for Primary Teachers* (2001:43) stated that teaching young learners to learn a foreign language is like to start learning one is mother tongue. Therefore, a teacher should teach the language effectively. Moreover, Al-Sibai (2004: 3) stated that, "live at a time where the ability to speak English fluently has become a must, especially those who want to advance in certain fields of human endeavor." It indicates speak English nowadays has become a necessity, especiallyto advance a field of human endeavor.

Besides, Anuradha et al in Hussain (2017: 15) defined that there are several principles of teaching speaking skills that has to be known very well. First, persuade students to speak since the first day or as early as possible; second, tolerate the students if some of them simply imitate what they say; third, tolerate students if there is a student who gives one word to answer to any questions; fourth, allow students to speak actively on English knowledge they had; fifth, intend to structures/phrases/words and allow students to use it in different situation and drill it as much as possible; sixth, persuade back-chaining or tail-forwarding technique in order to create long sentences by combining at least ten sentences;

7

seventh, organize the role play and pair-work and oversee the students to correct the active ones and trigger the passive ones; eight, prepare the lesson plan, activities, and tasks well; ninth, allow the students perform an error and mistakes at the primary stage since the interruption and correction disturb the fluency and discourage the students. Last, individual weaknessesmust be taken into account and the teacher must be sympathetic in overview for individual attention.

Based on the explanation, the teacher has to consider that the students should not be treated in the same way because each kind of students will need different treatments. Thus, there is a difference between teaching young language learners and adolescents or adults because of some aspects as supported by Yuliana (2003). In addition, there are also several principles that has to be payed attention seriously by the teacher in teaching English speaking skill

C. Definition of Photovoice

There are various methods that can be used to teach English, particularly to teach English to young leaners. One of them is Photovoice. As expresssed by Wang and Burris (1997) that Photovoice is an activity which involved photographic to introduce their society. It means photovoice as an activity that consists of photographic to show their society.

In the teaching and learning process using photovoice, the students take some photos with their group, determine together to describe each photo by using their own ideas in order to tell what happens there. (Wang and Burris, 1997). Furthermore, Heather Castleden et al (2008) conveyed Photovoice effectively balanced power, created a sense of ownership, fostered trust, built capacity, and responded to cultural preferences. It means that photovoice successfully creates power, fosters trust, builds capacity, and responds to cultural preferences.

As reported by Velea & Alexandru, 2017 applying Photovoice has many benefits in teaching-learning process; first, improve written and oral communication; second, develop teamwork skills; third, creates powerful visual materials. Fourth, stimulates creativity and spirit of initiative; fifth, improve self-

esteem; sixth, stimulating reflection on reality. Besides it has benefits, it also has limitations in the teaching-learning process, which are: the time needed is relatively long, needed time management, participants were getting trouble to express their ideas about their photos, a deep analysis of the problem can also cause negative feelings, the students should be warned of this risk, damage, losing the camera and the activities must be monitored to know the progress of the students in the activity.

It means that photovoice has many benefits such as to develop written and oral communication, teamwork skills, powerful visual materials, increase creativity and enthusiasm, and stimulate reflection become real. However, it also has limitations which need very long time management, it is difficult for the students to express their ideas about that photos, many problems cause negative feelings, the students must be careful about risk, damage and losing the camera, the activities must be monitored to know the progress of students activity.

D. The Method of Photovoice

Based on Gant (2009:5), the objectives of photovoice method are decided by the content and context. This method supports significant learning objectives due to the decision of how it activities are organized in consent with the topic, target group and context. Those are such as developing teamwork skills, stimulate reflection on reality, developing

creative writing skills, forming basic skills in photography, assuming some principles and norms of photography ethics, stimulating creativity and spirit of initiative, developing self-confidence and improving self-image, developing the capacity for action to solve a community problem and developing the capacity to interact and support community relations.

In addition, the Photovoice method has been popularized as a community development method. It is also important to prove how the Photovoice method has been popularized more broadly, both in adult education training programs and in teaching learning activities from the schools or universities.

E. Related Research

The first related research was written by Rifqi Aziz Hidayat, Rofiudin, & Endang Sulistianingsi in 2019, entitled "The Effect of Photovoice on Speaking Skills at the Secondary School Level". The observations took place in SMA Pemalang. For this study, he took 2 classes of eleventh grade students. He used quantitative method and collect the data by using experimental group and control group. The

result of the study showed that Photovoice was an effective method to improve the students speaking ability to the eleventh grade students of SMA Pemalang. His study had the same goal as the writer which was finding out whether Photovoice can facilitate young learners' speaking ability.

