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UNDERGRADUATE THESIS Brawijaya

BY **M. ARIEF SAPUTRA** NIM 115110500111036

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Presented to UniversitasBrawijaya In Partial Fulfillment of the requirements for the degree of Sarjana Pendidikan

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Saputra, M.Arief. 2015. Improving Students' Speaking Skill by Using Picture Brawijava Media for Eight Graders of SMP PGRI 02 Batu. Study Program of English Education, Universitas Brawijaya. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Supervisor: Dr. Sugeng Susilo Adi, M.Hum Universit Keywords: Speaking Ability, Picture Media Universitas Brawijaya rsitas Bra 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 didsitas Brawlay Universi research about it by using picture media which might solve the problem. Thesitas Brawiava study is intended to investigate the following problems: (1) How can picture stras Br 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 picturesitas Brawijaya media to solve the students' problem in speaking skill. This research wassing Brawlava 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 thesitas Brawijaya post test there were 19 students who passed the KKM, while in the pre-test, there it as Brawijava 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 sitas Brawijaya Universitimproved the students' ability to speak English. Secondly, from the observation sitas Brawijaya Universi check list, it was found that the students' participation increased in classrooms as Brawliav 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%. Universi Third, the increase of the student in discussion is 36.36%. Fourth, the increase of sitas Brawljaya Universi the students' oral presentation was 13.64%. Fifth, the increase of the students' sites Brawiava pronunciation is 9.09%. Next, the increase of the students' fluency is 31.82%. At stars last, the improvement of the students' confidence to speak in front of the class is 27.27%.

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 4.1.3.2 The Result of Observation Checklist

 4.2 Discussion
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Universitas Branchis Chapter presents the introduction of the study. It contains five sub Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi chapters. They are background of the study, problem of the study, objective of thesitas Brawijaya Universitas Brawijava Universitas Brawijava

