

## ABSTRACT

**Dita Centrisia, Bidzlamira.** 2015. Teaching Speaking Using Picture Media for Eighth Grade Students of SMPN 3 Pacitan in Academic Year 2014/2015. A thesis, English Education Department State Islamic College of Ponorogo (STAIN Ponorogo), Advisor : Nurul Khasanah, M.Pd.

**Key words: Teaching Speaking and Picture Media.**

Teaching in English has been done by English teachers or instructors in non-English speaking countries. Non-English teachers in Asian countries are also encouraged to teach in English. Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is a typical in a noteworthy sense. What we fail to notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.

SMPN 3 Pacitan won several English competition such as telling story competition. The award went to the regional level along with the second place in the province level. The good multimedia support is one of the most essential enhancement toward the achievement in English competition. The multimedia is taught using integrated media is a picture media. English teaching focuses on the multimedia class in order to achieve better achievement through technology. It also can serve a variety purpose for language teaching especially English teaching.

The researcher interested in SMPN 3 Pacitan academic year 2014/2015, especially to eighth grade student. Because the students have good prestige in English. Most students of eighth grade can speak English well. English teacher have some methods of teaching English to their students. The fact, the students are good in English and always increase of the achievement each year.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Teaching in English has been done by English teachers or instructors in non-English speaking countries. Non-English teachers in Asian countries are also encouraged to teach in English. In Indonesia, the Minister of Culture and Education has officially launched an international program for both state and private schools since 2008. This program demands all subject teachers of “the international class group program” to teach in English. However, several schools in big cities have been running their teaching-learning process in English. In addition, there are also getting more tertiary level education that suggest their lecturers to teach in English.<sup>1</sup>

In language teaching we often talk about the four language skills (speaking, listening, reading, and writing) in terms of their direction and modality. Language generated by the learners (in either speech or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language. Modality refers to the medium of the language (whether it is aural/oral or written). Thus, speaking is the

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<sup>1</sup>Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Yogyakarta: Penerbit ANDI, 2013), 1.

productive, oral skill.<sup>2</sup> Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable.<sup>3</sup>

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is a typical in a noteworthy sense. What we fail to notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.<sup>4</sup>

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>5</sup> Speaking is learned in two broad context: foreign language and second language situations. The

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<sup>2</sup>Kathleen M. Bailey, *Practical English Language Teaching* (New York: McGraw Hill, 2005), 2.

<sup>3</sup>Ibid, 2.

<sup>4</sup>Ibid, 2.

<sup>5</sup>H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (San Francisco: Longman. 2003), 140.

challenges you face as a teacher are determined partly by the target language context.<sup>6</sup>

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The researcher interested in SMPN 3 Pacitan academic year 2014/2015, especially to eighth grade student. Because the students have good prestige in English. Most students of eighth grade can speak English well. English teacher have some methods of teaching English to their students. The fact, the students are good in English and always increase of the achievement each year.

Based on the background above, the researcher interested in conducting the research entitled **“TEACHING SPEAKING USING PICTURE MEDIA FOR EIGHTH GRADE STUDENTS OF SMPN 3 PACITAN IN ACADEMIC YEAR 2014/2015”**

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<sup>6</sup>David Nunan, Practical English Language Teaching (Singapore: McGraw Hill, 2003), 54.

## **B. Research Focus**

This research only focuses to identify the process in teaching speaking using picture media for eighth grade students of SMPN 3 Pacitan in academic year 2014/2015.

## **C. Statement of the Problem**

- How is the process of teach speaking using picture media for eighth grade students of SMPN 3 Pacitan in academic year 2014/2015?

## **D. Objective of the Study**

- To describe the process of teaching speaking using picture media for eighth grade students of SMPN 3 Pacitan in academic year 2014/2015.

## **E. Significances of the Study**

The result of this study id expected to be beneficial for the teacher and the students described as follow:

### **1. Theoretically**

- The result of this study will be useful and contribute to scientific treasure in the field of education.

### **2. Practically**

- Readers

This study is expected to give a contribution to readers, particularly the students of English Department of

STAIN Ponorogo, in enriching reference concerned with the process in teaching speaking using picture media.

- Students

This study is expected to give students, particularly at SMP N 3 Pacitan, an awareness of increasing their process in teaching speaking using picture media.

- Teachers

This study is expected to give an input for teachers, particularly English teachers, concerned with the process in teaching speaking using picture media.

- Other researcher

Obtain some information about the process in teaching speaking using picture media at SMP N 3 Pacitan.

## **F. RESEARCH METHODOLOGY**

### **1. Research Design**

The design of the research is qualitative research. Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, attempting to make sense of, or interpret,

phenomena in terms of the meanings people bring to them.<sup>7</sup> Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conduct the study in a natural setting.<sup>8</sup>

Qualitative research is a conducted through an intense and or prolonged contact with a “field” or life situation. These situations are typically “banal” or normal ones, reflective of the everyday life individuals, groups, societies, and organizations.<sup>9</sup> Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.<sup>10</sup> Qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers. The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records.<sup>11</sup> This research describes the process of teaching speaking at SMPN 3 Pacitan.

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<sup>7</sup>Norman K. Denzini & Yvonna S. Lincoln, *Handbook of Qualitative Research* (USA: SAGE Publications, 1994), 2

<sup>8</sup>Creswell, *Research Design, Qualitative and Quantitative Approaches* (Thousand Oaks: SAGE, 1994), 15.

<sup>9</sup>Matthew B. Miles dan A. Michael Huberman, *An Expanded Source Book: Qualitative Data Analysis* (London: SAGE Publications, 1994), 6

<sup>10</sup>R.C. Bogdandan S.K. Biklen, *Op.cit*, 27.

<sup>11</sup>Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Salemba Empat, 2012), 12.

## 2. Researcher Role

In qualitative research, however, it is thought that the researchers can learn the most about a situation by participating and become immersed in the situation they are studying.<sup>12</sup>In this research, researcher's role is very important, because the researcher is a key instrument in this qualitative research. Researcher plays as an actor and as a data collector. Beside human, researcher can use other instrument. The function is for complement only. Therefore, the researcher's role in the field for qualitative research is absolute. The researcher is as a full observer, which the subjects of research know about it.

In particularly, the researcher plays a role as observer and interviewer. The researcher made interaction and communication with the student, the teacher and the other informant to get data about teaching speaking of SMPN 3 Pacitan.

## 3. Research Location

This research was conducted at SMPN 3 Pacitan. It is located at Mayjen Sutoyo street Pacitan, East Java. This school is chosen as research location because it is one of school at Pacitan that has good technology and learning interaction process for teaching speaking. Moreover, multimedia was applies in the school, particularly in teaching

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<sup>12</sup>Ibid, 5.

English. Beside that, the school is reachable, it enable the research to conduct the research effectively.

This school has several achievements in English such the winner of retelling story in the regional level and the second winner of retelling story in the province level. The Grade of graduating in the national examination always get good result in English lesson.

#### **4. Data Source**

Data source is the fundamental methods relied on by qualitative researchers for gathering information are, participation, in the setting, direct observation, indepth interviewing, document review.<sup>13</sup> Therefore, the data source in this research were words (the information from interview with English teachers, students and whoever involves and correlate with teaching and learning process,) and the action was collecting data from observation and documentation of teaching and learning process.

#### **5. Technique of Data Collection**

##### **a. Observation**

Observation is the selection and recording behaviors of people in their environment. this method is useful for generating in-depth descriptions of organizations or events, for obtaining

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<sup>13</sup>Sugiyono, Op. cit, 63.

information that is otherwise inaccessible and for conducting research when other methods are inadequate. Observation fosters an in-depth and rich understanding of a phenomenon, situation and/or setting and the behavior of the participants in that setting. Observation can also provide the foundation for theory and hypothesis development.<sup>14</sup>

The researcher observed about school infrastructure, teaching learning process, and application technique of teaching speaking using picture media in class VIII E.

