

**IMPROVING STUDENTS' SPEAKING SKILL BY
USING PICTURE MEDIA FOR EIGHT GRADERS OF
SMP PGRI 02 BATU**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES**

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BATU**

UNDERGRADUATE THESIS

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for the degree of *Sarjana Pendidikan***



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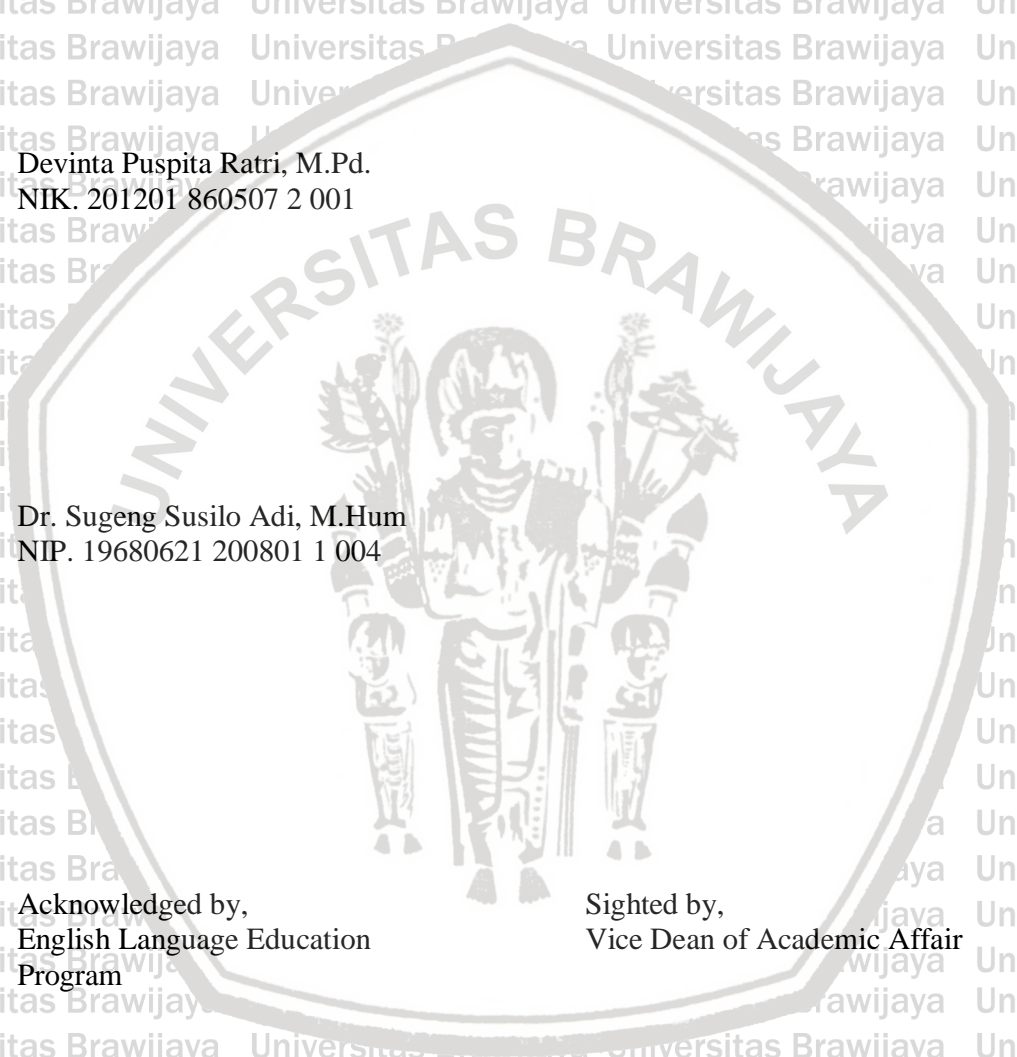
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ABSTRACT

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The eight graders of SMP PGRI 02 Batu had poor ability and less participation in English lesson, especially in speaking skill based on the interview with the English teacher, observation, and pre-test. Then, the researcher did research about it by using picture media which might solve the problem. The study is intended to investigate the following problems: (1) How can picture media significantly improve the students' ability to speak English? (2) How is the increase of students' participation in classroom discussion by using picture media?

By using classroom action research design, the researcher applied picture media to solve the students' problem in speaking skill. This research was conducted in one cycle that consisted of two meetings.

Based on the results of the findings, it can be stated that firstly, from the test result, it was found that there was improvement of 77.27% of the students' ability in speaking skill after the implementation of picture media because in the post test there were 19 students who passed the KKM, while in the pre-test, there were only two students who could pass the KKM. The criterion of success was 75% of the students could pass the KKM. The score of KKM was 75. Since 77.27% of the students passed the KKM, then the picture media significantly improved the students' ability to speak English. Secondly, from the observation check list, it was found that the students' participation increased in classroom after the picture media was applied. The increase was as follows: first, the increase of the students' participation in class during CAR is 31.82%. Second, the increase of the students' participation in conversation during CAR is 31.82%. Third, the increase of the student in discussion is 36.36%. Fourth, the increase of the students' oral presentation was 13.64%. Fifth, the increase of the students' pronunciation is 9.09%. Next, the increase of the students' fluency is 31.82%. At last, the improvement of the students' confidence to speak in front of the class is 27.27%.

ABSTRAK

Saputra, M.Arief. 2015. *Improving Students' Speaking Skill by Using Picture Media for Eight Graders of SMP PGRI 02 Batu*. Pendidikan Bahasa Inggris, Universitas Brawijaya.

Pembimbing: Dr. Sugeng Susilo Adi, M.Hum.

Kata Kunci : *Speaking Ability, Picture Media*

Siswa kelas delapan di SMP PGRI 02 Batu memiliki kemampuan yang kurang bagus dan partisipasi yang rendah dalam pelajaran Bahasa Inggris, terutama dalam kemampuan berbicara berdasarkan wawancara dengan guru bahasa Inggris, observasi, dan pre test. Kemudian, peneliti melakukan penelitian mengenai hal tersebut dengan menggunakan media gambar yang mungkin dapat mengatasi masalah tersebut. Penelitian ini bertujuan untuk meneliti masalah sebagai berikut: (1) Bagaimana penggunaan media gambar secara signifikan mampu meningkatkan kemampuan siswa dalam berbicara bahasa Inggris? (2) Bagaimana peningkatan partisipasi siswa di kelas dengan menggunakan media gambar?

Dengan menggunakan penelitian tindakan kelas, peneliti menerapkan media gambar untuk mengatasi masalah yang dihadapi siswa mengenai kemampuan berbicara. Penelitian ini dilakukan dalam satu siklus yang terdiri dari dua kali pertemuan.

Berdasarkan hasil penemuan, bisa dinyatakan bahwa, pertama dari hasil tes, ditemukan bahwa ada peningkatan 77.27% mengenai kemampuan siswa dalam berbicara setelah penerapan media gambar, karena dalam post tes terdapat 19 siswa yang lulus KKM, sedangkan di pre tes sebelumnya hanya ada dua siswa yang bisa lulus KKM. Kriteria sukses adalah 75% siswa dapat lulus KKM. Nilai KKM adalah 75. Karena ada 77.27% dari siswa yang berhasil lulus KKM, maka media gambar secara signifikan meningkatkan kemampuan anak dalam berbicara bahasa Inggris.

Kedua, dari hasil pengamatan, ditemukan bahwa, partisipasi siswa meningkat di kelas setelah media gambar diterapkan. Peningkatan tersebut sebagai berikut: peningkatan partisipasi siswa di kelas adalah 31.82%. Kedua, peningkatan partisipasi siswa dalam percakapan adalah 31.82%. Ketiga, peningkatan siswa dalam diskusi adalah 36.36%. Keempat, peningkatan siswa dalam presentasi lisan adalah 13.64%. Kelima, peningkatan pengucapan siswa adalah 9.09%. Selanjutnya, peningkatan kelancaran siswa adalah 31.82%. Yang terakhir, peningkatan rasa percaya siswa untuk berbicara di depan kelas adalah 27.27%.

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Malang, December 30th 2015

The Researcher

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It contains five sub chapters. They are background of the study, problem of the study, objective of the study, significance of the study, delimitation of the study and definition of key terms.

1.1 Background of the Study

Speaking is a form of communication, so it is important that what the speakers say is conveyed in the most effective way. How people say something can be as important what they say in getting meaning across (Jones, 1989 p. 05).

Based on that opinion, speaking is realized as communication; therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate (1997:30) stated that speaking is a skill which deserves attention every bit as much as literary skill, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle of social solidarity, of social ranking, of professional advancement and of business. Then it indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays an important role in society.

English is a foreign language in Indonesia, and then in teaching English especially speaking skill at schools, many teachers make any effort to create their

class interesting through various methods, techniques, instruments and materials in order to stimulate the students to learn English. In oral English class, for example, the students are served with conductive learning activity so they can speak English as well as possible.

From the interview with the teacher, the pre-observation, and the pre-test, the researcher found that the eight graders of SMP PGRI 02 Batu had poor ability and less participation in English lesson, especially in speaking subject. Sadtono (as cited in Fachurrazy, 2011) proposed class activities which can be done for speaking skill. The activities involve dialog, game, a skit or playlete, role-play, strip story, pictures, comic strips, class discussion, seminar, debate, speech, drama, and storytelling. It seems that the activities above truly can be a guide for English teachers to teach speaking.

Based on the problem faced by the students, the researcher was interested in applying picture media. The researcher chose the picture media because he believed that picture media might attract the students' interest to speak in English. Speaking ability was chosen as the main concern of the research for communication is the foundation of people's lives and a basic human right (Ontario, 2009). It is because people need to express their feeling, thought and opinion, to ask question, and to give information. Based on those needs, language is used in communication. Language enables each person to express their feelings, ideas, and concerns. As they are mature through language, they will communicate their personal needs and claim their rightful place in a society.

Besides, people need to communicate with people around them; they also need to communicate internationally; English is important language to be mastered by people to help them in international communication (Nugroho, 2011).

Globalization makes the need of using English increase, especially in non-English speaking countries like Indonesia. In order to face and compete in the globalization era, Indonesian government develops national curriculum for English teaching in Elementary School, Junior High School, Senior High School, and Universities.

Therefore, the researcher decided to do a research at SMP PGRI 02 Batu. This school was chosen, for the researcher used to have a PPL activity there. From the interview with the English teacher, it was found that the students had poor ability in English lesson, especially in speaking. As the result, the students' achievements were poor.