SITAS BRAH

1.1 Background of the Study

Speaking is a form of communication, so it is important that what thesitas Brawijaya Universi 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). Universi Based on that opinion, speaking is realized as communication; therefore, speakers it as B are required to be able to express what they want to say as effectively as possible Universitin order to convey the message. Bygate (1997:30) stated that speaking is a skill which deserves attention ersitevery bit as much as literary skill, in both first and second language. It is the skill Universit which the students are frequently judged. It is also the vehicle of social solidarity, sitas Brawijaya of social ranking, of professional advancement and of business. Then it indicates Brawijaya Universite that as one of the language skills, speaking should get the attention from teachers sites. Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand learners because it plays an important role in society as Brawijava Universitas Brawijava English is a foreign language in Indonesia, and then in teaching English Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universite specially speaking skill at schools, many teachers make any effort to create their stas. Brawlay Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit class interesting through various methods, techniques, instruments and materials ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 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 Universitspeak English as well as possible. Prawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Br From the interview with the teacher, the pre-observation, and the pre-test, it as Br Universit the researcher found that the eight graders of SMP PGRI 02 Batu had poor ability Stass Universitand less participation in English lesson, especially in speaking subject. Sadtonositas (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 Universit 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^{sitas} 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 Universit communication is the foundation of people's lives and a basic human right sitas Brawijaya (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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universitis used in communication. Language enables each person to express their feelings, sitas ideas, and concerns. As they are mature through language, they will communicate their personal needs and claim their rightful place in a society. awilaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Bresides, people need to communicate with people around them; they also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universimeed to communicate internationally. English is important language to besides mastered by people to help them in international communication (Nugroho, 2011). Universi Globalization makes the need of using English increase, especially in non-Englishsitas Brawijaya Universitas Brawijaya Universit globalization era, Indonesian government develops national curriculum for the Br UniversitEnglish teaching in Elementary School, Junior High School, Senior High School, sitas iversities. iiaya Univer Therefore, the researcher decided to do a research at SMP PGRI 02 Batu. and Universities. Universi 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 Universitability in English lesson, especially in speaking. As the result, the students'sitas achievements were poor. Thus, the researcher felt challenged to apply the picture media which Universimight help the students to overcome their weakness in speaking. After having a deliberation, the researcher decided to choose picture media to teach speaking. Universit The picture used was the picture of time, for it suited the lesson plan of Englishsitas Brawijaya 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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universi the form of the wall clock picture, was accompanied with the hour and the minutesitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit the researcher. Therefore, this activity might be able to encourage the students to sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universible more active to practice their speaking skill. Universitas Brawijaya Universitas Brawijava To achieve the implementation of the picture media, English classroom Universitas Brawijava rawijaya rawijaya Universitactivity should be designed and managed in such a way that can motivate and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitorganized activities should become the main concern of the English teachers, sitas Brawijaya as Brawijaya Universitas Brawijaya Universitespecially in teaching speaking skill, as it is the most crucial skill to teach, it is it as Brawijava direct and more social than other skills and it demands the display. This classroom action research aims at improving the students' ability to sitas Brawijaya Universi speak English and increasing students' participation in classroom discussion of sitas Bi eight graders of SMP PGRI 02 Batu. The model applied in this research is a Universi picture media. The use of picture media is expected to improve the students' sitas Brawijaya ability to speak English and increase students' participation in classroom Universit discussion. The research cycle involves with teacher's explanation of the material, sitas Brawijaya Universithe students' assessment achievement and the students' speaking participation in Universitas Broom. Universit1.2 Problem of the Study Based on the background of study above, the problems are formulated as Universitas Brawijaya Universitas Ifollowisaya Universitas Brawijaya Universitas Brawijaya a. How can the picture media significantly improve the students' ability to Universitas Brawijak English?versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Unive⁵sitas Brawijaya Universitas Brawijaya Universities b. How is the increase of students' participation in classroom discussion by ites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brausing picture media?tas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit1.3 EObjective of the Study as Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas a. To describe the picture media can significantly improve the students' sitas Brawijava Universitas Brawi Universitas Brawi Juniversitas Brawi Universitas Brawijaya Universitas b. To describe the increase of students' participation in classroom discussion sitas Brawijaya niversitas Brawijaya by using picture media rawijaya Universit 1.4 Significance of the Study rawijaya The researcher expects that "Improving Students' Speaking Skill by Using rawijaya Universit Picture for Eight Graders of SMP PGRI 02 Batu" can be useful in terms of the Sitas Brawijaya Universi students, teacher, institutions, and the next researcher. For the students, it mays tas Brawijava assist them to solve their problems in speaking activity and it can help them to Universitimprove their speaking skill. For the teacher, it may give the alternative solutionsitas Brawijaya Universitin teaching speaking. For institution, it may be beneficial regarding to improve the stars Brawijava education quality. For the next researcher, this study may be able as a reference to **Universitas Brawijaya** Universitas Brawijava Universit do the same study, but in different methods in teaching speaking.wijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya 1.5 Delimitation of the Study rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Unive⁹sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitian B Referring to the identification of the problem, in this research the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi researcher focuses on improving the students' speaking ability and the increase of sitas Brawijava rawijaya Universitas Brawijava students' performance in speaking by using picture media. Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit 1.6 Definition of Key Terms Universitas Brawijava Universitas Br Certain key terms related to the problem of this study need to be defined in Sitas Brawijaya Universitorder to avoid misunderstanding. The terms which need to be defined are assitas Brawijaya BRAW, Universitas Bray Universitas Brawijaya **Universitas Brawijaya** Iniversitas Brawijaya Universit Speaking skill: Speaking requires that learners not only know how to stas Brawijaya 1. produce specific points of language such as grammar, pronunciation, rawijaya rawijaya or vocabulary (linguistic competence), but also that they understandsitas Brawijaya when, why, and in what ways to produce language (sociolinguistic rawijaya competence). Improving students speaking skills by using picture media: improving Universitas Braw the students' ability to speak English. The teaching implementationsitas Brawijaya Universitas Brawi using picture media was an effective teaching strategy in building upsitas Brawijaya Universitas Brawijava the students' motivation and improving the students' significant Universitas Brawijava Universitas Brawijaya Universitas Brawijachievementersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br. 3. Picture: a medium applied in classroom to teach speaking. The picture Brawlay Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya **REVIEW OF RELATED LITERATURE** Universitas Brathis chapter presents review of related literature. It is divided into threesitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit present study. Empirical and reference review from the books related to the topic sitas Brawijaya s Brawijaya Universitas Brawijay Universit will be discussed in this chapter. The further descriptions are as the followings, versitas Brawijava BRAW, **Universitas Braw** Universit29. 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 Universit convey message with one another. Brown (2004) states that language is a systemsitas Brawij rawijava rawijaya of arbitrary conventionalized vocal, written, or gestural symbol that enable Universit members of given community to communicate intelligibly with one another. So, sitas Brawijaya Universital people acquire language in much the same way through language learning. Versitas Brawijava Khasanah (2013) says learning is a process of knowing something and Universitas Brawijava Universit further knowing to do something. Through this kind of learning process peoplesitas Brawijaya wijaya Universitas Brawijaya acquire knowledge of subjects or skills by studying, experience, or instruction. Learning cannot be separated from teaching. Brown (2004) states teaching is Brawijay Universi showing or helping someone to learn how to do something, giving instruction, sitas Brawijava Universities Brawing a Universities Brawing by Universities Brawing and causing to guiding in the study of something, providing with knowledge, and causing to Universiten Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁸sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitian Brased on the theories above, it can be concluded that learning and teaching sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitis an interaction between someone who tries to understand a language and otherssitas Brawijava ersitas Brawijaya help him or her to gain information about the language. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 General Concept of Speaking Universitas Brawijaya Universitas Brawijaya Universitian B Speaking is "the process of building and sharing meaning through the use of itas Brawijaya Universitverbal and non-verbal symbols, in variety of context" (Chaney, 1998, p. 13).sitas Speaking is one of four basic skills instead of listening, reading, and writing that Universithave to be mastered by students, since it is a crucial part of second languageSit Universi learning and teaching. Despite its importance, for many years, teaching speakingsitas B has been undervalued and English Language teachers have continued to teach Universitspeaking just as a repetition of drills or memorization of dialogues. However, sitas today's need requires that the goal of teaching speaking should improve student's Universit communicative skills, because only in that way students can express themselves sitas Brawijaya Universitand learn how to follow the social and cultural rules appropriate in each sitas communicative circumstance. We often find students' difficulties in learning how Universito 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 University participant with practice in improving speaking skill. The activity can be applied sitas Brawijava to intermediate students. It serves interactive learning that has some characteristics: doing a significant amount of pair work, receiving authentic Universi language input in real-world context, producing language for genuine and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁹sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** meaningful communication, and practicing oral communication through give and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi take spontaneity of actual conversations. In this activity, students can conduct it as interviews on selected topics with various people in the pictures provided by the Universi teacher, so that the students know what the type of question they can ask or what sitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi path can follow. It focuses on interview like dialogue. The benefit of it is to sitas Br Universit follow on questions and adopt someone else's point of view. Brawijaya Universitas Brawijaya Universitas BraThe 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 communicative with the partners. Cherry (1979, Universi 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 Universi highlighted in that theory that communicative competence is most effectivelysitas gained through frequent participant in act of linguistic contact, which would simultaneously stimulate the development of the learner's inter language. BySitas Universi doing interview, the students can share the idea and negotiated meaning with their partner. Universitas BraThe 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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universi they need to do with the activity. Communicative approach is based on a real-lifesitas situation that requires communication. By using this activity in ESL classes, students will have the opportunity of communicating with each other in the target Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlanguage. jjava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Branchis activity is easy to be conducted in classroom if the teacher follows that Brawliay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi some procedures. Firstly, the teacher explains the difference between a primary sitas and a follow on question and gives examples. The purpose of the list of questions Universitis to encourage full participation by students who ordinarily say little when are insites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi pairs and students who all speak the same language and who are inclined to revert sitas Brawijaya Universities to their mother tongue. Even with relatively proficient and/or forthcoming as Brawijava Universitas Br Universitstudents, a fixed list of questions may be useful. The first time you do an activitysitas 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.^{Sit} Universita Universitas B Universi Secondly, the teacher asks students to form pairs and distribute the pictures. Saysitas B that everybody should look at all the pictures that are available but he/she should Universi choose only one picture, which must be different from the one chosen by their sitas Bra partners. Tell everyone to choose one person in their picture. Thirdly, say that Universit everyone will enter the world shown in their picture, become the person they have sitas Brawijaya Universit marked, and be interviewed by their partners. Add that student A should finishsitas interviewing B before they swap roles. Give everyone a copy of the handout Universitshowing the primary and follow on question. Partners swap roles. The last step issitas Brawijaya itas Brawija to bring the class together and ask different student to repeat something **Universitas Brawij** particularly memorable that their interviewer said. sitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.3 B The Element of SpeakingBrawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitian B Speaking is a complex skill requiring the simultaneous use of a number of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi different abilities, which often develop at the different rates. Either four or fivesitas Brawijava University components are generally recognized in analyzing the speech process: rawijaya Universitas a. Pronunciation (including the segmental features – vowels and consonants it as Brawijaya Universitas Brawijay As stated by Harmer, if students want to be able to speak fluently sitas Brawijaya Universitas Bravin English, they need to be able to pronounce phonemes correctly, usesitas appropriate stress and intonation patterns and speak in connected speech (Harmer, 2007:343). The speaker must be able to articulate the words, SI 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 insitas Brawijaya rawijava rawijaya languages they already know. Grammar b. 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 aw (Bygate, 1997: 03). Grammar is the sounds and the sound patterns, thesitas Brawijaya basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998:14). Therefore, Universitas Bravgrammar is very important in speaking because if the speaker does not it as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya master grammar structure, he/she cannot speak English well. Universitas Bravijabulary Iniversitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijay As we know, vocabulary is a basic element in language. Universitas Brawijaya Universitas Brawijaya Universitas BrawVocabulary is single words, set phrases, variable phrases, phrasal verbs, sitas Brawijava Universitas Brawing and idioms (Folse, 2004: 02). It is clear that limited vocabulary mastery rawijaya Universitas Bravmakes conversation virtually impossible versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas d. Fluency Universitas Brawijaya Universitas Brawijaya Universitas Brawijay In simple terms, fluency is the ability to talk freely without toositas Brawijaya Universitas Braymuch stopping or hesitating (Riddle, 2001:118). Meanwhile, accordingsitas **Universitas Bra** to Gower et al (1995:100), fluency can be thought of as 'ability to keep going when speaking spontaneously'. When speaking fluently, students Universit 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 sitas Brawijaya the information they want. It is defined as the ability to understand sitas Brawijaya something by a reasonable comprehension of the subject or as the Universitas Bravknowledge of what a situation is really like. **Using Picture Media** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Nowadays, many teachers apply cooperative learning in their teaching and sitas Brawijava Universities Brawileya Universities Brawileya Universities Brawileya Universities Brawileya learning process. Cooperative learning is a teaching method which has characteristics about how to work together, how the students in the activity, share Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi information, and make final decision (Sutisna, Rahmah, and Agusferani, 2013: stas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universit₀₃). This method is good to develop students, creativity, team work, it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universi responsibility, and competition. Brawijaya Universitas Brawijaya As the supporting idea, Kessler (1992:8) states that cooperative learning is Universita group learning activity organized, so that learning is dependent on the sociallysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi structured exchange of information between learners in which each learner is held sitas Brawijaya Universit accountable for his or her own learning and is motivated to increase the others' Universitlearning. It can be assumed that cooperative learning is kind of activity which it as gives an opportunity for students to develop their own capability to work in group. Universit When they share their own opinion, it helps the others to improve their learning Universi also. Using picture media would influence and reflect the interest, motivation, Universitand attitudes of students. To many students, English is considered as a difficult sitas subject, therefore it should be taught in various ways so that the students can be Universit 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) Universitates 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 Universitachievement. Furthermore, he suggests some ways of using pictures for ensuringsitas Brawijava Universitas Brawijaya Universitian Br Using pictures can be an effective technique for any proficiencies level or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi level of language skills. The following is an example of how one picture can be Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitused to improve the students' ability to share their personal experiences that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi somehow relates to what is happening in a picture they have given and drawn versitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2.5. English Curriculum of Junior High School in Indonesia Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Benglish becomes one of subjects taught at every educational level insitas Brawijaya Universit Indonesia. Junior high school; therefore, it includes English in its curriculum. Insitas Brawijaya s Brawiiava Universitas Brawijay Universit English curriculum 2013 of Junior High School, English is oriented to develop the sitas students' language skills so that they are able to communicate and express their Universit 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 Universitin which the students do observation and analyze the materials. Questioning is ansitas Brawijaya rawijava activity in which the students answer the questions of materials given. Associating Universitis an activity in which the students do discussion with their friends about the students Brawijaya Universimaterials given. Networking is an activity in which the students do presentationsitas Br about the material given in front of the class. Therefore, the students must be Universitactive in class during the teaching and learning activity. Besides, the teachers aresitas Brawijaya Universi 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 Universitknowledgelaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.6 Braprevious Studies sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brothe first study is about the use of describing picture as technique/method Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi to improve students' speaking skill in descriptive text of the eighth grade students it as of SMP H. Isriati Semarang in the 2010/2011 academic year by Inta Aulia Asfa. Universi The objective of the study was to know the effectiveness of using describing it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi picture to improve students speaking skill in descriptive text at the eighth grade sitas Brawijaya Universit students of SMP H. Isriati Semarang in the academic year 2010/2011. The Sitas Brawijaya Universit research methodology was an experimental research, which was conducted in two sites classes. The instruments used were questionnaire, observation checklist, and field Universitnotes. Universi The findings showed that t-test was (4.348), whereas the t-table was (2.01) for a = 35%. The t-test score was higher than the t-table (4.348 > 2.01). It was meant that Universi Ha (alternative hypotheses) was accepted while Ho (null hypotheses) wassitas rejected. Since t-test score was higher than the t-table, describing picture was Universit effective technique/method in improving students' speaking skill in descriptive sites Universitext at the eighth grade students of SMP H. Isriati Semarang. The second study was about the objective of the research is to improve the Universitspeaking skill of the seventh graders of MTs Al-Madany Menganti-Gresik/bysitas Brawijaya using the pictures by Yusbidio Siswo. This research employed classroom-action research design to improve the students' speaking skill using picture with the Universi research problem: How can using pictures improve the speaking skill of seventhsitas Brawijaya grade students at MTs Al - Madany Kec. Menganti Kab. Gresik in delivering oral description? The instruments used were questionnaire, observation checklist, field Universitnotes and speaking assessment. The finding of the research indicated that the uses Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universit of pictures were successful in improving students' speaking skill based on the Universitas Brawijaya Universitas Brawijaya Universitas Universi students' speaking performance that could achieve the criteria of success (60% sites students achieve the standard minimum score 60). The improvement could be Universi seen from the increase of the students' speaking assessment in cycles one two. Itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya found that 5 (28%) of the students who got 34-54 (Poor Score), 7 (39%) of the Universit students who got 55-64 (Average Score), 4 (22%) of students who got 65-84 litas Brawijaya Universit(Good Score) and 2 (11%) of the students who got 85-100 (Very Good Score) insitas 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 Universi (Good Score) and 4 (22%) of the students who got 85-100 (Very Good Score). Universit2.7 Framework of the Present Study The cycle procedure of this research was cycle: (1) Planning; the Universita Universit researcher arranged a lesson plan based on the teaching material. Besides making Universithe lesson plan, the researcher prepared observation checklist to observe the students' performance during the teaching learning process. The researcher also Universitprepared 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 rsitas Brawijava Universitas Brawijava Universitas Brawijava Universi time on the white board. First, the researcher introduced the material by giving thesitas 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