The second is a studyabout "Improving Students, Speaking Ability Through Communicative Language Games" written by Wulandari in 2014. This study was conducted by applying Classroom Action Research. The subject was one class of the grade VIII students of SMP Negeri Prambanan which consisted of 24 students. The procedure of data collection of the study was conducted by administrating twice meetings in each cycle. Each cycle included four steps which included determining, planning, action, observation, and reflection. The finding of this study showed that there was very effective to improve the students' speaking ability by making them familiar with English

CHAPTER III

RESEARCH METHODOLOGY

A. Method and Design

In conducting this research, the writer uses Pre-Experimental method. One Group Pretest-Posttest design is applied. This pattern is taken from Sugiyono (2015:111) as follows:

$$O_1 \ X \ O_2$$

Note:

O_1 : Pre-test O_2 : Post-test X : Treatment

There are three steps of the One Group Pretest-Posttest design: (1) Administering a pretest measuring the dependent variable, (2) Applying the experimental treatment x to the subjects and (3) Administering a post-test again measuring the dependent variable. Differences attributed to the application of the experimental treatment are then evaluated by comparing the pre-test and post-test score (Donald 2010:327).

B. Population and Sample

The research will be conducted at *SD Pertiwi Kota Bogor* which is located at Sukasari Kec. Bogor Timur, Kota Bogor. The population of this study is 168 students of the fourth grade of *SD Pertiwi Kota Bogor* academic year 2020/2021 which are divided into five classes, *IV-A, IV-B, IV-C, IV-D, IV-E.* The writer uses Random Sampling to get sampling data. The sample data of this research is class IV-B. The total number of students in IV-B is 31 students. The grade fourth is choosen because the material that

13

will be implemented in this research is appropriate solve to their speaking ability problems.

C. Research Instrument

The writer uses speaking test as pre-test and post-test. In the test, the teacher gives students the picture, and then asked the students to mention some object based on the picture. Next, the teacher explain about Photovoice Method. Then, the teacher asks the students to take a picture and gives their time. After that, the teacher asks the students to fill the tables that is contained name of the object, the date, the reason why the students choose the object, and the description of the object. Finally, the teacher asks one of the student to describe the things that has chosen in front of their friends. The pre-test and the post-test are used to find out whether photovoice is effective or not on speaking ability. To assess the students' speaking test, the writer uses the assessment for speaking.

The students speaking performance will be assessed using a scoring rubric adapted from J. Michael O'Malley and Pierce L. Vendez (1996). The Rubric is shown in the following table.

Table 2.1 Speaking Rubric

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Final score = total score x 100

_____

12

C. Data Collection Technique

The writer collects the data from pre-test and post-test to measure students' speaking skill. First, the writer will conduct the pretest to measure students' skill before the application of photovoice. After that, the treatments will be given three times. Last, the posttest will be given. The score of both pre-test and post-test compared and calculated by using t-test formula to find out the effect of using photovoice method to encourage students' to speak.

D. Data Analysis

After all of data are collected, the results are compared to find out the effect of using Photovoice method on students' speaking skill. To analyze the data, some steps are used including scoring the students' works, calculating the gain, calculating the mean of gain, calculating t-test value and testing the hypothesis. The following formulas are taken from Supardi (2013:325) as follows:

1. Calculating Gain (d)

Calculating gain is used to know whether a method impacts or not by calculating the deviation between pre-test and post test score.

d = [y - x]

y = the post-test result of one

student x = the pre-test result

of one student

2. Calculating Mean of Difference

   After the calculating mean of difference gotten, the following steps was

   calculating mean of difference. It was used to know the average from the

   calculating difference in order to be used in t-test.

   $$M_d = \sum d_n$$

   M_d = Mean of gain

   $\sum$ = Mean

   of gain d =

   Gain

   n = Total of sample

3. Calculating Deviation of Difference

   The Result of calculating deviation of difference is used to

   calculate the t-test. The formula is as follows:

   $X_d = d - M_d$

   X_d = the deviation of the

   difference d = the

   difference

   M_d = the mean difference

17

4. Calculating T-test

　　Calculating t-test was used to know whether there was the different average or not from the sample.

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_d^2}{n(n-1)}}}$$

t = t-test

M_d = Mean of gain

$\sum x_d$ = Deviation of gain score (x_d =

d_1 - M_d) n = Total of sample

$\sum x_d^2$ = Quadrate deviation of

gain score n = Total of sample

5. Testing the hypothesis

The last step was testing hypotheses. It proved that whether the hypotheses was accepted or rejected. Testing the hypotheses was done by first of all finding out the value of degree of freedom (df) as follows:

df = n - 1

n = Total of sample

It is used to compare and test the hypothesis by knowing the result of t_{cal} and t_{ta}

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Research Finding**

The research was conducted to the fourth grade students of *SD PERTIWI Bogor*. There were 31 students as the sample in this research. It was started from January 12th until February 9th, 2021

Pre-experimental method with quantitative approach was used in this research. To gain the data, the students had to describe the things they have taken through voice note. It was given twice, before and after the treatment. After that, the data were analysed using t-test statistical calculation. It was intended to find out the effect of photovoice on young learners' speaking skill.

