

ABSTRACT

Fitriani Ratna Puri. 2015. improving speaking ability using picture in series for the eighth grade students of SMP NEGERI 2 BABADAN PONOROGO in academic year 2013/2014 Thesis. English Education Department Faculty of EDUCATION STATE ISLAMIC COLLEGE OF PONOROGO (STAIN) PONOROGO. Advisor (1) Dra. Aries Fitriani, M.Pd, advisor (2) Tintin Susilowati, M.Pd

Key Words: Picture series and speaking ability

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information to have speaking ability, it requires a lot of practices, both in and out of school. But, in fact, speaking is often neglected in the classroom. It may cause by some problems. Regarding the preliminary study conducted through semi-structure interview with the English teacher at SMPN 2 Babadan Ponorogo, it was known that many students still have many difficulties in speaking English. Regarding the limitation of the study, this research promotes the problem as follows how can the picture in series improve speaking ability for the eighth grade students of SMPN 2 Babadan Ponorogo in academic year 2013/2014?

This research is Classroom Action Research. It focused to improve students' skill. Actually, there are many problems influence students' skill especially at the eighth grade students of SMPN 2 Babadan Ponorogo. The classroom action research was carried out to the second semester of the eighth grade students in academic year 2013/2014. The researcher chooses class VIII C which consists of 20 students. The basic principles of Classroom Action Research applied in this study is oriented in four steps. They are; planning, acting, observing, reflecting.

Based on the data analysis and discussion from the first cycle and second cycle, the researcher can conclude as follows learning speaking ability with picture in series students can communicate the ideas more effectively and they can communicate fluently with the other people. So students can easily express what is in their mind by looking at the pictures used in the learning process

It is proven by the result of the students' speaking activeness and achievements from the first and second cycle of classroom action research. The students' activeness is more active. The students' score for activeness in the first cycle is 70%, and in the second cycle is 85%. Meanwhile the score of students' speaking achievement in the first cycle is 66,95%, and in the second cycle is 80,05%.

From the result of data analysis above, the researcher concludes that the use of in series can improve the students' speaking ability of SMPN 2 Babadan Ponorogo in academic year 2014/2015.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the educational level of curriculum for junior high school, it is stated that the competency standard of the teaching English is to enable students to communicate in English, both in spoken and written. From the statement above it can refer that speaking is one of the ways to communicate using English expression.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking English is not easy as the people described, it can be defined that speaking learning process needs drill or practice on some exercises.⁴⁹

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.⁵⁰ English speaking helps us to learn and to practice. In the development of speaking English ability, people must practice speaking every time, as English speaking probably often used for making dialog with another person.

⁴⁹ Kathleen M. Bailey. Practical English Language Teaching Speaking. New York: McGraw Hill Companies, 2005, 2.

⁵⁰ Brown Douglas. Teaching by Principles. Pearson Education: Longman, 2007, 267

There is a real fact that speaking is often needed for formal and informal language, for example if we go to school, we must use the opportunity to speak to teacher and other students but in informal situations speaking used for social contact and interaction with family or the other people in our environment.

However, there is a phenomenon that learning speaking is something difficult. As we know, most of students learn to speak English at school. They generally learn how to explore their ideas and spoken language. Yet, just some of students can speak well on the target language. In speaking class, students frequently feel afraid to express their ideas, suggestions or their feelings, because some reasons. They are afraid to be laughed if they make mistakes in their speaking.⁵¹ The other problem is speechless idea of a familiar experience, when we must speak. It means that in learning speaking, the students have to drill words, have more vocabularies and practice their own performance to communicate in the target language. In short, students' often find difficulties in learning speaking because of their limited experience and vocabulary.

On the other hand, the interaction between teachers and students is very essential, as it makes teaching and learning process alive and active. In teaching speaking skill, the focus is on providing the students with a high quality of speaking ability. Yet, the teacher frequently finds difficulties in

⁵¹ Interview with English teacher at SMPN 2 Babadan Ponorogo on August 13th 2014

teaching speaking. It is because the students do not have correct pronunciation of words. Besides, the students are poor in practice speaking.

