

USING PICTURE AS TEACHING MEDIA TO IMPROVE THE  
ENGLISH SPEAKING SKILL OF THE SECOND YEAR  
STUDENTS OF SLTP NEGERI 2 AMBULU JEMBER

CLASSROOM ACTION RESEARCH REPORT

Presented as One of the Requirements to Get the Award of  
S1 Degree at the English Education Program Language  
and Arts Department Faculty of Teacher Training  
and Education Jember University

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By

*Moh. Zaeni*

NIM. 990210401428

THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2000



MILIK PERPUSTAKAAN  
UNIVERSITAS JEMBER

**MOTTO**

KNOWLEDGE IS A TREASURE, BUT PRACTICE IS THE KEY TO IT  
(Sucipto)



**DEDICATION**

This report writing is greatly dedicated to :

MY BELOVED PARENTS

Thanks for your spiritfull helps and kindness making me  
have a great desire to complete my study sooner

MY BELOVED WIFE

Thanks for your great supports. You are the only one  
Iam very fond of

MY BELOVED DAUGHTER,

Thanks for your patience which makes me hopeful  
to finish my study

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Training and Education


by

**MOH. ZAENI**

NIM : 990210401428

THE LEVEL OF CLASS : 1999  
DEPARTMENT : LANGUAGE AND ART  
PROGRAM : ENGLISH EDUCATION  
PLACE OF BIRTH : JEMBER  
DATE OF BIRTH : 14 MARCH 1967

APPROVED BY  
THE CONSULTANT

  
DRS. BUDI SETYONO, M.A

NIP. 131 877 579



**APPROVAL SHEET**


Approved and received by  
Examination Committee of the Faculty of Teacher  
Training and Education, Jember University

DAY : Saturday  
DATE : 12<sup>th</sup> August 2000  
PLACE : FKIP, Jember University

Committee,

Examiner I,

Examiner II,



DRS. BUDI SETYONO, M.A

NIP. 131 877 579



DRS. SUDARSONO

NIP. 131 993 442



DR. H. BARDJO BW.

NIP. 130 287 107

## ACKNOWLEDMENTS

First of all. I'd like to say my great thanks to my God, because of His blessing , I could finish this report writing without any difficult problem

Then, I wish to say my thanks to :

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairman of the Language and Art Education Department.
3. The Chairman of the English Education Program.
4. My Consultant who has helped me to finish this report.
5. The Principal of SLTP Negeri 2 Ambulu Jember who gave me a chance to do this research.

Many thanks are also due to anyone who give me useful helps to hold this research and complete its report.

At the end I expect this research gives useful information for readers, especially those involved in teacher's profession.

Jember, Juli 2000

Moh. Zaeni

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USING PICTURE AS TEACHING MEDIA TO IMPROVE THE  
ENGLISH SPEAKING SKILL OF THE SECOND YEAR  
STUDENTS OF SLTP NEGERI 2 AMBULU-JEMBER

**ABSTRACT**

Moh. Zaini, 2000, Using Picture As Teaching Media To Improve The English Speaking Skill Of The Second Year Students Of SLTP Negeri 2 Ambulu - Jember

Classroom Action Research, English Program, Language and Art Department, The Faculty of Teacher Training and Education, Jember University

Consultant : Drs. Budi Setyono, MA.  
Key Word : Picture, Speaking Skill

This classroom action research was aimed to develop the students' English speaking skill in learning English, and to arouse students' bravery in speaking English. This research was carried out in SLTP Negeri 2 Ambulu Jember which took one month to implement two cycles. The data about the students' progress were gathered from the results of the written field notes. The data about the improvement of students' speaking skill were gathered from the results of the writing test scores. The collected data were analyzed by descriptive qualitative technique. The results show that there was better improvement of speaking skill achieved by students at the end of action cycle 2. The mean score increased from 61,75 in the first cycle to 70 in the second cycle, which was categorized good enough.

CHAPTER I

INTRODUCTION

1.1 Background of Research

English language teaching has seen its flourishing years in the last two decades and will probably do so in the following years. There have been changes from a teacher-centred into more learner-centred approaches. As the international language, English has become increasingly important to learn. As a result, Indonesian curriculum has adopted it as one of compulsory subjects taught to the students of junior and senior high school.

In the 1994 English curriculum, the instructional objective in the teaching of English language at the secondary high school is to help students have good mastery of the four-language skills; reading, listening, speaking and writing. Thus, the teaching and learning activities in the classroom should always be oriented to the mastery of the four-language skills. The learning activity should involve the students in language activities using a language in a real communication. In this way, the students are expected to be able to read, listen, speak and write in acceptable English.

In a reading activity, the students are hoped to be able to recognize the useful information of the given text with good comprehension. They should be able to catch on the ideas, thoughts or information of the spoken English, and to express their own ideas, or thoughts to the others in English. At last, they have to be able to communicate their ideas, thoughts by means of written English.

