THE USE OF SEQUENCE PICTURES IN STORYTELLING FOR STUDENTS'

SPEAKING PROFICIENCY DEVELOPMENT

(A Case at SMA Negeri 5 Semarang)

A FINAL PROJECT

Submitted as a Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree

in English Education Study Program

Proposed by:

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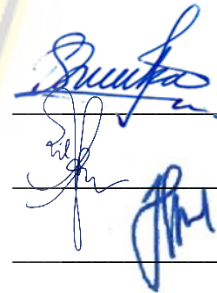
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STATEMENT OF WORK'S ORIGINALITY

I hereby honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in form of revocation of my paper and my degree obtained from the paper.

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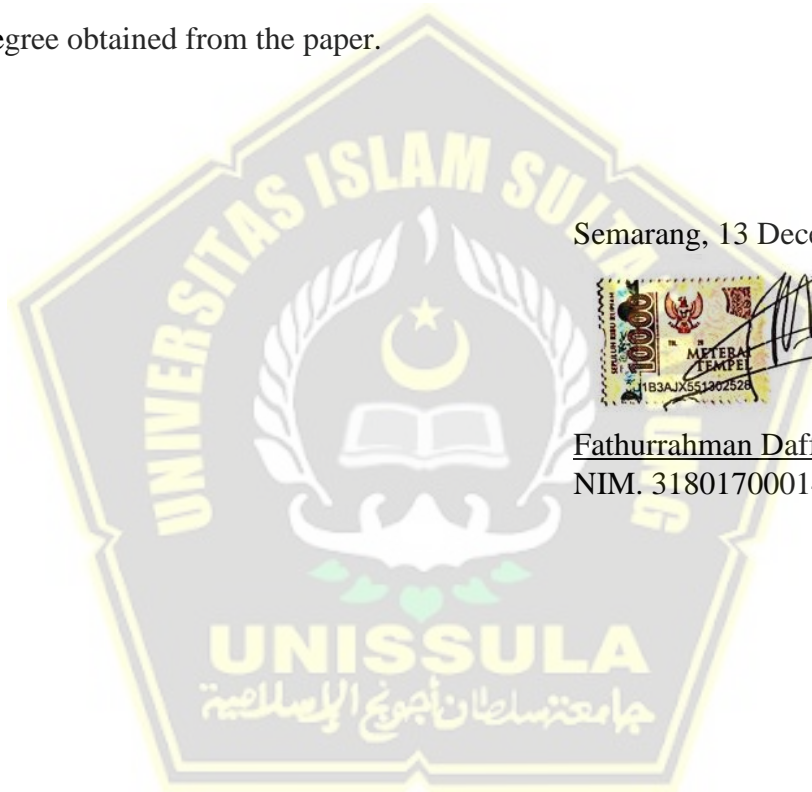
MOTTO AND DEDICATION

MOTTO

"It always seems impossible until it's done"

~Nelson Mandela~

DEDICATION

This final project is dedicated with affection, love, and gratitude to:

➢ My beloved father, Mr. Nono Supriyanto for the supports and motivation

➢ My beloved mother Mrs. Sirajatul Lami'ah for the prayers and lots of affection.

➢ My beloved brothers, Esha Rahmawan Faiz Haq, Rakasetya Hilmawan Faiz Haq, Daffi Arbiyan Fathrizq Faiz Haq for their moral support.

ABSTRACT

Daffa FH, Fathurrahman (2021). The Use of Sequence Pictures in Storytelling for Students' Speaking Proficiency Development. A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

The goal of this research was to see if sequence pictures used as media in teaching speaking through storytelling could significantly help students develop their speaking ability. This research made use of an experimental research design in a quantitative method. When a control class that was taught through drilling method and experimental class which was instructed through sequence pictures. The study involved the first grade of senior high school students at SMA Negeri 5 Semarang. The data which had collected data computed by using SPSS 25. This finding said which using sequence pictures in teaching speaking could improve significantly in the experimental class students' speaking ability. The students' speaking ability in both classes control and experimental was different significantly as indicated by the test scores. The control class average pre-test was 69,5 and experimental class was 85 in other hand, the control class average post-test was 74,5 and experimental class was 91,7. This revealed that students who were taught to speak using the sequence pictures technique fared better than those who were taught using the drill technique. In addition, the findings from the study showed that four speaking sub-skills, viz: fluency, pronunciation, content, and vocabularies accuracy were all better instructed by using sequence pictures.

Keywords: *Sequence Pictures, Speaking Sub-skills, Speaking.*

INTISARI

Daffa FH, Fathurrahman (2021). The Use of Sequence Pictures in Storytelling for Students' Speaking Proficiency Development. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Nur Ekaningsih, S.Pd., M.Pd.

Tujuan penelitian ini adalah untuk mengetahui apakah gambar berurutan yang digunakan menjadi media dalam pengajaran lisan dengan cara bercerita dapat membantu siswa secara signifikan mengembangkan kemampuan berbicara mereka. Penelitian ini menggunakan desain penilitian eksoerimen dengan metode kuantitatif. Kelas yang terlibat adalah eksperimen dan kontrol. Kelas eksperimen diajarkan menggunakan gambar berurutan sedangkan kelas kontrol menggunakan hafalan. Penelitian ini melibatkan siswa kelas 1 di SMA Negeri 5 Semarang. Data yang terkumpul dianalisa dengan menggunakan SPSS 25. Hasilnya menunjukkan bahwa penggunaan gambar berurutan dalam pengajaran kemampuan berbicara secara signifikan meningkatkan kemampuan siswa kelas eksperimen. Kemampuan berbicara siswa di kelas kontrol dan eksperimen secara signifikan berbeda yang ditunjukkan oleh nilai tes. Nilai tes awal rata-rata kelas kontrol adalah 69,5 dan kelas eksperimen adalah 85 dan nilai rata-rata kelas kontrol adalah 74,5 sedangkan kelas eksperimen adalah 91,7. Dapat disimpulkan bahwa siswa yang menggunakan Teknik gambar berurutan sebagai bahan pengajaran dapat meningkat secara signifikan daripada mereka yang diajarkan dengan menggunakan Teknik menghafalkan. Kemudian daripada itu, hasil dari penelitian ini dapat mewakili empat sub-keterampilan berbicara, yaitu: kelancaran, pengucapan, isi, dan akurasi kosakata semuanya lebih baik diajarkan menggunakan gambar berurutan.

Kata kunci: *gambar berurutan, sub-keterampilan berbicara keterampilan berbicara.*

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

In the name of Allah SWT, the Most Gracious and the Most Merciful. AlhamdulillahiRabbil 'Alaamiin, all praise is given to Allah who has given His mercy and blessing, the researcher finally could finish the final project. Peace and salutation be upon the prophet Muhammad SAW who has guided us from the darkness to the brightness. The researcher would like to say thank you to the following people:

1. Drs. Bedjo Santoso, M.T., PhD. As the Rector of UNISSULA.

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7. Laksa Ulya Annatsa who had accompanied and supported him along the final project.