1. **Description of Pre-Test Score**

The pre-test was given before the treatment. It is used to find out students' speaking ability. The students had to describe the things on the picture orally which had given.

According to the result, the lowest score of the pre-test was 25 and the highest was 92. Moreover, the pre-test result are described on the frequency distribution data in table 4.1

Table 4.1

Frequency Distribution of Pre-Test

No	Class Interval	Class Boundary	Midpoint	Fabsolute	Frelative
1	25 - 31	24,5 - 31,5	28	2	6,45 %
2	32 - 38	31,5 - 38,5	35	3	9,68%
3	39 - 45	38,5 - 45,5	42	3	9,68%
4	46 - 52	45,5 - 52,5	49	4	12,90%
5	53 - 59	52,5 - 59,5	56	4	12,90%
6	60 - 66	59,5 - 66,5	63	0	0,00%
7	67 - 73	66,5 - 73,5	70	9	29,03%
8	74 - 80	73,5 - 80,5	77	3	9,68%
9	81 - 87	80,5 - 87,5	84	1	3,23%
10	88 - 94	87,5 - 94,5	91	2	6,45%
11	95 - 101	94,5 - 101,5	98	0	0,00%
	TOTAL			31	100

The table 4.2 shows the calculation of frequency distribution of pre-test. First, class interval is used to show students' pre-test score. Second, class boundary is used to show the limitation of students' pre-test score. Third, midpoint is used to show the middle point of the range scores. Fourth, f-absolute is used to show the frequency of variable. And the last, f-relative is used to show number percentage. In addition, n is to show the number of the respondents.

According to the the frequency distribution data in table 4.1, it can be seen that 6.45% of students got scores in the range of 25-31, while 9.68% of them were in the range 32-38. At range of 32-38 has 9.68% with three students. 9.68% of students got scores in the range of 39-45 and 12.90% of them were in the range of 46-52. The students' score in the range of 53-59

has 12.90%. There are 0,00% with zero student in the range of 60-66, while

29.03% of them were in the range of 67-73. Therefore, the students' score

in the range 74-80 has 9.68%. Then, 81-87 of students' score in the range

3.23% and 6.45% of them were in the range 88-94. And the last, there are

0.00% with zero student who got score in the range of 95-101. Moreover,

based to the data below, the result of pre-test is figured out on the histogram

graph on figure 4.1.

Figure 4.1
Histogram Graph of the Pre-Test Result
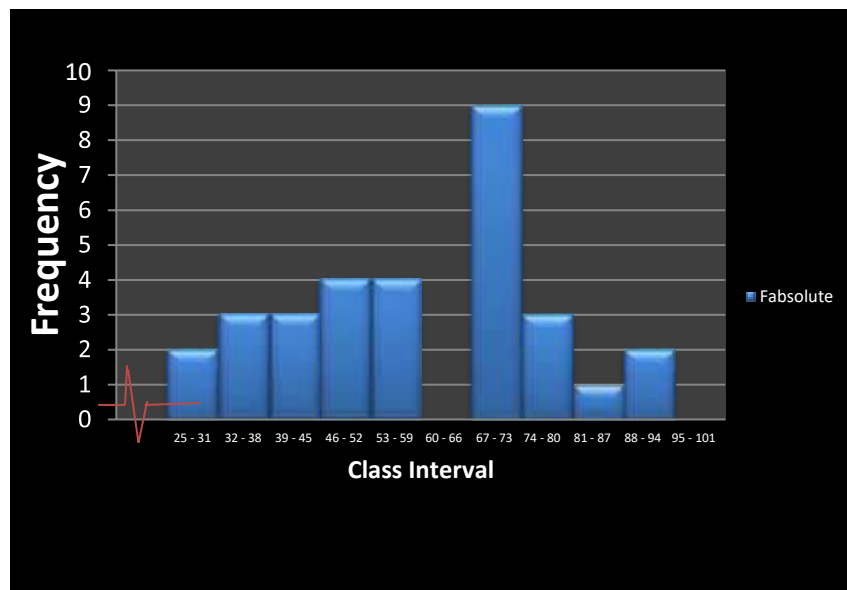
Based on the graph, it was found that there were not any students who

reached 95 – 101 scores. Moreover, the students who got the lowest score

is in the range of 25 - 31 are two students.

2. **Description of Post-Test Score**

The post-test was given after the treatment. It is used to find out whether

young learners' speaking skill. The form of the insturment was the same, but with a different text.

According to the result, the lowest score of the post-test is 33 and the highest is 113. Moreover, the post-test result are described on the frequency distribution data in table 4.2.