Yet, the reality shows that there were still many senior high school students who did not yet succeed in learning English at school, because of lack of interest, motivation, and learning sources (Baradja:1984:23). Further he says that the English learning for junior up to senior high school in Indonesia has not significantly achieved the instructional goals yet (Baradja:1984:61). It means that there are still many school students facing a lot of difficulties to master English skills.

On the other hand, the aims of teaching speaking skill in junior high school is to help students of the second year students have good mastery in oral communication, or have good ability to communicate their ideas in spoken English language. In this case, the students are expected to be able to make some short questions and their answers orally; to make a simple dialogue in pairs; to provide some descriptions about things, people, or





event; and also express their ideas, thoughts, feeling orally (Depdikbud:1993:32). It is briefly assumed that not only should the students be able to converse to the others, but also they should be able to express what they have kept in their minds orally. It doesnot mean that they have to use English language strictly based on the complicated grammatical rules, instead they have to use it in communicative ways.

In my practical experiences, more school students still found difficulties in speaking. They just preferred to be silent to speaking English whenever the teaching learning process was going on. They lost their words to say their ideas orally. It seems that they had nothing to say on the subject, lacked of confidence and worried about making mistakes. So, they looked so worried to hold a conversational interaction during the learning process. Finally, they lost their interests, motivation and eagerness to speak English both outside and inside the classroom.

Such above condition frequently happened in the classroom where the writer taught. On account of this, it drives me to find out an effective solution to this problem. As one of the English teachers of SLTP Negeri 2 Ambulu, the writer will try to use some pictures in teaching speaking. It is based on the consideration that



pictures can motivate the students to be involved in the teaching and learning process, and arouse their motivation, interests toward the subject being learned.

Again, the above reasons have inspired me to hold an action research in my teaching hours in order to find out a new scientific solution whether or not using pictures can help students improve their English speaking skill.

### 1.2 Problem of the Research

The result of this research is hoped to get a scientific answer of the following research problems:

- 1) Is using picture able to improve the English speaking skill of the second year students of SLTP Negeri 2 Ambulu Jember in academic year 1999/2000 ?
- 2) Is using picture able to arouse students' bravery in speaking English ?

### 1.3 Scope of the Research

The scope of this research is determined to :

1. Provide picture as teaching media in the process of English speaking teaching, with the theme dealing with animal,
2. Improve the English speaking skill of the learners, and their English communication,
3. The length of the time to conduct this action research is about one month.

## 1.4 Purpose of the Research

The purpose of this research is 1) to improve the English speaking skill of the second year students of SLTP Negeri 2 Ambulu Jember by using picture as teaching media in teaching learning process, 2) to arouse students' bravery in speaking English.

## 1.5 The Significance of the Research

The result of this action research is hoped to give some useful significance for both English teachers, students, and others actually concerning with this problem, such as :

1. Giving any useful input for English teachers on how to use picture in teaching learning process,
2. Giving any important information for English teachers that picture can be useful teaching media,
3. As an alternative solution toward the efforts of improving the students' English speaking skill,
4. Giving a clear description about English learning difficulties faced by the English learners to master English speaking skill,
5. Helping PKG participants get a new scientific solution to overcome English obstacles faced by students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Importance of Pictures in Improving Speaking Skill

Media is one of the important instruments in teaching learning process. It is usually used by teacher in order to make learning process run more effectively and more efficiently.

According to Ali (1984:69) media is considered as a learning instrument used to transfer the messages, to arouse motivation, feeling, attention and desires of the learners to improve learning activity. While Soekartawi et al (1996:72) say that media is a learning source to motivate students to learn. Thus, it is briefly assumed that media is a learning instrument used by the teacher in teaching learning activity in order to motivate the students improve their learning involvement.

Furhter Soekartawi et al (1996:73) state that the function of media in the instructional process are: 1) to modify the monotonous learning atmosphere, 2) to present the subject contents more systematically, 3) to reinforce the learning contents. It is concluded that the function of media for both students and teacher is to help them meet the instructional goals.





On the other hand, the function of media in the teaching and learning process is to develop the communicative activity, to support the learners' participation, to attract their attention, and to overcome the learning obstacles happening in the classroom (Hadi: 1986:109).

As it is explained in the first chapter that the goals of English speaking are to help students improve their speaking skill to make oral questions, to make some short dialogue, to describe the things, and to express their ideas orally. By using picture in teaching speaking, the students are expected to produce some short questions based on the pictures shown by their English teacher. Again, by showing certain pictures, the English teacher lets his students describe what the given pictures are about, or what these pictures tell about.

For example, the English teacher will show his students the picture of animal. Here, the students should be able to mention what this picture is about. Then, they should be able to explain where this animal lives, or what this animal likes to eat and so forth.

The following are some other ways in which picture can stimulate the conversation activity :

1. Ask students to describe in detail what they see in a given picture,



2. Show the students two pictures and allow them to comment,
3. Have the students analyze a picture and ask them try to explain what the picture deals with, and so forth (Lubis: 1988:71-72).

Based on the above explanation, it is assumed that the picture has an important function in the instructional process, mainly in communicative activity. It can stimulate the learners to be involved in a speaking learning. It also stimulates the speaking learners to say their own experiences, comment based on the given pictures. By using pictures it is not so difficult to make some preparation, because the picture can be taken from many sources, such as magazines, newspaper, or else.