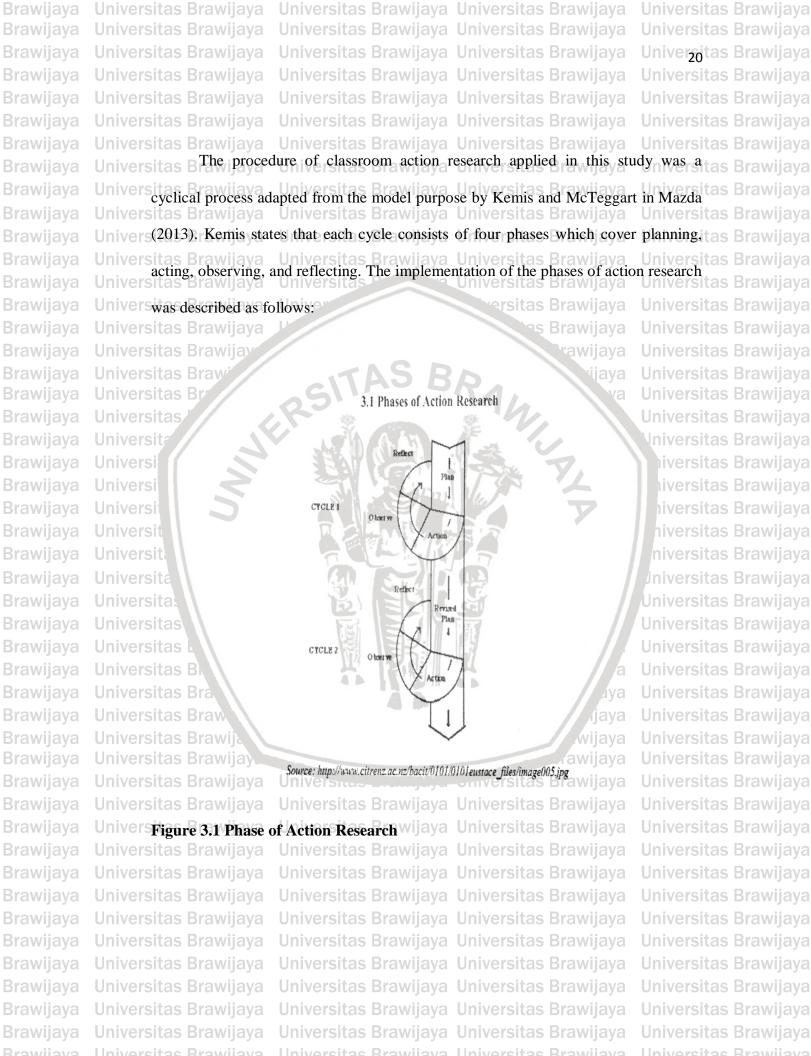
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitexpression, Third, the researcher wrote some examples and demonstrated by sitas

grawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U grawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U

Universitas Brawijaya Universitas Brawijaya Universitas **Universitas Brawijava** Universitas Brawijaya pointing to the picture of time on the white board. Fourth, the researcher called the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi students one by one to practice the time expression by pointing the picture of timesitas in front of the class. Then, the researcher gave feedback to the students after they Universi finished their performance. At last, the researcher gave general conclusion; (3) sitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi Observation, since the processing of the teaching and learning English in a sites Universit communicative way of a series teaching activities, the researcher's colloguesitas Universitobserved i the students' participation dealing with participation in class, sit participation in conversations, participation in group discussion, giving oral presentations, pronunciation, fluency, and self-confidence ; and (4) Reflection, Universi after presenting the teaching speaking to the students using picture media, the researcher evaluated towards the implementations of using pictures through a Universi problem-based instruction, whether the students had high motivation in speakingsitas English or not, or whether the materials were interesting enough and their ersit presentations were attractive enough or not. The researcher also evaluated about sites B Universities influence of worry in making mistakes because there were no teacher interventions while the processes of the communicative activities were running Universitas BraThe researcher evaluated the implementation of using jpictureUmediasitas B 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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universi improve the students' ability to speak English using picture media. This teachings it as 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. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Branchist The students gave comments about the application of the communicative Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitactivities using picture media that all activities were attractive for the students tositas Brawijava rawijaya Universities Build up speaking skill and could motivate them to speak English. **Universitas Brawijaya** rawijaya rawijaya rawijaya Universitas BraThe further explanation about the implementation of this study would besitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universidiscussed in the next chapter. Universitas Brawijaya rawijaya **Universitas Brawijaya** ersitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya omversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya

Universitas Brawijaya **Universitas Brawijaya** Universize RESEARCH METHODOLOGY awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B This chapter presents the methodology of the study. It deals Universchapters. They are research design, the setting and subject of the research, data and tas Brawijaya data source, the research data collection and instrument, and research procedure. **Universitas Brawijaya** Univers3.1 Research Design The design of the study is Classroom Action Research (CAR). It was because Universpicture media is applied to improve students' 'speaking ability'. CAR is kind of as Brawijaya Universresearch to solve problem in the classroom activity, usually done by the teacher. Agip as Brawijava et.al (2008) states CAR is self reflection done by the teachers in their own classes Universwith the purpose of improving both teaching and learning. It means that classroom as Brawijaya action research is process through which the teachers study their own teaching in order to solve their personal practical problem. Universitas Brawijaya Universitas BIn this study the researcher played as a teacher and was helped by researcher's tas Brawijava friend to fill out the observation check list of the students' participation in classroom. University doing so, the researcher could focus on teaching by applying picture media. The as Brawijaya iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universresearcher's friend was a college friend who also analyzed about CAR, but different as Brawijaya topic and school. Then, he knew what to do with the observation checklist. Universitas Brawijaya Universitas Brawijaya