Table 4.2

Frequency Distribution of Post-Test

No	Class Interval	Class Boundary	Midpoint	Fabsolute	Frelative
1	33 - 39	32,5 - 39,5	36	1	3,23
2	40 - 46	39,5 - 46,5	43	3	9,68
3	47 - 53	46,5 - 53,5	50	1	3,23
4	54 - 60	53,5 - 60,5	57	3	9,68
5	61 - 67	60,5 - 67,5	64	2	6,45
6	68 - 74	67,5 - 74,5	71	0	0,00
7	75 - 81	74,5 - 81,5	78	5	16,13
8	82 - 88	81,5 - 88,5	85	2	6,45
9	89 - 105	88,5 - 105,5	97	14	45,16
10	106 - 112	105,5 -112,5	109	0	0,00
11	113 - 119	112,5 -119,5	116	0	0,00
	TOTAL			31	100

According to the frequency distribution data in table 4.2, it can be seen that the students who got the score at the range of 33 – 39 is 3.23% with one student. In a range of 40 – 46 is 9.68%. Moreover, in the range of 47

– 53 is 3.23% with one students. In addition, 9.68% with three students is in the range of 54 – 60 and 6.45% is in the range 61 – 67. Futhermore, in the range of 68 – 74 is 0% with no student and 16.13% is in the range 75 –

81 with fifth students. Meanwhile, 6.45% with two students is in the range

85 – 88 and 45.16% with fourteen students is in the range 89 – 105. Then, in the range of 106 – 112 is 0% with no student. The last is 0% with no students is in the range of 113 – 119.

Thus, it can be said that the students' post –test scores are higher than the pre-test. Therefore, photovoice on young learners can improve their speaking skills. In addition, based to the data, the result of post-test is figured out on the histogram graph on figure 4.2.

Figure 4.2
Histogram Graph of the Post-Test Result
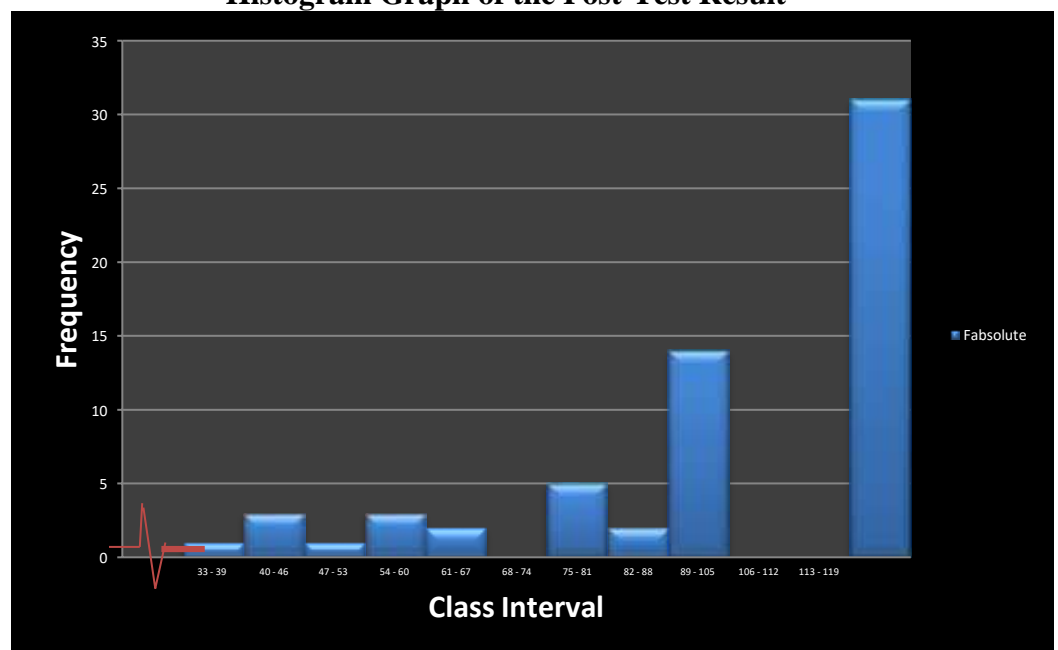
Based on the graph figure 4.2, it can be seen the students who got the highest score in the range of 113 – 19 are 12 students. In addition, there is only a student who got the lowest score which is in the range 33 – 39. Thus, it can be said that the result of the post-test is higher than the pre-test

3. Calculating of the Mean (M*d)*

After analyzing the pre-test and the post-test result, it is continued with calculating the mean of difference. It is used to find the average result of the sample. Calculating mean of difference is calculated as follows.

$$M_D = \frac{\Sigma D}{N}$$

$$M_D = \frac{567}{31}$$

$$= 18,29$$

Based on the calculation, the mean of difference is gained by deviding the total of difference between post-test and pre-test (ΣD) which is 567 and the number of the participants (N) which is 31. Therefore, the result is 18,29.