## 2.2 Action Hypothesis

Referring to the literature review stated above, the action hypothesis of this research is

1. The students' speaking skill will be improved if the English teacher uses pictures as the instructional media in his instructional process,
2. The students' bravery in speaking can be aroused if the English teacher uses pictures as the instructional media in his instructional process.

CHAPTER III  
RESEARCH METHOD

**3.1 Research Setting**

The location of this action research is SLTP Negeri 2 Ambulu, which lies at JL. Watu Ulo 17 Ambulu Jember.

The research was carried out in the third Cawu of 1999-2000 academic year, and it took one month. The respondents of this research were the second year students of SLTP Negeri 2 Ambulu, mainly II b class: because most of them have difficult problem in speaking. They have got many problems to use English in a real communication. The mean score they usually achieved was less than sixty (60).

The respondents consisted of 26 males and 16 females students. In speaking, they were taught using pictures as the media. By using the media, the students were expected to have sufficient opportunity to improve their English speaking skill.

**3.2 Research Procedure**

**3.2.1 General Description of the Research**

The action research was implemented by means of collaboration among the English teachers themselves. There were two English teachers with the same

concerns to carry out this research. Then, the procedure of this research is a cyclical model with four-different steps, beginning from:

1. Planning action,
2. Implementing action,
3. Observation,
4. Reflection (Kemmis and Elliot in McNiff:1988:27).

Moreover, the action of this research was implemented in two-cycles, in which each cycle took one up to two weeks. Both the first and the second cycles were done in the third Cawu.

### 3.2.2 Details of the Reseach Procedure

#### a. Preparation

In order to achieve the desired goal of this action research, the researcher had to propose a perfect preparation to manage all of the planned components (Team PGSM:1999:35). Some planned preparations to conduct this research are as follows:

1. Choose the theme and sub themes taught in the third Cawu
2. Prepare some pictures used as media
3. Write lesson plan and design the teaching procedure using pioctures
4. Write the test items to assess students' speaking



skill

5. Discuss the criteria to score the test results
6. Design monitoring instruments and evaluation

#### **b. Implementation**

The lesson plan, which was prepared collaboratively, was then implemented in the classroom. During the implementation of the action both of us (the researchers team) were present in the classroom.

During both cycles, the writer as the first member of the team used pictures as media in each of his English speaking teaching, while the second member observed the teaching and learning process, and recorded anything happened during the implemented action. It is believed that the team was able to recover all of important phenomena happening in these actions.

#### **c. Monitoring And Evaluation**

The monitoring was conducted by the writer together with his team member when the process of English speaking teaching learning was still going on in the class. Both of the team members recorded important events happening during the learning activity, such as the learners' involvement in communicative activity, and the improvement of their English speaking skill. But the team strictly focused the monitoring on the use of pictures as the teaching media toward the improvements of the learners'



speaking skill. It means that the monitoring was focussed on the learners' learning activity in mastering English speaking skill whenever the teaching learning process was going on.

The data to be collected during the monitoring were the data about 1) Students' bravery in speaking and 2) Students' speaking skill. The instrument used to collect the data about students' bravery in speaking was field-notes. The instruments used to collect the data about students' speaking skill is speaking test.

In addition, the evaluation of this action research was done by team in each of English learning activity in which the process of English speaking learning was still going on. The evaluation was focused on the learners' progress to use English in speaking activity in the class, and their improvements in mastering speaking skill.

The instrument used to record the existing phenomena in the classroom was field notes. Here, the field notes were used to record learners' progress using English in oral communication and their involvements in a communicative activity. Further, the instruments used to evaluate the learners' improvements in mastering speaking skill was a teacher-made test mostly dealing with speaking ability stated in the 1994 English curriculum.

It is believed that the students were considered to get better improvements in mastering English speaking skill, if they got better achievement of the given test, because the test was representing spoken English, and the learners became more enthusiastic to use English in a real communication. Again, the average score of speaking skill must achieve the curriculum target, that is 65 (Depdikbud: 1994).

#### **d. Analysis and Reflection**

The data gathered from the field notes as well as the speaking test were analyzed using descriptive-qualitative method. The data gathered from field-notes deal with the students' bravery in speaking English, while the data about the students' speaking skill was gathered from the test. All of the above data were described quantitatively.

The students were considered to have better bravery in speaking English if they became more involved in communicative activity. The students' speaking skill was said to be better if they got better score in their English speaking test. The criteria used to determine the success of action is that if there was the increase of students' bravery from one cycle to the next and the students' involvement. Besides, the students' speaking



skill had also to achieve minimally the average score of 65.

To analyze the results of the collected data, the team cooperated together. The team also set up some reflection of the action as soon as they already conducted the action of each cycle.

The second cycle was necessary to be implemented in the following as soon as the team finished analyzing the data of the first cycle and formulating its reflection. This second cycle was still essential to do, if most of students failed to achieve the goals in the curriculum. In this case, the action was revised by the team to keep them meet the curriculum target. So, the second cycle became important unless the improvement of their English speaking skill was sufficient. Then, the average score of their English speaking test did not reach the curriculum target.