#### b. Interview

Interview as utilized in naturalistic inquiry may serve any of the purposes listed above; it is usually unstructured, although at later stages of the inquiry (particularly for triangulation or member-checking purposes) more structured forms may be found; it is almost always fully overt and rarely drifts far from that standard for ethical reasons; and it is usually depth interview in that interviewer and respondent may view one another as peers.<sup>15</sup>

The researcher interviewed the teacher and students. For teacher about applied picture media in teaching speaking. For

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<sup>14</sup>Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: SalembaEmpat, 2012), 21.

<sup>15</sup>Yvonna S. Lincoln dan Egon G. Guba, *Op, cit*, 269.

students to ask their opinions the application picture media in teaching speaking.

c. Documentation

The term documentation to refer to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information as part of case study whose main data source is participant observation or interviewing.<sup>16</sup>

The researcher get the data from documentation namely the historical data, organization structure, vision, mission, and goal, number of students and teachers of SMPN 3 Pacitan. Beside that, photos about process of teaching speaking using picture media of VIII E students.

## 6. Data Analysis

Data analysis is the process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units. Interpretation involves attaching meaning and significance to the analysis, explaining descriptive patterns, and looking for relationships and linkages among descriptive dimensions.<sup>17</sup> There are two process of the data analysis, namely:

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<sup>16</sup>R.C. Bogdandan S.K. Biklen, Op.cit, 57.

<sup>17</sup>Michael Quinn Patton, Op. cit, 268.

a. Data reduction.

Data reduction was a stage of summarizing, classifying and focusing on essential things. In this stage, the researcher needs to separate the accurate data from inaccurate data. Through the data reduction, the researcher may focus on the data that will be analyzed.

b. Data display.

Data display was a stage of organizing data into patterns of relationship and the data display can make the collected data easier to be understood.

c. Conclusion / verification

In this stage, the researcher made a conclusion. The conclusion could be in a form of thick description. The conclusion was the answer of the researcher problems that have been formulated.<sup>18</sup>

## 7. Checking of Data Validity

Validity is the most important idea to consider when preparing or selecting an instrument of use. More than anything else, researchers want the information they obtain through the use of instrument to serve their purposes.<sup>19</sup>

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<sup>18</sup>Matthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10

<sup>19</sup>Fraenkel., Wallen., and Hyun, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2012), 147.

Validity is a matter of demonstrating, in one or more ways, that the research was designed to maximize the accuracy of identifying and describing whatever is being studied, especially as judged by the groups of people being studied. To increase credibility of data, normally people use several data sources and different methods which is called as triangulation. The idea behind triangulation is that the more agreement of different data sources on a particular issue, the more reliable the interpretation of the data. Triangulation is typically a strategy (test) for improving the validity of research or evaluation of findings.<sup>20</sup>

Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation (in order to) control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology.<sup>21</sup>

This research uses triangulation technique as a source. It means the researcher uses ways: (a) the comparison between result of observation and result of interview, (b) the comparison between public opinion and individual opinion, (c) the comparison between result of interview and related document.

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<sup>20</sup>Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: SalembaEmpat, 2012), 40.

<sup>21</sup>Ibid, 40.

## 8. Research Procedure

In this research, the researcher used some procedure which must be done. They are preparation, application and reporting.

### a. Preparation

Before doing the research activity, the researcher had to prepare the research material. The preparation in this research activities were:

- 1) Made a research proposal.
- 2) Got permission letter from institution.
- 3) Got permission letter and approval from the school that will be researched.
- 4) Arranged the research instrument

### b. Application

In application step, the researcher doing activities such as:

- 1) Observed and collected data of the implementation of multimedia by video in teaching and learning integrated materials of English.
- 2) Analyzed the collected data
- 3) Made conclusion and suggestion of the data analyzes.

### c. Reporting

The researcher made reporting about:

- The process of picture media in teaching speaking using picture media

## G. Organization Of The Thesis

The organization of thesis is given to make the reader understand the content of the thesis. This research report will be organized in five chapters, interact each other. They are:

CHAPTER 1: INTRODUCTION. This chapter introduces the whole of the research that involves: background of the study, research focus, statement of the problem, objective of the study, significances of the study, research methodology and the organization of the thesis.

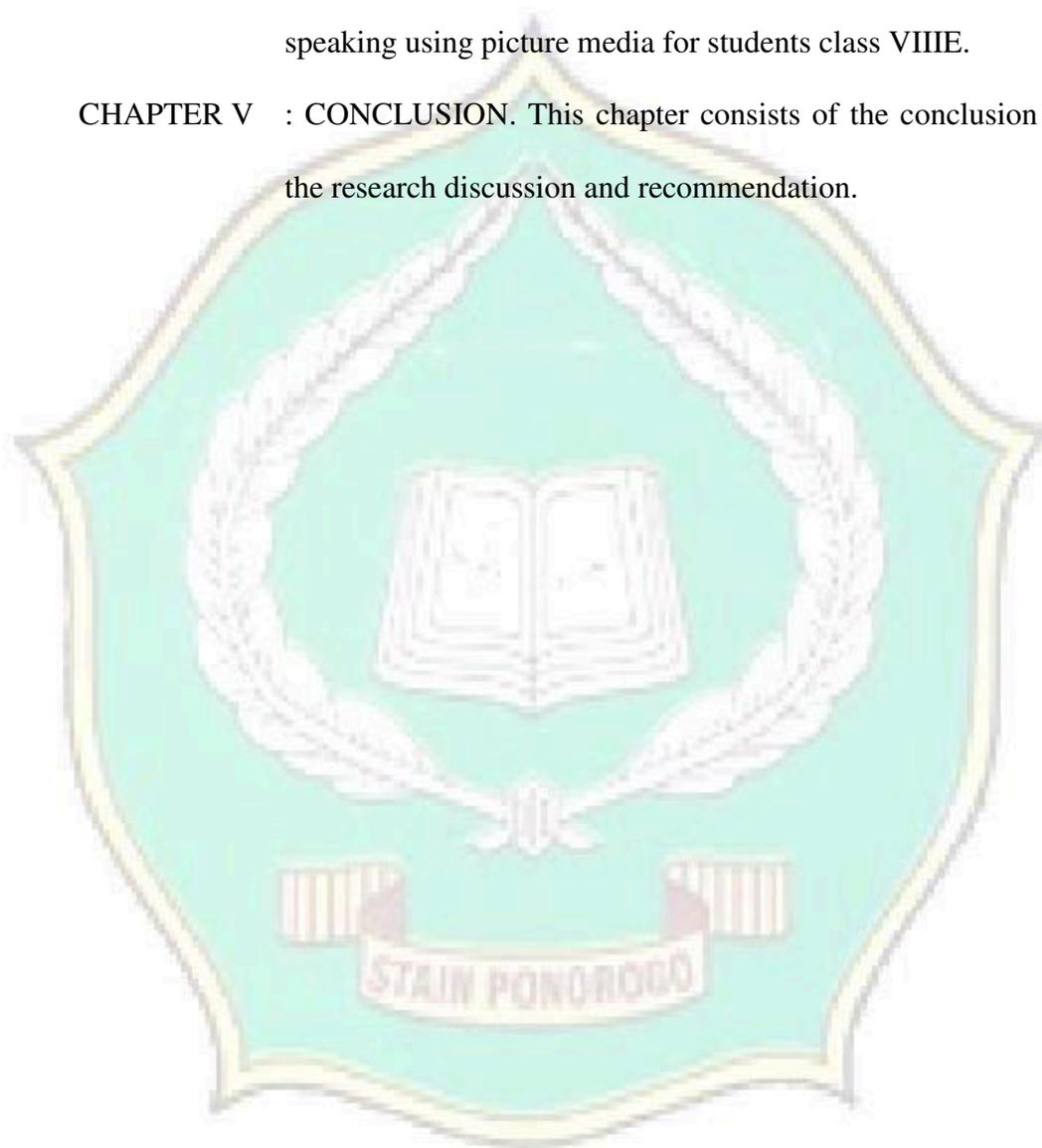
CHAPTER II : REVIEW OF RELATED LITERATURE. This chapter applied the used theory as the frame work of conducting the research. It involves the theory of teaching, speaking, teaching speaking, media, and picture media.