8. All the writer's friends who had accompanied him along the days in the university.

Lastly, the writer realizes that there are still many imperfections in this final project. However, the writer expects that this study results will be meaningful for the readers and the next researchers.

Wassalamualaikum Wr. Wb.

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CHAPTER I

INTRODUCTION

This chapter discusses several important points including background of study, the reasons for choosing the topic, statement of the problems, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of The Study

In this globalization globe, English is very important and could not be neglected or denied because English is the largest common language used internationally. Learning English needs frequence patience and practice to reach the fluence or master the language. In getting that, students must get their seriousness in learning it. In fact, this is also their problem from learning English (Nishanthi, 2018). Spoken language is a major phenomenon. We do more speaking writing, which is why language has to be delivered in the first place through speech. Spoken language is important for any language learning. Trying to speak a foreign language is learning that needs information of the language and its application. In mastering speaking skills, teachers must train and equip students with a certain level of precision and fluency in understanding, responding and expressing themselves in language in speech (Febriyanti, n.d).

Sequence Pictures are strategies which the teacher shows the pictures sequenced to the students. Sequence pictures are expected to help students to develop their imagination. When the students understand the pictures that shown in the sequence pictures, the pictures will be more interesting they when the students are looking at the given pictures (Harahap, 2018).

Sequence pictures are combining between a pictures and the story. Every picture tells a story. Using a picture will help the students to illustrate it in a short story. The picture is one of a good way to stimulate the writing ability of the students. From the pictures there can be a lot of story will find. With another word, phrase, sentence, or paragraph (Baso, 2016).

Storytelling is a system in where the students are invited to retell the contents of the story in different sentence constructs involving certain interactions between the storyteller and also the listener (Zuhriyah, 2017a). Storytelling is the sharing of stories from personal or traditional stories, which are told using the essence of the tradition from which it came. As a shared experience between the teller and the listener (Khaerana & Nurdin, 2018).

It can be concluded that sequence pictures are process to describe the pictures shown to to the students, it needs efforts to get the points by imagining situation of the pictures and in order to improve speaking skill ability. Storytelling also creates a creativity in speaking and confidence that is made by the storyteller to the listener. If the teacher adopts this, it might be a good method to develop speaking preformance of the students

The fact is that Indonesian learners have a difficulty to develop the students' speaking ability because they usually prefer the native language in their daily life rather than using English. There are many reasons that influence students having difficulty in speaking. Some of them are associated with limited encounters of students with spoken English and opportunity to practice speaking orally. In Indonesia, many people still feel unconfident in speaking English because of their ability in speaking and knowledge of the language. There are two aspects that need to be noticed before speak. Those are grammatical and pronounciation. These two things scare most people who do not speak English to speak. By using sequence pictures method in teaching speaking develops students' speaking ability and also their convidence. Using sequence pictures also bring new things in teaching, It may attract students with an interesting pictures.

Looking at the fact that the students of 10th grade in SMA Negeri 5 Semarang have not spoken English fluently. There are some reasons why they have less ability in English speaking. The problem caused by the lack of practice which causes a lack of vocabularies and pronunciation right, and less practice methods in speaking English, because it is not found in the environment. Among several factors that, and less practice methods in speaking becomes the main point, therefore efforts what needs to be done to improve the speaking is by using sequence picture methods. Based on the background, the writer has a willingness to develop a study by the title of **"THE USE OF SEQUENCE PICTURES IN STORYTELLING FOR STUDENTS' SPEAKING PROFICIENCY DEVELOPMENT"**

1.2 Reasons for Choosing the Topic

The researcher has some reasons to develop this study. As we know that speaking is a skill that need to be mastered in learning the language which always be used by human to communicate with others. Speaking itself can be mastered by practicing. Teacher can invite students to practice their speaking by using some applications which one of them is by using sequence pictures in the classroom. This case, the researcher wants to find out the application of using sequence pictures to teach speaking for the foreign language learner.

The study takes judgment in following reasons:

1. To know if the treatment of using sequence pictures to teach speaking for the foreign language learner is significantly better than using the treatment.

2. Sequence pictures are methods that used by teacher for the students to get easiness in speaking foreign language.

1.3 Statement of The Problems

From the background of the study, the researcher investigates

"Is the use of sequence pictures in story telling effective to improve students' speaking skill at SMA Negeri 5 Semarang?"

1.4 Objective of The Study

From the statement of the question, the objective of the study is stated as follows:

"To find out whether or not using sequence pictures in story telling effective to improve students' speaking skill at SMA Negeri 5 Semarang"

1.5 Hypotheses of The Study

H0 : There is no significant difference between students who are taught using sequence pictures through storytelling and those who are not taught using sequence pictures in storytelling.

H1 : There is significant difference between students who are taught using sequence pictures through storytelling and those who are not taught using sequence pictures in storytelling.

1.6 Limitation of the Study

The limitation of the study is limited to the subject and object investigated. The subject of this study is the grade 10 of SMA Negeri 5 Semarang.

1.7 Significance of the Study

The significances of the study are expected to be used practical significance and theoretical significance:

1. Practical Significance

    a. The significance of the study is suggested to apply Sequence Pictures in the class.

    b. The use of Sequence Pictures in speaking can entertain the students in learning and practicing.

2. Theoretical Significance

    a. The result of this investigating is anticipated to be a reference to develop the understanding of language issues about speaking foreign language by using Sequence Pictures.

1.8 Definition of Key Terms

Elucidating the key terms used in this study, these are some definitions.

1. Sequence Pictures

    Sequence Pictures are strategies which the teacher shows the pictures sequenced to the students. Sequence pictures are expected to help students to develop their imaginations. When the students understand the pictures that shown in the sequence pictures, they will be more interested in writing procedure text, because by looking at the given pictures (Harahap, 2018).

2. Storytelling

    Khaerana and Nurdin (2018) stated that storytelling means that sharing an individual or a personal story which is told by a person by using the subtance

of the tradition from which it started. As a joint involvement between teller and listener.

3. Speaking Skill

Elmiyati (2019) stated that speaking can be a way to explain ideas in a voice, expressing ideas are known can make some statements to communicate to other people.

1.9   Organization of Study

Chapter I is about the Introduction. It includes of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Study, the Objective of the Study, the Hypothesis of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Organization of the Study.

Chapter II is a Review of Related Literature. It discusses about the underlying theory of the research. It includes the explanations of some terms.

Chapter III is about Method of Study which is used in conducting this study. It consists of Design, Subject, Data for Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

Chapter IV presented Analysis of Result and Discussion. It discusses about School Profile, Description of The Participants, The Study Instrument, Treatment on The Experimental and Control Classes, Research Result, and Research Discussion.