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

4.1 Results

As it has been planned in the beginning, this class-room action research would have two cycles, and it has been conducted for one month beginning from April up to May of 1999/2000 academic year. During those cycles, the actions were given to the students at the lesson hours.

Then, this chapter will present the results of observation conducted by the team both in the first and the second cycles and discuss the results of the research. Further, this chapter will present the result of speaking test achieved by students at the end of each cycle.

Based on the final results of the actions conducted in both cycles, there are significant improvements of the learners' speaking skill. It means that their English speaking learning progress become much better than their previous progress. It is said that the students have achieved better improvement in developing their speaking skill beginning from the first cycle into the second cycle.

I briefly assumed that the use of picture as the instructional media can help students develop their English speaking skill and improve their English progress in language communication. So, they have reached a good achievement upon the instructional materials required by SLTP curriculum.

#### 4.1.1 Description of Action Cycle 1

##### a. Students' Bravery

In the the beginning of the action in the class-room, many students seemed to have a little enthusiasme to know about the picture hung on the blackboard. It also made them so surprised because it was the first time for them to see such a picture in the English teaching learning activity. This led some of them looked interested in the subject to be discussed as soon as the English teacher showed them an interesting picture.

But, step by step the class become more enthusiastic to get involved in the English speaking learning activity, contrasted with it used to be. The class became more conducive so that the English teacher could keep the teaching activity run more effectively, more interestingly. It took me as the English teacher more easily manage the class, and easily served the class without at first writing the instructional materials on the blackboard.

The other students looked more serious to join the lesson, and they often gave the responses to the teacher's questions dealing with the shown picture. They creatively said anything about the given pictures. The help of the pictures had spontaneously aroused their bravery to speak English. It took them not so difficult anymore to say English words dealing with those pictures. By looking at the presented pictures, they could easily familiarize with and orally express what those pictures were about. For example, when the teacher showed 'an elephant' and asked them what this animal liked to eat. They fluently answered 'vegetable'.

But, in the first cycle, there were still many (about 10) students keeping silent, and saying nothing about those pictures. They looked so embarrassed that they seemed losing their vocabulary to say. Even some other students had misinterpretation of the given picture, because those pictures were so small perhaps. And they could not differentiate between them. For example, there were still many students mistelling about what the pictures referred to. For instance, they mentioned that the picture was a donkey instead of a horse.



#### b. The Result of Action Cycle I

As soon as the first action had been implemented for about two weeks, and the class had already finished discussing one sub-theme the writer then gave them the first formative test. It was a must for the teacher to assess them whether or not they could enter to the following theme. Here, the sub-theme is consisting of 'cattle and pets', while the English speaking skill required to do in this part is to help the students able to give a description of animal. Therefore, the students are expected to be able to describe, for example, the characteristics of the animal shown in the picture orally.

The test is however composing of some expressions required by the aims of English speaking for SLTP, and it is formulated in a written form. In this case, the test required students to complete the written dialogues with suitable responses as it is asked by SLTP-instructional process stated in the guided English books. It does not mean that students had to make a free conversation.

The following are the results of the first formative test achieved by the students in the first cycle.

Table 1. The Data of Students' Scores of English Speaking Test (Taken from the first cycle)

The first cycle	
Respondent	Score
1	50
2	60
3	60
4	60
5	60
6	70
7	40
8	60
9	70
10	60
11	80
12	80
13	60
14	70
15	40
16	50
17	50
18	70
19	70
20	40
21	70
22	60
23	80
24	60
25	60
26	70
27	60
28	70
29	60
30	70
31	80
32	60
33	70
34	50
35	70
36	70
37	50
38	40
39	60
40	60
$N_1 = 40$	$\Sigma X_1 = 2470$
Mean = 61.75	

As stated in the above test results, some students could not do the given test as well as possible. It took them a little bit difficult because they were sometimes absent from the lesson hours. They looked not so serious to join the lesson. They were worried to ask questions although they were themselves difficult to familiarize with the given pictures, mainly for those who took seats in the back rows. Therefore, the teacher had planned to present the bigger pictures in the following cycle, and forced them to say their difficulties dealing with the presented pictures.

In order to help some students achieve the curriculum target, the writer needed to serve the next cycle. It was necessary to be carried out in order that they could increase their English progress and their English achievement in English speaking. On the other hand, it was hoped that the next cycle could make the result of their English speaking scores that fulfill the curriculum target, that is at least eighty-five percents of the students (85%) should be able to achieve at least sixty-five percents of the instructional materials (65%).

#### 4.1.2 Description of Action Cycle 2

##### a. Students' Bravery

As it is explained in the previous part of this chapter, based on the result of the first cycle, the



writer thought that the next cycle or the second cycle was still badly needed to conduct. Because, there were still a number of students what had not achieved the aims of English speaking targeted by SLTP curriculum. It means that the scores of their English speaking test had not yet fulfill the average score required by curriculum.