CHAPTER III: RESEARCH FINDING. This chapter contains the historical data, organization structure, vision, mission, and goal, number of students and teachers of SMPN 3 Pacitan. The data is

process of teaching speaking using picture media for students class VIII E.

CHAPTER IV : DISCUSSION. This chapter about how to teaching speaking using picture media for students class VIII E.

CHAPTER V : CONCLUSION. This chapter consists of the conclusion of the research discussion and recommendation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. TEACHING SPEAKING

##### 1. Definition of Teaching

In this era of modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the international languages for communication. It has been used as a means of communication around the globe. In non-English speaking countries, teaching in English has also become a trend to keep up with international development of education.<sup>22</sup>

Teaching in English has been done by English teachers or instructors in non-English speaking countries. Non-English teachers in Asian countries are also encouraged to teach in English. In Indonesia, the Minister of Culture and Education has officially launched an international program for both state and private schools since 2008. This program demands all subject teachers of “the international class group program” to teach in English. However, several schools in big cities have been running their teaching-learning process in

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<sup>22</sup>Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Yogyakarta: Penerbit ANDI, 2013), 7.

English. In addition, there are also getting more tertiary level education that suggest their lecturers to teach in English.<sup>23</sup>

Teaching activity can be done not only by teachers but also students. It belongs to productive activity which retains students to write and speak. It is recommended that a teacher is able to make their students able to teach what they have learned to the other students, people around them or certain community. This activity covers sharing, presenting, running a seminar, and giving a workshop and training.<sup>24</sup>

Sharing ideas is the same as informal teaching. This activity is often done informally by students. It happens anywhere and at any time in relaxed situation without needing special preparation. It takes place in the classroom, sitting room, school garden, canteen, boarding house, or in (public) transportation. They usually share ideas with their classmates, schoolmates, their family, neighbor or other certain community. Presenting. Presentation activity is done formally by individual, representative or groups in order to share ideas, to promote product, to sell ideas, product or services, to produce something, inform research finding, and the others. Students usually give presentations on what students have discovered I discovery learning or what they have done in their research project-based learning activities. This high level learning activity needs a long process. Clear objectives, guides, target

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<sup>23</sup>Ibid, 1.

<sup>24</sup>Ibid, 104.

audience, time and place, ways to present, materials or outline of the ideas, equipment and facilities are needed to make sure that the presentation runs well. Running a seminar. This activity is normally done by a teacher in the teacher-controlled activity. Some other teachers give seminar and workshop presentation on certain topics in a meeting, exhibition, conference or other opportunities. The result of students' project can also be presented in a seminar. The audience can be their classmate or certain group of people in the community. Giving a workshop and training. This is a kind of community service from a school or university which is done by students with or without their teachers. This activity gives students opportunity to share and develop their practical ideas. Finsl semester students may have enough ideas to be shared with certain groups of community in a workshop or training. Target audience is identified, approached and offered the workshop and training program.

The others most common challenge is that teaching without preparation or lesson plan. How expert we are, without any preparation, we are not able to teach well. It happens to some teachers or instructors who do not want to update or revise their teaching materials due to repeated or routine lessons. However, knowledge develop and we have to update it according to the global development.<sup>25</sup>

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<sup>25</sup>Ibid. 9.

From the statement above, it can be said that teaching is one aspect of the education as an activity which is done by teacher determined by the philosophy of education, teaching style, approach method, and techniques. The teacher motivates students to inquire, and change skills, attitude and knowledge use all of them.

## 2. Definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable.<sup>26</sup> Speaking is also taught in combination with other skills, most typically listening. Or there will be separate speaking classes in the boarder curriculum of intensive English programs, in which students use the vocabulary and grammar structures they have studied in other classes.<sup>27</sup>

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is a typical in a noteworthy sense. What we fail to notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more

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<sup>26</sup>Kathleen M. Bailey, *Practical English Language Teaching* (New York: McGraw Hill, 2005), 2.

<sup>27</sup>*Ibid*, 34.

impressive feat when we hear someone speaking effectively in a second or foreign language.<sup>28</sup>

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>29</sup> Speaking is learned in two broad context: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.<sup>30</sup> Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that. So, natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language.<sup>31</sup>

Speaking is equally important in children's overall language development. Children learning English as their native language spend time developing speaking skills. They would also be singing songs with their teacher. Usually the entire class sits together while everyone sings or chants in unison. This is a regular and important part of the school day because teachers

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<sup>28</sup>Ibid, 2.

<sup>29</sup>H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (San Francisco: Longman. 2003), 140.

<sup>30</sup>David Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), 54.

<sup>31</sup>Scot Thornbury, *How to Teach Speaking*,(England: Longman, 2005), 1.

working with young learners recognize how important it is for children to develop strong speaking skills.<sup>32</sup>

Types of classroom speaking performance:<sup>33</sup>

- a) Imitative. A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b) Intensive. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.
- c) Responsive. A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.
- d) Transactional (dialogue). Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
- e) Interpersonal (dialogue). In interpersonal exchanges, carried out more for the purpose of maintaining social relationships than for the transmission of facts

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<sup>32</sup>Caroline T. Linse, *Practical English Language Teaching* (New York: McGraw Hill, 2005), 47.

<sup>33</sup>H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman. 2001), 271-274.

and information. Factors of interpersonalnamely speak in a casual register and use colloquial language, ellipsis, slang, sarcasm, and a covert “agenda.”

- f) Extensive (monologues). Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. This monologues can be planned or impromptu.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication.

### **3. Definition of Teaching Speaking**

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Spoken language and written language differ in many significant ways.<sup>34</sup>

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audio lingual repetition drills were designed to familiarize students with the sounds and structural

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<sup>34</sup>David Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), 48.

patterns of the target language (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation.<sup>35</sup>

Speaking activities are an important part of any young learners' classroom and are often considered the focal point of instruction. When teaching speaking, it is especially important to select activities which match the objectives of your program. For instance, if you teach in a school that emphasizes music and the arts, you would include a lot of songs authored by others as well as by your students. The specific techniques and tasks that you choose should be based on the aims of the program coupled with the learners' stage of development.<sup>36</sup>

In the teaching speaking, there are four basic reasons why the students need to give student speaking task to improve their command.<sup>37</sup>

- a) Rehearsal : Getting student to have a free discussion outside the classroom.
- b) Feedback : Speaking tasks where students are trying to use all and any language they know provide feedback for both teacher and students. Speaking activities can give them enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study.

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<sup>35</sup>Ibid, 49.

<sup>36</sup>Caroline T. Linse, Practical English Language Teaching (New York: McGraw Hill, 2005), 52.

<sup>37</sup>Jeremy Harmer, How to Teach English An Introduction to the Practice of Language Teaching (England: Addison Wesley Longman, 2001), 1870.

- c) Engagement : Good speaking activities can and should be highly motivating if all students are participating fully and the teachers has set up the activity properly and can give sympathetic and useful feedback, so they will get tremendous satisfaction from it.
- d) Rehearsal : Getting student to have a free discussion outside the classroom.

There are three principles for teaching speaking to beginning learners. These principles are:<sup>38</sup>

- a) Provide something for learners to talk about
- b) Create opportunities for students to interact by using group-work or pair-work
- c) Manipulate physical arrangements to promote speaking practice

There are five principles for teaching speaking. These principles are:<sup>39</sup>

- a) Be aware of the differences between second language and foreign language learning contexts
- b) Give students practice with both fluency and accuracy
- c) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk
- d) Plan speaking tasks that involve negotiation for meaning

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<sup>38</sup>Kathleen M. Bailey, *Practical English Language Teaching* (New York: McGraw Hill, 2005), 36-40.