Thus, the researcher felt challenged to apply the picture media which might help the students to overcome their weakness in speaking. After having a deliberation, the researcher decided to choose picture media to teach speaking.

The picture used was the picture of time, for it suited the lesson plan of English lesson in odd semester. Besides, he assumed that the eighth graders might like pictures to support their learning activity. Moreover, the picture of time used, in the form of the wall clock picture, was accompanied with the hour and the minute hands. Then, the students could practice their speaking English with fun, for they could move the hands of the picture of time to match the time expression given by

the researcher. Therefore, this activity might be able to encourage the students to be more active to practice their speaking skill.

To achieve the implementation of the picture media, English classroom activity should be designed and managed in such a way that can motivate and activate students in practicing and using their English. Well-designed and organized activities should become the main concern of the English teachers, especially in teaching speaking skill, as it is the most crucial skill to teach, it is direct and more social than other skills and it demands the display.

This classroom action research aims at improving the students' ability to speak English and increasing students' participation in classroom discussion of eight graders of SMP PGRI 02 Batu. The model applied in this research is a picture media. The use of picture media is expected to improve the students' ability to speak English and increase students' participation in classroom discussion. The research cycle involves with teacher's explanation of the material, the students' assessment achievement and the students' speaking participation in classroom.

1.2 Problem of the Study

Based on the background of study above, the problems are formulated as follows:

- a. How can the picture media significantly improve the students' ability to speak English?

- b. How is the increase of students' participation in classroom discussion by using picture media?

1.3 Objective of the Study

In relation with the problems formulated above, the objectives of the study are:

- a. To describe the picture media can significantly improve the students' ability to speak English
- b. To describe the increase of students' participation in classroom discussion by using picture media

1.4 Significance of the Study

The researcher expects that "Improving Students' Speaking Skill by Using Picture for Eight Graders of SMP PGRI 02 Batu" can be useful in terms of the students, teacher, institutions, and the next researcher. For the students, it may assist them to solve their problems in speaking activity and it can help them to improve their speaking skill. For the teacher, it may give the alternative solution in teaching speaking. For institution, it may be beneficial regarding to improve the education quality. For the next researcher, this study may be able as a reference to do the same study, but in different methods in teaching speaking.

1.5 Delimitation of the Study

Referring to the identification of the problem, in this research the researcher focuses on improving the students' speaking ability and the increase of students' performance in speaking by using picture media.

1.6 Definition of Key Terms

Certain key terms related to the problem of this study need to be defined in order to avoid misunderstanding. The terms which need to be defined are as follows:

1. *Speaking skill*: Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).
2. *Improving students speaking skills by using picture media*: improving the students' ability to speak English. The teaching implementation using picture media was an effective teaching strategy in building up the students' motivation and improving the students' significant achievement.
3. *Picture*: a medium applied in classroom to teach speaking. The picture is in the form of time.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It is divided into three sub chapters: theoretical background, previous studies, and framework of the present study. Empirical and reference review from the books related to the topic will be discussed in this chapter. The further descriptions are as the followings.

2.1. Language Learning and Teaching

Language is a medium of communication which plays an important role in human life. People use this medium to express their feelings, ideas, thoughts, and convey message with one another. Brown (2004) states that language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of given community to communicate intelligibly with one another. So, all people acquire language in much the same way through language learning.

Khasanah (2013) says learning is a process of knowing something and further knowing to do something. Through this kind of learning process people acquire knowledge of subjects or skills by studying, experience, or instruction.

Learning cannot be separated from teaching. Brown (2004) states teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand.

Based on the theories above, it can be concluded that learning and teaching is an interaction between someone who tries to understand a language and others help him or her to gain information about the language.

2.2 General Concept of Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context” (Chaney, 1998, p. 13).

Speaking is one of four basic skills instead of listening, reading, and writing that have to be mastered by students, since it is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English Language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s need requires that the goal of teaching speaking should improve student’s communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. We often find students’ difficulties in learning how to speak up in classroom.

One of the methods than can be used to improve students’ ability is a picture interview, since it is a good way to gain information and provide the participant with practice in improving speaking skill. The activity can be applied to intermediate students. It serves interactive learning that has some characteristics: doing a significant amount of pair work, receiving authentic language input in real-world context, producing language for genuine and

meaningful communication, and practicing oral communication through give and take spontaneity of actual conversations. In this activity, students can conduct interviews on selected topics with various people in the pictures provided by the teacher, so that the students know what the type of question they can ask or what path can follow. It focuses on interview like dialogue. The benefit of it is to follow on questions and adopt someone else's point of view.

The theory that is applied in "picture interview" is discourse theory because it emphasizes on the function of language. By participating in communication, students have to communicate with the partners. Cherry (1979, p.22) says that through communication with other people, children accomplish action in the world and develop the rules of language structure and the use. It is highlighted in that theory that communicative competence is most effectively gained through frequent participant in act of linguistic contact, which would simultaneously stimulate the development of the learner's inter language. By doing interview, the students can share the idea and negotiated meaning with their partner.

The activity also uses communicative approach because the role of the teacher is as a facilitator and a guide. The teacher provides students a classroom activity and then he/she tries to give clear explanation to the students about what they need to do with the activity. Communicative approach is based on a real-life situation that requires communication. By using this activity in ESL classes, students will have the opportunity of communicating with each other in the target language.

This activity is easy to be conducted in classroom if the teacher follows some procedures. Firstly, the teacher explains the difference between a primary and a follow on question and gives examples. The purpose of the list of questions is to encourage full participation by students who ordinarily say little when are in pairs and students who all speak the same language and who are inclined to revert to their mother tongue. Even with relatively proficient and/or forthcoming students, a fixed list of questions may be useful. The first time you do an activity is to give them an idea of the range of questions that can be asked. However, the teacher gives freedom for the students to create the question by themselves. Secondly, the teacher asks students to form pairs and distribute the pictures. Say that everybody should look at all the pictures that are available but he/she should choose only one picture, which must be different from the one chosen by their partners. Tell everyone to choose one person in their picture. Thirdly, say that everyone will enter the world shown in their picture, become the person they have marked, and be interviewed by their partners. Add that student A should finish interviewing B before they swap roles. Give everyone a copy of the handout showing the primary and follow on question. Partners swap roles. The last step is to bring the class together and ask different student to repeat something particularly memorable that their interviewer said.

2.3 The Element of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:

- a. Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns).

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech (Harmer, 2007:343). The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, the second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

- b. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate, 1997: 03). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998:14). Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he/she cannot speak English well.

- c. Vocabulary

As we know, vocabulary is a basic element in language.

Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004: 02). It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddle, 2001:118). Meanwhile, according to Gower et al (1995:100), fluency can be thought of as 'ability to keep going when speaking spontaneously'. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.4. Using Picture Media

Nowadays, many teachers apply cooperative learning in their teaching and learning process. Cooperative learning is a teaching method which has characteristics about how to work together, how the students in the activity, share information, and make final decision (Sutisna, Rahmah, and Agusferani, 2013:

03). This method is good to develop students' creativity, team work, responsibility, and competition.

As the supporting idea, Kessler (1992:8) states that cooperative learning is a group learning activity organized, so that learning is dependent on the socially structured exchange of information between learners in which each learner is held accountable for his or her own learning and is motivated to increase the others' learning. It can be assumed that cooperative learning is kind of activity which gives an opportunity for students to develop their own capability to work in group.

When they share their own opinion, it helps the others to improve their learning also.

Using picture media would influence and reflect the interest, motivation, and attitudes of students. To many students, English is considered as a difficult subject, therefore it should be taught in various ways so that the students can be more interested and motivated in learning it.

The techniques of using pictures have been around for centuries and have had its place in all approaches to language teaching. Brown in Nappu (2003) states that picture can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate students' progress and achievement. Furthermore, he suggests some ways of using pictures for ensuring maximum students' benefit from using them.

Using pictures can be an effective technique for any proficiencies level or level of language skills. The following is an example of how one picture can be

used to improve the students' ability to share their personal experiences that somehow relates to what is happening in a picture they have given and drawn.

2.5. English Curriculum of Junior High School in Indonesia

English becomes one of subjects taught at every educational level in Indonesia. Junior high school; therefore, it includes English in its curriculum. In English curriculum 2013 of Junior High School, English is oriented to develop the students' language skills so that they are able to communicate and express their feeling/ideas in English at certain literacy level.

In English Curriculum 2013, the students are supposed to do observing, questioning, experimenting, associating and networking. Observing is an activity in which the students do observation and analyze the materials. Questioning is an activity in which the students answer the questions of materials given. Associating is an activity in which the students do discussion with their friends about the materials given. Networking is an activity in which the students do presentation about the material given in front of the class. Therefore, the students must be active in class during the teaching and learning activity. Besides, the teachers are not the only source to get information or knowledge about the materials given.

Then, the students can look for other sources about the materials to enrich their knowledge.

2.6 Previous Studies

The first study is about the use of describing picture as technique/method to improve students' speaking skill in descriptive text of the eighth grade students of SMP H. Isriati Semarang in the 2010/2011 academic year by Inta Aulia Asfa.

The objective of the study was to know the effectiveness of using describing picture to improve students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/2011. The research methodology was an experimental research, which was conducted in two classes. The instruments used were questionnaire, observation checklist, and field notes.

The findings showed that t-test was (4.348), whereas the t-table was (2.01) for $\alpha = 5\%$. The t-test score was higher than the t-table ($4.348 > 2.01$). It was meant that H_a (alternative hypotheses) was accepted while H_o (null hypotheses) was rejected. Since t-test score was higher than the t-table, describing picture was effective technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang.

The second study was about the objective of the research is to improve the speaking skill of the seventh graders of MTs Al-Madany Menganti-Gresik by using the pictures by Yusbidio Siswo. This research employed classroom-action research design to improve the students' speaking skill using picture with the research problem: How can using pictures improve the speaking skill of seventh grade students at *MTs Al - Madany Kec. Menganti Kab. Gresik* in delivering oral description? The instruments used were questionnaire, observation checklist, field notes and speaking assessment. The finding of the research indicated that the uses

of pictures were successful in improving students' speaking skill based on the students' speaking performance that could achieve the criteria of success (60% students achieve the standard minimum score 60). The improvement could be seen from the increase of the students' speaking assessment in cycles one two. It found that 5 (28%) of the students who got 34-54 (Poor Score), 7 (39%) of the students who got 55-64 (Average Score), 4 (22%) of students who got 65-84 (Good Score) and 2 (11%) of the students who got 85-100 (Very Good Score) in cycle one. And in cycle two, 1 (6%) of the students who got 34-54 (Poor Score), 5 (28%) of the students who got Average Score, 8 (44%) of students who got 65-84 (Good Score) and 4 (22%) of the students who got 85-100 (Very Good Score).