Universitas Brawijaya Universitas B This classroom action research was conducted at SMP PGRI 02 Batu. The Universchool is located at Jl. Raya Pandanrejo 1 Batu. It has one class of eight graders. It as Brawijava Universitas Brawijaya has class 22 students. English is taught twice in a week. The total of time allotments Universitas Brawijaya Universis 135 minutes per week. The subjects are 22 eight graders, consisting of 7 females, tas Brawijaya as Brawijaya – Universitas Brawijaya and 15 males. The eight grade students were chosen as the subject of this research as Brawijaya because from the preliminary study, the researcher found some difficulties by Jniveršitas Brawijaya Universitudents in descriptive text. Therefore, the researcher applies this picture media to tas Brawijaya niversitas Brawijaya University of those difficulties. hiversitas Brawijaya Univer 3.3 Data Collection and Instruments In conducting this study, the data which support the research finding were Brawijaya Universcollected through some instruments, i.e., observation checklist, interview, and test rsitas Brawijaya University 3.3.1 Observation Checklist Universitas BObservation of classroom situation could be a very useful research as Brawijava instruments. Through instruments, all kinds of activities in classroom were observed Universiduring the teaching and learning process. Observation checklist was used to obtain as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe quantitative data which described the implementation of using picture media to as Brawijaya itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teach descriptive text. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe thing needed to be observed is the students' participation in classroom tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas performances are including (1) participation in class, (2) participation in Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universand HBrawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Univer 3.3.2. Interview Guide s Brawijaya In this study, interview is used to get some information from the teacher about as Brawijaya Universitudents' problems in speaking skills. The interview is also used as supporting data of Iniversitas Brawijaya Universobservation checklist. The format of the questions is open-ended questions. There as Brawijaya niversitas Brawijaya were five questions in terms of the students' ability and participation in English Universign speaking class. The interview details can be seen in Appendix B. Universita 3.3.3. Tests In this study, the purpose of using test as the instrument is to support the as Brawijaya Universitas Brawijaya 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 Universthe students' ability. The test is in the form of speaking test item. Students will be as Brawijava asked to speak based on the topic given. The test would be analyzed by using rubric Universifor speaking assessment by Heaton (1990:70-71). The test would be carried out in the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universend of the cycle 1. For the test form can be seen in Appendix D and for assessment as Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rubric can be seen in Appendix I. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers3.4 Research Procedure ersitas Brawijaya Universitas Brawijaya Universitian Brawijaya The classroom action research in this study comprised with the conducting Universitas Brawijaya Universitas Brawijaya Universpreliminary study, followed by the four phases of classroom action research: as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya planning, acting, observing, and reflection. Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.4.1 Preliminary Study Universitas B The preliminary study was conducted to identify students' problems before Universite implementation of the media. In this activity, the researcher interviewed the as Brawijaya Universteacher about the students' ability in speaking about time. Besides, the researcher also Universigave a pre-test to the students to find out their ability in speaking and did observation as Brawijaya Universof the students' participation. The result of this preliminary study was used to make a tas Brawijava plan before doing the next action. Iniversitas Brawijaya Universit **3.4.2 Planning the Action** Universitas BBefore doing the action, the researcher prepared the lesson plan based on the Brawijaya Universitas Brawijaya University school syllabus. The researcher also chose teaching materials and the media used tas Brawijava The teaching materials were pictures. The teaching media are pictures to build Brawijaya Universknowledge of the fields. In this planning, the researcher also prepared the criteria of as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe success and also the instruments of the research. The action would be held in two tas Brawijaya meetings on $27^{\text{th}} - 28^{\text{th}}$ July, 2015. The teaching procedure is as follows: Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universite Meeting and Universitas Brawijaya Step (s) rsitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas(s)rawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Univer Meeting 1/ 1/ Introduction tas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawi 2. Display the picture of time	Universitas Brawijaya
Brawijaya	Universitas Brawijaya_ Universitas Brawijaya_ Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya 3. Explain how to express time in English Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw 4. Ask and answer activity by asking the students go forward	l one by rsitas Brawijaya
Brawijaya	Universitas Brawijayaone' os Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay rawijaya	Universitas Brawijaya
Brawijaya	Meeting 2 1. Make a group which consists of 4 groups. Each group con	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas students	Universitas Brawijaya
Brawijaya	Universita 2. Each group discusses about daily activities using time	Universitas Brawijaya
Brawijaya	Universi 3. Group presentation	niversitas Brawijaya
Brawijaya	Universi	niversitas Brawijaya
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Brawijaya	Univer 3.4.2.1 Lesson plan	hiversitas Brawijaya
Brawijaya	Universite The lesson plan was constructed based on the curriculum 2013. It	niversitas Brawijaya
Brawijaya	Chiversita	phiversitas brawijaya
	Universnine components; they are kompetensi inti, kompetensi dasar, indikan	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Univer pembelajaran, materi pembelajaran, media dan sumber belajar, langka	
Brawijaya	Universitas pembelajaran dan penilaian hasil pembelajaran.	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas Brawij Univers ^{3.4.2.2} Teaching materials and media	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universities B The researcher made the materials by himself adjusted to the stud	ents' need.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitas Brawijaya	
Brawijaya		
Brawijaya	Universitas Brawijava to the topic. The topic chosen is about time. The material chosen is ba	sed on the
Brawijaya Brawijaya		Universitas Brawijaya
Brawijaya	Universitated competence number 4.3. It can be seen in Appendix A. awijaya Universitated Brawijaya Universitated Brawijaya Universitated Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya Universitas The Criteria of Success Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe criteria of success were set in order to determine whether the media as Brawijava successfully solves the problem. In this case, the success of this media was measured University the increase of the students score. The research is successful if 75% of the students as Brawijaya s Brawijaya – Universitas Brawijaya get the score above 75 as the KKM score. 75% was chosen as the criterion because of Brawijaya the concern if there are obstacles during the research. The second criterion of success Universis af all of the students have interest during the teaching and learning processitas Brawijaya Besides, all of the students pay attention and are enthusiastic to the teaching and Universlearning process. 3.4.3 Implementing the Action Iniversitas Brawijaya In the implementing of the action, the teacher follows the lesson plan that has as Brawijaya Universitas Brawijaya been made before. After greeting and check the attendances, teacher gives students as Brawijaya building knowledge about descriptive text using a picture about time. After that, Universteacher explains how to express time in English. Then, teacher gives each student an tas Brawijava niversitas Brawijaya example of time expression. Each student will discuss about the grammar and the use Universof time, and the language features. Each student is asked to speak about time based on as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe picture given. Through this technique students can have better speaking skill, as Brawijaya versitas Brawijaya because their friends can check the pronunciation, the expression, and the vocabulary Universitas Brawijaya Universited. Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univerzitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya 3.4.4 Observing the Action Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BIn this observing phase, the researcher observed all items in the observation as Brawijava checklist. It includes students' behavior during the teaching and learning process in Universithe classroom, students' responses toward the learning media and the use of picture as Brawijaya s Brawijaya Universities and the section of the RAW Universities earcher's collogue. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya Univers 3.4.5 Reflection on the Action The results of teaching and learning process and the use of picture media were as Brawijaya Universevaluated. In this phase, the researcher analyzed the students' score which have been as Brawijava met the criteria of the success or not. If not, researcher needs to plan the next cycle by Universimproving the implementation of the action. **Universitas Brawijaya Universitas Bra Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas ECHAPTER IV iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ FINDINGS AND DISCUSSIONS Brawijava Universitas Brawijaya Universitas Brawijaya Universita This chapter presents the result of research. In this case, it discusses the result of as Brawijaya Universthe research in improving the students' ability to speak English by the use of picture tas Brawijava media and to describe the increase of students' performance in speaking by using Universpicture media. niversitas Brawijaya Universe 4.1 The Description of the Data Univers4.1.1 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 tas Brawijaya speaking activity before implementing the action. The researcher conducted pre Universobservation in the VIII grade on the 20th July 2015. Based on the observation result, tas Brawijaya the VIII grade showed they were very passive. Most of students in this class did not Universparticipate in class conversation, discussion, and shy in giving oral presentation. They tas Brawijaya Univershads a little courage to involve in the speaking learning process. They were as Brawijava encountered with the hesitance of practicing material as well as the drilling conducted University the teacher in the learning process. In other words, the students had the problem as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University with their confidence. Therefore, they needed a technique to improve their speaking as Brawijava skill and their performance. versitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers4.1.1.2 The Result of Pre-Tests Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The pre-test had been done before the Classroom Action Research. The as Brawijava researcher conducted it on 22nd July 2015. It started at 13.40 P.M. The pre-test was in Brawijaya Universquestion and answer form by calling the students one by one. Then, the scores were as Brawijaya 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 Universin Appendix I. Based on the result of pre-test, the data showed that the mean score of the pre-Universitiest was 69.86. It meant that the students' speaking ability mean score before using as Brawijaya Universpicture media or before implementing CAR was 69.86. There were only 2 students as Brawijava sitas Brawijaya who passed the KKM and there were 20 students who were still below the KKM. UniversFrom the pre-test, it could be seen that students' speaking ability was still low.niversitas Brawijaya Univers4.1.2 Finding of the First Cycle Univers4.1.2.1 Planning **Universitas Brawijaya** Universitas BIn this phase, the researcher made a planning for the action based upon the as Brawijaya Universproblems faced by students toward speaking ability. In this case, the researcher as Brawijaya arranged a lesson plan based on the teaching material. Besides making the lesson Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universplan, the researcher also prepared observation checklist to observe the students' as Brawijaya performance during the teaching learning process. The researcher also prepared the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Univerzitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya post-test to collect the data in order to find out whether there were students' Brawnava improvement score and the increase of the students' participation. Brawijaya Universitas Brawijava 4.1.2.2 Acting Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Provide a Universitas Brawijaya Universitas Brawijaya Universitas The action of the cycle 1 was done on $27^{th} - 28^{th}$ July 2015. Then, there were two meetings in this phase. In acting phase, the researcher implemented the lesson versitas Brawi Universplan that had been made before. Here, the researcher conducted using picture media as Brawijava by setting up the picture of time on the white board. First, the researcher introduced Universitive material by giving the example of how to express time in English and related as Brawijaya Universyocabulary items. Second, the researcher explained to the students about the part of the Brawijava the day when using time expression. Third, the researcher wrote some examples and Universidemonstrated by pointing to the picture of time on the white board. Fourth, the as Brawijaya researcher called the students one by one to practice the time expression by pointing er the picture of time in front of the class. Then, the researcher gave feedback to the tas Brawijaya Universitudents after they finished their performance. At last, the researcher gave general tas Brawijaya 4 4 conclusion. Universitas BIn the third meeting, the researcher gave the post-test in the end of cycle one. Tas Brawijaya Universit was an interview, the answers of which were time expression. The post-test was as Brawijaya carried out to measure how well the students' achievement in speaking was. The post-Universitest was on 29th July 2015: rsitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vers**4:1.2:3**ra<mark>Observing</mark>Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BIn this phase, the researcher was helped by his college friend who already as Brawijava understood about the CAR. Therefore, the researcher counted on him for the Brawi Universobservation. The researcher let the observation to be handled by his friend, because as Brawijaya 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, Universparticipation in group discussion, giving oral presentations, pronunciation, fluency, tas Brawijaya and self-confidence. This activity was done while the researcher was teaching the Universitudents. The researcher's friend was also in the classroom to observe the students' tas Brawi Universparticipation. There were two meetings in this activity. hiversitas Brawijava In the first meeting, the students started showing their enthusiasm when the Universresearcher displayed the picture of time on the white board. The students seemed to tas Brawijaya 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 Universitive states their hands indicating that they were enthusiastic to follow the activity as Brawi ava However, there were still some students who were still reluctant to join the activity. Universitian B In the second meeting, the students showed the same attitude. They seemed tas Brawijaya 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 Universities task given by the researcher. There was a significant increase of the students' as Brawijaya Universitas Brawijaya Universitas Brawijaya participation, for every student spoke even though it was not his/her turn to perform. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