Chapter V presented Conclusion and Suggestion. This chapter is about Conclusion of the study, and Suggestion for the further researcher of teaching speaking through storytelling by using sequence pictures as the media.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This section describes sequence pictures, storytelling, and speaking skill. Specifically, students of 10th grade in SMA Negeri 5 Semarang. While the previous study delivers about some reviews from previews reaserchers to know how the impact of this method is.

2.1 Sequence Pictures

The sub-chapter of sequence pictures explains about the theory of the study. It includes the theory of sequence pictures: definition, purpose, and componentss of sequence pictures.

2.1.1 Definition of Sequence Pictures

A Sequence pictures are combining between the story and pictures. Every picture tells a story. Using a picture will help the students to illustrate it in a short story. Using a picture as a media is a good way to stimulate the speaking ability of the students. From the pictures there can be a lot of stories will find. With another word, phrase, sentence, or paragraph from each student. Sequencing pictures were cut several pictures sequencial from comic books, picture books, magazines, or the comics section in the newspaper (Baso, 2016)**.**

From the definition above, it can be concluded that sequence pictures are process to describe the pictures shown to improve students' ability in speaking skill by imagining the situation of the pictures. There will be a different result from each student and others

Picture is also one of the learning media. It can be an easy way in learning process, especially in learning foreign language. By using picture, students are expected to enjoy the learning process and be entertained. This method is also expected to raise students creativity and spirit to speak more and improve their confidence.

2.1.2. The Purpose of Sequence Pictures

There are some advantages and disadvantages in using sequence pictures for teaching writing

According to Shoimin (2016) there are some beneficials of using sequence pictures method. They are: 1) It makes students feel easy to understand when the teacher is delivering materials. 2) The responds from the students to the materials will be quickly when it has submitted because the guidance of the pictures. 3) The pictures also show the steps of the instructions, so the students can easily read alternately. 4) By using this method, the students are expected to get more interests more of the pictures that are related in their daily. 5) The pictures that are shown are drafted.

Furthermore, Shoimin (2016) stated that there are some disadvantages of sequence pictures method. They are: 1) This method take much time. 2) Some of the students are mostly passsive. 3) The educator needs to prepare more tools and materials related to media that be instructed with the technique. 4) This will be potentially chaos in class. 5) It needs much money.

From the clarification over, it can be infered that some advantages and disvantages of using sequence pictures strategy related to the situation. The disvantages might need to be prepared more and the advantages could be developed more.

2.1.3. The problems of Sequence Pictures

There are some problems faced in implementing sequence pictures from the students and teachers according to some experts. Those are:

1. Teachers' issue in teaching speaking through sequence pictures. There are some issues that might appear in practicing sequence pictures. Using sequence pictures as a media needs to take a lot of time, some students are passive, it also costs more and the teachers need more energy to guide students one by one.

2. Sudents' issue in learning speaking by using sequence pictures while some issues might appear while practicing sequence pictures. The picture is sometimes less clear, it makes students' do not understand. The students will feel confused and not ready when the teachers ask to come forward and tell the series of the images. Students will get difficulties to express their opinions or ideas (Fuller, 2017).

From the explanations above, the writer concludes that the theory of teachers problems in teaching by using picture sequence will in between of getting more interests from the students' given or boring instead. So that the teachers need to develop more and give more energy in teaching through new media. While the students' problem in learning speaking by using sequence pictures is students need to pay attention more to get the easiness of learning speaking by using sequence pictures, because this media is quite effective in developing their speaking ability.

2.2 Speaking

The sub-chapter of speaking explains about the definition, the purposes, and the types of speaking.

2.2.1 Definition of Speaking

Siahaan (2008) stated that speaking is one of productive skills that is a skill to produce a meaning sound and can be communicated by other then it creates a good communication. Fulcher (2003) as an expert also states that speaking is purposed to communicate to others. It can be inferred that speaking is the activity that includes of at least two or more people are both as speaker and listener. This skill is a continuity of interaction among the one person to another to create meaning, receiving and processing information (Bailey, 2012). However, the speaker delivers mind and that will be reacted by the listener then both have intention to each other.

From the discussion above, the researcher infers that as one of the skills, speaking produces words or sentences that can be reacted. Speaking is a communication tool to share minds, ideas, messages or opinions to the listener effectively.

2.2.2. Purpose of Speaking

There are some purposes according to expert. Speaking is also an important ability to be mastered by a foreign as a second language in term of learning and teaching process, an art of communications and one of 4 productive skills to learn in term of learning and teaching process. Speaking is also a crucial skill that students must be mastered in learning foreign language (Omidvar, 2017).

The purpose of importance means that speaking produces a productive skill of communication to deliver ideas, messages, information, and opinions. In learning and teaching process, teachers use speaking as the best way in delivering material. Speaking is an essential language skill in learning, it is an important skill in general, it is used for negotiation, business, international market and global communication. People who have good ability in speaking usually have better chances in their future career in term of job requirement, promotions and further study.

The purpose of an art of communications and one of 4 productive skills to learn means that speaking is the best direct communications to interact with others effectively without having missunderstanding. The writer also concludes that having a

good speaking skill creates a good communication the act of generating words that can be understood by listeners.

2.2.3. The Types of Speaking

Kurniati (2015) stated that Speaking in a classroom in terms of learning and teaching process involves the interaction between teachers and students. It also can be between the students, depending on how the class activities are going.

Some types of speaking from (Brown, 2004) are mentioned as extensive, imitative, interactive, responsive, and intensive.

1. Extensive means that the interaction happens in formal text or situation where the speaker is the center attention of the listener. It can be in speeches, oral representations, or storytelling

2. Imitative means the ability is simply imitated of a word, phrase or even sentence. It happens to children that try to speak their first word. They imitate the words that come from parents or people around. The words spoken are somtimes unclear.

3. Interactive means that the sentences come with longer. The only difference between intensive and responsive is the lenght and the complexity of the interaction that occurs. It is usually more interpersonal than transactional. It is meant speaking for maintaining relationships.

4. Responsive means similar with intensive, but it includes limited level comprehension tests in short conversations and interaction. It usually comes in a small talks, standard greetings, simple request and comments

5. Intensive means a production of short and direct response of simple question. The answer comes with a limit amount of sentences. It can anly be one or two paragraphs.

From the explanation above, it also can be infered that speaking has many types and steps of their each classification that started by speaking a single word up to speaking in front of audiencess in formal or non formal situation.

2.3. Storytelling

The sub-chapter explains about the theory of this study. It includes the definition, characteristic, and types of storytelling.

2.3.1 Definition of Storytelling

Story telling has long been a part of our culture, many people believe that telling story needs efforts and skills. storytelling means that sharing an individual or a personal story which is told by a person by using the subtance of the tradition from which it started by using the essential of its origin. Teachers should realize its value as a preception tool. It allows students to recognize the arrangements of the story such as beginnings, endings, settings, characters, and plot lines (Khaerana & Nurdin, 2018).