2.7 Framework of the Present Study

The cycle procedure of this research was cycle: (1) Planning; the researcher arranged a lesson plan based on the teaching material. Besides making the lesson plan, the researcher prepared observation checklist to observe the students' performance during the teaching learning process. The researcher also prepared the post-test to collect the data in order to find out whether there were students' improvement score and the increase of the students' performance; (2)

Acting; the researcher conducted using picture media by setting up the picture of time on the white board. First, the researcher introduced the material by giving the example of how to express time in English and related vocabulary items. Second, the researcher explained to the students about the part of the day when using time expression. Third, the researcher wrote some examples and demonstrated by

pointing to the picture of time on the white board. Fourth, the researcher called the students one by one to practice the time expression by pointing the picture of time in front of the class. Then, the researcher gave feedback to the students after they finished their performance. At last, the researcher gave general conclusion; (3)

Observation, since the processing of the teaching and learning English in a communicative way of a series teaching activities, the researcher's collogue observed the students' participation dealing with participation in class, participation in conversations, participation in group discussion, giving oral presentations, pronunciation, fluency, and self-confidence ; and (4) Reflection, after presenting the teaching speaking to the students using picture media, the researcher evaluated towards the implementations of using pictures through a problem-based instruction, whether the students had high motivation in speaking English or not, or whether the materials were interesting enough and their presentations were attractive enough or not. The researcher also evaluated about the influence of worry in making mistakes because there were no teacher interventions while the processes of the communicative activities were running.

The researcher evaluated the implementation of using picture media instruction whether the teaching and learning interactions in English classroom were good or not. So it could be concluded that it would be very important to improve the students' ability to speak English using picture media. This teaching strategy is very up to date to make communicative teaching activities as the main purpose of teaching English at Junior High School or the other educational levels.

The students gave comments about the application of the communicative activities using picture media that all activities were attractive for the students to build up speaking skill and could motivate them to speak English.

The further explanation about the implementation of this study would be discussed in the next chapter.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the study. It deals with five chapters. They are research design, the setting and subject of the research, data and data source, the research data collection and instrument, and research procedure.

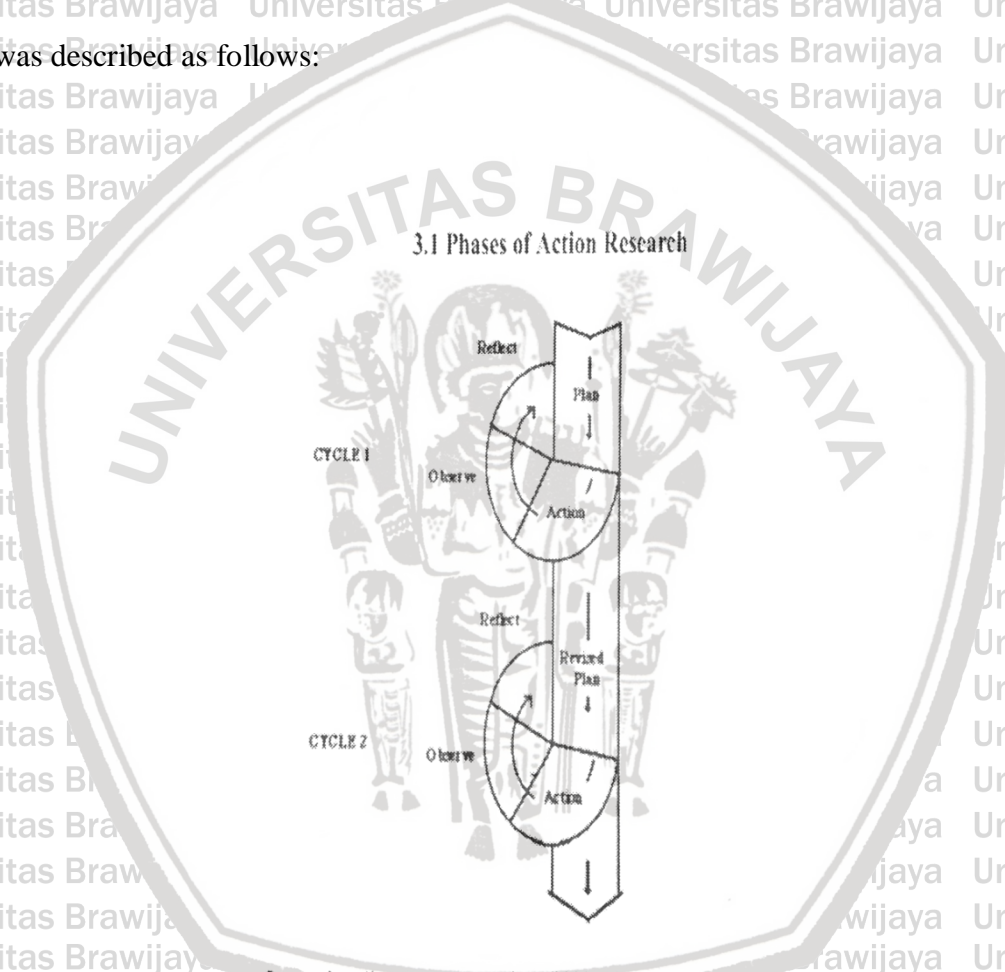
3.1 Research Design

The design of the study is Classroom Action Research (CAR). It was because picture media is applied to improve students' 'speaking ability'. CAR is kind of research to solve problem in the classroom activity, usually done by the teacher. Aqip et.al (2008) states CAR is self reflection done by the teachers in their own classes with the purpose of improving both teaching and learning. It means that classroom action research is process through which the teachers study their own teaching in order to solve their personal practical problem.

In this study the researcher played as a teacher and was helped by researcher's friend to fill out the observation check list of the students' participation in classroom.

By doing so, the researcher could focus on teaching by applying picture media. The researcher's friend was a college friend who also analyzed about CAR, but different topic and school. Then, he knew what to do with the observation checklist.

The procedure of classroom action research applied in this study was a cyclical process adapted from the model purpose by Kemis and McTeggart in Mazda (2013). Kemis states that each cycle consists of four phases which cover planning, acting, observing, and reflecting. The implementation of the phases of action research was described as follows:



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Figure 3.1 Phase of Action Research

3.2 The Setting and the Subject of the Research

This classroom action research was conducted at SMP PGRI 02 Batu. The school is located at Jl. Raya Pandanrejo 1 Batu. It has one class of eight graders. It has class 22 students. English is taught twice in a week. The total of time allotments is 135 minutes per week. The subjects are 22 eight graders, consisting of 7 females, and 15 males. The eight grade students were chosen as the subject of this research because from the preliminary study, the researcher found some difficulties by students in descriptive text. Therefore, the researcher applies this picture media to solve those difficulties.

3.3 Data Collection and Instruments

In conducting this study, the data which support the research finding were collected through some instruments, i.e., observation checklist, interview, and test.

3.3.1 Observation Checklist

Observation of classroom situation could be a very useful research instruments. Through instruments, all kinds of activities in classroom were observed during the teaching and learning process. Observation checklist was used to obtain the quantitative data which described the implementation of using picture media to teach descriptive text.

The thing needed to be observed is the students' participation in classroom. Students' performances are including (1) participation in class, (2) participation in

conversations, (3) participation in group discussion, (4) giving oral presentations, (5) pronunciation, (6) fluency, and (7) confidence. The details can be seen in Appendix G and H.

3.3.2. Interview Guide

In this study, interview is used to get some information from the teacher about students' problems in speaking skills. The interview is also used as supporting data of observation checklist. The format of the questions is open-ended questions. There were five questions in terms of the students' ability and participation in English speaking class. The interview details can be seen in Appendix B.

3.3.3. Tests

In this study, the purpose of using test as the instrument is to support the qualitative data in pointing out the improvement of the students' ability to speak aloud using picture media provided by the teacher. It is because tests could measure the students' ability. The test is in the form of speaking test item. Students will be asked to speak based on the topic given. The test would be analyzed by using rubric for speaking assessment by Heaton (1990:70-71). The test would be carried out in the end of the cycle 1. For the test form can be seen in Appendix D and for assessment rubric can be seen in Appendix I.

3.4 Research Procedure

The classroom action research in this study comprised with the conducting preliminary study, followed by the four phases of classroom action research: planning, acting, observing, and reflection.

3.4.1 Preliminary Study

The preliminary study was conducted to identify students' problems before the implementation of the media. In this activity, the researcher interviewed the teacher about the students' ability in speaking about time. Besides, the researcher also gave a pre-test to the students to find out their ability in speaking and did observation of the students' participation. The result of this preliminary study was used to make a plan before doing the next action.

3.4.2 Planning the Action

Before doing the action, the researcher prepared the lesson plan based on the school syllabus. The researcher also chose teaching materials and the media used. The teaching materials were pictures. The teaching media are pictures to build knowledge of the fields. In this planning, the researcher also prepared the criteria of the success and also the instruments of the research. The action would be held in two meetings on 27th – 28th July, 2015. The teaching procedure is as follows:

Meeting (s)	Step (s)
Meeting 1	<ol style="list-style-type: none"> 1. Introduction 2. Display the picture of time 3. Explain how to express time in English 4. Ask and answer activity by asking the students go forward one by one
Meeting 2	<ol style="list-style-type: none"> 1. Make a group which consists of 4 groups. Each group consists of 5/6 students 2. Each group discusses about daily activities using time 3. Group presentation

3.4.2.1 Lesson plan

The lesson plan was constructed based on the curriculum 2013. It consists of nine components; they are *kompetensi inti, kompetensi dasar, indikator, tujuan pembelajaran, materi pembelajaran, media dan sumber belajar, langkah-langkah pembelajaran dan penilaian hasil pembelajaran.*

3.4.2.2 Teaching materials and media

The researcher made the materials by himself adjusted to the students' need. The materials given were about the language features used in descriptive text related to the topic. The topic chosen is about time. The material chosen is based on the standard competence number 4.3. It can be seen in Appendix A.

3.4.2.3 The Criteria of Success

The criteria of success were set in order to determine whether the media successfully solves the problem. In this case, the success of this media was measured by the increase of the students score. The research is successful if 75% of the students get the score above 75 as the KKM score. 75% was chosen as the criterion because of the concern if there are obstacles during the research. The second criterion of success is if all of the students have interest during the teaching and learning process. Besides, all of the students pay attention and are enthusiastic to the teaching and learning process.