In the beginning of the second cycle, the students had already been more cooperative, had high motivation and good ambition to follow the instructional process, and not so embarassed anymore to get involved in the communicative activity. It took them not so difficult to share with the English teacher in language activities during the teaching-learning process was going on. In this cycle, the class looked more enthusiastic to jont the lesson hours. They seemed more familiar with the pictures shown by the teacher. They agressively responded to all of the questions in terms with the pictures released by their English teacher. Most of them looked so brave to express their own ideas about what the pictures refered to. Nobody was really becoming statics instead actively get involved in the teaching learning process.

Moreover, the pictures used as the instructional media in this second cycle are bigger than those were used in the first cycle. So, it helped them more easily catch on what those pictures described from the front



rows or from the back rows. Such a classroom condition made the students able to learn English speaking seriously, and effectively. Therefore, It made them be able to achieve the the goals of English speaking instruction. They became creative to use this language in oral communication, and to produce the spoken dialogues among themselves.

#### **b. The Result of Action Cycle 2**

As mentioned in the previous chapter that the following cycle or the second cycle would be employed when it was badly needed to continue, or the the expected results of the previous actions in the first cycle had not fulfilled the curriculum target yet. It was based on the final result of the first cycle that the average score of the class was less than 65.

On the other hand, the second cycle had already been going on for about two weeks when the second formative test was given to the students. The instructional material to be tested deals with describing similarities and differences of animals. In this case, the students were expected to be able to mention the similarities or the differences between one animal and the other animals. For example, what the similarities between Cat and Dog are (is).

The test consisted of 'Ten items' and was formulated in the written objective test. The test required students to complete the written dialogues with suitable responses.

The following are the results of the second formative test achieved by the students in the second cycle.

**Table 2. The Data of Students' Scores of English Speaking Test (Taken from the second cycle)**

The second cycle	
No. Respondent	Score
1	80
2	70
3	70
4	60
5	70
6	80
7	70
8	50
9	80
10	70
11	90
12	70
13	70
14	50
15	60
16	70
17	70
18	80
19	70
20	60
21	70
22	70
23	60
24	70
25	70
26	70
27	80
28	80
29	70
30	70
31	70
32	70
33	70



34	50
35	70
36	70
37	80
38	70
39	70
40	80
$N_2 = 40$	$\Sigma X_2 = 2800$
Mean = 70	

#### 4.2 Discussion

Based on the test scores achieved by students both in the first or in the second cycle, the writer concludes that there was a good improvement of the speaking skill. Because there was better achievement reached by the students in the second cycle in compared with they reached in the first cycle. Again, based on the writer's experiences during the actions, the students had already made important development in their English speaking progress, mainly in the second cycle.

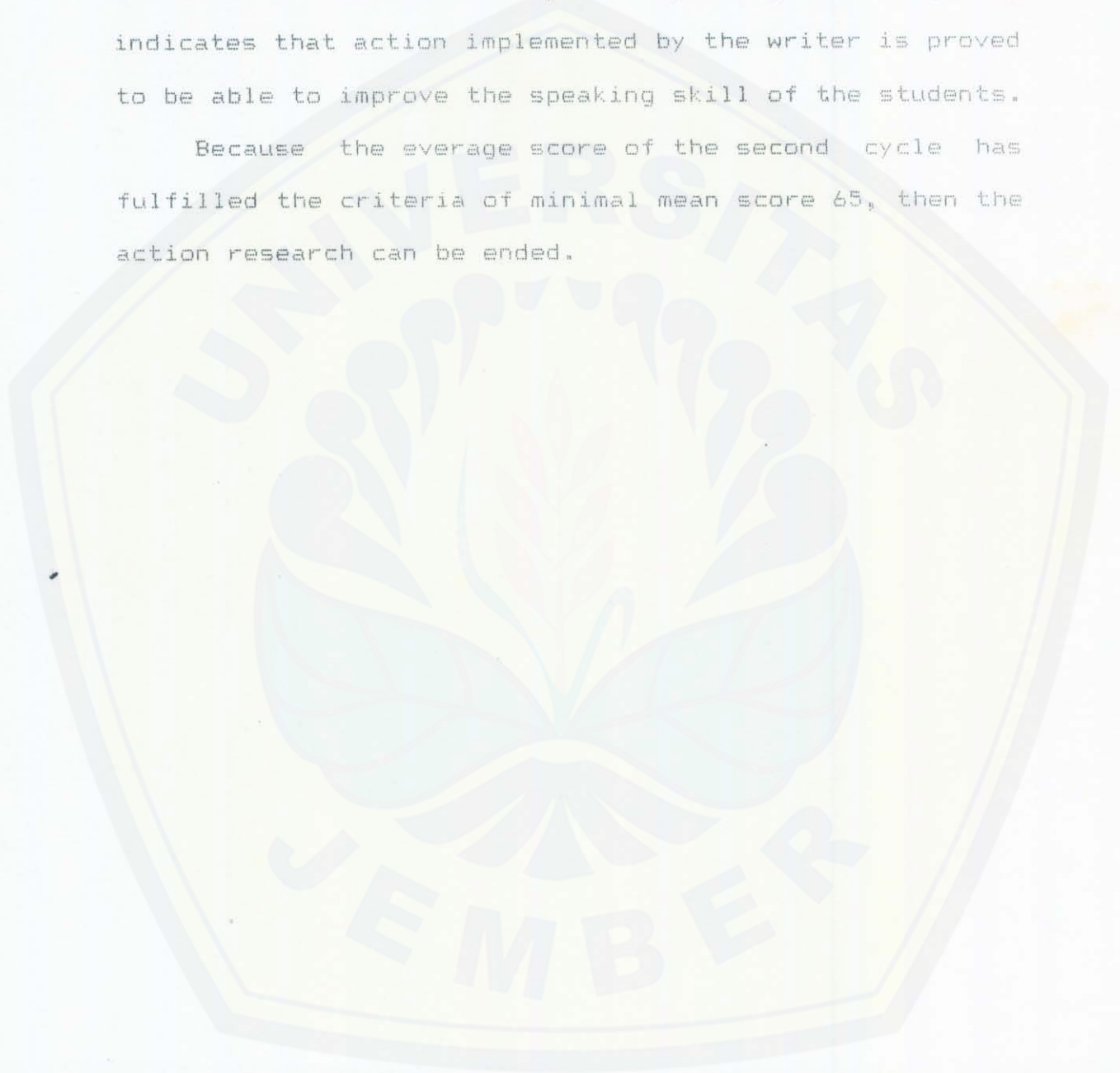
The following are the scores of English speaking test achieved by students in the first and the second cycles.