(Zuhriyah, 2017b) stated that storytelling is a showing strategy in which the understudies are approached to retell the substance of the narratives in various word developments by including a specific association between the narrator and the audience.

Thus, from the explanation above can be infered that storytelling is a method to develop students' speaking skill and confidence by retelling an oral sharing story.

This method in teaching can be an effective way to improve students' speaking skill. Storytelling itself is a post listening or post reading can be used to remember where the listeners or the readers retell what story they remember spokenly.

2.3.2 The Types and Pusposes of Storytelling

There are few purposes and types of storytelling that are stated by Coconi 2013 in Inayah (2015) cultural, family, personal, and aprocryphal storytelling.

Cultural storytelling means that the story is told by relating and conveying the certain values, morals, and beliefs delivered by the speaker. The stories are come from generation to generation. The stories are told to children in order to educate a tradition meaning of religion as cultural stories.

Family storytelling means that the story is told of history of a family by maintaining and protecting various events and experiences. This kind of the story can also persuade people that listen to encourage motivation of past family achievements.

Personal storytelling means that the story is told to everyone in purpose of entertainment or sharing speaker personal experience. It is formed personally and

concern personal lives. Other than entertainment or sharing purposes, this story can also be used to educate or find the meaning life.

Apocryphal storytelling means that the story is told to the listener to revolve something of fear or things that difficult to understand. This story is brought to the audience as impossibly and regularly mind boggling truth, or doubtful stories told as truth.

From the clarification over, the researcher infers that some similiar types and purpose of the text are exist. Those stories are brought by the speaker in purpose of entertaining, educating, and giving information about the stories. Using storytelling as a way to increase students' skill in speaking and confidence are quite effective. After using this way in the process of learning and teaching process the wirter hopes that the students of SMA N 5 Semarang will be able to speak more and better without feeling unconfidence.

2.4   Review of Previous Study

Based to the present study, the researcher wants to expose the prior study that has similarity of topics in order to get more information about the result of *"The Use of Sequence Pictures in Story Telling Technique for Students' Speaking Proficiency Development"*.

The study by Novianda (2017) with the title of *"Teaching Speaking By Using Picture Strip Stories"*. The point is to get to know whether strip picture stories are used as CLT (Communicative Language Teaching) might essentially assist understudies to

increase their abilities in speaking, additionally to get to know which speaking sub-abilitis might be better to teach through using strip picture as stories. This research came out by using a true test research plan through quantitative methods. Experimental Group (EG) was taught by using the strip picture as stories and Control Group (CG) also was taught through typical speaking with drilling as a method. Both method were used by the previous study. With 30 students each class of grade VIII.1 and VIII.2 in MTsN Model Gandapura came as the subjects. Speaking test sheets were used as the instrument and SPSS was used to compute the data. The score shows significantly that picture strip stories as a method in teaching speaking could improve the students' speaking ability. The student in EG had 60 score in average of pretest while the student in CG had 52. As a result, the EG students had 80 while CG students had 66. This showed teaching speaking by using strip picture as stories can improve students speaking significantly than using drilling technique. It can be said that by using sequence pictures made improvement more students' speaking ability effectively.

The second study was researched by (Handayani, 2014) with the title of *"Retelling Story Through Picture Series to Improve Students' Speaking Skill"*. This study was done in order to solve problems of students by using speaking with story telling through using picture series. Classroom Action Research (CAR) was used as a design of the study in two meetings had done. The subjects were understudies of grade XI senior high school of SMK Al-Wutsqo Kota Serang in academic year 2017/2018. Fieldnote, and questionnaires were the instruments to collect the observation data. The previous researcher collected data from 22 students in one class by using CAR with

descriptive qualitative which uses plan, action, observation, and reflection. An improvement of understudies' speaking skill came up as a result that is seen from the result of speaking performance test. The result of pre-test students' speaking skill was 1195 in total with an average of 54,5 (low). The first test was 1363 in total with the average of 61,7 (fair) and the last second tast was increasing to 1569 in total with the average of 71,3 (good). Based on the average scores of students from each test, the researcher deduced the effectiveness student's speaking ability of retelling story by using picture series. This method also builds students' confidence and increase students' motivation in learning speaking ability.

The last previous study was brought by Karsono (2014) with the title of *"Using Pictures in Improving The Speaking Ability of The Grade Eight-A Students of SMP Negeri 1 Anggana"*. This objective of the research was to understand that the students of eight-A in SMPA Negeri 1 Anggana has a good speaking ability after using picture stories as the media. Classroom Action Research (CAR) was used in this research by using planning, acting, observising, and reflecting. The result showed that it was successfully improved students' skill in speaking. Approximately 6% to 84% numbers of student had classified into a good and very good in pre-test while about The number of students which were classified as good and very good had improved to 100% in test 2. In addition about 94% to 16% in cycle 1 had preliminary study 74 and 80 in the second cycle. It can be concluded that sequence pictures as the media in teaching speaking made significantly improve the stundents ability in speaking.

The differences between the previous the writer's and these researchers' studies are the study by Novianda (2017) entitled *"Teaching Speaking by Using Picture Strip Stories"* was using CLT (Communicative Language Teaching) as a design of the study. This study came up with Junior High School students as the population. The second study that was researched by (Handayani, 2014) entitled *"Retelling Story Through Picture Series to Improve Students' Speaking Skill"* was using a design of CAR (Classroom Action Research). This study was done by involving Vocational High School students to be the population. The last previous study by (Karsono, 2014) entitled *"Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana"* was researched using CAR (Classroom Action Research) and involving Junior High School as the population. Thus, the writer is using CLT (Communicative Language Teaching) as the design to research, and involving Senior High School students of SMA Negeri 5 Semarang as the population of the study.

CHAPTER III

METHOD OF STUDY

This chapter presents about the research design, the subject of the research, the data for the study, the types of the data, the variables of the study, the instrument of the study, the technique for collecting data, scoring technique, the data analysis, and the time schedule.

3.1   Research Design

Research method takes a significant role in the study. Based on the case over, this study is using experimental research. Loewen & Plonsky in (Milun et al., 2019) stated that quasi experimental and experimental research is to test whether dependent and independent variables have a casual relationship. Basically, the dependent variable is variable that is being while the independent variable is variable of influence.

In this study, the writer utilized quasi experimental design. It means that the samples are not choosen randomly. It involved three classes that consist of tryout class as a class to test the validity and reliability of the picture, experimental class as a class that is given the instrument and control class as a class that is not given the instrument. It could be designed below:

E	01	X	02
C	03		04

E: Experimental Class

C: Control Class

X: Experiment treatment

01: Pre-test of Experimental Class

02: Post-test of Experimental Class

03: Pre-test of Control Class

04: Post-test of Control Class

(Milun et al., 2019)

The formula above explains that the top line is the experimental class while the buttom is control class. The researcher gave a pre-test for every class to know their skill before having the treatment. Then the writer gave the experiment class a treatment about sequence pictures and the control class was instructed convetionally with no treatment of sequence pictures method. The researcher gave sequence pictures to test the validity and reliability of the given pictures before giving the treatment. One of the pictures is valid and reliable, the picture would be given to the experimental class. After both of classes were taught, finally the writer gave each class post-test to know whether any significant different between the class which is taught by using sequence pictures and conventional method.