3.4.3 Implementing the Action

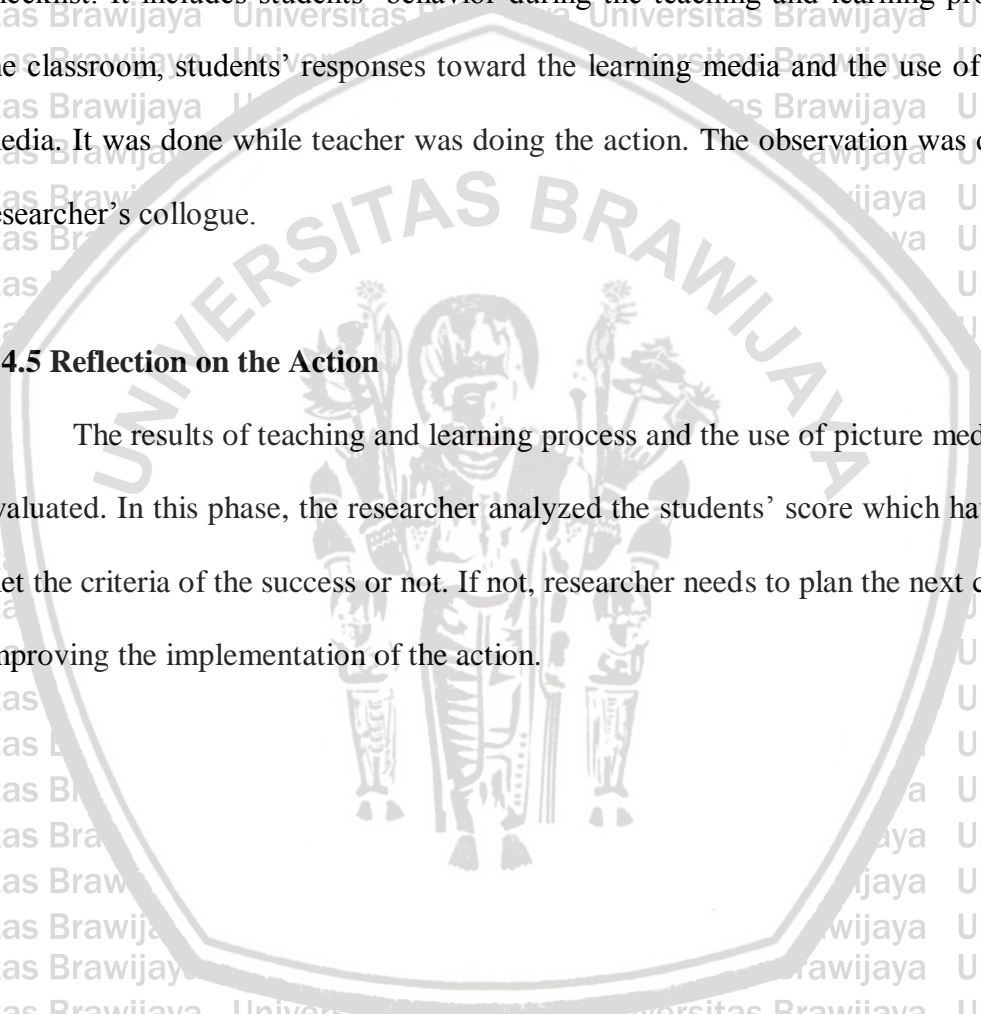
In the implementing of the action, the teacher follows the lesson plan that has been made before. After greeting and check the attendances, teacher gives students building knowledge about descriptive text using a picture about time. After that, teacher explains how to express time in English. Then, teacher gives each student an example of time expression. Each student will discuss about the grammar and the use of time, and the language features. Each student is asked to speak about time based on the picture given. Through this technique students can have better speaking skill, because their friends can check the pronunciation, the expression, and the vocabulary used.

3.4.4 Observing the Action

In this observing phase, the researcher observed all items in the observation checklist. It includes students' behavior during the teaching and learning process in the classroom, students' responses toward the learning media and the use of picture media. It was done while teacher was doing the action. The observation was done by researcher's colleague.

3.4.5 Reflection on the Action

The results of teaching and learning process and the use of picture media were evaluated. In this phase, the researcher analyzed the students' score which have been met the criteria of the success or not. If not, researcher needs to plan the next cycle by improving the implementation of the action.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of research. In this case, it discusses the result of the research in improving the students' ability to speak English by the use of picture media and to describe the increase of students' performance in speaking by using picture media.

4.1 The Description of the Data

4.1.1 Finding of Preliminary Study before Implementation the CAR

4.1.1.1 The Result of Observation

Observation was conducted to observe the process of teaching learning in speaking activity before implementing the action. The researcher conducted pre observation in the VIII grade on the 20th July 2015. Based on the observation result, the VIII grade showed they were very passive. Most of students in this class did not participate in class conversation, discussion, and shy in giving oral presentation. They had a little courage to involve in the speaking learning process. They were encountered with the hesitance of practicing material as well as the drilling conducted by the teacher in the learning process. In other words, the students had the problem with their confidence. Therefore, they needed a technique to improve their speaking skill and their performance.

4.1.1.2 The Result of Pre –Test

The pre-test had been done before the Classroom Action Research. The researcher conducted it on 22nd July 2015. It started at 13.40 P.M. The pre-test was in question and answer form by calling the students one by one. Then, the scores were taken in five criteria by Heaton, in which the scores are assessed of pronunciation, grammar, vocabulary, fluency and comprehension. The assessment rubric can be seen in Appendix I.

Based on the result of pre-test, the data showed that the mean score of the pre-test was 69.86. It meant that the students’ speaking ability mean score before using picture media or before implementing CAR was 69.86. There were only 2 students who passed the KKM and there were 20 students who were still below the KKM.

From the pre-test, it could be seen that students’ speaking ability was still low.

4.1.2 Finding of the First Cycle

4.1.2.1 Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the researcher arranged a lesson plan based on the teaching material. Besides making the lesson plan, the researcher also prepared observation checklist to observe the students’ performance during the teaching learning process. The researcher also prepared the

post-test to collect the data in order to find out whether there were students' improvement score and the increase of the students' participation.

4.1.2.2 Acting

The action of the cycle 1 was done on 27th – 28th July 2015. Then, there were two meetings in this phase. In acting phase, the researcher implemented the lesson plan that had been made before. Here, the researcher conducted using picture media by setting up the picture of time on the white board. First, the researcher introduced the material by giving the example of how to express time in English and related vocabulary items. Second, the researcher explained to the students about the part of the day when using time expression. Third, the researcher wrote some examples and demonstrated by pointing to the picture of time on the white board. Fourth, the researcher called the students one by one to practice the time expression by pointing the picture of time in front of the class. Then, the researcher gave feedback to the students after they finished their performance. At last, the researcher gave general conclusion.

In the third meeting, the researcher gave the post-test in the end of cycle one.

It was an interview, the answers of which were time expression. The post-test was carried out to measure how well the students' achievement in speaking was. The post-test was on 29th July 2015.

4.1.2.3 Observing

In this phase, the researcher was helped by his college friend who already understood about the CAR. Therefore, the researcher counted on him for the observation. The researcher let the observation to be handled by his friend, because he wanted to focus on teaching the students by implementing the picture media. The items observed were in terms of participation in class, participation in conversations, participation in group discussion, giving oral presentations, pronunciation, fluency, and self-confidence. This activity was done while the researcher was teaching the students. The researcher's friend was also in the classroom to observe the students' participation. There were two meetings in this activity.

In the first meeting, the students started showing their enthusiasm when the researcher displayed the picture of time on the white board. The students seemed to pay a close attention both to the researcher's explanation and to the picture of time.

When, the researcher asked them to practice one by one to the front, most of them raised their hands indicating that they were enthusiastic to follow the activity.

However, there were still some students who were still reluctant to join the activity.

In the second meeting, the students showed the same attitude. They seemed interested to participate in the activity. It was obviously shown during the group discussion. It seemed that each group competed each other to be the best to execute the task given by the researcher. There was a significant increase of the students' participation, for every student spoke even though it was not his/her turn to perform.

4.1.2.4 Reflecting

The researcher evaluated about the conclusion of implementing the action.

Based on the result of post-test, there were 19 students or 86.36% who passed the KKM. The researcher felt satisfied enough because the picture media was able to improve the students' ability in speaking English and the use of picture media could increase the students' participation in speaking English.

From the reflecting phase above, the researcher decided not to continue to cycle two, because the result in cycle one was satisfying enough.

4.1.3 Findings after Implementing the Classroom Action Research

4.1.3.1 The Result of Post-Test

No	Name	Pre test	Post test 1
1	S1	71	78*
2	S2	68	77*
3	S3	70	80*
4	S4	67	80*
5	S5	65	76*
6	S6	72	83*
7	S7	80*	85*
8	S8	74	79*

9	S9	60	68
10	S10	65	76*
11	S11	73	78*
12	S12	72	79*
13	S13	73	80*
14	S14	74	81*
15	S15	70	76*
16	S16	61	73
17	S17	70	80*
18	S18	65	73
19	S19	68	76*
20	S20	77*	81*
21	S21	70	82*
22	S22	72	80*
	Mean	69.86	78.23

Table 4.1 The Students' Speaking Score of Pre-Test and Post-test

*): Students who passed KKM 75 (seventy-five)

To compare the test result between pre-test and post-test, the researcher used some steps. The steps were calculating the students' mean score of the test,

calculating the class percentage, and calculating the students' improvement score from pre-test to post-test into percentage.