4. Calculating Deviation of Gain (Xd)

After gaining the mean, the calculation is countinued by calculating deviation of gain (Xd). It is used to find out the differences between the post-test and pre-test. To find the deviation of gain (Xd), it is needed to find out the gain of difference between post-test and pre-test (d). Therefore, the post-test score is reduced with the pre-test score one by one. This is the example of finding the difference between post-test and pre-test (d).

d= post-test – pre-test

$$= 90 - 80 = 10$$

To find the deviation of gain (Xd), the difference between post-testand pre-test (d) is substracted with the mean of gain (Md). In addition, this should be done one by one. Here is the example of calculating the deviation of gain (Xd).

XD= d – Md

$$= 10 - 18.29$$

$$= 8.29$$

Therefore, the value of deviation of gain (Xd) of the last students is 8.29.

5. **Calculating the T-test (t)**

The calculation of t-test is used to find out the t-test value. Thepurpose of t-test is to to find out the effect using photovoice method on young learners' speaking skill. The formula that is used to calculate T-test is:

$$t = \frac{M_D}{\sqrt{\dfrac{\Sigma xd^2}{(n-1)}}} = \frac{18.29}{\sqrt{\dfrac{3276}{31\,(31-1)}}}$$

$$= \frac{18.29}{\sqrt{\dfrac{3276}{930}}} = \frac{10.15}{\sqrt{3.52}}$$

$$= \frac{18.29}{1.88} = 9.73$$

The calculation shows that the result of t-test is 9.73. To determine whether

the alternative hypothesis rejected or not, it should be compared between

the t-test value with the degree of freedom. If the calculation t-test is higher than the degree of freedom, it means the hypothesis (*Ha*) is accepted and the treatment is affective to increase student's vocabulary knowledge. However, if the calculation t-test is lower than the degree of freedom, it means the hypothesis (*Ha*) is rejected and the treatment is not effective.

6. **Testing Hypothesis (d*f*)**

    The degree of freedom is calculated after t-test value is found out. It is intended to find out the t-table value. The calculation is as follows.

$$d.f = n - 1$$
$$= 31 - 1$$
$$= 30$$

The result shows that the degree of freedom is 30. Based on t-table, the degree of freedom 30 at significant level 0.05 is 2.04.

    Based on the calculation, it is found that t-calculated are 9.73. The value of degree of freedom ($d. f$) value is 30 and the list of t-table value at significant level 0.05 is 2.04. The result of the test can be shown as $2.04 < 9.73$. It means that the value of t-table is lower than the value of t-calculated. It can be concluded that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected. Therefore, the treatment is effective to increase young learners'speaking skill by photovoice.

B. Discussion

According to the research, the data were collected from the result of the pre test and post-test. The pre-test was given in the first meeting. After that, it was continued with the treatments. The treatment was done in the third meetings. In the end, the post-test was conducted to the students.

The first data were gained from the pre-test. It showed the student's speaking skill before the treatment. Then, the second data were collected from the post-test. It presented the score after the students had been given the treatment. The instrument that used in this research was taking pictures. They was described, then was spoken by recording a voice note. The different between the pre-test and post-test task was in picture.

According to the calculation of the data, the value of t-test is 9.73 with the degree of freedom is 30. The value of table on *df* 31 with the level of significance 0.05 is 2.04 while the level significance 0.01 is 2.75. The result of the test can be described as 2.04 < 9,73. The value of t-calculated is higher than t-table. The alternative hypothesis *(Ha)* is accepted and the null hypothesis *(Ho)* is rejected. It means that the use of guessing meaning from the context is effective to increase students' vocabulary knowledge.

Therefore, the result showed that taking pictures using a camera phone is affective to develop young learners' speaking skills. Because They can try to express their ideas about the photos. It is relevant to Wang

& Burris (1997) as cited in Sulistianingsih (2019), it helps students to take a photo with photographic method, then the photo can be analyzed and described. In addition, the students know how to speak and describe the situation in the photos properly. It is relevant to Velea & SAlexandru (2017) applying Photovoice has many benefits like, improve written and oral communication, develops teamwork skills, creates powerful visuals materials, stimulates creativity and spirit of initiative, improve self-esteem, stimulating reflection on reality.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research about "Photovoice on young learners' speaking skill" and calculating the data, it shows that the result of t-test value (9.73) is higher than that of t-table (2.04), which means that the alternative hypothesis *(Ha)* is accepted and the null hypothesis *(Ho)* is rejected. Thus, it is concluded that Photovoice can enhance young learners' speaking skill. In addition, Photovoice was suitable and effective method to encourage and facilitate young learners to speak.