3.2 Subject of The Research

3.2.1 Population

Population is a whole group around which some information is needed to be found out (Banerjee & Chaudhury, 2010). This research was conducted in SMA N 5 Semarang. 10th grade of A, B, and C class with 10 students of each class at SMA N 5 Semarang in academic year 2020/2021 are the population of the study.

3.2.2 Sample

Sample is any section of full populationally characterized (Banerjee & Chaudhury, 2010). The writer took more than one class to be the population samples. The first was the try out class, the second was the control class and the other class was the experimental class. There are kinds of non-probability sampling as, Purposive Sampling is a sampling by selecting purposely, Accidental Sampling is a sampling by selecting accidentally, Snowball Sampling is a sampling by selecting a few samples and ask them to look more samples, Quota Sampling is a sampling by selecting some amounts of a group, and Volunteer Sampling is a sampling by selecting without amount limit. To decide the tryout, control, and experimental class, the writer uses non-probability quota sampling by selecting 10 students in each class.

Convenient

3.3 Variable of The Study

Variable is concerned with variety in presence of something in individual, object, creature, place or situation or in any common phenomena (Shukla, 2018). In the experiment, there are independent and dependent variables. The dependent variable of this study is Student's improvement in speaking skill, while the independent variable is teaching using sequence pictures.

3.4   Validity and Reliability

3.4.1   Validity

Validity is determined by the significant and suitable interpretation of the data gotten from the instrument measured as a result of the analysis (SÜRÜCÜ & MASLAKÇI, 2020). In order to measure the validity, the writer uses valid content. It means that the data will be stated as valid, if the data reported is as the same as the data obtained by the researcher.

The validity of the related statistical computation with two mutually exclusive statistical computation relationships that affect the covariate component of causal inference (Hastjarjo, 2016). In this research, the researcher is using statistical computation validity with SPSS 25 to check the validity of the test.

3.4.2   Reliability

Reliability is the capacity to rate the instrument's result of the test (SÜRÜCÜ & MASLAKÇI, 2020). Reliability is directly related to the measure of validity. It means that the instrument can be said to be reliable if the result is consistent in over time. In this research, the researcher was using 2 reliability raters, the first was using statistical, and the second was rated by the advisor of the final project proposal as the interrater expert judgement.

There are five types of reliability statistical testing, they are the Anova Hoyt method, the Flanagan formula, the KR (Kuder-Richardson)-20 formula, the KR-21, and Cronbach's Alpha. In this research, the researcher was using Cronbach's Alpha.

The purpose is to test the stability of the items in the research instrument. In this method, the instrument can be said as reliable if the Cronbach's Alpha value is higher than 0.6.

Based on (Bjørnarå et al., in Sugiyono 2015) the writer uses spearman rank correlation reliability as follows:

0 – 0.2 : very low reliable

0.2 – 0.4 : low reliable

0.4 – 0.6 : reliable

0.6 – 0.8 : very reliable

0.8 – 1.0 : very high reliable

3.5   Instrument of The Study

In this study, instrument took an important part in experimental study. The writer used a test as the instrument to make the information collected. Test is organized to measure the quality, skill, ability, or knowledge of a sample (Adom et al., 2020)
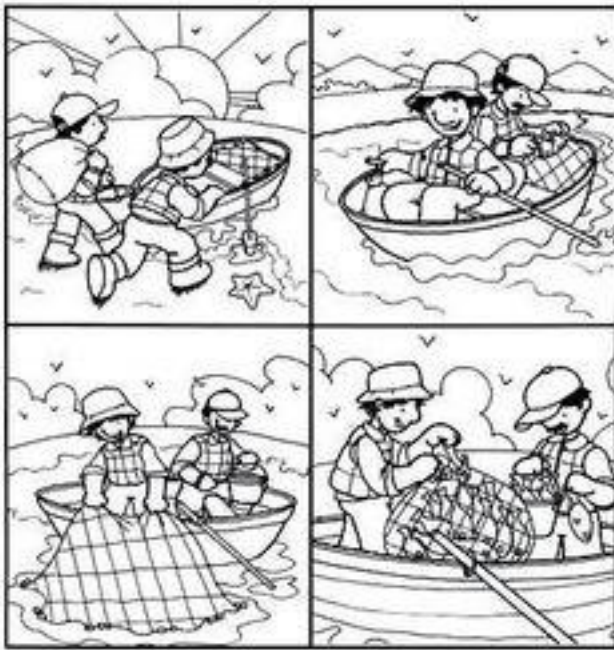
 The example of sequence pictures

The test was spoken. The students were ordered to descibe the sequence pictures shown that described different situations. So that, each student had their own different spoken vocabularies. The students need to do the test within a half to 1 minute for each student.

3.5.1 Pre-test

The students of both control and experimental classes were given a pre-test to measure their ability to describe choosen title. This was a spoken test for both classes, students had the same choosen title each class and needed to be done within 1 minuite for each student.

3.5.2 Post-test

This test was held after the treatment. For both experimental and control class were given the same choosen title. Based on the this test, the raters get the difference of students' result between the experimental who had given a treatment and control class who had taught by conventional method. By looking at the result after the result, the raters could find out whether sequence pictures create good result end effective for students or not. This spoken post-test was also given 1 minute for doing the test.

3.6 The Technique for Collecting Data

The technique of the study was explained below:

1. The population of the study was grade X on SMA N 5 Semarang.

2. The population samples were 2 classes, they were: The X MIPA 1 as the control and X MIPA 2 the experimental.

3. Pre-test

   The test was purposed to understand students' ability in speaking.

4. Treatment

Each class got different treatment as control and experimental classes. The control is instructed by conventional method using a book and the experimental by using sequence pictures.

5. Post-test

This test was delivered after the treatment. After the post-test is done, the raters know whether the treatment is success or not.

6. Scoring the students of each test.

7. Analyzing the result.

3.7 Scoring Technique

To score students' result the writer uses a scoring categories for speaking by (L. Brown et al., 2001).

Table 1. Scoring Categories by Brown (2001)

(Speaking scoring Rubric)

Score	Fluency	Pronunciation	Content	Vocabulary Accuracy
1	(No specific fluency description score refers to other	Frequently error in pronunciating, but can be understood.	Frequently error in grammar, but can be understood.	The vocabulary is inadequate

	four language areas.)			
2	Handling with confidence but not in full situations.	Often fault accent intelligibly.	Does not have a confidence to controlthe grammar.	Errors often interfere with the message
3	Reasonably smooth style, not too hard to be understood.	Several errors, not too hard to be understood.	Major grammar mistake.	Uses inappropriate vocabulary frequently.
4	Quite flowing in style and mostly able to be understood.	A few minor error only.	A few mistakes only.	Uses inappropriate vocabulary sometimes.
5	Very effective language, flow style.	No error, fully accepted	Mastery of grammar only 1 or 2 minor mistakes.	Uses wide of vocabulary range.