In analyzing the data of pre-test, the first step the researcher did was to get the mean score of the class. It was calculated as follows:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1537}{22}$$

$$X = 69.86$$

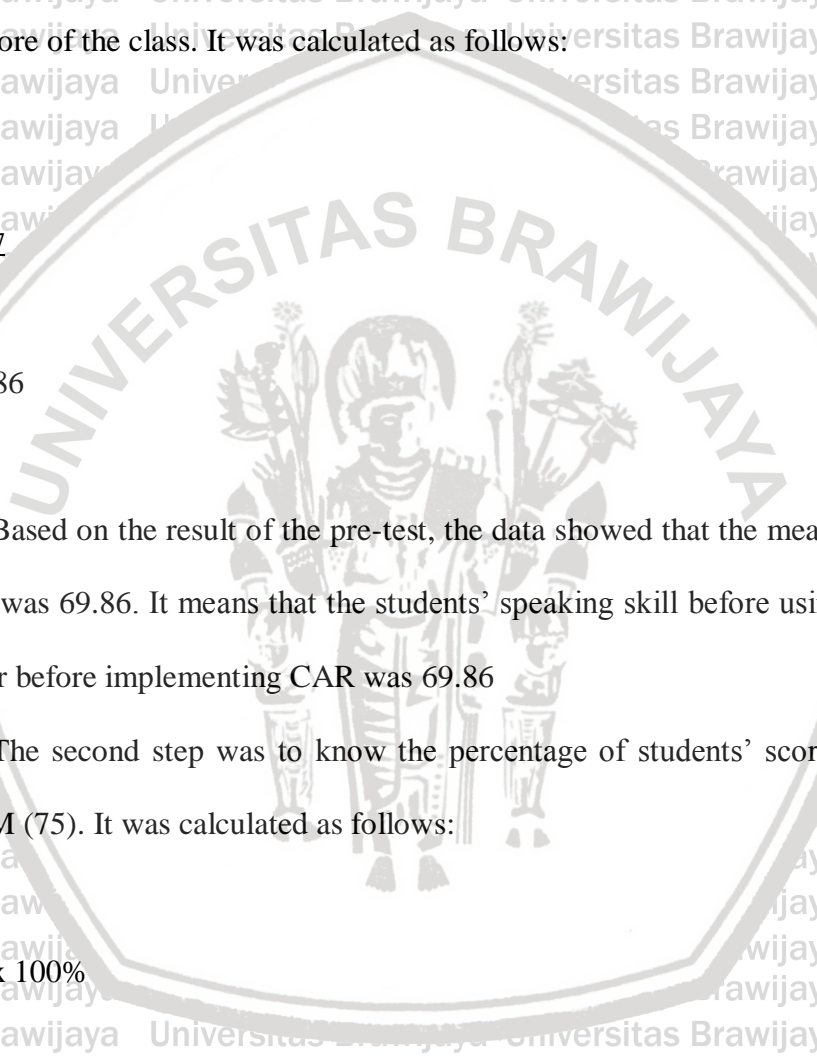
Based on the result of the pre-test, the data showed that the mean score of the pre-test was 69.86. It means that the students' speaking skill before using the picture media or before implementing CAR was 69.86

The second step was to know the percentage of students' score who passed the KKM (75). It was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{22} \times 100\%$$

$$P = 9.09\%$$



From that computation, the students' score percentage in the pre-test is 9.09.

It means that there were 2 students who passed the KKM and there were 20 students who were still below the KKM.

Next, in the cycle 1 of CAR, the researcher calculated the result of the post-test to know the students' score improvement from the pre-test to the post-test result.

There were three steps to get this improvement. Those were calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

In analyzing the data of the post-test, the first step was to get the mean score of the class. It was calculated as follows:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1721}{22}$$

$$X = 78.23$$

Based on the result of the post-test, the mean score of the class was 78.23 in which there were 19 students who passed the KKM (75). It showed that there were improvements from the pre-test mean score. It can be seen from the pre-test mean score, that is, 69.86 and the mean score of the post test, that is, 78.23. It improves 8.37 (78.23 - 69.86).

The second step was the calculation to get the percentage of students' improvement score from the pre-test to the post-test. The researcher used computation as follows:

$$P = \frac{y_1 - y_2}{y_1} \times 100\%$$

$$P = \frac{78.23 - 69.86}{69.86} \times 100\%$$

$$P = 11.98\%$$

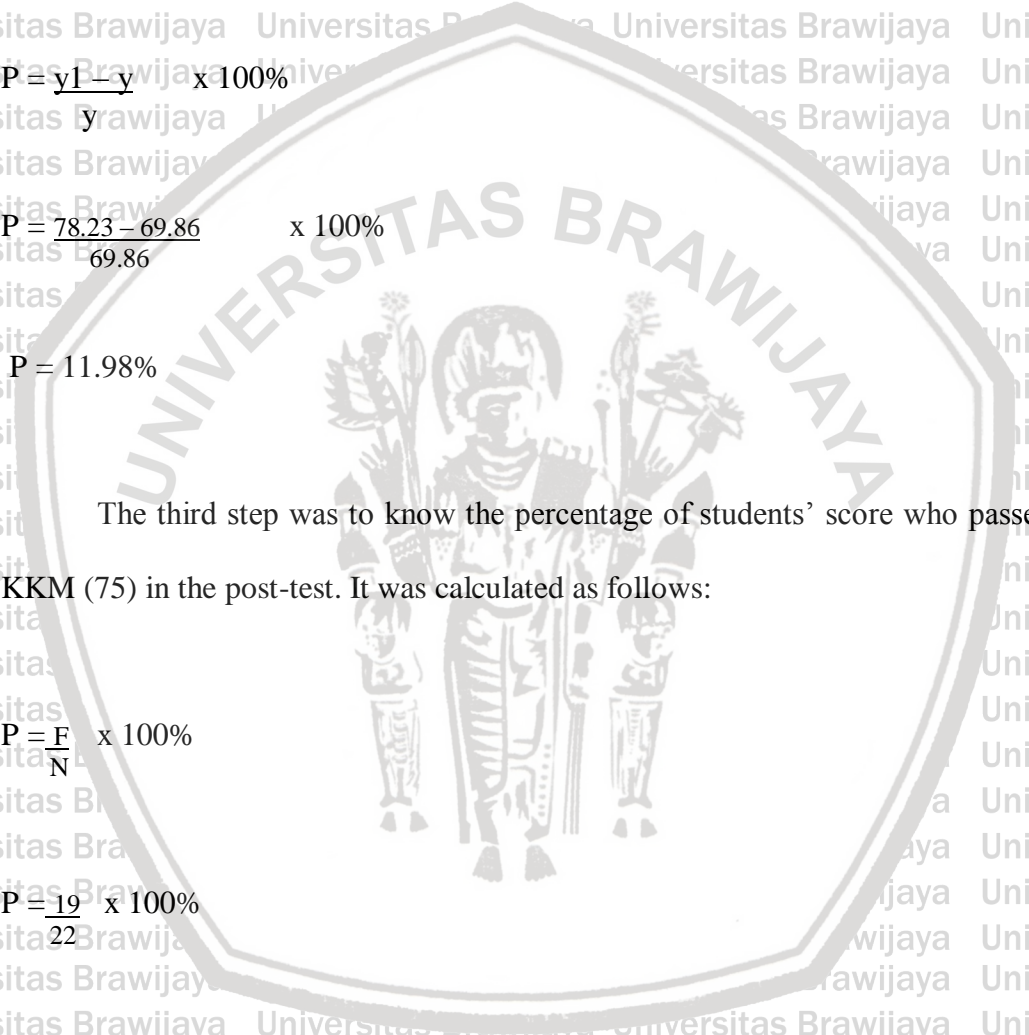
The third step was to know the percentage of students' score who passed the KKM (75) in the post-test. It was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{22} \times 100\%$$

$$P = 86.36\%$$

From the calculation above, the class percentage which passed the KKM was 86.36%. It means that in cycle 1 of CAR, there were 19 students who passed the



KKM and there were 3 students whose score were below the KKM. The students' improvement which passed the KKM was 77.27% (86.36% - 9.09%).

4.1.3.2 The result of Observation Checklist

Based on the observation checklist to measure the students' participation, the result was as follows:

Name	Skills						Feeling confident about
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fluency	
S1							
S2							
S3	✓				✓		
S4	✓	✓	✓	✓	✓	✓	✓

S5							
S6		✓	✓	✓			
S7	✓	✓	✓	✓	✓	✓	✓
S8							
S9							
S10							
S11							
S12		✓		✓			✓
S13			✓		✓		
S14							
S15							
S16							
S17							
S18				✓		✓	
S19							
S20		✓		✓			
S21							
S22							
Total Percentage	13.63%	22.72%	18.18%	27.27%	18.18%	13.63%	13.63%

Table 4.2 Assessing the Students' Progress (Pre Observation)

Name	Skills						
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fluency	Feeling confident about
Progress							
S1	✓	✓					✓
S2	✓					✓	✓
S3	✓	✓		✓	✓		✓
S4	✓	✓	✓	✓	✓	✓	✓
S5	✓		✓			✓	✓
S6		✓	✓	✓			
S7	✓	✓	✓	✓	✓	✓	✓
S8	✓						✓
S9	✓		✓				
S10			✓			✓	

S11		✓		✓			
S12		✓		✓			✓
S13			✓		✓		
S14	✓	✓			✓		
S15		✓	✓				✓
S16				✓			✓
S17		✓	✓			✓	
S18				✓		✓	
S19			✓		✓		
S20		✓		✓			
S21	✓		✓			✓	
S22		✓		✓			
Total							
Percentage	45.45%	54.54%	54.54%	40.91%	27.27%	45.45%	40.90%

Table 4.3 Assessing the Students' Progress (After Implementing CAR)

Apparently, there were some improvements of the students' progress after CAR was applied in the classroom. It means that the students seemed excited about the use of picture as the media in teaching and learning activity.

4.2 Discussion

4.2.1 The Interpretation of the Test Result

The interpretation of the data results between the pre-test and the post-test of cycle 1 are as the following:

In the pre-test, the mean score of students in speaking test before CAR was applied was 69.86. Meanwhile, the class percentage which passed the KKM was 9.09%. It means that there were only 2 students who were able to pass the KKM (75) and there were 20 students who were out of the target.

Next, the mean score of the post-test of cycle 1 was 78.23. It means that there were some improvements of students' score, that was, 8.37 (78.23 – 69.86) and the students' improvement who passed KKM was 77.27%. Meanwhile, the class percentage which passed the KKM in the post-test was 86.36%. It shows that there were 19 students who passed the KKM and there were 3 students whose score were still below the KKM. Then, the target of success CAR was met because 75% of the students got the score above 75 as the KKM score. Therefore, the researcher did not continue to cycle 2.

From the post-test result after the CAR was applied in classroom, it can be stated that the use of picture media significantly improves the students' ability to speak English.

4.2.2 The Interpretation of Observation Checklist

Based on the result of the students' participation in speaking class through observation checklist, it indicated that the students' participation gradually increased from the pre observation into the cycle 1.

The improvement of students' participation in speaking class can be seen in the following table:

Skills	Pre Observation	Cycle 1	Increase
Participation in class	13.63%	45.45%	31.82%
Participation in conversation	22.72%	54.54%	31.82%
Participation in discussion	18.18%	54.54%	36.36%
Giving oral presentations (perform)	27.27%	40.91%	13.64%
Pronunciation	18.18%	27.27%	9.09%
Fluency	13.63%	45.45%	31.82%
Self-confidence	13.63%	40.90%	27.27%

Table 4.4 The Students' Participation in Speaking during CAR

The explanations of the table above are as follows: first, the increase of the students' participation in class during CAR is 31.82%. Second, the increase of the students'

participation in conversation during CAR is 31.82%. Third, the increase of the student in discussion is 36.36%. Fourth, the increase of the students' oral presentation was 13.64%. Fifth, the increase of the students' pronunciation is 9.09%. Next, the increase of the students' fluency is 31.82%. At last, the increase of the students' confidence to speak in front of the class is 27.27%.

