

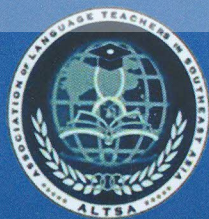
ASSOCIATION OF LANGUAGE TEACHERS  
IN SOUTHEAST ASIA (AL TSA)  
INTERNATIONAL CONFERENCE

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# EDUCATION AS A MEAN OF ENHANCING MUTUAL UNDERSTANDING IN THE ASEAN - AUSTRALIA RELATIONS

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COMPILED BY:  
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**Association of Language Teachers in Southeast Asia –  
AL TSA International Conference**  
*“Education as a Means of Enhancing Mutual Understanding  
in The Asean – Australia Relations”*



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**Association of Language Teachers in Southeast Asia  
(AL TSA) International Conference**

THE  
*Character Building*  
UNIVERSITY

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**Association of Language Teachers in Southeast Asia –  
AL TSA International Conference**

*"Education as a Means of Enhancing Mutual Understanding  
in The Asean – Australia Relations"*

# BOOK OF ABSTRACTS

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Association of Language Teachers in Southeast Asia (AL TSA)  
International Conference in **Keiraview UOW Accommodation 75-79 Keira Street,  
Wollongong NSW 2500, Australia**

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**Keynote Addresses:**

Prof. Amrin Saragih, M.A, Ph.D (State University Of Medan - Indonesia)  
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## Preface

First of all, we are very grateful to the Speakers : Prof. Amrin Saragih, M.A, Ph.D. and Mayumi Tsubaki, Ed., Dr., members of Association of Language Teachers in Southeast Asia (ALTSA), and all the committee members who have strongly supported to hold our Internasional Conference on **“The Opportunities in Education as a Mean of Enhancing Mutual Understanding in The Asean – Australia Relations”**.

Thanks must also go to the authors of the Conference’s paper, whose contribution serve as rich sources of stimulation and inspiration to explore the issues of education roles. The quality of the contributions could further be ensured and improved with the generous help of the editors and the program committee members.

Last not but least, we express gratitude to State University of Medan and Bunkyo Gakuin University for providing us speakers for the Internasional Conference.

The current Internasional Conference isintended to discuss roles of education in strengthening a mutually deep understanding between Australia and the ASEAN, this Conference welcomes paper submissions from various language contexts and their relationship with culture preservation in the future. It also invites articles on topics of significance to individuals concerned with English language teaching and learning. With plenary lectures and papers as its main scientific events, this international Conference focuses on the inextricable language-culture connection, while at the same time grabbing the attention of learners of higher education, literature and arts, culture, history and sociology, etc, to optimize language teaching and learning as the medium of culture preservation both at the national and international level.

Medan, November 2016

Sincerely,

Committee

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## Reviewers

**Prof. Dr. Hj. Sumarsih, M.Pd.**

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## THE EFFECT OF USING ANIMAL CARTOON PICTURES ON STUDENTS' SPEAKING ACHIEVEMENT

Prof. Dr. Sumarsih, M.Pd

Stivani Ismawira Sinambela, M.A.

Dra. Masitowarni Siregar, M.Ed

This study deals with the effect of animal cartoon pictures on students' speaking achievement. The objective of this study is to find out whether the animal cartoon pictures significantly affects students achievement in speaking. It was an experimental research. The subject of the study was students of the grade XI of MAN 1 Medan. The sample was divided into two groups. The experimental group was taught by using animal cartoon pictures, while the control group was taught by applying conventional strategy. The instrument for collecting the data was interview test. The data were analyzed by using t-test formula. The analysis showed that t-observed value  $8.5 >$  t-table value 1.9 at  $\alpha = 0.05$  with  $df = 78$  the findings indicate that using animal cartoon pictures significantly affected students' speaking achievement. Therefore, the null hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted.

### INTRODUCTION

Basically, there are four needed skills to master the English. They are speaking, writing, reading, and listening. Every single skill contributes to English proficiency integratively. The focus in this research is speaking achievement as one of four skills mentioned.

Rakhmat stated one of the pleasure from Allah to his creature is the ability to speak (2007). Ability to express his/her intention with producing sounds from his mouth. Dale (2008) revealed that we are judged by our speech. Then, he also supported this proposition by saying that 75% our social interactions built by speaking habit.

Speaking is a process of constructing thoughts and ideas into spoken form. Louma (2004:9) states that speaking is the way to interact and socialize. Then, Fulcher (2003:23-25) implies that speaking is verbal use of language to communicate with others. According to Thornbury (2006:1), speaking is so much part of our daily life that is taken for granted: an average person produces tens of thousands of words a day. Speaking is to share information or express anything about feelings, perception and intentions to other people.