B. Suggestion

Based on the research finding, the writer would like to give suggestion to English teachers for young learners that Photovoice will help the teachers in teaching speaking to encourage young learners to speak, and young learners can enjoy the teaching learning process. The last, the next researchers can investigate this method for other grades of young learners' to know the differences of result in applying this method. In addition, she or he can make the learning process more interesting by combining with picture.

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Appendix

LESSON PLAN 1ST TREATMENT

Researcher's name   : Siti
Nurul Ulfah
Education Unit   : Elementary School Subject :English
Grade   IV
Time Allocation   : 2 x 35minutes
Topic   : Pictures (Things at Livingroom)

A. Learning Goal

Young learners are able to describe things in the living room in English using Photovoice Method

B. Topic

Things in the living room:
- Table
- Telephone
- Carpet
- Television
- Chair
- Sofa
- Drawer
- Clock
- Lamp
- Cupboard

C. Learning Steps

1. Pre-Activity
   - The teacher greet the students
   - The teacher ask the condition of the students
2. Whilst Activity
   - The teacher gives students a picture of the living room
   - The teacher asks the students to mention some objects in the living room
   - The teacher gives explanation "what is Photovoice Method?"
   - The teacher asks the students to take a picture of things surrounding the living room
   - The teacher gives time to the students to take a picture
   - The teacher asks the students to fill the tables that is contained name of the object, the date, the reason why the students

LESSON PLAN 1ST TREATMENT

Researcher's name : Siti
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C. Learning Steps

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   - The teacher ask the condition of the students
2. Whilst Activity
   - The teacher gives students a picture of the living room
   - The teacher asks the students to mention some objects in the living room
   - The teacher gives explanation "what is Photovoice Method?"
   - The teacher asks the students to take a picture of things surrounding the living room
   - The teacher gives time to the students to take a picture
   - The teacher asks the students to fill the tables that is contained name of the object, the date, the reason why the students

choose the object, and the description of the object
- The teacher asks one of the student to describe the things that has chosen in front of their friends
3. Post-Activity
- Reviewing
- The teacher gives the conclusion about the material
- The teacher closes the meeting

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.

	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

LESSON PLAN 2ND TREATMENT

Education Unit   :Elementary School
Subject   :English
Grade   IV
Time Allocation   : 2 x 35minutes
Topic   :Pictures(Bedroom)

A. **Learning Goal**
   Young learners are able to describe things in the bedroom in English using Photovoice Method
B. **Topic**
   Things in the bedroom:
   - Bed
   - Pillow
   - Blanket
   - Desk
   - Bookcase Alarm Clock
   - Cupboard
   - Mirror
   - Curtain
   - Lamp
C. **Learning Steps**
   1. Pre-Activity
      - The teacher greet the students

- The teacher ask the condition of the students
2. Whilst Activity
   - The teacher gives students a picture of the bedroom
   - The teacher asks the students to mention some objects in the bedroom
   - The teacher asks the students to take a picture of things souranding the bedroom
   - The teacher gives time to the students to take a picture
   - The teacher asks the students to fill the tables that is contained name of the object, the date, the reason why the students choose the object, and the description of the object.
3. Post-Activity
   - Reviewing
   - The teacher gives the conclusion about the material
   - The teacher closes the meeting

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.

	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

LESSON PLAN 3rd TREATMENT

Education Unit   :Elementary School
Subject   :English
Grade   IV
Time Allocation   : 2 x 35minutes
Topic   :Pictures (Kitchen)

A. Learning Goal
Young learners are able to describe things in the kitchen in English using Photovoice Method

B. Topic
Things in the kitchen
- Teapot
- Knife
- Pie Plate
- Cooker
- Bowl
- Plate
- Mixer
- Blender
- Gas Stove
- Pan

C. Learning Steps
1. Pre-Activity
   - The teacher greet the students
   - The teacher ask the condition of the students
2. Whilst Activity
   - The teacher gives students a picture of the kitchen
   - The teacher asks the students to mention some objects in the kitchen
   - The teacher asks the students to take a picture of things surrounding the kitchen
   - The teacher gives time to the students to take of picture
   - The teacher asks the students to fill the tables that is contained name of the object, the date, the reason why the students choose the object, and the description of the object.
   - The teacher asks one of the student to describe the things that has chosen in front of their friends
3. Post-Activity
   - Reviewing

- The teacher gives the conclusion about the material
- The teacher closes the meeting

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical

			structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

Appendix 2 : Research Instrument

Research Instrument
(Pre test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme: Living Room
Look at the picture below. Choose one of the things and describe it!