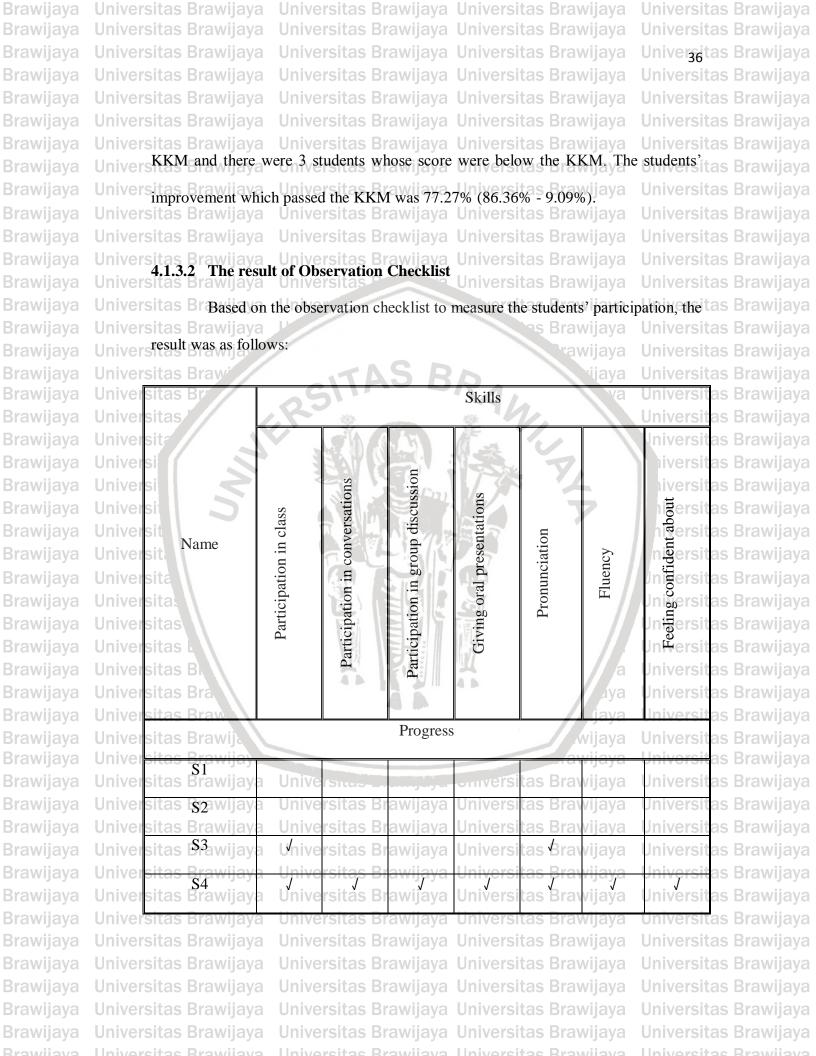
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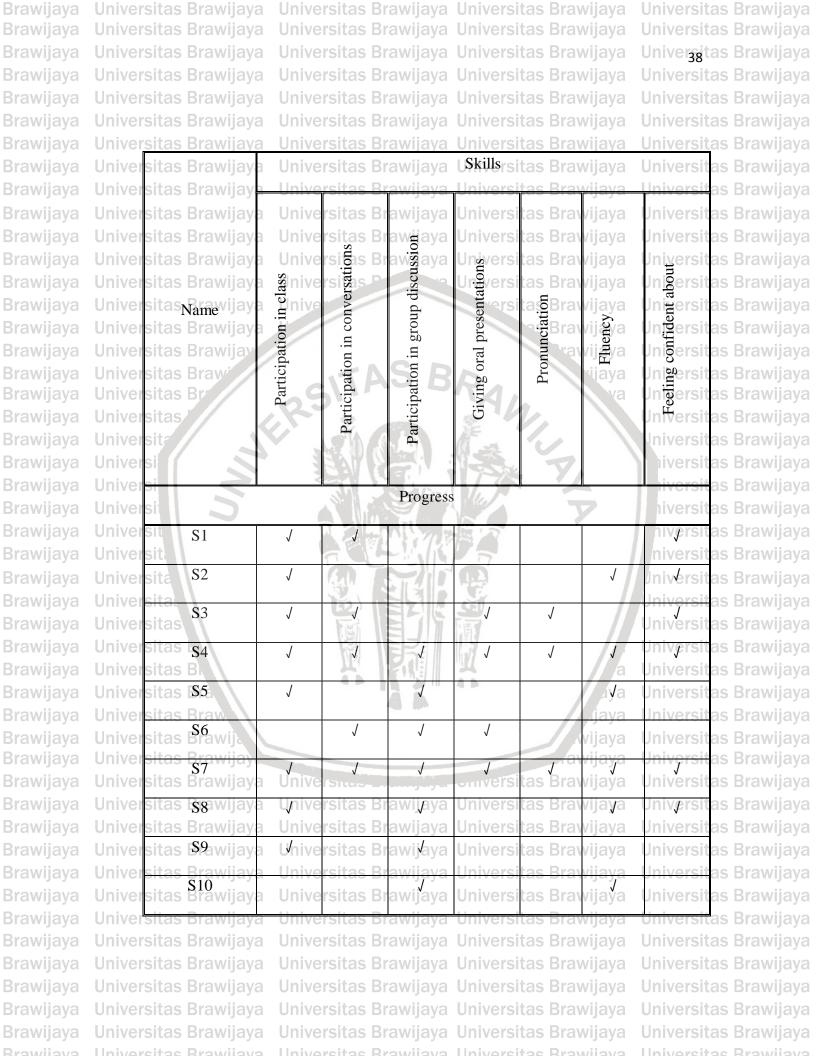
Universitas Brawijaya Universe calculating the class percentage, and calculating the students' improvement score as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawiava In analyzing the data of pre-test, the first step the researcher did was to get the Universitas Brawijaya Universmean score of the class. It was calculated as follows: ersitas Brawijaya Universitasy Brawijaya BRAWIJ Universitas Bra $X = \frac{1537}{22}$ **Universitas Brawijaya** 22 Universit Iniversitas Brawijaya Univers^X = 69.86 hiversitas Brawijaya hiversitas Brawijaya Based on the result of the pre-test, the data showed that the mean score of the tas Brawijava pre-test was 69.86. It means that the students' speaking skill before using the picture Universit Universmedia or before implementing CAR was 69.86 The second step was to know the percentage of students' score who passed as Brawijaya Universities the KKM (75). It was calculated as follows: **Universitas Brawijaya** Universitas Brawis $P = \frac{F}{N} \times 100\%$ Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universities $P = 2 B_x = 100\%$ values of the second seco Universita₂₂Brawijaya Universitas Brawijaya Universitas Brawijaya UniversPt=9.09%wijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brom that computation, the students' score percentage in the pre-test is 9.09. as Brawijava It means that there were 2 students who passed the KKM and there were 20 students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Next, in the cycle 1 of CAR, the researcher calculated the result of the post-Universitas Brawijava Brawijava Brawijava Universtest to know the students' score improvement from the pre-test to the post-test result. as Brawijaya s Brawijaya Universitas Brawijaya There were three steps to get this improvement. Those were calculating the students' Brawijaya mean score of the class, calculating the students' improvement score into percentage Jniversitas Brawijaya Universand calculating the class percentage. Iniversitas Brawijaya In analyzing the data of the post-test, the first step was to get the mean score as Brawijaya Universion of the class. It was calculated as follows: Universit $X = \Sigma^{x}$ Jniversitas Brawijaya Universitas Brawijaya Universitas $X = \frac{1721}{22}$ **Universitas Brawijaya** UniversX=78.23 **Universitas Brawijaya** Brawijaya Universitas Brawijaya Universitas B Based on the result of the post-test, the mean score of the class was 78.23 in tas Brawijaya Universitas Brawijaya which there were 19 students who passed the KKM (75). It showed that there were Universimprovements from the pre-test mean score. It can be seen from the pre-test mean as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University score, that is, 69.86 and the mean score of the post test, that is, 78.23. It improves as Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya 8.37 (78.23 – 69.86). Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe second step was the calculation to get the percentage of students' as Brawijava Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava improvement score from the pre-test to the post-test. The researcher used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universcomputation as follows: versitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Univers $\mathbf{P} = \mathbf{y}\mathbf{1} - \mathbf{y}$ vija x 100% ive Universitas Brawijaya BRAMIUR University $P = \frac{78.23 - 69.86}{69.86}$ **Universitas Brawijaya** x 100% Universitas Brawijaya Iniversitas Brawijaya P = 11.98%hiversitas Brawijaya hiversitas Brawijaya The third step was to know the percentage of students' score who passed the tas Brawijaya University (75) in the post-test. It was calculated as follows: Jniversitas Brawijaya Univers<u>i</u>tas Universitas Brawijaya Universita $\frac{P}{N} = \frac{F}{N}$ x 100% **Universitas Brawijaya** University = $19^{\circ} \times 100\%$ Universita₂₂Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversP = 86.36% java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B From the calculation above, the class percentage which passed the KKM was as Brawijaya Universitas Brawijaya Universitas Brawijaya 86.36%. It means that in cycle 1 of CAR, there were 19 students who passed the Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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Brawijaya	Universita	S 22								Brawijaya
Brawijaya	Universita	Total		TET					Universitas	Brawijaya
Brawijaya	Universita		45.45%	54.54%	54.54%	40.91%	27.27%	45.45%	U 40.90%itas	Brawijaya
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Brawijaya	Universita	R was applie	d in the cla	assroom.	It means th	at the stude	tas Bray ents seem	ed excited	Universitas d about	Brawijaya Brawijaya
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Universitas Brawijaya Universitas Brawijaya Univercitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 4.2 Discussion Universitas Brawijaya Universitas Brawijaya 4.2.1 The Interpretation of the Test Result Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The interpretation of the data results between the pre-test and the post-test of Brawijaya Universitas Brawijava Universitas Brawijaya Universcycle 1 are as the following: 1135 Universitas Brawijaya Unive Universitas Brawijaya Universitas 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 Univers9.09%. It means that there were only 2 students who were able to pass the KKM (75) tas Brawijaya Universand 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 Universivere some improvements of students' score, that was, 8.37 (78.23 - 69.86) and the as Brawijava niversitas Brawijaya students' improvement who passed KKM was 77.27%. Meanwhile, the class Universpercentage which passed the KKM in the post-test was 86.36%. It shows that there as Brawijaya were 19 students who passed the KKM and there were 3 students whose score were Universitil below the KKM. Then, the target of success CAR was met because 75% of the tas Brawijaya Universitudents got the score above 75 as the KKM score. Therefore, the researcher did not as Brawijava Universitas Braw continue to cycle 2. Universitas From the post-test result after the CAR was applied in classroom, it can be as Brawijaya Universitated that the use of picture media significantly improves the students' ability to as Brawijaya Universitas Brawaya speak English. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers4.2.2 The Interpretation of Observation Checklistersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Based on the result of the students' participation in speaking class through as Brawijava observation checklist, it indicated that the students' participation gradually increased Universified from the pre-observation into the cycle 1. The improvement of students' participation in speaking class can be seen in the University following table: Skills **Pre Observation** Cycle 1 Universit Participation in class 13.63% 45.45% Participation in 22.72% 54.54% conversation Participation in 18.18% 54.54% discussion 40.91% Giving oral 27.27%