Since English is assumed as a difficult matter by majority of Senior High School students, thus, teachers have a duty to make them desire optimally. Interest is a necessary aspect that will attract students' motivation and meet the learning objective.

Further, the researcher observed such a phenomenon on students' in seeing pictures or any other visualized pictures. They seem could be identified well as visual learner. This occurrence, historically, related to the theory of Indonesians' visual culture. Hence, Agus (2007), defined this phenomenon as interrelated aspects with realization of



human's creativity and idea toward development of sciences and technologies. He furtherly convinced that this visual habit should be empowered into our benefits, specifically as the medium to stimulate students learning processes.

Based on the Educational Unit-Educated Curriculum (KTSP), the standard competence of senior high school on speaking is to express the meaning orally in both of interpersonal and transactional written text formally as well as informally in the forms of recount, narrative, and any other genres implied in their daily context.

The researcher also faced those phenomena during PPLT programme. Students have less confidence in practicing their speaking. Then, this obstacle also caused by internal and external factors. As Nascente (2001 :18) stated that foreign language learners have two problems, both internal and external. In the internal issue, the students might feel anxiety, and then refuse to use the target language because they afraid of making mistakes.

Then, this trouble be enhanced by the lack of teaching strategy used by the teacher. Teachers are often used a lecturing strategy in delivering the material. Then, orienting only to the textbooks. This condition, again, had not been practically effective in the first place.

In order to resolve this problem, knowing a helpful strategy in teaching speaking is crucially needed. Thus, the researcher efforts on implementing animal cartoon pictures in teaching speaking. This strategy, moreover, empowers students watching habit and culture into a betterment.

To enable the students to speak , teachers of English should provide materials which are appropriate with the curriculum and find suitable strategy in teaching and learning process. One of the most interesting strategy is by animal cartoon pictures.

Picture is one of the visual aids that can be used in teaching speaking. It makes something clearer. It also can be used to create situation for speaking classes more clearly. Harmer (1983: 3) explains that pictures are clearly indispensable for the language teacher since they can be used in so many ways. Picture is a new approach introduced by the government. Carol (1965: 1) states that visual aids can be useful for the language teachers. So, by using pictures, teacher can give an exciting speaking class to the students. From this, the students will like writing narrative text, be interested in speaking, and they can speak easily.

## REVIEW OF LITERATURE

Fulcher (2013:18) stated, achievement is defined in terms of the observable behaviors that are of interest in particular learning context. On the other hand, Travers (1970:447) implied that achievement is the result of what an individual has learned from some educational experiences. In another opinion, Smith and Hudgins (1964:95), emphasize achievement as best result of one in doing tasks requiring skill and effort successfully and recognized by authority. Icha (2014), furthermore, implied that

achievement is the result and progress after accomplishing and finishing learning educational that individual indicates relation with his/her educational learning. Further, she expanded that it is a success in reaching particular goal/status especially based on what had been conducted in specific skill. According to Johnson (2001:282), achievement test are useful for the teachers as well as the students, they indicate how well teaching has succeeded, and where the improvement need to be made.

Speaking is a skill of communication that enables person to pour thoughts and ideas orally. According to Hughes (2002: 35) speaking is fundamentally an interactive task ; speaking happens under real time in processing constraints and it is more fundamentally linked to the individual who produce it. In line with Hughes, Kayi (2006) implied that speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and content.

According to Brown (2003), there are five basic types of speaking, which are :

- a. Imitative. At one end of continuum of types of speaking performance is the ability to simply parrot back ( imitate) a word or phrase or possibly a sentence.
- b. Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships.
- c. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.
- d. Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes include multiple exchanges and/ or multiple participants.
- e. Extensive ( monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

According to Huba and Freed(2000), assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

According to Thornbury (2005 : 125), there are five types commonly used for assessment of speaking, such as :

**a. Interview**

This is relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set for some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interviews. An interview is a

conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee.

**b. Live monologues**

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included; which will provide some evidences of the speakers' ability to speak interactively and spontaneously.

**c. Recorded monologues**

These are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or past time, for instance, in a room adjacent to the classroom, with minimal disruption to the lesson.

**d. Role- plays**

Most students would be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another student. But again, the influence of the interlocutor is difficult to be controlled. This role play should not require sophisticated performance skills or a lot of imaginations.