In getting the score of each student, the writer considered 5 component above.

The writer consulted to the English teacher to get the valid scores.

Table 2. Guidance Score

Grade	Score	Level
A	81-100	Excelent
B	66-80	Good
C	51-65	Average
D	26-50	Fair
E	0-25	Poor

(Source: Raport Book)

3.8 The Data Analysis

After all the data was collected, the researcher analysed the data. In this research, the data was analyzed by using statistical computation to reveal the significant different between two classes. Experimental and control class were compared by using T-test. There were some requirements before using the T-test that must completed based on the normaliry and homogeneity standard.

In identifying the standard of the data normality, the writer was using simple test in SPSS version 25. The criteria of hypothesis are, if the score of sig >0,05, it can be said that H0 is acceptable and the H1 is unacceptable. The other way, if the score of sig <0,05, it can be said that the H0 is unacceptable and the H1 is acceptable.

While the homogeneity comes after the data is normal. The writer used homogeniety test to find out whether or not the experimentaland control classes have the same contrast. To equalize the result of the research, the information was collected from diverse class in one of the population. After it was prepared, the writer identified the effectiveness significance of the treatments using T-test..

The hypothesis probability criterias are:

a. If T-value > T-table and sig <0.005, it can be infered if the hypothesis is acceptable

b. If T-value < T-table and sig >0.005, it can be infered if the hypothesis is unacceptable.

3.9   The Place & Time

This research was held at SMA N 5 Semarang, which is located at Jl. Pemuda No. 143, Sekayu. Kec. Semarang Tengah. Kota Semarang. Jawa Tengah. 50132

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents about School Profile, Description of the Participants, Analysis of Validity and Reliability, Procedures of Data Collection, Research Finding, and Discussion

4.1. School Profile

This study was held in 10th grade senior high school students in SMA Negeri 5 Semarang. The school located at Jl. Pemuda 143 Semarang. It has been operated since August 1964 and in November 2009 accredited as A. SMA Negeri 5 Semarang has 36 classes with 1296 students and 73 teachers. The school provides arts, health, and sports extracurriculars to support students' interest and talent. The facilities are also quite complete with 9 laboratories, 21 toilets that separated men and women, counseling room, teacher room, and internet connection library.

4.2. Description of the Participants

The respondents of this study were 3 classes of grade X MIPA. Around 60 students were the participants of the research. The tryout class was X MIPA 1, the control class was X MIPA 2, and The Experimental Class was X MIPA 3.

4.3.   The Study Instrument

In this study, the important part in experimental study was instrument. To make the information collected, the researcher used a test as the instrument. The assessment was spoken. The students were instructed to describe the situation of sequence pictures that was shown. The test was organized to measure the quality, skill, ability, or knowledge of a sample (Adom et al., 2020)

4.3.1.   Try Out Class

The writer did the try out class the test to measure the validity and reliability by giving the instrument. The result was checked by using statistical computation with SPSS 25 to check the validity, and rated by the raters to check the reliability. The test was done on 6th of September 2021 at 08.00.

4.3.2.   Experiment and Control Classes

The process to collect the data took 2 weeks in September. The process included pre-test, giving the instrument, and post-test. The researcher gave the pre-test and post-test for both Control and Experimental classes, and instrument for only experimental class.

a.   Experiment Class

The researcher gave the pre-test, the instrument, and post-test for the Experiment Class. The pre-test was given on the first meeting at 9th of September 2021 at 08.00. To make the result optimal, the researcher gave

the same pre-test for both Experiment and Control classes. The instrument was given on the second meeting 13th September 2021 at 08.00. The researcher gave the explanation and treatment on how to do the instrument. The post-test was given on the last meeting 20th September 2021 at 08.50 to get the final result of the test after pre-test and giving the instrument.

b. Control Class

The researcher delivered the pre-test, and post-test for the Control Class. The pre-test was given on the first meeting on 9th September 2021 at 10.00. To make the result optimal, the researcher also gave the same pre-test for both control and experimental classes. The post-test was given on the last meeting 13th September 2021 at 10.00 to get the final result of the test after pre-test.

4.3.3. Treatment on the Experiment and Control Classes

Before taking the result, the researcher needs to give each class treatments. The treatment that is given was different depends on the class groups.

a. Treatment on Experiment Class

The Experiment Class had a special treatment. It had a learning and teaching process on the second meeting for about 50 minutes. The treatment was about how to do the instrument correctly. The researcher gave the steps on how to do it.

The first 10 minutes was introducing what sequence pictures are, telling the details difference of each picture. The second 10 minutes was understanding the verbs on each picture and asking the students to write down the verbs on the notebook. The next 20 minutes was asking the students to try making the sentences by involving the verbs with ideas they have. The last 10 meeting was practicing to tell the story from few students to see their understanding.

b. **Learning Process on Control Class**

The Control Class did not get the same treatment as Experiment Class. It only got pre-test and post-test with the instructions which were written on the instrument. The students only needed to follow the instructions to do the instrument.

4.4. Research Result

This study was purposed to find out if the treatment in sequence pictures to teach speaking for the foreign language learner is significantly better than using the treatment. The result of the study. The result of this investigating is anticipated to be a reference to develop the understanding of language issues about speaking foreign language by using Sequence Pictures.

4.4.1. Validity and Reliability

In this section, the researcher would like to explain how to validate the research instrument and research finding. Expert judgement was involved in validating the research instrument and research finding.

    a. Validity

The validity of this study was made by using 2 reliability raters. The first was using statistical, and the second is rated by the advisor of the final project as the interrater expert judgement. After getting approval from the raters, the researcher started the research and found out that the students' speaking ability was significantly better. Therefore, it could be said that the data obtained was valid.

    b. Reliability

The researcher used statistical computation **validity** with SPSS 25 to check the validity of the test. The **validation** was made on 9th of September 2021 at 08.00. The result of the score was computed the validity.

Table 1. The Reliability Result from Try Out Test.

Class	Pearson Correlation	Sig	N
Try Out Class	1,000	,01	21

4.4.2. Descriptive Analysis

Table 2. Descriptive Analysis Pre-test of Control and Experimental Classes

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Control	22	**69.55**	4.543	.850
	Experimental	20	**85.07**	3.301	.934

As the table 2 showed, there were 2 group classes: the control and the experimental class. The experimental had 20 students while the control class had 22 students. The mean of pre-test for the control group was 69.55, while the experimental group was 85.07. The standard deviation of the experimental group was 4.543 and 3.301 for the control group.

4.4.3. Analysis of Normality

Table 3. The Normality of Pre-test One-Sample Kolmogorov-Smirnov Test.