Brown (2004) stated that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Then, to achieve the goal of teaching, teachers may play important roles both as a facilitator and a guide. Those roles are truly needed when they teach English which is considered as foreign language in Indonesia, for English serves four skills to be mastered, namely, writing, reading, listening, and speaking.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context" (Chaney, 1998, p. 13). Despite its importance, for many years, teaching speaking has been undervalued and English Language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's need requires that the goal of teaching speaking should improve student's communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. We often find students' difficulties in learning how to speak up in classroom.

Nowadays, many teachers apply cooperative learning in their teaching and learning process. Cooperative learning is a teaching method which has characteristics about how to work together, how the students in the activity, share information, and make final decision (Sutisna, Rahmah, and Agusferani, 2013: 03). This method is good to develop students' creativity, team work, responsibility, and competition.

As the supporting idea, Kessler (1992:8) stated that cooperative learning is a group learning activity organized, so that learning is dependent on the socially structured exchange of information between learners in which each learner is held accountable for his or her own learning and is motivated to increase the others' learning. It can be assumed that cooperative learning is kind of activity which gives an opportunity for students to develop their own capability to work in group. When they share their own opinion, it helps the others to improve their learning also.

Brown in Nappu (2003) stated that that picture media can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate students' progress and achievement. Furthermore, he suggests some ways of using pictures for ensuring maximum students' benefit from using them.

The result of the study shows that Brown's theory about picture media was proven to be able to solve the problems faced by the students regarding the ability to speak in English and participation in class in English speaking class. It can be stated that by using the picture media, the students' ability to speak in English has significantly improved and the students' participation in class discussion increased.

CHAPTER V

CONCLUSION AND SUGGESTIONS

As the title indicates, the part presents the conclusions drawn on the basis of the result of analysis. It is meant to lead the readers directly to find out the simplified results of analysis that constitute the general answers of the research problems.

5.1. Conclusion

The researcher would like to sum up the research. The research used the Classroom Action Research (CAR) method in which to describe the problem on students' speaking ability and performance. It was initiated through observation in the eighth grade of SMP PGRI 02 Batu, which was considered as the class with poor ability in speaking English. The number of students was 22 consisting of 15 male students and 7 female students. In this CAR, the researcher implemented Kurt Lewin's design which consists of four phases, namely, planning, planning, observing, and reflecting. Meanwhile, the data were derived from the test, questionnaire, interview, and observation.

Moreover, related to the test result, there was 77.27% improvement of the students who passed the KKM. In the pre-test there were only two students who passed the KKM. Meanwhile, in the result of the post-test, there were 19 students or 86.36% of the students in the class who passed the KKM considering the mean score of the post-test was 78.23.

Furthermore, the observation checklist also showed the increase of the students' performance in speaking English. First, the increase of the students' participation in class during CAR is 31.82%. Second, the increase of the students' participation in conversation during CAR is 31.82%. Third, the increase of the student in discussion is 36.36%. Fourth, the increase of the students' oral presentation was 13.64%. Fifth, the increase of the students' pronunciation is 9.09%. Next, the increase of the students' fluency is 31.82%. At last, the improvement of the students' confidence to speak in front of the class is 27.27%.

Based on the research conducted in the eighth grade of SMP PGRI 02 Batu, the researcher concluded that the use of picture media could significantly improve the students' ability to speak English showed by the score they got. In addition, the use of picture media showed that there was the increase of the students' performance. It can be seen in the observation checklist which showed that the students seemed braver and more confident in speaking. It was proven by their participation in the class conversation, discussions, performing in front of the class, pronunciation, fluency and self-confidence in speaking English.

5.2 Suggestions

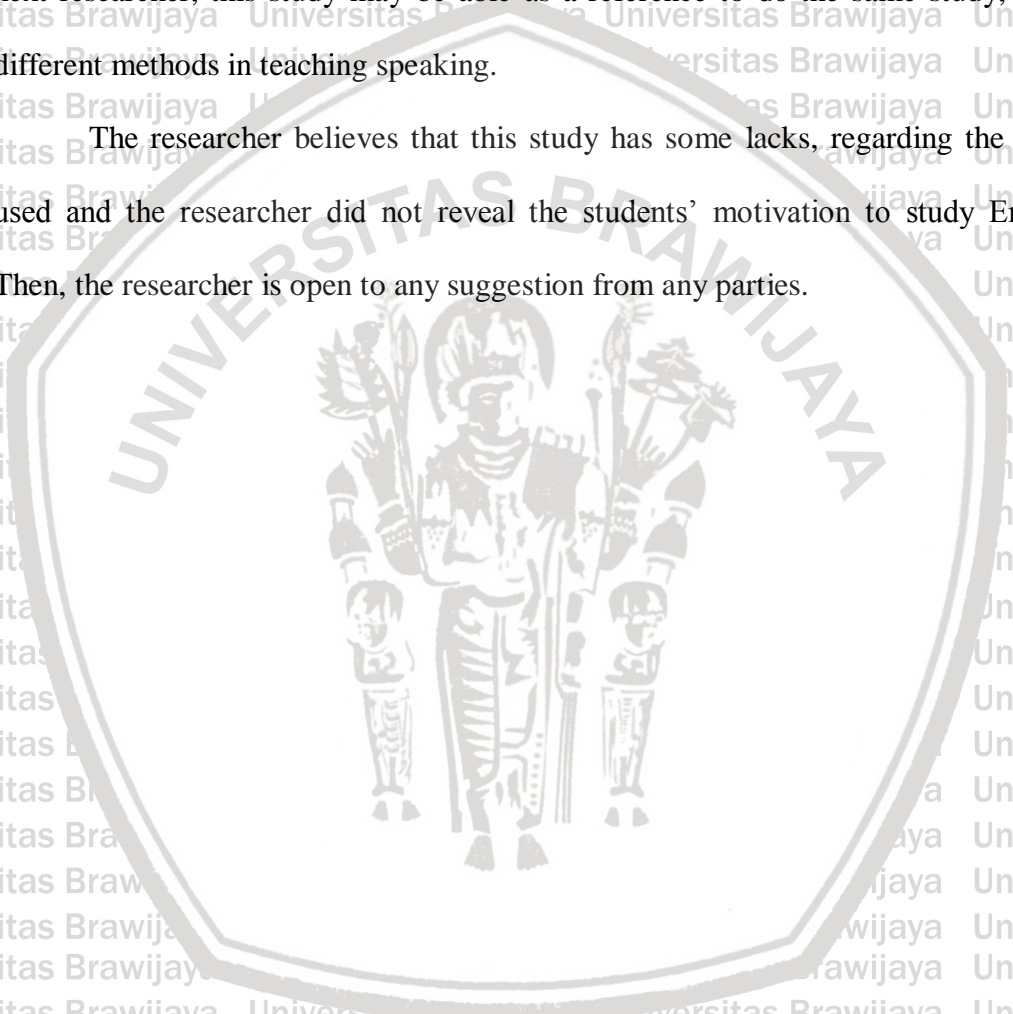
To round up this study, some suggestions for further research are stated in this study. As stated before, the study focuses on how the use of picture media can significantly improve the students' ability to speak English and how the increase of students' performance in speaking by using media. The result of this study is expected to give contribution in to four targets; those are students, teachers,

institutions, and the next researcher. For the students, it may assist them to solve their problems in speaking activity and it can help them to improve their speaking skill.

For the teacher, it may give the alternative solution in teaching speaking. For institution, it may be beneficial regarding to improving the education quality. For the next researcher, this study may be able as a reference to do the same study, but in different methods in teaching speaking.

The researcher believes that this study has some lacks, regarding the media used and the researcher did not reveal the students' motivation to study English.

Then, the researcher is open to any suggestion from any parties.



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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP PGRI 02 BATU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Time

Alokasi Waktu : 4 x 40 menit (Pertemuan ke-3 dan ke-4)

I. Tujuan Pembelajaran

Siswa terampil dalam memahami dan menyusun tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, untuk menyatakan dan menanyakan waktu, dengan sangat pendek dan sederhana, untuk melakukan komunikasi interpersonal dengan struktur teks yang runtut dan dengan unsur kebahasaan yang benar; dilandasi dengan sikap disiplin, percaya diri, tanggung jawab, dan jujur dalam melaksanakan komunikasi antar pribadi dengan guru dan teman, serta keluarga.

A. Kompetensi Inti:

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

- 2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun.
- 4.3 Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka.

C. Indikator Pencapaian Kompetensi:

Siswa terampil dalam menyebutkannama-nama hari yang berguna dalam kehidupan sehari-haridengan cakupan aspek:

Sikap:

- Menunjukkan sikap jujur
- Menunjukkan sikap percaya diri..

Pengetahuan:

- Menyebutkan waktu.
- Menanyakan waktu.

Ketrampilan

- Menulis aktivitas sehari-hari berdasarkan urutan waktu baik secara pribadi maupun kelompok.
- Menceritakan aktivitas sehari-hari berdasarkan urutan waktu di depan kelas.

D. Materi Pembelajaran:

1. Pertemuan 5

❖ Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia.

❖ Struktur teks

- a. Ungkapan-ungkapan untuk menanyakan waktu

1. What time is it?
2. What's the time?
3. What time do we have English on Tuesday?
4. When do you take a bath in the morning,
5. What time do you always go to school? Etc.

- b. Beberapa ungkapan “telling the time”

07.00 It is 7 o'clock ; jam 7 tepat

07.15 It is a quarter past seven

07.10 It is seven ten or it is ten

minutes past seven

06.30 It is half past six or six thirty

06.50 It is ten minutes to seven or

six fifty or It is fifty minutes

past six

05.00 it is five o'clock

c. Cardinal Number

One, two, thirty,

N/B : Tambahan materi ada pada power point.

❖ **Unsur kebahasaan**

d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ataupun cetak yang rapi.

e. Cardinal number

f. Kata terkait waktu

g. Kata kerja dalam simple present tense: **be, have**

h. Kata Tanya **What**

i. Kata ganti **it**

2. Pertemuan 6

❖ **Fungsi sosial**

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelolah kehidupan manusia.