**e. Collaborative Tasks and Discussions**

These are similar to role-plays expect that the learners are not required to assume a role but simply to be themselves . The performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

## **RESEARCH METHODS AND FINDINGS**

### *Research Method*

This study was conducted by implementing an experimental research design. The research consists of two variables. The dependent variable of this study is Animal Cartoon Pictures while the independent variable is students' achievement in speaking. This study is conducted in two groups, i.e an experimental group which received the treatment of Animal Cartoon Pictures and on the other hand, a control group which is treated by using lecturing strategy.

This experimental design used, as Sarwono explained (2006), the simplest research design of the true experimental research existed. This happen for respondent is truly chosen randomly and treated with having a control one. Both of the groups were given a pre-test and post-test with similar items. Hence, it is administered to systematically detect the effect of applying watch think talk strategy on students' speaking achievement.

The data showed that in experimental group, the total score of pre-test is 2447 and post test is 3071, the mean score of pre test is 61.17 and the post test is 76.77. In control group, furthermore, the total score of pre test is 2063 and post test is 2337, the mean score of pre-test is 51.57 and post test is 58.42. The highest and lowest score in experimental group are 89 and 70 meanwhile the highest and lowest score in control group are 70 and 45.

It can be concluded that the students' score in experimental group was higher than the students' score in control group.

The total score and the mean score in experimental group showed that there was a significant improvement of the students' score between the pre-test score and the post-test score. The total score of the students increased 624 and the mean score of the students increased 15.6. The primary cause of the improvement of the data was caused by applying Animal Cartoon Pictures as the media in teaching speaking before examining the test to the students. By applying Animal Cartoon Pictures as the media, the students got a new experience in their speaking. It can stimulate and motivate students to become more observant and communicative.

In control group, the total score and the mean score of the students showed that there was less improvement of the students' score between the pre-test score and the post-test score. The total score of the students increased 274 and the mean score of the students increased 6.85. It was influenced by traditional teacher-centered. Based on the data above, it proves that there are different scores between the two groups. After administering the treatment, the students' score in experimental group are higher than those in control group.

### *Findings*

Based on the data analysis, the two score of both experimental and control group were different after having a different treatment. The mean score of experimental group was higher than control group ( $11.6 > 3.8$ ).

The result of the t-test calculation also showed that t - observed value (8.555) was higher than t-table value (1.994) with  $\alpha = 0.05$  and  $df = 60$ . Therefore, the hypothesis alternative is accepted. It indicates that Animal Cartoon Pictures significantly affects the students' speaking achievement.

From the result, it could be concluded that the difference was statistically significant. Hence, based on the computation there was significant difference between teaching speaking using and without Animal Cartoon Pictures.

Teaching speaking using Animal Cartoon Pictures was more effective than teaching speaking without using Animal Cartoon Pictures. It could be seen from the result of the test where the students' score was higher after having the treatment.

Both of the test, pre-test and post was aimed at measuring the students' achievement in learning speaking by using Animal Cartoon Pictures. The post-test was given after implementing Animal Cartoon Pictures. The researcher can distinguish and

compare the result of the test. By calculating the result of the test, the difference was clear. It showed that the use of Animal Cartoon Pictures can affect students’ achievement in speaking.

Based on the research which is done, the researcher found out that there are some advantages of using Animal Cartoon Pictures in teaching speaking, they are :

- a. The students have a high interest in following teaching learning process. Most of students are interested more in something new specifically in teaching learning process. The use of Animal Cartoon Pictures in speaking class can be considered as an interesting circumstances. Therefore, it will not too difficult for teacher to transfer the material to the students.
- b. By applying pictures, the students are instructed to work in group. This means that the students are taught to have a good collaborative learning preference. Further, it will be beneficial for their social skills.
- c. The students are facilitated to have a performance while the learning is happening. Thus, their self esteem and confidence are highly established.

Empowering the technology in learning. This could be seen in the pictures. Students are stimulated early by seeing the pictures and analyzing their opinions toward the pictures shown.

## **CONCLUSION AND SUGGESTIONS**

### *Conclusion*

Based on the research finding, the researcher concludes that there is a significant effect of applying Animal Cartoon Pictures on students’ speaking achievement. This can be seen from the calculation of t-test at the level of significance 0.05 ; t-observed (8.555 ) is higher than t-table (1.994). The alternative hypothesis, thus, which formulated as “ there is a significant effect of using Animal Cartoon Pictures on students’ speaking achievement” is accepted.

### *Suggestions*

In relation to the conclusion, the researcher points out some suggestions as followings :

- a. The English teachers are suggested to apply Animal Cartoon Pictures Media for enhancing students’ speaking achievement.
- b. The students are facilitated to have their optimal practices in learning by applying Animal Cartoon Pictures.
- c. Other researchers who intend to use Animal Cartoon Pictures in teaching learning process.

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