		Control Pretest	Experimental Pretest
N		22	20
Normal Parameters[a,b]	Mean	.0000000	.0000000
	Std. Deviation	3.1427135	4.4233614
Most Extreme Differences	Absolute	.134	.200
	Positive	.134	.200
	Negative	-.118	-.111
Kolmogorov-Smirnov Z		.134	.200
Asymp. Sig. (2-tailed)		.200	.036

a. Test distribution is Normal.
b. Calculated from data.

The analysis of standard normality on the table shows Asymp. Sig (2-tailed) in experimental group is .036 while control group is .200. It showed that the data distribution both in experimental and control classes were normal because they are higher than 0.05. The curves of the data showed below.

Figure 1. Graphs of normality data of Control and Experimental Group
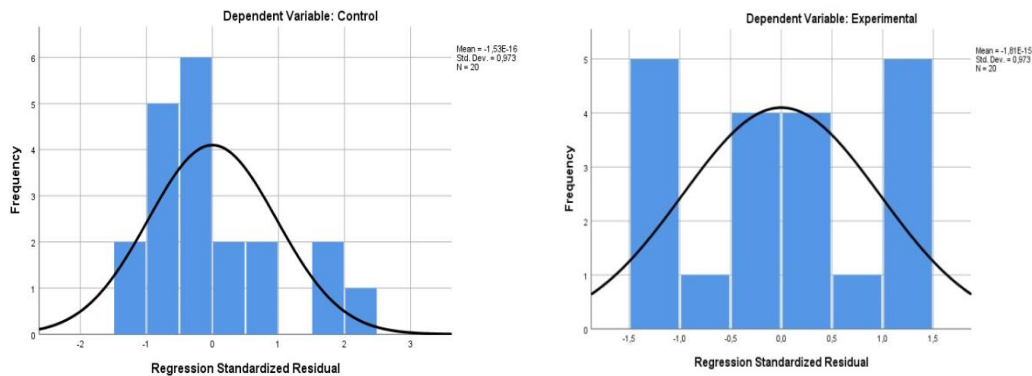
4.4.4. Analysis of Homogeneity

Homogeneity test was used to identify if the variants were the same or not. As the criteria of testing, if the significance was higher than 0.05 it can be concluded that the variants are the same/homogenous, while if the significance is lower than, 0.05, it can be can be concluded that the variants are not homogenous. Below is the table of the homogeneity (Levene Statistic):

Table 4. The Homogenity of Pre-test in Control and Experiment Classes

Levene Statistic	df1	df2	Sig.
.044	1	42	.835

Table 5. The Homogeneity of Post-test in Control and Experiment Classes

Levene Statistic	df1	df2	Sig.
1.899	1	42	.176

The Levene's Statistic Test for Equality of Variances shows homogeneity F=1.899. Because the significance of Homogeneity is 0.176 and it is higher than 0.05, therefore the data was equal or homogenous.

4.4.5. Independent Sample T-test

Table 6. Post-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.899	.176	-13,581	19	.000	-17,030	1,254	-13,581	-14.405

Table 7. Comparison of Post-test Result in Control and Experimental Classes

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Control	22	74.70	1.039	4.646
Experimental	20	91.73	1.045	4.675
Valid N (listwise)	20			

The result of independent sample t-test shows that the Sig. (2-tailed) was 0.000, 0.05 for the experimental class was 91.73 and control class was 74.70. It says that the

students' condition after the treatment got different means score. This means H0 was rejected, while H1 was accepted. It can be said that there were significant different mean scores of the students taught by applying sequence pictures and conventional techniques.

4.5. Research Discussion

After using sequence pictures as the media, the writer would try to reveal students' results according to the tests result based on the tables. This research was held with the grade 10 students of SMA Negeri 5 Semarang. The students were taken as the sample as this research around 20 from each class.

On the try-out class, the students were confused about what to do. They were actively asking how to make the sentences, building the story and the sequence of the pictures that were shown on the meeting.

On the pre-test of control and experimental classes, the students were quite better and making no chaos in the teaching and learning process. They knew what to do only by reading the instructions that provided on the screen they saw.

After the pre-test of the Experimental and Control Classes had, the writer continued to the next meeting for Experimental Class only on treatment. In the learning and teaching process, the students showed their excitement and interest seeing the sequence pictures that the writer showed. Although they were quite shy and not sure with their ability, but the writer had a big optimism by seeing the students' curiosity in the meeting.

On both Experimental and Control Classes post-test, the students gave the progress result comparing to the previous test. The Control Class showed better result compared to the pre-test, while The Experimental Class showed significantly better than the pre-test and even the post-test of Control Class had.

The researcher tries to discover whether the data set had normal distribution, and the difference in getting results among pre-test and post-test for both Control and Experimental Classes by using SPSS 25 was significant.

From the data showed on Table 1. The score was computed using SPSS 25 to check the reliability result from the try-out test. The result showed that the t-test sig of try-out class is 0,1 with N=21 at the level of significance 5% ($\alpha = 0.05$) was <0,5. The students were excited learning by using sequence pictures as the media of the study. From the result shown, the writer could conclude that the instrument is accepted to be used. The result of this data had been supported by the research of Novianda, (2017) in which the use of picture strip stories could improve the students' speaking score.

From the data showed on the Table 2. above, the descriptive analysis pre-test of experimental and control classes shown the result of Std. Error Mean of control class is 0,850 and the experimental class is 0,934 while the Mean of control class is 69,55 and experimental class is 85,07. It could be seen that the result of both classes is different. The experimental class gains more than the control class's result. Hence, this is the proof that the experimental class had high motivation to learn speaking with sequence pictures. Students with high motivation to learn with sequence pictures had more confidence to speak too. This result is in line with Handayani, (2014) research

result in 2014 that the method of teaching with picture series for story retelling could increase students' motivation and confidence to retell the story.

On the Table 3. the result of Normality pre-test one-sample Kolmogorov-Smirnov test. The result tells The Kolmogorov-Smirnov Z Asymp Sig. (2-tailed) in control class is 0,20 and the experimental class is 0,36. It means that the data distribution of both Experimental and Control Classes were normal because they are higher than 0,05.

From the Table 4. And Table 5. above, were showing the homogeneity from both Control and Experimental Classes. The result shows The Levene's Statistic at 0,044 and the sig at 0,835. While the post-test result shows The Levene's Statistic at 1,899 and the sig at 0,176 at the level significance 5% ($\alpha = 0.05$) was <0,5. So the data was equal or homogenous.

Based on the last Table 6. and Table 7. above, the result shows the post-test and the comparison of post-test result in Experimental and Control Classes. The result shows that the Sig is 0,000, 0,05 for the experimental class is 91,73 and control class is 74,70. It can be concluded that the students have the different improvements after having the treatment. It can be said that H0 is rejected, while H1 is accepted and the significant different mean scores of the students who taught by applying sequence pictures than conventional techniques.