Table 3. The Data of The students' scores of English Speaking Tests in cycle 1 and 2

Speaking Test Score		
No. Respondent	Action Cycle 1	Action Cycle 2
1	50	80
2	60	70
3	60	70
4	60	60
5	60	70
6	70	80
7	40	70
8	60	50
9	70	70
10	60	70
11	80	90
12	80	70
13	60	70
14	70	50
15	40	60
16	50	70
17	50	70
18	70	80
19	70	70
20	40	60
21	70	70
22	80	70
23	60	60
24	60	70
25	60	70
26	70	70
27	60	80
28	70	80
29	60	70
30	70	70
31	80	70
32	60	70
33	70	70
34	50	50
35	70	70
36	70	70
37	80	50
38	70	40
39	70	60
40	80	80
$N_1 = 40$	$\Sigma = 2470$	$\Sigma = 2800$
Mean Score	61.75	70

The average score achieved by students in cycle 2 is higher than in cycle 1. It means that there is an increase of successful English speaking learning. It indicates that action implemented by the writer is proved to be able to improve the speaking skill of the students.

Because the average score of the second cycle has fulfilled the criteria of minimal mean score 65, then the action research can be ended.





CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Dealing with the results of the above analysis, the writer can conclude as follows :

1. The students' English speaking skill can be improved by the use of pictures as instructional media in teaching process as it was shown in the first and the second cycles of this classroom action research. The mean score of the students had significantly increased, from the first cycle up to the second cycle (61.75 - 70).
2. The Use of pictures can improve the students' bravery to speak English.

This result shows that the action, that is the use of picture as instructional media can help the students improve their English speaking progress as well as their speaking skill.

5.2 Suggestion

Based on the above conclusion of this classroom action research, some suggestions can be made as follows:

1. The English teachers should focus their attentions on the development of students' speaking progress and their speaking skill.
2. The English teachers are hopefully expected to use picture as instructional media in teaching English speaking because it arouse their bravery to speak English in the classroom.
3. The other reseachers are also hoped to hold such a scientific research dealing with this media in teaching learning process.
4. The PKG participants should continuesly evaluate the advantage of using pictures and try to use them in the classroom learning.



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Appendix 1

Data Observasi Selama Cycle I

No.	Aspek	Jumlah	Ket
1.	Siswa dapat menunjukkan keberanian berbicara (mengacungkan jari)	33	
2.	Siswa yang memberi respons lisan terhadap materi	18	
3.	Siswa yang memberi respons lisan dengan benar	10	
4.	Siswa yang mengajukan pertanyaan berkenaan dengan gambar	2	
5.	Siswa yang berani berdialog dengan sesama di depan kelas	0	

Gambar Verbal

1. Keberanian Siswa

Awal pertemuan siswa kurang komunikatif, kelas kurang kondusif, pengajaran speaking kurang efektif.

Berikutnya sedikit demi sedikit siswa mulai tertarik pada gambar yang ditunjukkan, kelas lebih kondusif dengan adanya gambar yang digantung di papan. Siswa menjadi tertarik dan mulai berani merespon pertanyaan guru. Siswa mulai berani mengemukakan pendapat walau jumlahnya masih kecil.

2. Kemajuan Belajar

Dibandingkan awal pertemuan, siswa lebih memahami materi pelajaran yang didiskusikan. Siswa lebih komunikatif, karena semakin banyak siswa yang serius mengikutinya. Banyak pertanyaan guru yang direspon, walaupun beberapa respon siswa kurang mengena.