presentations

(perform)

ijaya ^{9.09}%iversitas Brawijaya Pronunciation 18.18% 27.27% Ajaya31.82% versitas Brawijaya Fluency 13.63% 45.45% Universitas Brawijaya 13.63% 40.90% vijaya^{27.27%}versitas Brawijaya Self-confidence Universitas Etable 4.4 The Students' Participation in Speaking during CARas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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

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Brawijaya	University participation in conversation during CAR is 31.82%. Third, the increase of the Brawijaya
Brawijaya	student in discussion is 36.36%. Fourth, the increase of the students' oral presentation
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universwas 13.64%. Fifth, the increase of the students' pronunciation is 9.09%. Next, the as Brawijaya
Brawijaya	
Brawijaya	increase of the students' fluency is 31.82%. At last, the increase of the students' Brawijaya
Brawijaya	Universion fidence to speak in front of the class is 27.27%. Arsitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brown (2004) stated that teaching is showing or helping someone to learn as Brawijava
Brawijaya	Universities Bravis as Bra
Brawijaya	how to do something, giving instruction, guiding in the study of something, providing Universitias Brawijava
Brawijaya	University knowledge, and causing to know or understand. Then, to achieve the goal of as Brawijaya
Brawijaya	Universita Universitas Brawijava
Brawijaya	Universite teaching, teachers may play important roles both as a facilitator and a guide. Those Brawiava
Brawijaya	Universioles are truly needed when they teach English which is considered as foreign as Brawijaya
Brawijaya	Universit
Brawijaya	Universlanguage in Indonesia, for English serves four skills to be mastered, namely, writing, tas Brawijava
Brawijaya	Universita Pravijava
Brawijaya	reading, listening, and speaking.
Brawijaya	Universital Speaking is "the process of building and sharing meaning through the use of tas Brawijaya
Brawijaya	Universitas
Brawijaya	verbal and non-verbal symbols, in variety of context" (Chaney, 1998, p. 13). Despite
Brawijaya	Universits importance, for many years, teaching speaking has been undervalued and English Brawijaya
Brawijaya	Universitas Bra
Brawijaya	Univers Language teachers have continued to teach speaking just as a repetition of drills or tas Brawijava
Brawijaya	
Brawijaya	Universitas Bravil memorization of dialogues. However, today's need requires that the goal of teaching tas Brawijaya
Brawijaya	Universpeaking should improve student's communicative skills, because only in that way tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitudents can express themselves and learn how to follow the social and cultural rules as Brawijava
Brawijaya	
Brawijaya	appropriate in each communicative circumstance. We often find students' difficulties
Brawijaya	Universin learning how to speak up in classroom jaya Universitas Brawijaya Universitas Brawijaya
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Univergitas Brawijaya Universitas Brawijaya Universitian Nowadays, many teachers apply cooperative learning in their teaching and learning process. Cooperative learning is a teaching method which has characteristics Universitas Brawij Universabout how to work together, how the students in the activity, share information, and tas Brawi ava make final decision (Sutisna, Rahmah, and Agusferani, 2013: 03). This method is Universgood to develop students' creativity, team work, responsibility, and competition versitas Brawijaya s Brawijaya – Universitas Brawijaya 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 Universituctured exchange of information between learners in which each learner is held as Brawij 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 Universan opportunity for students to develop their own capability to work in group. When as Brawijava they share their own opinion, it helps the others to improve their learning also. Universital Brown in Nappu (2003) stated that that picture media can be used in many tas Brawi stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate students, tas Brawi Universprogress and achievement. Furthermore, he suggests some ways of using pictures for as Brawijava ensuring maximum students' benefit from using them. Universitiant The result of the study shows that Brown's theory about picture media was as Brawijaya rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proven to be able to solve the problems faced by the students regarding the ability to tas Brawn speak in English and participation in class in English speaking class. It can be stated Universitiat by using the picture media, the students' ability to speak in English has as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya significantly improved and the students' participation in class discussion increased. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BCHAPTER Viversitas Brawijaya CONCLUSION AND SUGGESTIONS Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya As the title indicates, the part presents the conclusions drawn on the basis of Brawijaya Universitas Braw Universithe result of analysis. It is meant to lead the readers directly to find out the simplified as Brawijaya Universitas Brawijaya results of analysis that constitute the general answers of the research problems. TAS BRA Universitas Brawijaya Univers5.1. Conclusion The researcher would like to sum up the research. The research used the UniversClassroom Action Research (CAR) method in which to describe the problem on as Brawijaya niversitas Brawijaya Universitudents' speaking ability and performance. It was initiated through observation in the as Brawieva eighth grade of SMP PGRI 02 Batu, which was considered as the class with poor ersitas Brawijava Universability in speaking English. The number of students was 22 consisting of 15 male as Brawijaya students and 7 female students. In this CAR, the researcher implemented Kurt Univers Lewin's design which consists of four phases, namely, planning, planning, observing, tas Brawijaya Universand reflecting. Meanwhile, the data were derived from the test, questionnaire, as Brawijava interview, and observation. Universitas B Moreover, related to the test result, there was 77.27% improvement of the tas Brawijaya enversitas Brawijaya Universitas Brawijaya students who passed the KKM. In the pre-test there were only two students who as Brawijaya passed the KKM. Meanwhile, in the result of the post-test, there were 19 students or Brawijaya Univer 86.36% of the students in the class who passed the KKM considering the mean score as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of the post-test was 78.23. Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas B Furthermore, the observation checklist also showed the increase of the tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	students' performance in speaking English. First, the increase of the students' Brawijaya
Brawijaya	participation in class during CAR is 31.82%. Second, the increase of the students, as Brawijava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universparticipation in conversation during CAR is 31.82%. Third, the increase of the as Brawijaya
Brawijaya	student in discussion is 36.36%. Fourth, the increase of the students' oral presentation
Brawijaya	
Brawijaya	Universities 13.64%. Fifth, the increase of the students' pronunciation is 9.09%. Next, the as Brawijaya
Brawijaya	Universitas Brawijaya increase of the students' fluency is 31.82%. At last, the improvement of the students' tas Brawijaya
Brawijaya	
Brawijaya	University of the class is 27.27%.
Brawijaya Brawijaya	Universitas Bravijaya Universitas Based on the research conducted in the eighth grade of SMP PGRI 02 Batu, tas Bravijaya
Brawijaya	Universitas based on the research conducted in the eighth grade of SMF FORT 02 batd, as Brawijaya
Brawijaya	the researcher concluded that the use of picture media could significantly improve the
Brawijaya	
Brawijaya	University to speak English showed by the score they got. In addition, the use of the Brawijaya University of the score they got. In addition, the use of the Brawijaya
Brawijaya	Universpicture media showed that there was the increase of the students' performance. It can as Brawijava
Brawijaya	
Brawijaya	Universite provide the seen in the observation checklist which showed that the students seemed braver be seen in the observation checklist which showed that the students seemed braver braver be seen in the observation checklist which showed that the students seemed braver braver be seen in the observation checklist which showed that the students seemed braver braver be seen in the observation checklist which showed that the students seemed braver braver be seen in the observation checklist which showed that the students seemed braver braver braver be seen in the observation checklist which showed that the students seemed braver braver braver braver braver brave brave braver brave brave braver brave
Brawijaya	Universand more confident in speaking. It was proven by their participation in the class tas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	conversation, discussions, performing in front of the class, pronunciation, fluency and
Brawijaya	Universite Self-confidence in speaking English.
Brawijaya	Universitas Bra Juniversitas Brawijaya
Brawijaya	Universitas Braw jaya Universitas Brawijaya
Brawijaya	Universitas Brawija Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitian B To round up this study, some suggestions for further research are stated in this tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Study focuses on how the use of picture media cantas Brawijaya
Brawijaya	
Brawijaya	significantly improve the students' ability to speak English and how the increase of