<sup>39</sup>David Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), 54-56.

- e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

#### 4. Component of Ideal Speaking

People who have good speaking will be easy to communicate with other people. There are some aspects of communicative competence to make ideal speaking. According Don Byrne some aspects of communicative competence to make ideal speaking. These are:<sup>40</sup>

##### a) Fluency

If the focus is fluency, the teacher allows the students to express themselves freely without interruption. The aim is to students to help to help students to speak fluently and with ease.<sup>41</sup> In addition, fluency is an important dimension of communication. It means that the students do not have very ignore quality of speaking, but the students have to speak quite and possible.

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norms of the relevant native speech community.<sup>42</sup> In order to maintain fluency, learners need to adapt what they want to say to their language level and develop strategies to talk around what they cannot express directly.

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<sup>40</sup>Donn Byrne, Teaching Oral English, (British: Longman, 1976), 8.

<sup>41</sup>Lucy Pollard, Teaching English, (London: 2008), 16.

<sup>42</sup>Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: McGraw Hill. 2005), 5.

b) Accuracy

At the same time, they need to produce a message that is accurate enough in terms of the word order, words ending, and pronunciation and soon for the listener to understand. An approximation of the 'ideal' way to say something often works and learners should be encourage to take risk and use language at the edge of their language level.

According Kathleen M. Bailey accuracy is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistic code.<sup>43</sup>

c) Cohesion

It is the grammatical and or lexical relationship between the different parts of a sentence. Cohesion includes reference, repetition, synonym, and so on.<sup>44</sup>

An important concept for teachers to understand is that while students are at beginning and intermediate levels of language learning that is while they are still developing their proficiency, fluency and accuracy often work against each other.<sup>45</sup>

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<sup>43</sup>Ibid, 124.

<sup>44</sup>Cora Lindsay and Paul Knight, *Learning and Teaching English*, (China: Oxford University Press, 2006), 12.

<sup>45</sup>Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2003), 261.

d) Coherence

It involves “how texts are constructed”. When sentences, ideas and details fit together clearly, listeners can follow along easily, and the speaking is coherent. The ideas tie together smoothly and clearly.<sup>46</sup>

Logical order and good arrangement results in a speech that is easy to follow. It makes it easier to recall the speech and to heed the call to action. Coherence also makes the mind of the audience to stay tuned for each next thought.

**5. The Component of Teaching Speaking**

Teaching speaking have four components. There are:<sup>47</sup>

a) Grammar

It is needed for student to arrange a correct sentence in convention. Students’ ability manipulates structure and distinguishes appropriate grammatical form in appropriate one. The expertise in a language are oral and written form.

b) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and

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<sup>46</sup><http://home.ku.edu.tr/~doregan/speaking/cohesion.html>, accessible on Monday 25 May 2015 at 11.00.

<sup>47</sup>Haterulez-blogspot.com/2015/05/25/the component teaching speaking.

written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

c) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features,

d) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the language items needed to express the message.

In short, for being good learners, they should encourage 4 component in teaching speaking. There are grammar, vocabulary, pronunciation, and fluency.

## **B. MEDIA**

### **1. Definition of Media**

Media is integral part of teaching to help students understanding the lesson. It helps the teacher to support the teaching and learning process. Media is plural form of the word “medium”.

Gagne and Briggs in Azhar’s book describe education media included physically equipment that is used to deliver the learning materials in the environment of student which can stimulate the student learn effectively.<sup>48</sup>

In modern era, the media has various kinds of forms and sizes. There are many kinds of media which used in many purpose of teaching. Some teachers may be able to buy them, more likely, or they will need to make them. Making the media will give the teachers opportunity to use local available materials and to provide exactly the kinds of media that will benefit the students.

According to Kasihani, media is classified as follow:<sup>49</sup>

- a) Visual media: picture, flashcard, the real thing
- b) Audio media: radio and CD

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<sup>48</sup>AzharArsyad, *Media Pembelajaran* (Jakarta: PT GrafindoPersada, 2009), 4

<sup>49</sup>Darwanto, *TelevisiSebagai Media Pendidikan* (Yogyakarta, PustakaBelajar, 2007), 109

c) Audio Visual media: TV, video, film

According Brown (1983) states that the function of media are saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive. Media can save the time mean that most media presentation requires a short time to transmit their messages. Media can make class situation more alive since the media can interest the students and attract students' attention.<sup>50</sup>

## 2. Definition of Teaching Media

Teaching media is a great tool to deliver a material from teachers to the students. It also makes it easier for students to understand the material, because they not only understand the material by listening but also visual. Using media is one of the ways to make learning process more interesting. The teacher can use many types of media in learning process, as Navarro and friends said that there are many types of media which can be used such as: slides, overhead transparencies, moving film, television or beta-video system, charts, and multimedia presentations.<sup>51</sup>

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<sup>50</sup>Syaifullah, Some Theories About English Teaching Media, (online), (<http://syaifullaheducationinformationcenter.blogspot.com>, 2008)

<sup>51</sup>Navarro, Cruz, Tovera, Lucido. Principles of Teaching and Instructional Technology. (Katha Publishing Co., Inc.1988), 94-96

a) Slides

The slides can be series of important material. It used as lecture aids or projected with prerecorded narrative and music.

b) Overhead Transparencies

Preparation through a simple tracing approach makes the medium valuable for ordinary teacher. Transparencies also lend themselves to special techniques that add interest to a presentation.

c) Moving Film

The teacher should take care that moving film do not become the be all and end all in the learning process. The showing of moving films should rather lead to discussion, criticism writing, or evaluation sessions which give premium to the learning situation.

d) Television or Beta-Video System

The television or beta-video system facility should not be seen merely as a boon to families in the households.

e) Charts

Self-made charts and posters serve as a basic and universal aid for bringing fascinating and exciting experiences in the classroom. Through the use of charts, the world of abstract phenomena comes into focus, concrete and understandable to the students. By usage, charts refer to various graphic forms such as maps, pictures diagram, posters,

graphs, cartoons, sketches, etc. Those are visual aids that help us in learning facts and ideas clearly.

f) **Multimedia Presentations**

Multimedia can mean either the use of media in a sequential arrangement or the use of various media presented simultaneously, as in the projection of several images, utilizing slides and moving films, on multiple screens. From six types of those media, in this research pictures are included in the category of charts. Pictures can help the students in learning fact and clearly, because the students can imagine the visual material by seeing.

**3. English Teaching Media**

Some students feel it difficult when they learn foreign language; they do not understand what the teachers' explanation. Students also feel shy if they make mistake, especially in speaking practice. This is why the teacher's role is very important to make students interested to the English lesson. Teachers should make the students engaged with the lesson when they are learning English. Teacher should make English materials easy for the students to understand. The teacher can use media in learning process to make easy in teaching English. The teacher can use picture, TV, radio, dolls, card and many more.

As Vilma mention that using media in learning English provide huge information.<sup>52</sup> It means that using pictures as media in learning speaking will help the students to get more ideas. For example; the teacher asked the students to describe a car without picture. The students will mention that the car is green, it has four doors, wheel, etc., but when the teacher asked the students describe by look the picture, the students will mention that the car is light green, it has sporty wheel, etc. He will also mention brand of that car, brand of that sporty wheel.