## Appendix 2

Data Observasi Selama Cycle II

No.	Aspek	Jumlah	Ket
1.	Siswa dapat menunjukkan keberanian berbicara (mengacungkan jari)	35	beberapa kali rebutan
2.	Siswa yang memberi respons lisan terhadap materi	34	
3.	Siswa yang memberi respons lisan dengan benar	31	
4.	Siswa yang mengajukan pertanyaan berkenaan dengan gambar	10	
5.	Siswa yang berani berdialog dengan sesama di depan kelas	3 pasang	

## Gambar Verbal

## 1. Keberanian Siswa

Pada cycle ini siswa sudah bisa kooperative dengan baik, hampir setiap siswa yang mendapatkan kesempatan bisa merespon dengan baik. Mereka sering mengemukakan beberapa pertanyaan berkenaan dengan materi. Berani melakukan tanya tanyab. Mereka tidak takut salah dalam mengemukakan pendapat atau menjawab pertanyaan guru.

## 2. Kemajuan Belajar

Siswa lebih cepat memahami materi pelajaran yang diberikan. Semua pertanyaan dapat direspon dengan baik dan benar. Mereka lebih aktif dalam setiap "Language Activity". Rata-rata kemajuan belajar meningkat. Mereka terlihat lebih sering berkomunikasi secara lisan. Disamping itu masih ada 1 atau 2 orang yang mengalami kesulitan.

Appendix 3

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris  
T e m a : Animals  
Anak Tema : Wild Animals  
Cattles and Pets  
Kelas/Cawu : II/3  
W a k t u : 16 jam pelajaran

- I. Tujuan Pembelajaran (TP)  
Lihat AMF
- II. Tujuan Pembelajaran Khusus  
Lihat Rencana Pengajaran (RP)
- III. Bahan Pelajaran
- A. Pertemuan 1 : Lihat RP I
  - B. Pertemuan 2 : Lihat RP II
  - C. Pertemuan 3 : Lihat RP III
  - D. Pertemuan 4 : Ulangan Harian
  - E. Pertemuan 5 : Lihat RP V
  - F. Pertemuan 6 : Lihat RP VI
  - G. Pertemuan 7 : Lihat RP VII
  - H. Pertemuan 8 : Ulangan Harian
- IV. Penilaian
- A. Prosedur :
- 1. Penilaian proses dilaksanakan semala KBM berlangsung
  - 2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema / satu anak tema.

Ambulu, 16 Pebruari 2000

Guru Mata Pelajaran,

MOH. Z A E N I

NIP. 131811013

Mengetahui  
Kepala SMP 2 Ambulu,

Drs. SUTEDY

NIP. 130885928





Appendix 4

RENCANA PELAJARAN

Mata Pelajaran : Bahasa Inggris  
T e m a : Animals  
Anak Tema : Cattles and Pets  
Kelas/Cawu : II/3  
Alokasi Waktu : 2 x 45 menit  
Pertemuan ke : 3 (tiga)

- I. Tujuan Pembelajaran (TP)  
Siswa dapat :
1. Menjodohkan gambar dengan deskripsi tentang binatang.
  2. Melengkapi dialog pendek tentang binatang tertentu.
- II. Bahan Pembelajaran  
Sumber Pembelajaran :
1. GBPP Kurikulum 1974 plus suplemen
  2. Buku Paket Kelas II
  3. Sumber lain yang relevan
- III. Alat Peraga  
- Gambar
- IV. Kegiatan Pembelajaran
- a. Kegiatan Awal
    1. Salam dan tegur sapa
    2. Mengabsen siswa
    3. Memberi motivasi
  - b. Kegiatan Inti
    1. Mengamati gambar yang diberikan
    2. Memahami deskripsi tentang gambar yang diberikan.
    3. Menjodohkan gambar dengan deskripsi yang tersedia.
    4. Memahami contoh dialog yang diberikan guru
    5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan
  - c. Kegiatan Akhir
    1. Guru memberi kesempatan siswa untuk bertanya
    2. Guru memberi tugas tindak lanjut
- V. Penilaian
1. Prosedur : Penilaian proses
  2. Alat Penilaian : Tugas dan Latihan

Ambulu, 12 April 2000  
Guru Mata Pelajaran

Moh. Zaeni  
NIP. 131811013

Appendix 5

ULANGAN HARIAN

Mata Pelajaran : Bahasa Inggris  
Tema : Animals  
Anak Tema : Cattles and Pet  
Kelas/cawu : II/3  
Waktu : 1 x 45 menit