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitudents'a performance in speaking by using media. The result of this study is tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	expected to give contribution in to four targets; those are students, teachers,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Univercitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universinstitutions, and the next researcher. For the students, it may assist them to solve their as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universinstitution, it may be beneficial regarding to improving the education quality. For the as Brawijava Brawijaya Universities Brawieve his study may be able as a reference to do the same study, but in Brawijaya Univers different methods in teaching speaking. The researcher believes that this study has some lacks, regarding the media Brawijaya Universused and the researcher did not reveal the students' motivation to study English. tas Brawijaya Universitas Brawijaya UniversThen, the researcher is open to any suggestion from any parties. Iniversitas Brawijaya hiversitas Brawijaya Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas **Universitas Brawijaya Universitas Brawijaya** Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitos Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni Aqip, B. 2008. Collaborative Action Research for English Language Teachers. Cambridge: S Brawijava Universita Cambridge University Press, Brawijaya Universitas Brawijaya Brown, D. (2004). Language Assessment: Principal and Classroom Practice. New York: San Francisco state University San Francisco state University. Bygate, M. 1997. Language Teaching: A Scheme for Teacher Education: Speaking. Oxford: Brawlaya UniversitaOxford University Press sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Cherry. 1979. Teaching Techniques for Communicative English. London: MacMillan Press Channey, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon Universita Bacon. Un Fachrurrazy. 2001. Teaching English as a Foreign Language for Teachers in Indonesia. Brawijaya Universite State University of Malang Press. s Brawijaya – Universitas Brawijaya Folse, K.S. 2004. Vocabulary Myths: Applying Second Language Research to Classroom Brawie ave Teaching. Michigan: University of Michigan. Fromkin, V and Rodman, R. 1998. An Introduction to Language. New York: Harcourt Brace College Publisher. Un Gower et.al, R. 1995. Teaching Practice Handbook. Oxford: Heineman English Languages Brawijaya Universit Teaching. niversitas Brawijaya Heaton, J.B. 1990. Classroom Testing: Longman Keys to Language Teaching. New York: Longman. Harmer, J. 2007. The Practice of English Language Teaching. 4th. Ed. Harlow: Pearson Brawijaya **Education Limited** Uni Jones, Rhodry. 1989. Speaking and Listening. London: John Murray Publishers Ltd. versitas Brawijava Kessler, F. 1992. Essentials of English Language Teaching. Harlow: Longman Publishing s Brawijaya Khasanah, B. 2013. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS. niversitas Brawijaya Universita Yogyakarta: Pustaka Uni Nugroho, W. 2011. Teaching Language as Communication. Jakarta: P.T. Indeks Universitas Brawijaya Universit Ontario, M. 2009. Language. New York: Holt, Rinehurt and Winston. Universitas Brawijaya Riddle, D. 2001. Teach English as a Second Language. Chicago: McGraw – Hill Universitas Brawijaya Companies. Sutisna et.al. 2013. Teknik Mengajar dalam Kelas Speaking. Jakarta: Tamita Utama Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universizes Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawi RENCANA PELAKSANAAN PEMBELAJARAN Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Satuan Pendidikan : SMP PGRI 02 BATU wijaya Universitas Brawijaya **Universitas Brawijaya** Mata Pelajaran awij: Bahasa Inggris s Brawijaya Universitas Brawijaya Kelas/Semester awija VIII/Iniversitas Brawijaya Universitas Brawijaya Materi Pokok3rawija Time niversitas P Universitas Brawijaya Alokasi Waktu : 4 x 40 menit (Pertemuan ke-3 dan ke-4) as Brawijaya I. Tujuan Pembelajaran UniverSiswa terampil dalam memahami dan menyusun tujuan, struktur teks, dan unsur iversitas Brawijaya kebahasaan dari teks lisan dan tulis, untuk menyatakan dan menanyakan waktu, dengan u sangat pendek dan sederhana, untuk melakukan komunikasi interpersonal denganstruktur teks Brawijaya Un yang runtut dan dengan unsur kebahasaan yang benar; dilandasi dengan sikap disiplin, versitas Brawijaya Unpercaya diri, tanggung jawab, dan jujur dalam melaksanakan komunikasi antar pribadi dengan S Brawijaya guru dan teman, serta keluarga. A. Kompetensi Inti: 1. Menghargai dan menghayati ajaran agama yang dianutnya Uni 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, itas Brawijaya Univergotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan S Brawijaya Universosial 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 Univertampak mata viiava 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, versitas Brawijaya merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan Brawijaya Universumber lain yang sama dalam sudut pandang/teori.niversitas Brawijaya B. Kompetensi Dasar: va Universitas Brawijaya Universitas Brawijaya Uni 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar tas Brawijaya Universkomunikasi internasionalersitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universi <u>49</u> s Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab da	Universitas Brawijaya
Brawijaya	melaksanakan komunikasi transaksional dengan guru dan teman.	Universitas Brawijaya
Brawijaya	2.3 Menghargai perilaku tanggung jawab, peduli, kerja sama, dan cinta damai,	dalamersitas Brawijaya
Brawijaya		
Brawijaya	Uni 3.3 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks lisa	
Brawijaya	Universuntuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam be	
Brawijaya	Universtanggal dan tahun. Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	4.3 Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama	waktu dalamas Brawijava
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijava Univer	Universitas Brawijaya
Brawijaya		
Brawijaya	C. Indikator Pencapalan Kompetensi: Siswa terampil dalam menyebutkannama-nama hari yang berguna dalam kehidu	upan sehari- Universitas Brawijaya
Brawijaya	haridengan cakupan aspek: Sikap:	Universitas Brawijaya
Brawijaya	Sikap: Universitas Menunjukkan sikap jujur	Universitas Brawijaya
Brawijaya	Universit-as Menunjukkan sikap percaya diri	Universitas Brawijaya
Brawijaya	Pengetahuan:	Universitas Brawijaya
Brawijaya	Universi - Menyebutkan waktu	niversitas Brawijaya
Brawijaya	- Menanyakan waktu. Ketrampilan	niversitas Brawijaya
Brawijaya	Universi - Menulis aktivitas sehari-hari berdasarkan urutan waktu baik secara p	
Brawijaya	University maupun kelompok a self-balan self-balan	hivoreitae Brawijava
Brawijaya	Universit ⁻ Menceritakan aktivitas sehari-hari berdasarkan urutan waktu di depar	n kelas. Brawijaya
Brawijaya	D. Materi Pembelajaran:	Jniversitas Brawijaya
Brawijaya	1. Pertemuan 5	Universitas Brawijaya
Brawijaya		Ilniversitas Brawijava
Brawijaya	Universitas Universitas	Universitas Brawijava
Brawijaya	Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu d	lalam bentuk Universitas Brawijava
Brawijaya	angka, tanggai, dan tahun untuk mengelola kemulupan manusia.	Universitas Brawijaya
Brawijaya	Struktur teks	Universitas Brawijaya
Brawijaya	Universitas Brawii	Universitas Brawijaya
Brawijaya	Universitas Brawilay What time is it?	Universitas Brawijaya
Brawijaya	Universitas Brawi ² . What's the time?	Universitas Brawijaya
Brawijaya	3. What time do we have English on Tuesday?	Universitas Brawijaya
Brawijaya	Universitas Erawi available a bath in the morning, as Brawi ava	Universitas Brawijaya
Brawijaya	Universitas E 5. What time do you always go to school? Etc. Brawij aya	Universitas Brawijaya
Brawijaya	Universitb.s Beberapa ungkapan "telling the time" Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya – Universitas Brawijaya–Universitas Brawijaya Universitas B07.00 It is 7 o'clock : jam 7 tepat Bravijava 07.15 It is a quarter past seven Universitas B07.10 It is seven ten or it is tentas Bravijaya Universitas Brawijayaminutes past sevenUniversitas Bravijaya 06.30 It is half past six or six thirty Universitas B06.50 It is ten minutes to seven or Bravijaya Universitas Brawijaya Universitas Brawijayasix fifty or It is fifty minutes ravijava past six Universitas 05.00 it is five o clock ava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Universitas c. Cardinal Number Universitas Brawijaya Universitas Brawijaya One, two, thirty, Universi N/B : Tambahan materi ada pada power point. **Universitas Brawijaya** Univ 🗱 Unsur kebahasaan Universitas Brawijaya d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tanganataupun cetak S Brawijaya yang rapi. hiversitas Brawijaya Cardinal number e. f. Kata terkait waktu hiversitas Brawijaya Kata kerja dalam simple present tense: be, have g. niversitas Brawijaya Universita. Kata TanyaWhat Jniversitas Brawijaya Universita. Kata ganti it Universitas Brawijaya 2. Pertemuan 6 🛠 Fungsi sosial **Universitas Brawijaya** Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk sitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Morning Wijaya Unive: Afternoonvijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unived Evening wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya e. Nightf. What time is it? Universitas Brawijaya Universitas Brawijaya g. When do you take a bath? rsitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	 c. Kata kerja dalam simple present tense: be, have d. Kata Tanya What 	Universitas Brawijaya
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Brawijaya		Universitas Brawijaya
Brawijaya	Scientific Approach (Obeserving, Questioning, Experimenting, Associating, Netwo	
Brawijaya	F. Widdel Pembelalaran	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer ersitas Brawijaya	Universitas Brawijaya
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Brawijaya	3. Gunawan, A. 2013. Buku Siswa Bahasa Inggris When English Rings The Bell	<i>Kelas VII</i> . Brawijaya niversitas Brawijaya
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Brawijaya	Universita Siswa menjawab pertanyaan guru .jaya	Universitas Brawijaya
Brawijaya	UniversitaSiswa memimpin doa.	Universitas Brawijaya
Brawijaya	- Siswa mendengarkarkan penjelasan Guru tentang materi pelajaran hari itu.	Universitas Brawijaya
Duouillouro	Universitas Brawijava Universitas Brawijava	Universitas Brawijaya
Brawijaya	- Guru menyampaikan banwa pada pertemuan tersebut akan mempelalari	
Brawijaya	- Guru menyampaikan bahwa pada pertemuan tersebut akan mempelajari waktu.	Universitas Brawijaya
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D. OBSERVASI