#### 4. Definition Of Picture

Pictures can provide learners with many things to talk about. Besides that, there are all around us every day, cheap and easy to get. They are enjoyable, they set the scene or context, they inform us, they interest us, and they are a key resource.<sup>53</sup> In teaching and learning process, pictures should be an integral part of all teacher professional equipment because pictures are more vivid than word.<sup>54</sup>

Among some other kind of media, picture kind of visual media that are so abundant and obtainable that are likely to be use more extensively

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<sup>52</sup>Vilma Tafani, Teaching English Through Mass Media,(Albina : Acta Didactica Napocensia, 2009), 82

<sup>53</sup>Jennifer Goodman, Picture Stories in the Communicative Classroom, (online), (<http://www.teaching English.org.uk/think/articles/picture-stories-communicative-classroom,2006>)

<sup>54</sup>Ending Fauziati, Teaching of English as a Foreign Language (TEFL), (Surakarta, Muhammadiyah University Press, 2005), 172

in the classroom than any kinds else.<sup>55</sup> Picture is the simple media which can be used without projection.<sup>56</sup>

## 5. Pictures as Media

There are many types of media that can be used for teaching English speaking such as pictures, TV, radio, doll, card, and many more. Those media not only provide information about the English material but also the social information. Vilma mentions that pictures not only tell a thousand words but also help students improve their thinking and observation skill. Furthermore, it also promotes imaginations.<sup>57</sup>

Pictures are good device in learning language, especially in English language learning. Everyone likes to look at picture because pictures usually make strong appeal to everyone. Moreover, pictures can arouse students' interest and provide information. Picture also can be understood by people who do not speak English. Pictures of scenes which help to explain the cultural setting of the new language can stimulate the interest of the students as well as help to make the classroom more cheerful.<sup>58</sup> To get the ideas students do not only read and hear, but also they can see something around them, for example from the teaching media

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<sup>55</sup> R. Henic, M. Molenda, J.B. Russel, *Instructional Media and The New Technology of Instruction*, (New York: Mac Millan Publishing Company, 1993), 88

<sup>56</sup>Nana Sujana and Ahmad Rifai, *Media Pembelajaran*, (Bandung:SinarBaruAgresindo, 2001), 71

<sup>57</sup>Ibid, 94

<sup>58</sup>Carol J. Kreidler, *Visual Aid For Teaching English to Speakers of Other Language*, (Washington D.C: US Information agency, 1968), 1

which is used by teacher. Similarly, Noor mention that picture can be utilized as one of teaching aids to promote creativity, and at the same time they provide a change for both students and the teacher to maintain interest and incentive.<sup>59</sup> So, picture used should be interesting for the students and easy for them to understand the material.

#### a) Types of Picture

Noor mention that there are three types of pictures: Individual pictures, Pictures series, and Picture of situation.<sup>60</sup>

##### 1) Individual pictures are single pictures of object, person, or activity.

This picture is varying in size from small newspaper pictures and full page magazine pictures to poster-size pictures.



**Picture 2.1**

##### 2) Picture series are number of related composite picture linked to form a series or sequence. Its main function is to tell story or sequence of events



**Picture 2.2**

<sup>59</sup>Noor A.Y., Preparing and Using Aids for English Language Teaching, (Oxford University Press,1981), 27

<sup>60</sup>Ibid,17

- 3) Picture situation is kinds of single picture which show a scene (school, canteen, library, etc) of people's activities or events.

**Picture 2.3**



b) Good picture

A teacher should have ability to convey a good material to students; he needs some media to help students understand the material in the class and the teacher should know how to select appropriate media.

According to Wright, there are some criteria to select good picture for the students, they are:

- 1) Easy to prepare and organize by the teacher
- 2) Interesting for students
- 3) In excellent point of view
- 4) Fit in with the best principles of education.<sup>61</sup>

c) The Advantages and Disadvantages of Using Picture

According to Asnawir the advantages of using pictures are that they are more concrete to improve the students' feeling. A simple shape will make it easier for both the teacher and the students to bring it wherever. The pictures can solve time, room, eyes limitation of the

<sup>61</sup>Andrew Wright. Pictures For Language Learning. (Longman Group Ltd, 1983 ), 3

user. Both the teacher and students will focus on looking at the picture.<sup>62</sup>

According to Asnawir the disadvantages of using pictures are the explanation of the teacher will make any differences students' understanding. It does not problem of using pictures, because the teacher can be permitted students who did not understand to ask to the teacher. The next disadvantages is the pictures also only describe about sense because there is no body language. It does not a matter for the teacher, because he can solve this problem by using pictures series. He can make a specific view to change a body language. The last is the pictures only focus on the students who sit in front. It contrasts for students who sit in the back, but it does not a problem for the teacher, because he can give picture to each student.<sup>63</sup>

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<sup>62</sup>Asnawir, Media Pembelajaran. (Jakarta Selatan, : Ciputat Press, 2002), 50

<sup>63</sup>Ibid, 51

## CHAPTER III

### DATA DESCRIPTION

#### A. General Data Description

##### 1. Profile of SMPN 3 Pacitan

SMPN 3 Pacitan is located at Jl Mayjend Sutoyo 54 Pacitan<sup>64</sup>. The school building is near from the governance building of Pacitan. The school had 18 classes with 512 students that consisted of class VII, VIII, and IX. Most students are coming from Pacitan sub district as well.

SMPN 3 Pacitan used multimedia in teaching English to maintain students' capability in learning English. To support this learning, the school had three English teachers.

##### 2. Vision, Mission and Goals

As an educational institution, SMPN 3 Pacitan has several vision and mission to accomplish teaching and learning activities. The visions and mission are described as follows:<sup>65</sup>

###### a. School's vision

Skilled human form intelligent and noble

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<sup>64</sup>Look at Documentation Transcript number : 01/D/24-IV/2015

<sup>65</sup>Look at Documentation Transcript number : 02/D/24-IV/2015

b. School's missions

- 1) Developing Curriculum Education Unit, which is able to accommodate the needs of learner as well as society
- 2) Implementing effective and efficient learning
- 3) Optimizing religion learning and practicing
- 4) Increasing mastery of information and communication technology
- 5) Improving the function of guidance and counseling
- 6) Increasing extracurricular activities which are expected to develop students' competence and arts
- 7) Improving competence and performance of teachers and education personnel
- 8) Providing infrastructure adequate learning

c. School's goals

- 1) Developing SBC which equipped with learning tools as well as developing local curriculum and the standard system of assessment
- 2) Developing strategies of cooperative learning that include CTL learning models, cooperative learning as well as problem-based learning to provide learning media
- 3) Achieving minimum competence criteria for all subjects
- 4) Customizing attitude and behavior in accordance with personality based on faith of God Almighty

- 5) Meet the needs of learning activities infrastructure (laptop, LCD, media room, laboratory, etc) as well as other supporting facilities such as worship room and park
- 6) Implementing school-based management transparently and accountably
- 7) Equipping graduates with life skill based on learners' talent and interest
- 8) Optimizing the remedial and enrichment implementation
- 9) Mobilizing proportional education to be transparent and accountable
- 10) Optimizing the implementation of authentic and continuous assessment program
- 11) Creating conducive learning atmosphere among students and community
- 12) Embedding to be polite and cultured (culture of healthy living, love and environment loving)
- 13) Developing educational information through school internet provision