Fluency	Pronounciation	Vocabulary	Total	Score

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

Appendix 3 : Research Instrument

Research Instrument
(Post test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme : Thing surrounding the house
Please take a photo around your home using smartphone, then describe the results of the photo that you have shot!

Fluency	Pronounciation	Vocabulary	Total	Score

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

Appendix 4 : Scoring Rubric

Rubrik Penilaian Speaking by J. Michael O'Malley and Vendes (1996)

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.

Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Appendix 5: students' task pre test

<p align="center">Research Instrument
(Pre test)</p>

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme: Living Room
Look at the picture below. Choose one of the things and describe it!

Name: KZPT
Class: IV-B
The Object : Sofa
(There is one sofa in yellow color, it has four foots and has five cushions)

Fluency	Pronounciation	Vocabulary	Total	Score
3	2	3	8	67

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

$$\frac{8}{12}\text{x } 100 = 67$$

Research Instrument
(Pre test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme: Living Room
Look at the picture below. Choose one of the things and describe it!

Name: ND
Class: IV-B
The Object : Door
(The door is brown, it has 2 grey handle)

Fluency	Pronounciation	Vocabulary	Total	Score
4	3	4	11	92

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

$$\frac{11}{12} \times 100 = 92$$

Research Instrument
(Pre test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme: Living Room
Look at the picture below. Choose one of the things and describe it!

Name: SAA
Class: IV-B
The Object : Curtain
(The window curtain have flowers and long shapes)

Fluency	Pronounciation	Vocabulary	Total	Score
3	2	3	8	67

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

$$\frac{8}{12} \text{x } 100 = 67$$

Research Instrument
(Post test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme : The thing around the house
Please take a photo around your home using smartphone, then describe the results of the photo that you have shot!

Name : KAA

Class : IV-B

Fill the table based on the picture that you have taken!

N0	Date	Object	Description
1.	Feb 4, 2021.	**CAR**	The object around my house are cars, cars are used as means of transportation. cars. Use fuel oil. My cars is the ertiga. My car is silver. My car is used to take me to school. Take my mother to work and may others. My car uses pertamax as fuel.

Fluency	Pronounciation	Vocabulary	Total	Score
4	3	4	11	92

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{x } 100 =$$

$$\frac{11}{12} \text{ x } 100 = 92$$

Research Instrument
(Post test)

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme : The thing around the house
Please take a photo around your home using smartphone, then describe the results of the photo that you have shot!

Name : KL

Class : IV-B

Fill the table based on the picture that you have taken!

N0	Date	Object	Description
1.	Feb 4, 2021.	**Refrigerator**	The refrigerator is a house hold electronic device that is useful for storing food inggredients to keep it fresh. Usually, there…. are two part of a refrigerator. The first one is cooling racks, we usually put food some water or milk, vegetable and fruits. The second part ia a freezer it is used to keep your meet fresh and make ice cube

Fluency	Pronounciation	Vocabulary	Total	Score
4	3	4	11	92

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} x\ 100 =$$

$$\frac{11}{12} x\ 100 = 92$$

<div align="center">**Research Instrument**
(Post test)</div>

Skill : Speaking

Speaking components : Fluency, Pronunciation, and Vocabulary

Equipment : Whatssapp Voicenote

Students are given the instruction to do looking picture, then describe and present it orally!
A theme : The thing around the house
Please take a photo around your home using smartphone, then describe the results of the photo that you have shot!

Name : RDJ

Class : IV-B

Fill the table based on the picture that you have taken!

N0	Date	Object	Description
1.	Feb 3, 2021.	**Umbrella**	An umbrella, umbrella or parasol is a folding canopy supported by wooden or metal ribs that is usually mounted on a wooden, metal, or plastics pole. It is design to protect a person against rain or sunlight. Often the difference is the material use for the canopy, some parasol are not waterproof and the colors is pink.