The researcher discussed about the result of this research finding by seeing both scores the pre-test and pre-test and investigating the different problems in learning speaking by the students.

The first problem came with students' difficulties in learning speaking by using written sentences included in the book. The students could only speak and memorize what has written on the book that limited students' ideas and vocabularies.

The next problem came with the media that the teacher has been using. The students needed more interesting media to get more focus and enjoy learning speaking. By using sequence pictures, students got more excitement and enjoyment to learn. The students created an interesting story and more vocabularies that had written on each picture.

After the researcher found that the sequence pictures could create individually the students' vocabulary to make their own stories, this results was supported by the previous research from Karsono, (2014) that using strip pictures made significantly improve speaking ability of the students because they can master many vocabularies from the picture strips.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the result of the research based on the finding and suggestions from the writer related to the research.

5.1. Conclusion

According to the previous chapter that sequence pictures could improve students' speaking ability through storytelling. In order to prove this assumption, the writer did this study.

As explained on the chapter IV, it can be concluded that H1 (alternative hypothesis) is accepted and H0 (null hypothesis) is rejected, the significant difference is there among students who are instructed using sequence pictures through storytelling and the students that are not instructed using sequence pictures in storytelling. It was concluded that the data was significantly different between both classes. The result showed that the value was 0.36. It can be said that there is significance difference among students that are instructed using sequence pictures through storytelling and those who are not taught using sequence pictures in storytelling.

5.2. Suggestion

From the result of the research, the researcher found the problem of the exposure. The problems were about the mispronounce, and misunderstanding of the text. The problems went when learning and teaching process happening. Besides, the targets are important to achieve the successful of teaching. Therefore, the writer would like

to suggest to the next researcher to investigate further about teaching speaking by using

sequence pictures as a media.

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Documentation

SMA Negeri 5 Semarang

The Researcher at SMA Negeri 5 Semarang

The Researcher with The Students

The Researcher with The Students

Classroom Situation

FORM PERMOHONAN SURAT IJIN PENELITIAN

PRODI PENDIDIKAN BAHASA INGGRIS

FBIK UNISSULA

Yang bertanda tangan di bawah ini :

Nama   : Fathurrahman Daffa Faiz Haq

NIM   : 31801700014

bermaksud mengajukan permohonan untuk memperoleh surat ijin penelitian bertempat di

Nama Instansi	: SMA Negeri 5 Semarang
Alamat	: Jl. Pemuda No. 143
Kota	: Semarang
Terhitung mulai tanggal	:
Dengan materi	: The Use of Sequence Picture in Storytelling for Students' Speaking Proficiency Development
Lampiran pelengkap	: Instrument Penelitian

NO	Jenis dokumen	*Tersedia / Tidak
1.	Instrumen Penelitian	V
2.	Lembar validasi instrumen	V

Selanjutnya mohon untuk dibuatkan surat permohonan / keterangan yang dimaksud.

Semarang, 5 Agustus 2021

Mengetahui

Dosen Pembimbing Penelitian

(Nur Ekaningsih. S.Pd.,M.Pd)

Pemohon

(Fathurrahman Daffa)

Pjs. Kaprodi PBI

(Elok Widiyati, M.Pd)

Ket *) Beri tanda "V" jika tersedia, dan "-" jika tidak.

NB: Form ini tersedia di bagian administrasi Fakultas (Bp. Fahriansyah, S.H). Form ini setelah ditandatangani oleh dosen pembimbing dan KaProdi kemudian diserahkan kembali untuk dibuatkan surat yang dimaksud.

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Bismillah Membangun Generasi Khaira Ummah

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Lamp. : 1 (satu) berkas   16 Agustus 2021 M
Hal   : Permohonan Izin Mengadakan Penelitian

Kepada
Yth. Kepala Sekolah SMA Negeri 5 Semarang
Jl. Pemuda No. 143, Sekayu, Kec. Semarang Tengah
Kota Semarang, Jawa Tengah

Assalamu'alaikum wr. wb.
Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di
Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama   : Fathurrahman Daffa Faiz Haq
NIM   : 31801700014
Program Studi   : Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :
**" The Use of Sequence Picture in Storytelling for Students' Speaking Proficiency
Development"**

dengan Dosen Pembimbing   : Nur Ekaningsih, S.Pd.., M.Pd.
                                                        (NIK. 210815028)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon
kepada Bapak/ Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut
diatas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan
perkenan yang diberikan kami ucapkan terima kasih.
Wassalamu'alaikum wr. wb.

Dekan FBIK,

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:
1. Yang bersangkutan
2. Arsip

Nomor : 058/D.1/FBIK/VIII/2021   Semarang, <u>14 Muharram 1443 H</u>
Lamp. : 1 (satu) berkas   23 Agustus 2021 M
Hal   : Permohonan Izin Mengadakan Penelitian

Kepada
Yth. Kepala Cabang Dinas Pendidikan Wilayah 1 Semarang
Jalan Gatot Subroto, Komplek, Tarubudaya, Ungaran, Kec. Ungaran Barat

Assalamu'alaikum wr. wb.

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Dekan FBIK

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:
1. Yang bersangkutan
2. Arsip

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PICTURE SEQUENCES DESIGN VALIDATION QUESTIONNAIRE

Participants   : SMA Negeri 5 Semarang
School Level   : Grade X
Class/Semester   : Semester Genap
Writer   : Fathurrahman Daffa Faiz Haq
Validator Name   : **Nur Ekaningsih, S.Pd.,M.Pd**

A. Instructions:

Write in the assessment column according to your opinion!
Information:
1. means "not good"
2. means "good enough"
3. means "good"
4. means "very good"

No	Statement	Score			
		1	2	3	4
1.	**Post Display** 1. Writing titles on sequence pictures media.				✓
	2. Font size in image text				✓
	3. The use of words in the text in the picture.				✓
	4. Clarity of writing on image media				✓
	5. Ease of understanding the storyline through use of language in pictures				✓
2.	**Image Display** 1. Shape of the image				✓
	2. Image size				✓
	3. The suitability of the image with the text				✓
	4. Image variations				✓
	5. Color composition				✓
3.	**Image Media Functions** 1. Comic media as a learning resource				✓
	2. The delivery language used by the media sequence picture learning is easy to understand (no verbalistic)				✓
	3. Picture sequence learning media is able to attract learning interest				✓
4.	**The Benefits of Media**				✓

	1. The presentation of sequence picture illustrations leads to concept understanding				
	2. Proportion of picture sequences as entertainment and knowledge enhancing tools				✓
	3. Picture sequence media creates a sense of pleasure when learning and encourages readers to read thoroughly				✓
	Score				

Comments / Suggestions

The instrument of sequence picture is very good. This is applicable.
So, the instrument ia valid to be used on students' learning treatment.

Semarang, 13 August 2021.
Validator.

Nur Ekaningsih, S.Pd.,M.Pd