### **3. Geographical Location of SMPN 3 Pacitan**

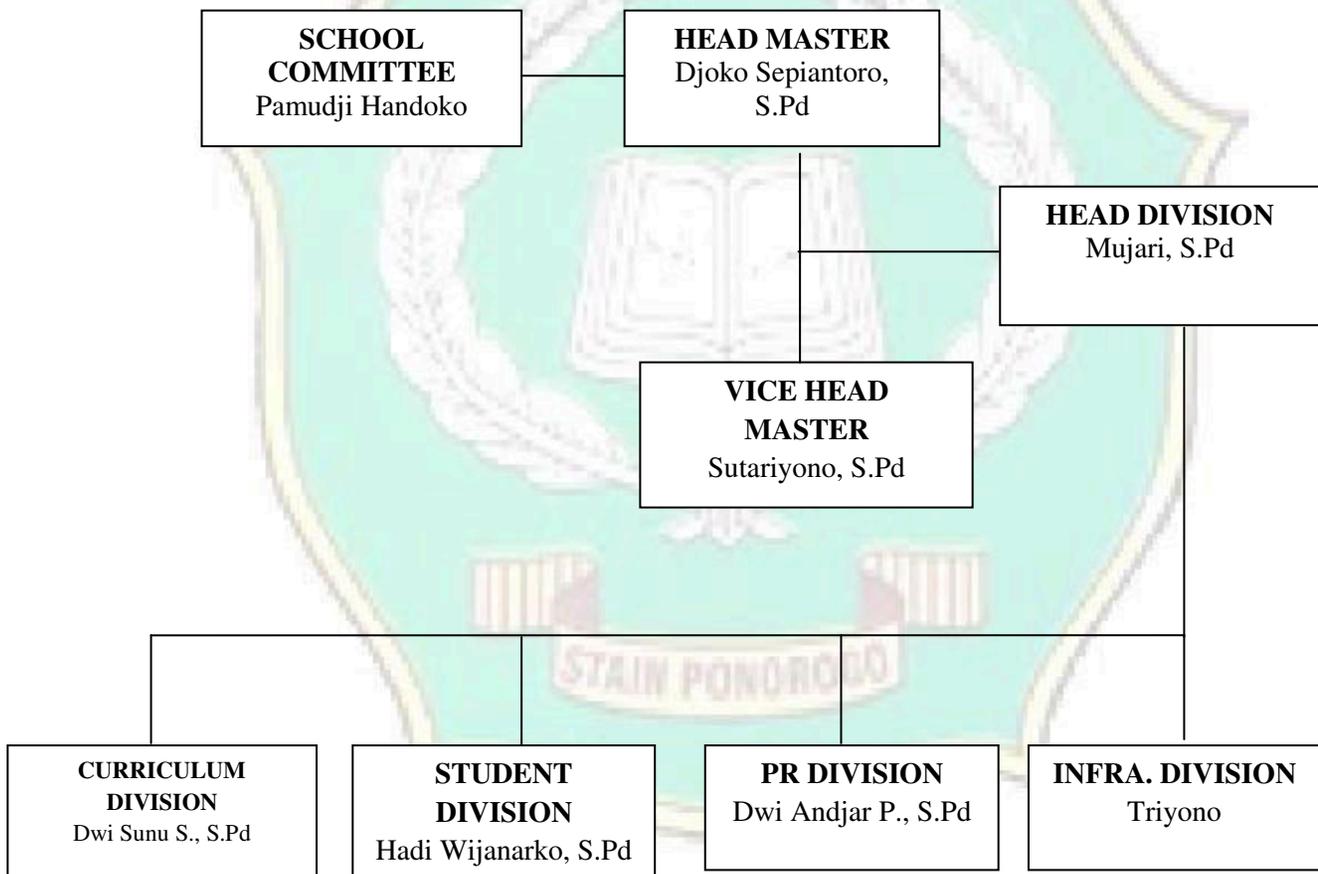
SMP N 3 Pacitan is located at Jl. MayjendSutoyo 54 Pacitan that verge with:

- a. North side : Bangunsari Village
- b. South side : Mbalong Village
- c. East side : Plelen Village

d. West side : Sidoarjo Village

#### 4. Organization Structure of SMPN 3 Pacitan

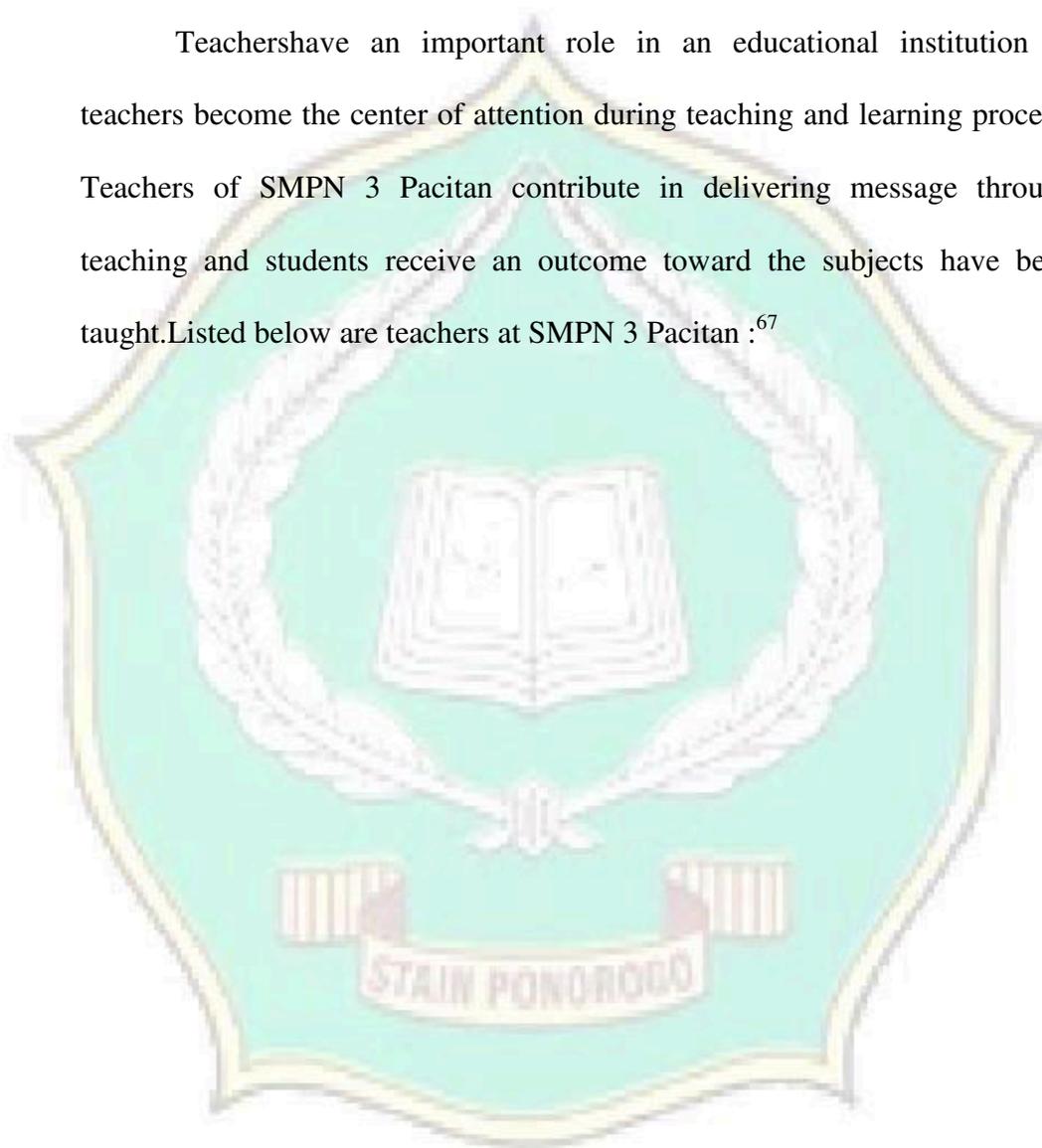
The organization structure is important for school. This organization structure will help the implementation of planned programs easier. Furthermore, the duty of each member can run smoothly. Organizational structure of SMPN 3 Pacitan :<sup>66</sup>



<sup>66</sup>Look at Documentation Transcript number : 03/D/24-IV/2015

## 5. Teachers of SMPN 3 Pacitan

Teachers have an important role in an educational institution as teachers become the center of attention during teaching and learning process. Teachers of SMPN 3 Pacitan contribute in delivering message through teaching and students receive an outcome toward the subjects have been taught. Listed below are teachers at SMPN 3 Pacitan :<sup>67</sup>



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<sup>67</sup>Look at Documentation Transcript number : 04/D/24-IV/2015