Fluency	Pronounciation	Vocabulary	Total	Score
4	3	4	11	92

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

$$\frac{9}{12} \times 100 = 75$$

Appendix 7: Students' Pre- Test and Post- Test Scores

No.	Respondent	Pretest (X)	Posttest (Y)	d = (Y-X)	Xd	Xd2
1	ADT	67	67	0	-10.15	103.023
2	AK	50	58	8	-1.8167	3.30028
3	ADSS	67	92	25	14.85	220.523
4	AAPH	83	92	8	-1.8167	3.30028
5	AMM	92	92	0	-10.15	103.023
6	AAF	67	92	25	14.85	220.523
7	BF	75	75	0	-10.15	103.023
8	BA	67	92	25	14.85	220.523
9	BWY	50	58	8	-1.8167	3.30028
10	DCN	50	83	33	23.1833	537.467
11	DAP	58	92	33	23.1833	537.467
12	DAP	58	75	17	6.51667	42.4669
13	KZPT	67	92	25	14.85	220.523
14	KAY	67	92	25	14.85	220.523
15	KLA	67	92	25	14.85	220.523
16	MAN.H	42	58	17	6.51667	42.4669
17	MFA	42	67	25	14.85	220.523
18	NSF	92	100	8	-1.8167	3.30028
19	NAB	75	100	25	14.85	220.523
20	PGI	33	50	17	6.51667	42.4669
21	QZNA	33	42	8	-1.8167	3.30028
22	QMR	67	75	8	-1.8167	3.30028
23	RAM	25	42	17	6.51667	42.4669
24	RDJ	58	92	33	23.1833	537.467
25	RDW	58	83	25	14.85	220.523
26	RRK	25	33	8	-1.8167	3.30028
27	RMA	33	42	8	-1.8167	3.30028
28	SRF	75	100	25	14.85	220.523
29	SDI	50	75	25	14.85	220.523
30	SAAW	67	92	25	14.85	220.523
31	ZA	42	75	33	23.1833	537.467
	N=31	1800		566.6666667	252.017	5301.48

Appendix 8 : Calculation of Frequency Distribution

A. Calculation of Frequency Distribution of Pre test score

NO	CLASS INTERVAL	CLASS BOUNDARY	MIDPOINT	Fabsolute	Frelative
1	25 - 31	24,5 - 31,5	28	2	6.45
2	32 - 38	31,5 - 38,5	35	3	9.68
3	39 - 45	38,5 - 45,5	42	3	9.68
4	46 - 52	45,5 - 52,5	49	4	12.90
5	53 - 59	52,5 - 59,5	56	4	12.90
6	60 - 66	59,5 - 66,5	63	0	0.00
7	67 - 73	66,5 - 73,5	70	9	29.03
8	74 - 80	73,5 - 80,5	77	3	9.68
9	81 - 87	80,5 - 87,5	84	1	3.23
10	88 - 94	87,5 - 94,5	91	2	6.45
11	95 - 101	94,5 - 101,5	98	0	0.00
	TOTAL			**31**	**100**

Highest Score = 101
Lowest Score = 25

B. Calculation Distribution of Post test score

NO	CLASS INTERVAL	CLASS BOUNDARY	MIDPOINT	Fabsolute	Frelative
1	33 - 39	32,5 - 39,5	36	1	3.23
2	40 - 46	39,5 - 46,5	43	3	9.68
3	47 - 53	46,5 - 53,5	50	1	3.23
4	54 - 60	53,5 - 60,5	57	3	9.68
5	61 - 67	60,5 - 67,5	64	2	6.45
6	68 - 74	67,5 - 74,5	71	0	0.00
7	75 - 81	74,5 - 81,5	78	5	16.13
8	82 - 88	81,5 - 88,5	85	2	6.45
9	89 - 105	88,5 - 105,5	97	14	45.16
10	106 - 112	105,5 - 112,5	109	0	0.00
11	113 - 119	112,5 - 119,5	116	0	0.00
	TOTAL			31	100

Highest Score = 113
Lowest Score = 33

Appendix 10: Berita Acara Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
27/2 2019		Pengesahan SK	
3/8/19	I	- Read more books - Revise the content	
14/11/19	3	- Revise the background	
10/12/19	I	- Revise the background - Find more theories	
29/1/19	I	- Revise the grammar	

Tanggal	Bab	Catatan Pembimbing	Paraf
9/3/20	I	approved	
	II	- Revise the content - Read more resources	

Tanggal	Bab	Catatan Pembimbing	Paraf
4/9 2019	1	Konsultasi mengenai Background.	OK
6/9 2019	1	Konsultasi mengenai perbedaan tehnik dan metode	OK
13/12 2019	I	Penyetujuan Bab I	OK
21/02 2020		mendistribusikan berkang content bab 2	OK
6/03 2020		Tambahkan strategi tanpa kutipan	OK

54

Tanggal	Bab	Catatan Pembimbing	Paraf
6/03 19	1	konsultas judul	OK
30/03 19	1	bertanya mengenai maksud dari classroom action research	OK
7/05 19	1	bertanya mengenai media pembelajaran Photovoice	OK

Tanggal	Bab	Catatan Pembimbing	Paraf
30/08/19	1	berkonsultasi tentang judul / topik yg akan dibahas.	
30/10/19	I	Revise the background & reasons - Read more books	

Appendix 11: Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2494/WADEK I/FKIP/I/2021   05 Januari 2021
Perihal : Izin Penelitian

Yth. Kepala SD Pertiwi Kota Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Siti Nurul Ullah
NPM   : 031115102
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester   : Sebelas

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 12 Januari s.d. 16 Februari 2021 mengenai: PHOTOVOICE ON YOUNG LEARNERS' SPEAKING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Budiana, M.Pd.
1006025469