- I. Choose the best answer a, b, c, or d to complete the dialogue.
1. Anto : Which one give us wool, a goat or a sheep ?  
Alex : .....  
a. Hm .... Goat ofcourse      b. Sheep gives us wool.  
c. I think goat      d. I don't think sheep gives us wool
2. Tio : May I buy your fish ? I do love it  
Sri : ..... It is the only one I have  
a. Yes, ofcourse      b. It's O.K.  
c. No, You can't      d. Don't worry
3. Joe : It can fly. It is colourfull. It start with 'B' What is it ?  
Win : .....  
a. It is a bee      b. It is butterfly  
c. It is a bird      d. It is a bat
4. Henny : Martha's cat died last week.  
Betty : .....  
a. Oh, I'm sorry to hear that      b. Don't think about it  
c. I think she is sad now      d. Don't worry.
5. Bobby : .....  
Helmi : It is look like a horse. It is a clever animal and usually helps police to catch a thief.  
a. What does dog look like, Helmi ?  
b. Which is the clever animal, Hel ?  
c. Ho is dog like, Helmi ?  
d. How is like dog, Helmi ?
- II. Complete this dialogue, with the phrases or sentences given.
- Dion : Hi .. Leo. (6) .....
- Leo : I'm going to the bird market. I'll buy one. Will you join me ?
- Dion : Great. What kinds of bird will you buy ?
- Leo : (7) ..... How about you Dion. do you have a pet in your house ?
- Dion : Yes, ofcourse. (8). .....  
It's name is Manis. It's very beatiful you knoe.  
It has three colour fur, white, black and brown.  
(9) .....

Leo : Yes, you have to do it.  
(10) .....

- 
- a. We should love our pets
  - b. I have a cat
  - c. Where are you going ?
  - d. I often give it meat.
  - e. I'll buy 'Kutilang' because I like singing bird.
- 





Appendix 6

RENCANA PELAJARAN

T e m a : Animals  
Anak Tema : Wild Animals  
Kelas/Cawu : II/3  
Alokasi Waktu : 2 x 45 menit  
Pertemuan ke : 7 (tujuh)

- I. Tujuan Pembelajaran (TP)  
Siswa dapat :
1. Menjodohkan gambar dengan deskripsi tentang binatang.
  2. Melengkapi dialog pendek tentang binatang tertentu.
- II. Bahan Pembelajaran  
Sumber Pembelajaran :
1. GBPP Kurikulum 1994 plus suplemen
  2. Buku Paket Kelas II
  3. Sumber lain yang relevan
- III. Alat Peraga  
- Gambar
- IV. Kegiatan Pembelajaran
- a. Kegiatan Awal
    1. Salam dan tegur sapa
    2. Mengabsen siswa
    3. Memberi motivasi
  - b. Kegiatan Inti
    1. Mengamati gambar yang diberikan
    2. Memahami deskripsi tentang gambar yang diberikan.
    3. Menjodohkan gambar dengan deskripsi yang tersedia.
    4. Memahami contoh dialog yang diberikan guru
    5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan
  - c. Kegiatan Akhir
    1. Guru memberi kesempatan siswa untuk bertanya
    2. Guru memberi tugas tindak lanjut
- V. Penilaian
1. Prosedur : Penilaian proses
  2. Alat Penilaian : Tugas dan Latihan

Ambulu, 26 April 2000  
Guru Mata Pelajaran

Moh. Zaeni  
NIP. 131811013

Appendix 7

ULANGAN HARIAN

Mata Pelajaran : Bahasa Inggris  
T e m a : Animals  
Kelas / Cawu : II/3  
W a k t u : 1 x 45 menit

=====

COMPLETE THE QUESTIONS IN THE FOLLOWING DIALOGUES !

1. Tom : ..... ?  
Rud : Yes. It's a really a big-black wild animal  
a. Have you ever seen a Puma ?    b. What have you seen ?  
c. How do you see a Puma ?    d. Where do you see a Puma ?
2. Rud : .....  
Tom : It is like a horse. Its coat is beautiful.  
It has a lot of strips  
a. What is a Zebra like    b. What does Zebra like  
c. How is a Zebra like    d. What does a Zebra look like
3. Tom : .....  
Rud : It has a pounce. It has a long tail. It's a fast runner  
a. How does a Kangaro look like    b. How is like Kangaro  
c. What looks like a Kangro    d. What does a Kangro like?
4. Tom : Look at these pictures, Rud! What to you call these kind of Animals ?  
Rud : They are .....  
a. night animals    b. poisonous animals  
c. clever aniamals    d. dangerous animals
5. Tom : .....  
a. Which is the tallest one    b. Which is the biggest one  
c. Which is the smallest one    d. Which is the shortest
6. Tom : .....  
a. Which is the tallest    b. Which is the biggest  
c. Which is the smallest    d. Which is the shortest
7. Rud : It is the elephant  
Tom : .....  
a. Which is the tallest    b. Which is the strongest  
c. Which is the biggest    d. Which is found in Ujung Kulon  
Rud : It is a Rhino

8. Tom : Which one usually lives in Africa's jungles ?

Rud : It is a .....

- a. giraff
- b. Rhinoceros
- c. elephant
- d. a and c correst

9. Ann : .....

- a. Oh, I've my kitten
- b. Oh, I found my kitten
- c. I'm sorry to find it
- d. How can I find my kitten

10. Yul : Have you ever tried to find it ?

Ann : I've tried yo find it anywhere, but Lulu never comes back.

Yul : ....., An.

- a. Let's hope for the best, Ann.
- b. Let's try find it.
- c. Don't think about it, Ann
- d. Don't be sad Ann.