Penilaian untuk tujuan memberi umpan balik. Sasaran penilaian:

Jniversitas Brawijaya • Upaya menggunakan bahasa Inggris untuk menyatakan uraian kegiatan pada hari-hari niversitas Brawijaya tertentu

niversitas Brawijaya

Unive Kesungguhan siswa dalam proses pembelajaran pada tiap tahapan.

UniverPerilaku jujur, percayadiri, tanggung jawab dalam bertanya dan membuat uraian versitas Brawijaya Univerkegiatan pada hari tertentu serta penuturan nama-nama hari. **Universitas Brawijaya**

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Universitas Brawijaya APPENDIX B Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya R: Researcher (Peneliti) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** T: Teacher (Guru) Universitas Brawijaya Universitas Brawijaya 1. R: Bagaimana partisipasi anak dalam pelajaran bahasa Inggris? Universitas Brawijaya Universitas Brawijaya T: Masih kurang Un 2.9 R: Bagaimana kemampuan siswa dalam pelajaran bahasa Inggris? awijaya **Universitas Brawijaya** UniverT: Masih kurang 3. R: Bagaimana cara Ibu untuk meningkatkan partisipasi anak? Universitas Brawijaya UniverT: Saya sdh memakai beberapa teknik seperti permainan. Namun, anak-anak masihersitas Brawijaya kurang tertarik 4. R: Semua anak mempunya minat yang kurang atau hanya beberapa? niversitas Brawijaya Univers: Sebagian besar anak masih kurang. Hanya 1 sampai 5 orang saja yang mempunyai Univerminat yang besar. Namun, mereka seringkali mempunyai semangat yang berubah-ubah. as Brawijaya Un 5. R: Bagaimana dalam pelajaran speaking? UniverT: Terlebih dalam speaking, anak-anak benar-benar sangat kurang kemampuannya dan tas Brawijaya Univergartisipasinya

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Test 1 (Pre - Test) Brawijaya

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

1. The teacher calls the students one by one

The teachers gives the questions

ve

3. The students answer the questions given by the teacher.

Test 2 (Post-Test)

Un Using picture

Un 1. The teacher sets the picture on the white board

Un 2. The teacher calls the students one by one

3. The teacher gives questions to the students called

Universitated 4. The student called must answer the questions by showing the time on the picture Universitate Brawijaya

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Universitas Brawijaya Univer The Questions of Pre-Test itas Brawijaya Universitas Brawijaya Answer the questions according to the time given ava

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Universit 2. What time do you have breakfast? java Universitas Brawijaya Universit 3. What time do you go to school? Universitas 4. What time does your school begin? Universit 5: What time does your school end? Universit 6. What time do you have lunch? Universit? What time do you study at home? What time do you watch TV at home? 8. 9. What time do you take a bath at home? Universit 10. What time do you go to bed?

Universitas Brawijaya Univer The Questions of Post-Test it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 1. What time do you take a bath in the morning?versitas Brawijaya

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Brawijaya	6 Pronunciation good – only 2 or 3 grammatical errors – not much searching for	or words –	Brawijaya
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Brawijaya	Unive mastered all oral skills on courses Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	5 Pronunciation slightly influenced by $L_1 - a$ few grammatical errors but most		Brawijaya
Brawijaya	correct – sometimes searches for words – not too many long pauses – genera fairly clear but a few interruptions necessary – has mastered almost all oral sl		Brawijaya
Brawijaya	Universitas Brawijaya Universitas Provincersitas Brawijaya	Universitas	Brawijaya
Brawijaya	4 Pronunciation influenced a little by L1 – a few grammatical errors but only 1		Brawijaya
Brawijaya	University serious confusion – searches for words – a few unnatural pauses – conveys g	eneralversitas	Brawijaya
Brawijaya	 meaning fairly clearly – has mastered most of oral skills on course. Pronunciation influenced by L1 – pronunciation and grammatical errors – set 	Universitas	Brawijaya
Brawijaya	cause serious confusion – longer pauses to search for word meaning – fairly l		Brawijaya
Brawijaya	Unive expression – much can be understood although some effort needed for parts -		Brawijaya
Brawijaya	Unive interruptions necessary – has mastered only some of oral skills on course.		Brawijaya
Brawijaya	2 Several serious pronunciation errors – basic grammar errors – unnaturally lor		Brawijaya
Brawijaya	very limited expression – needs some efforts to understand much of it – inter often necessary and sometimes has difficulty in explaining or making meaning	ng clearer -	Brawijaya
Brawijaya	University and sometimes has difficulty in explaining of making meaning on making meaning of	niversitas	Brawijaya
Brawijaya	1 A lot of serious pronunciation errors – many basic grammar errors – full of u	5	Brawijaya
Brawijaya	Unive long pauses – very halting delivery – extremely limited expressions – almost	maaning	Brawijaya
Brawijaya	to understand – interruptions constantly necessary but cannot explain or make clearer - very few of oral skills on course mastered	e meaning itas	Brawijaya
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Brawijaya	Each element characteristic is then defined into six chart behavioral statements as st		Brawijaya
Brawijaya	frames above. The researcher will objectively see the characteristic of each student's ability whether they achieve 1, 2,3,4,5, and 6. In order to case the computation the re-	s speaking tas	Brawijaya
Brawijaya	ability whether they achieve 1, 2,3,4,5, and 6. In order to case the computation the reconverts the small score of Heaton to the scale of 100 as follows:		
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Universitas Brawijaya (FOTO taken on 27th July, 2015) as Brawijaya

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