❖ **Struktur teks**

a. *What time is it? What time do we have English on Tuesday? One, two, thirty, half past eight, a quarter to five*, dan semacamnya

b. Morning

c. Afternoon

d. Evening

e. Night

f. What time is it?

g. When do you take a bath?

h. Do you have the time?

i. Can you tell me the time, please?

❖ **Unsur kebahasaan**

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tanganataupun cetak yang rapi
- Kata terkait waktu
- Kata kerja dalam simple present tense: **be, have**
- Kata Tanya **What**
- Kata ganti **it**

E. Metode Pembelajaran:

Scientific Approach (Observing, Questioning, Experimenting, Associating, Networking)

F. Model Pembelajaran

Project Based Learning

G. Media Pembelajaran:

- Power Point Slide
- Jam
- Flip Card of Cardinal Number

H. Sumber Belajar:

- Gunawan, A. 2013. *Buku Guru Bahasa Inggris When English Rings The Bell. Kelas VII.* Jakarta: Kementrian Pendidikan dan Kebudayaan. Halaman: 54-65
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A. Langkah Pembelajaran:

Pertemuan 5

No	Kegiatan	Waktu
1	<p>Apersepsi:</p> <ul style="list-style-type: none"> - Siswa merespon sapaan guru - Siswa menjawab pertanyaan guru - Siswa memimpin doa. - Siswa mendengarkan penjelasan Guru tentang materi pelajaran hari itu. - Guru menyampaikan bahwa pada pertemuan tersebut akan mempelajari waktu. - Guru memberi pertanyaan yang berkaitan dengan waktu. 	5 menit
2	<p>Observing</p> <ul style="list-style-type: none"> - Siswa menyimak beberapa kalimat yang diucapkan guru berkaitan waktu. - Siswa mengamati peragaan jam beserta pernyataannya oleh guru. - Siswa bersama pasangannya mengidentifikasi cara menanyakan dan menyebutkan waktu. 	10 menit

3	Questioning: - Guru bertanya pada siswa tentang waktu sambil memutar jam yang dibawa. - Guru bertanya tentang pelajaran bahasa Inggris dimulai jam berapa. - Guru memberikan penguatan terhadap jawaban siswa. - Guru memberikan kesempatan siswa untuk bertanya.	10 menit
4	Experimenting: - Siswa dengan pasangannya berlatih bertanya dan menyatakan waktu untuk melakukan aktivitas tertentu secara bergantian. - Siswa memperhatikan penjelasan pada buku siswa halaman 36	15 menit
5	Associating - Siswa melihat kembali buku Siswa halaman 37. - Siswa mengisi bagian yang kosong sesuai dengan kegiatan pada gambar tersebut dan mendiskusikannya bersama pasangannya.	15 menit
6	Networking - Siswa secara berpasangan mencari informasi tentang jam berapa teman-temannya melakukan aktivitas tertentu, dengan format yang telah disediakan oleh guru. - Siswa membacakan hasil temuannya di depan kelas.	20 menit
7	Penutup: Guru menanyakan apa saja yang sudah dipelajari pada pertemuan tersebut. Guru menanyakan kesulitan siswa dalam proses belajar. Guru menanyakan hal yang paling berkesan selama proses belajar. Guru meminta siswa untuk memimpin doa. Guru mengakhiri pelajaran.	5 menit

B. Penilaian:

- Teknik : Non Test
- Bentuk : Unjuk Kerja
- Instrumen :

Find the time and your friend's daily activity based on the table given!

NO	NAME	RESULT	
		TIME	ACTIVITY
1	Adiwena	04.30	He gets up.
2			
3			
4			

Rubrik Pegangan Guru:

Penilaian Sikap Jujur:

Descriptor	Nilai
Tidak pernah menunjukkan sikap tidak jujur	5
Pernah menunjukkan sikap tidak jujur	4
Beberapa kali menunjukkan sikap tidak jujur	3
Sering menunjukkan sikap tidak jujur	2
Sangat sering menunjukkan sikap tidak jujur	1

Penilaian Sikap Percaya diri:

Descriptor	Nilai
Tidak pernah menunjukkan sikap tidak percaya diri	5
Pernah menunjukkan sikap tidak percaya diri	4
Beberapa kali menunjukkan sikap tidak percaya diri	3
Sering menunjukkan sikap tidak percaya diri	2
Sangat sering menunjukkan sikap tidak percaya diri	1

Rubrik Penilaian Unjuk Kerja

Kelancaran

Descriptor	Nilai
Sangat lancar	5
Lancar	4
Cukup lancar	3
Kurang lancar	2
Tidak lancar	1

Pengucapan

Descriptor	Nilai
Hampir sempurna	5
Ada kesalahan tapi tidak mengganggu makna	4
Ada beberapa kesalahan dan mengganggu makna	3
Banyak kesalahan dan mengganggu makna	2
Terlalu banyak kesalahan sehingga sulit untuk diaphami	1

Intonasi

Descriptor	Nilai
Hampir sempurna	5
Ada beberapa kesalahan tapi tidak mengganggu makna	4
Ada beberapa kesalahan dan mengganggu makna	3

Banyak kesalahan dan mengganggu makna	2
Terlalu banyak kesalahan sehingga sulit untuk diaphami	1

Penilaian Produk

No	Aspek yang dinilai	Kriteria	Score
1	Kesesuaian isi dengan laporan	100% isi sesuai dengan laporan	5
		80% isi sesuai dengan laporan	4
		60% isi sesuai dengan laporan	3
		40% isi sesuai dengan laporan	2
		20% isi sesuai dengan laporan	1
2	Keterpaduan kalimat	100% kalimat terpadu dan runtut	5
		80% kalimat terpadu dan runtut	4
		60% kalimat terpadu dan runtut	3
		40% kalimat terpadu dan runtut	2
		20% kalimat terpadu dan runtut	1
3	Penulisan kosa kata	100% penulisan kata tepat	5
		80% penulisan kata tepat	4
		60% penulisan kata tepat	3
		40% penulisan kata tepat	2
		20% penulisan kata tepat	1

Pertemuan 6

No	Kegiatan	Waktu
1	Apersepsi: - Siswa merespon sapaan guru - Siswa menjawab pertanyaan guru - Siswa memimpin doa. - Siswa mendengarkan penjelasan Guru tentang materi pelajaran hari itu. - Guru merangsang siswa untuk mengingat materi sebelumnya.	5 menit
2	Observing. - Siswa menyimak contoh-contoh aktivitas sehari-hari berdasarkan waktu dalam slide atau flash cards - Siswa bersama kelompoknya mengidentifikasi pilihan kata kerja yang digunakan untuk menyatakan aktivitas sehari-hari.	10 menit
3	Questioning: - Guru bertanya pada siswa tentang aktivitas mereka pagi hari, siang hari, dan malam hari. - Guru memberikan penguatan terhadap jawaban siswa. - Guru memberikan kesempatan siswa untuk bertanya.	15 menit
4	Experimenting: - Siswa mencoba membuat uraian aktivitas pagi hari, siang hari dan malam hari secara individu. - Siswa saling bertanya secara bergantian tentang aktivitas pagi hari,	15 menit

	siang hari dan malam hari.	
5	Associating - Siswa melihat kembali buku Siswa halaman 38-39 - Siswa melengkapi format waktu berdasarkan kegiatan yang disediakan.	15 menit
6	Networking - Siswa membuat uraian aktivitas pagi hari, siang hari dan malam hari bersama kelompoknya (4 orang). - Salah satu siswa dalam kelompoknya secara bergiliran mempresentasikan hasil kerja kelompoknya di depan kelas.	20 menit
7	Penutup: - Guru menanyakan apa saja yang sudah dipelajari pada pertemuan tersebut. - Guru menanyakan kesulitan siswa dalam proses belajar. - Guru menanyakan hal yang paling berkesan selama proses belajar. - Guru meminta siswa untuk memimpin doa. - Guru mengakhiri pelajaran.	5 menit

C. PENILAIAN HASIL PEMBELAJARAN

Kriteria Penilaian

- Tingkat ketercapaian fungsisosial bertanya dan menyatakan waktu.
- Tingkat kelengkapan dan keruntutan struktur teks bertanya dan menyatakan waktu.
- Tingkat ketepatan unsur kebahasaan: tatabahasa, kosa kata, ucapan, tekanan kata, intonasi

Cara Penilaian

Kinerja

- Membuat uraian aktivitas berdasarkan waktu.
- Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam membuat uraian aktivitas berdasarkan waktu.

INDIKATOR	PENILAIAN		
	Teknik	Bentuk	Instrument
• Menguraikan kegiatan berdasarkan waktu dalam bentuk kalimat	Non test	Unjuk kerja	
• Dengan menggunakan struktur teks yang runtut dan tepat sesuai konteks			
• Menggunakan unsur kebahasaan yang meliputi pilihan kata, penulisan kosa kata, ketepatan tata bahasa, dan tulisan tangan yang benar.			

**RUBRIK PENILAIAN KETERAMPILAN
FORMAT PENILAIAN INDIVIDU**

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama :

NIS :

No	Aspek yang dinilai	Nilai
Knowledge		
1	Kosa kata (vocabulary)	
2	Pilihan kosa kata (diction)	
3	Ketepatan tata bahasa (accuracy)	
Attitude		
1	Percaya Diri	
2	Jujur	
Action		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Total		
Rata-rata		

D. OBSERVASI

Penilaian untuk tujuan memberi umpan balik. Sasaran penilaian:

- Upaya menggunakan bahasa Inggris untuk menyatakan uraian kegiatan pada hari-hari tertentu
- Kesungguhan siswa dalam proses pembelajaran pada tiap tahapan.
- Perilaku jujur, percayadiri, tanggung jawab dalam bertanya dan membuat uraian kegiatan pada hari tertentu serta penuturan nama-nama hari.