No	Name	Degree	Subjects taught
1.	Sukarti, S.Pd.I	IV/a	Islamic studies
2.	Sulijah, S.Pd	IV/a	Indonesian Language
3.	Dewi Bayuni, S.Pd	IV/a	Indonesian Language
4.	Risjaningwati, S.Pd	IV/a	Indonesian Language
5.	Sri Darwati, S.Pd	IV/a	English Conversation
6.	Widi Dwi Astuti, S.Pd	III/d	English Conversation
7.	Anugrah Dewani Woelandari, S.Pd	III/a	English Conversation
8.	Supiyah, S.Pd	IV/a	Math
9.	Purwidiarti, S.Pd	IV/a	Math
10.	Sutariyono, S.Pd	III/d	Math
11.	Hadi Wijanarko, S.Pd	IV/a	Math
12.	Supraptini, S.Pd	IV/a	Science
13.	Hudi Raharho, S.Pd	IV/a	Math/Science
14.	Siti Mariyam, S.Pd	IV/a	Science
15.	Sri Subekti, S.Pd	IV/a	Social
16.	Nuning Supiningsih, S.Pd	IV/a	Social
17.	Fartinslam, S.Pd	IV/a	Cultural Arts
18.	Drs. Tri Wahyono	IV/a	Sports
19.	Dwi Sunu Sumartono, S.Pd	III/d	Sports
20.	Dwi Andjar Purwito, S.Pd	IV/a	JavaneseLanguage
21.	Sri Ismini Istuningsih, S.Pd	IV/a	JavaneseLanguage
22.	Sri Suwarni, S.Pd	IV/a	Social/Cookery
23.	Yayuk Sri Wahyuningsih, S.Pd	IV/a	Counseling Guidance
24.	Titik Suwarti, S.Pd	IV/a	Counseling Guidance
25.	Tian Rantianonningsih K., S.Pd	III/d	Counseling Guidance

## 6. Student of SMPN 3 Pacitan<sup>68</sup>

Quantity of students SMPN 3 Pacitan are 512 students that consisted of: 177 students of VII grade, 149 students of VIII grade and 186 students of IX grade.

## 7. Infrastructure Condition of SMPN 3 Pacitan<sup>69</sup>

SMPN 3 Pacitan provides such complete facilities to support teaching and learning activities. The infrastructure and facilities are such as library, science laboratory, language laboratory, computer laboratory, skill room, OSIS room, auditorium room, sport room, multimedia room, art room, head master room, teacher room, staff room, UKS room, mosque and toilet.

Room	Total	Room	Total
Library	1	Art room	1
Science laboratory	1	Head master room	1
Language laboratory	1	Teacher room	2
Computer laboratory	1	Staff room	1
Skill room	1	UKS room	1
OSIS room	1	Mosque	1
Auditorium room	1	Head master toilet	1
Sport room	1	Teacher toilet	2
Multimedia room	1	Student toilet	5

<sup>68</sup>Look at Documentation Transcript number : 05/D/24-IV/2015

<sup>69</sup>Look at Documentation Transcript number : 06/D/24-IV/2015

## B. Specific Data Description

SMPN 3 Pacitan won several English competitions such as telling story competition. The award went to the regional level along with the second place in the province level. The good multimedia support is one of the most essential enhance toward the achievement in English competition. The multimedia is taught using integrated is picture media. English teaching focuses on the multimedia class in order to achieve better achievement through technology. It also can inform a variety purpose for language teaching especially English teaching. The teacher used picture media for class VIIIIE of SMP N 3 Pacitan.

According to the research, the research finding present the result of the research based on the statement. That is about the used of picture media in teaching speaking in SMP N 3 Pacitan especially class VIIIIE. The data was collected by the researcher on Monday, 20<sup>th</sup> of April until on Saturday, 25<sup>th</sup> of April 2015.

In this part the research will talk about using picture media in teaching speaking. It will be divided into points, teacher's preparation and the use of picture media in teaching speaking.

### a. Teacher's preparation

According to the result of the interview and observation on Monday, 20<sup>th</sup> April and on Tuesday, 21<sup>st</sup> April 2015, teacher did

preparation before doing the lesson. Before starting the lesson the teacher prepared module, hand book, and dictionary. She also asked the students to bring the single pictures from their house.

In the module there were lesson plan, material and also design of media. The lesson plan which was prepared by the teacher was for speaking skill. Beside lesson plan, in the module there was a material about introducing others. In the module also there was design of the media. In the design of the media there were several single pictures which would be used by the teacher. The teacher printed the pictures as big as A4 paper. She prepared it one week before. She prepared it to make her easy in learning process.

The teacher also prepared hand book (TUNTAS), she prepared that book to make her easily delivered the materials. In this class the teacher used exercise book (LKS) because there were materials and some exercise that were appropriate for the students in that book.

The last teacher also prepared dictionary to help her found the meaning of difficult English word.

These are several pictures which were prepared by the teacher:



Picture 4.1



Picture 4.2

Picture 4.1 is Prianti Nur Ramadhani who usually called NiaRamadhani and picture 4.2 is Annisa Larasati Pohan. Both of them are an actress. The teacher used these pictures because they were famous for the teacher and the students. Beside that these picture were very easy to take from the internet.



Picture 4.3



Picture 4.4

Picture 4.3 is Elang Gumilang. He is a young entrepreneur. The teacher prepared this picture because he hoped the people in the picture could be a motivator for the students. The teacher hoped the students study hard and they could be better than Elang.

Picture 4.4 is Andi Arsyil Rahman Putra. He is an actor. The teacher prepared this picture because the people in the picture was famous for the teacher and the students. Beside that this picture were very easy to take from the internet.

b. The use of picture media in teaching speaking

According to the result of the interview and observation on Wednesday, 22<sup>nd</sup> April and on Thursday, 23<sup>rd</sup> April 2015, the teacher used pictures to give stimulus to the students about the material that would be learned at the day.

When in the class, the teacher started by giving Salam to the students continued by checking the students' attendance list. Then the teacher reviewed the last material. The teacher also gave stimulus about the material that would be learned. In this research when the researcher observed the activity, the researcher found that the teacher reviewed about introducing self and gave the material about introducing others.

In giving the material about introducing others, the teacher used pictures as media to help him delivered the materials. In this meeting the teacher used single pictures as media. The teacher used pictures like his friends who would be introduced to the students. The teacher also asked several students to introduce the people in the pictures.

Example :

There was a conversation between the teacher and the students, the teacher brought one pictures of Mr. Elang (Picture 4.3)

Teacher : Good morning, everybody

Students : Good morning, sir.

Teacher : How are you ?

Students : Fine. How about you, sir ?

Teacher : I am very well, thank you.

Students, I will introduce my friend to you.

He is Mr. Elang. He comes from Bogor.

He is 32 years old. He is entrepreneur.

According to the result of the interview and observation on on Wednesday, 22<sup>nd</sup> April and on Thursday, 23<sup>rd</sup> April 2015, in main process the teacher used pictures as media to help him delivered materials more easily.