Rubrik Penilaian Terhadap Pengembangan Karakter Siswa

Nama Siswa	Jujur				Percaya Diri				Tanggung Jawab			
	BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK

Keterangan:

Jujur

BT =Belum Terlihat

- MT = Mulai Terlihat
- MB =Mulai Berkembang
- MK =Membudaya Konsisten

Percaya diri

- BT =Belum Terlihat
- MT = Mulai Terlihat
- MB =Mulai Berkembang
- MK =Membudaya Konsisten

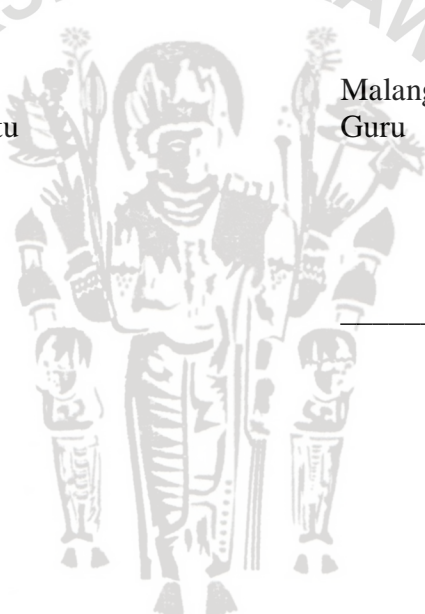
Tanggung Jawab

- BT =Belum Terlihat
- MT = Mulai Terlihat
- MB =Mulai Berkembang
- MK =Membudaya Konsisten

Mengetahui
Kepala Sekolah SMP PGRI 2 Batu

Malang, 27 Juli 2015
Guru

UNIVERSITAS BRAWIJAYA



APPENDIX B**Interview****R: Researcher (Peneliti)****T: Teacher (Guru)**

1. R: Bagaimana partisipasi anak dalam pelajaran bahasa Inggris?

T: Masih kurang

2. R: Bagaimana kemampuan siswa dalam pelajaran bahasa Inggris?

T: Masih kurang

3. R: Bagaimana cara Ibu untuk meningkatkan partisipasi anak?

T: Saya sdh memakai beberapa teknik seperti permainan. Namun, anak-anak masih kurang tertarik

4. R: Semua anak mempunyai minat yang kurang atau hanya beberapa?

T: Sebagian besar anak masih kurang. Hanya 1 sampai 5 orang saja yang mempunyai minat yang besar. Namun, mereka seringkali mempunyai semangat yang berubah-ubah.

5. R: Bagaimana dalam pelajaran speaking?

T: Terlebih dalam speaking, anak-anak benar-benar sangat kurang kemampuannya dan partisipasinya

APPENDIX C

The Students' Speaking Score of Pretest and Posttest

No	Name	Pre test	Post test
1	S1	71	78*
2	S2	68	77*
3	S3	70	80*
4	S4	67	80*
5	S5	65	76*
6	S6	72	83*
7	S7	80*	85*
8	S8	74	79*
9	S9	60	68
10	S10	65	76*
11	S11	73	78*
12	S12	72	79*
13	S13	73	80*
14	S14	74	81*
15	S15	70	76*
16	S16	61	73
17	S17	70	80*
18	S18	65	73
19	S19	68	76*
20	S20	77*	81*
21	S21	70	82*
22	S22	72	80*
	Mean	69.86	78.23

*) : Students who passed KKM 75 (seventy-five)

APPENDIX D

The Procedures of the Test

Test 1 (Pre -Test)

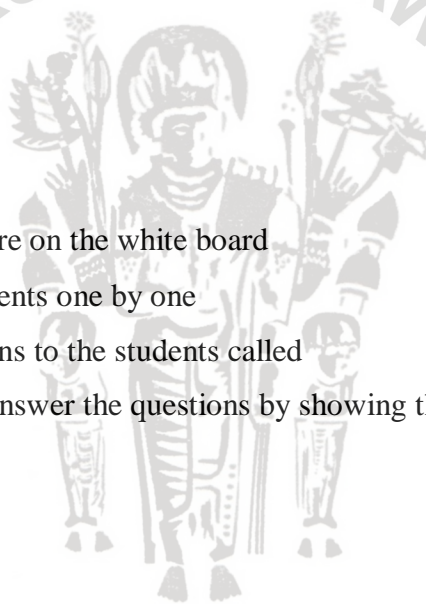
The test is done in front of the teacher's desk. It means the students face the teacher.

1. The teacher calls the students one by one
2. The teachers gives the questions
3. The students answer the questions given by the teacher.

Test 2 (Post-Test)

Using picture

1. The teacher sets the picture on the white board
2. The teacher calls the students one by one
3. The teacher gives questions to the students called
4. The student called must answer the questions by showing the time on the picture



APPENDIX E**The Questions of Pre-Test**

Answer the questions according to the time given

1. 05.30 pagi

2. 05.40 malam

3. 06.00 pagi

4. 06.45 malam

5. 1.30 siang

6. 1.45 pagi

7. 5.00 sore

8. 2.00 pagi

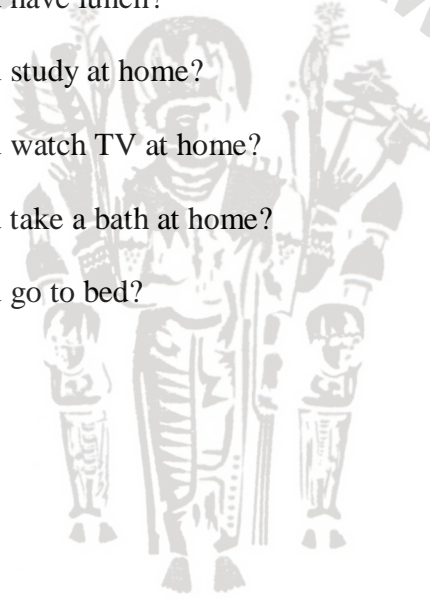
9. 4.00 sore

10. 3.00 pagi



APPENDIX F**The Questions of Post-Test**

1. What time do you take a bath in the morning?
2. What time do you have breakfast?
3. What time do you go to school?
4. What time does your school begin?
5. What time does your school end?
6. What time do you have lunch?
7. What time do you study at home?
8. What time do you watch TV at home?
9. What time do you take a bath at home?
10. What time do you go to bed?



APPENDIX G

Assessing the Student's Progress (Pre Observation)

Name	Skills						
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fluency	Self-confidence
Progress							
S1							
S2							
S3	√				√		
S4	√	√	√	√	√	√	√
S5							
S6		√	√	√			
S7	√	√	√	√	√	√	√
S8							
S9							
S10							
S11							
S12		√		√			√
S13			√		√		
S14							
S15							
S16							
S17							
S18				√		√	
S19				√			
S20		√		√			
S21							
S22							
Total Percentage	13.63%	22.72%	18.18%	27.27%	18.18%	13.63%	13.63%

APPENDIX H

Assessing the Student's Progress (After Implementing CAR)

Name	Skills						
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fluency	Self-confidence
Progress							
S1	√	√					√
S2	√					√	√
S3	√	√		√	√		√
S4	√	√	√	√	√	√	√
S5	√		√			√	
S6		√	√	√			
S7	√	√	√	√	√	√	√
S8	√		√			√	√
S9	√		√				
S10			√			√	
S11		√			√		
S12		√		√			√
S13			√		√		
S14	√	√				√	
S15		√	√				√
S16				√			√
S17		√	√			√	
S18				√		√	
S19			√		√		
S20		√		√			
S21	√		√			√	
S22		√		√			
Total Percentage	45.45%	54.54%	54.54%	40.91%	27.27%	45.45%	40.90%

APPENDIX I

The Rating Scores of Oral Test

6	Pronunciation good – only 2 or 3 grammatical errors – not much searching for words – very few long pauses-fairly easy to understand – very few interruption necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses – conveys general meaning fairly clearly – has mastered most of oral skills on course.
3	Pronunciation influenced by L1 – pronunciation and grammatical errors – several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expression – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral skills on course.
2	Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some efforts to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer - only a few of oral skills on course mastered
1	A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruptions constantly necessary but cannot explain or make meaning clearer - very few of oral skills on course mastered

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The researcher will objectively see the characteristic of each student's speaking ability whether they achieve 1, 2,3,4,5, and 6. In order to ease the computation the researcher converts the small score of Heaton to the scale of 100 as follows:

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

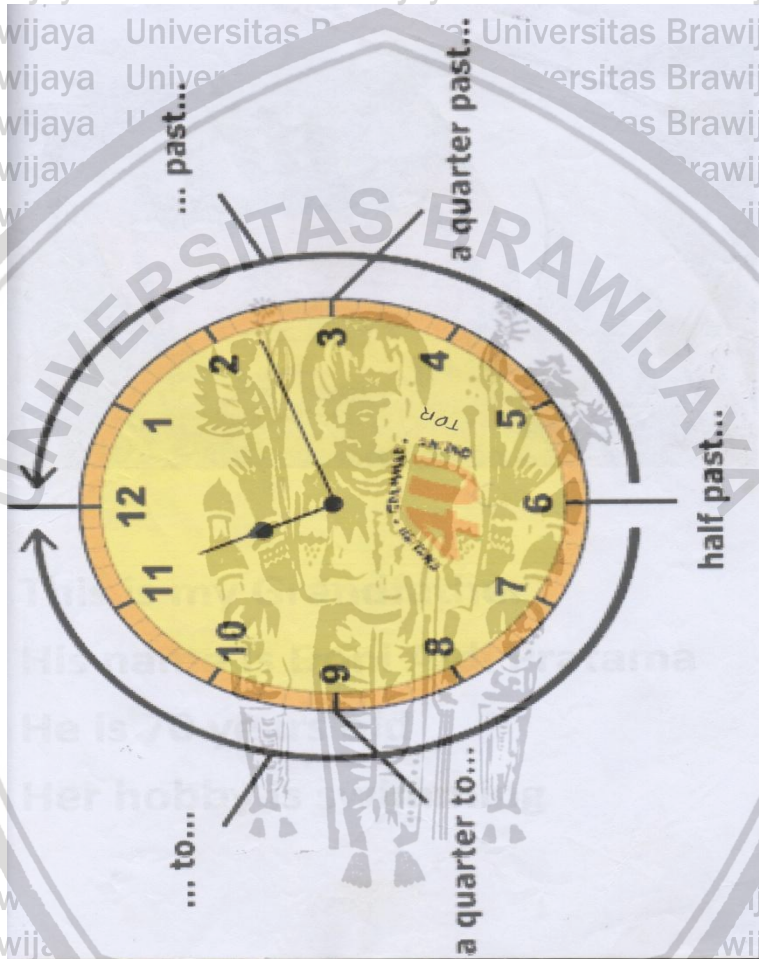
1 = below 45

APPENDIX J

The Students' Participation in Speaking during CAR

Skills	Pre Observation	Cycle 1	Increase
Participation in class	13.63%	45.45%	31.82%
Participation in conversation	22.72%	54.54%	31.82%
Participation in discussion	18.18%	54.54%	36.36%
Giving oral presentations (perform)	27.27%	40.91%	13.64%
Pronunciation	18.18%	27.27%	9.09%
Fluency	13.63%	45.45%	31.82%
Self-confidence	13.63%	40.90%	27.27%

APPENDIX K
(JAM)



APPENDIX L

(FOTO taken on 27th July, 2015)



(FOTO taken on 28th July, 2015)