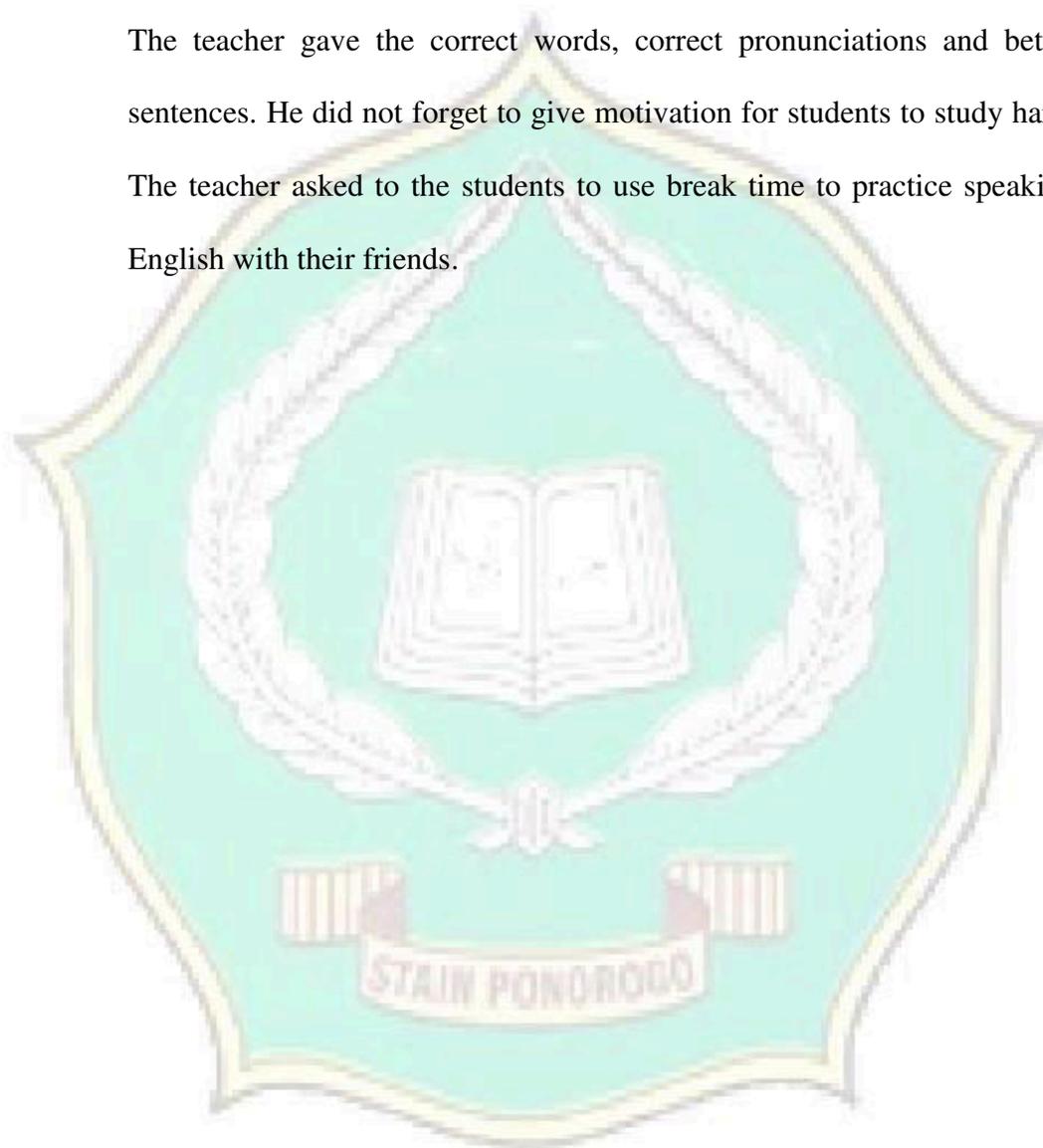
In this research the class learned about introducing others. The teacher used pictures of people who would be introduced to the students. The teacher asked the students one by one to introduce the people in the pictures that their brought as their friend. This activity did not work easily because some students did not bring pictures, but it was not a big problem for teacher because she had prepared more pictures for students. So the students who did not bring picture could borrow the teacher's pictures.

The teacher also asked students to work in pairs, she asked them to introduce their pictures. In this activity there were two students ( students A and B ) practiced in front of the other students, students A should introduce his picture to students B, and students B also introduced his picture to students A. The students enjoyed this activity.They paid attention to their friends who was practicing in front of them. These activities were appropriate with the lesson plan which teacher had made.

In the research, which was done on Wednesday, 22<sup>nd</sup> April and on Thursday, 23<sup>rd</sup> April 2015, the teacher also used pictures in the closing process. She tried to introduce his pictures to the students. Many students used the same sentences but it was not problem for teacher. The teacher

realized that it was a part of study, she was very happy because the students wanted to practice.

Beside that, the teacher also evaluated the students' vocabulary. The teacher gave the correct words, correct pronunciations and better sentences. He did not forget to give motivation for students to study hard. The teacher asked to the students to use break time to practice speaking English with their friends.



## CHAPTER IV

### DISCUSSION

#### A. Teacher's Preparation

The teacher did preparation before doing the lesson. Before starting the lesson the teacher prepared module, hand book, and dictionary. She also asked the students to bring the single pictures from their house. In the module there were lesson plan, material and also design of media. The lesson plan which was prepared by the teacher was for speaking skill. Beside lesson plan, in the module there was amaterial about introducing others. In the module also there was design of the media. In the design of the media there were several single pictures which would be used by the teacher. The teacher printed the pictures as big as A4 paper. She prepared it one week before. Sheprepared it to make her easy in learning process. The teacher also prepared hand book (TUNTAS), she prepared that book to make her easily delivered the materials. Inthis class the teacher used exercise book (LKS) because there were materials and some exercise that were appropriate for the students in that book. The last teacher also prepared dictionary to help her found the meaning of difficult English word.

## **B. The Use of Pictures Media in Teaching Speaking**

There are several things to be discussed here. It is according to the data of the research and the research questions of the study. Here, there will be discussed about the use of pictures in teaching speaking.

Before starting the lesson, there are things that should be prepared by the teacher, such as pictures. In this learning process the teacher prepared pictures which was printed as big as A4 sized paper. The teacher argued that the pictures would be easy to see by the students who were sitting at the back row. It has been one of the techniques used by the teacher to solve a problem which was mentioned by Asnawir that picture was only give advantages for the students who sit in front.<sup>70</sup>

The teacher used pictures during a learning process. She started to use the pictures on the opening process up until the closing process. It made the teacher deliver the material and control the class more easily. So he gave more time for the students to explore their ideas because they used pictures in the first time the lesson started. Tafani mentioned that using media would gave more information.<sup>71</sup> It means that students had more time to use pictures, they would had more ideas.

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<sup>70</sup>Asnawir. *Media Pembelajaran*, (Jakarta Selatan: Ciputat Press, 2002), 51

<sup>71</sup>Vilma Tafani, *Teaching English Through Mass Media*, (Albina : Acta Didactica Napocensia, 2009), 82

According to Noor, there are three types of pictures: individual pictures, pictures series, and picture of situation.<sup>72</sup> From three types which mention by Noor, the teacher used individual pictures as media in learning activity. She said that all types of pictures could be used as media in learning activity but in this activity the teacher only chose one type, that pictures was individual pictures. She had a notion that this type was not only appropriate but also easy to prepare by the teacher or students. She also hoped that pictures would make the students interested to learn speaking with those media. As Wright mention that there are some criteria to selecting good picture for the students, such as; must be easy to prepare and interesting for students.<sup>73</sup>

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<sup>72</sup>Noor A.Y., *Preparing and Using Aids for English Language Teaching*, (Oxford University Press, 1981),

<sup>73</sup>Andrew Wright, *Pictures For Language Learning*, (Longman Group Ltd, 1983 ), 3

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the analysis of the research findings, the researcher concludes that :

In this learning process the teacher prepared pictures which was printed as big as A4 sized paper. The teacher argued that the pictures would be easy to see by the students who were sitting at the back row. The teacher used pictures during a learning process. She started to use the pictures on the opening process up until the closing process. It made the teacher deliver the material and control the class more easily. So she gave more time for the students to explore their ideas because they used pictures in the first time the lesson started. She said that all types of pictures could be used as media in learning activity but in this activity the teacher only chose one type, that pictures was individual pictures. She had a notion that this type was not only appropriate but also easy to prepare by the teacher or students. She also hoped that pictures would make the students interested to learn speaking with those media.

## **B. Recommendation**

### 1. For students

This thesis is expected the students to continue their interest in learning, especially in English. The reason behind is that the pattern applied to the teaching activity has met the teaching criteria as well. On the other hand, if there is no support from them, the purpose of teaching and learning process would be difficult to accomplish.

### 2. For English teachers

It is expected to the teacher of English to improve coordination due to composing effective teaching syllabus while preparing the guidelines, particularly within the selection of appropriate media to be used in English subject, especially at class VIIIIE of SMPN 3 Pacitan.

### 3. For SMPN 3 Pacitan

It is expected to the school to promote the importance of using multimedia during teaching activity. Furthermore the school is also expected to provide adequate facilities in teaching process, such as the availability of language lab.

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