To overcome the problem of teaching learning speaking, it does not only need a media but also supported students' ability. By mastering vocabularies, they can communicate the ideas more effectively and they can communicate fluently with the other people. Words are signs or symbols of ideas. Without words we can't communicate and interact with the other people.

In addition, to have speaking ability, it requires a lot of practices, both in and out of school. But, in fact, speaking is often neglected in the classroom. Regarding the preliminary study conducted through semi-structure interview with the English teacher at SMPN 2 Babadan Ponorogo, it was known that many students still have many difficulties in speaking English.

In SMPN 2 Babadan Ponorogo, especially at the eighth grade students have difficulties in speaking ability. For example, they cannot express their mind freely. Speaking ability considered to be the hard among other skill-listening, reading and writing. This is because of the teachers' capability themselves in conducting the teaching-learning process. The teaching-learning process is teacher centered and teaching methods emphasize on the grammar mastery or form-focused instruction only. Therefore students have a little chance to practice the knowledge of language into their daily habit, hobby/interest. Besides, the atmosphere of the teaching-learning are not

interesting and enjoyable because the language teacher conducts the teaching-learning in monotonous way.⁵²

Considering this condition, it is necessary to create a strategy and media that can provide the students with a good learning atmosphere. They can take a part actively in the teaching and learning process. One of strategies which can be used by teacher in the teaching and learning process is using media.

There are many media that can be used by the teacher; that stimulates students' motivation in learning English especially in learning speaking, these media are pictures series, picture illustration, poster, tape recorder, chart, and many others.

In this research, the researcher chooses picture series as the media in teaching speaking. This media hopefully can increase students' speaking well.

“IMPROVING SPEAKING ABILITY USING PICTURE IN SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 BABADAN PONOROGO”.

B. Identification of the Problem

From the background of the study, there are lots of problem concerning with the speaking ability. Those problems can be stated as follows:

1. Learning activities take place so that students feel bored monotone

⁵² Ibid. ,

2. Students are limited their knowledge and experience to speak
3. Students think too much about grammar in speech
4. Instructional media used less innovative teachers

C. Limitation of the Problem

Due to time constraints, the authors only limit the discussion of research on the use of instructional media. The research takes a limitation of the problem that will be focused on the students' speaking ability and the activeness in speaking ability to the eighth grade students of SMPN 2 Babadan Ponorogo improved using Picture Series Media.

D. Statements of the Problem

Regarding the limitation of the study, this research promotes the problem as follows:

1. How can the picture in series improve speaking ability for the eighth grade students of SMPN 2 Babadan Ponorogo in academic year 2013/2014?

E. Objectives of the Classroom Action Research

The objective of this research is to explore that picture in series can improve speaking ability to the eighth grade students using picture in series of SMPN 2 Babadan Ponorogo in academic year 2013/2014.

F. Significances of the Study

The results of this study are expected to be beneficial for:

1. Practically

a. For the researcher

This study increases the researcher's knowledge and experience about teaching and learning process, especially in teaching speaking using picture series media because picture series attractive for use in teaching speaking especially for junior high school students.

b. For the English teacher

1. This study motivates teacher in designing a joyful learning through picture in series media, because the image will help the students to express what they see and what they think in the speaking subjects.
2. It is effective to improve the quality of English language teaching.

Because the students were interested in learning the use of the media. As well as the media used contained around them.

c. For the students

1. This study to improve students' motivation to learn English. Because, the students can easily express what is in his mind by looking at the pictures used in the learning process.
2. It is to increase students' activeness in learning process. By observing the images, students can explore many new vocabularies, and learn to express it verbally.

G. Organization of the Thesis

To facilitate the thesis, the discussion in the research that will be grouped into five chapters, each consist of sub-units associated with the systematic as follows:

The first chapter (introduction) consists of background of the study, identification of the problem, limitation of the problem, statement of the problem, objectives of the classroom action research, significance of the classroom action reserch and organization of the thesis.

The Second chapter is review of related literature. There are some concepts used such as speaking, teaching speaking, media, picture series, teaching speaking using picture series, previous of study, theoretical framework, and hypothesis.

The Third chapter contains research methodology. It consists of classroom action research, setting and research subject characteristics, research variables, classroom action research procedure; planning, Acting, observation, reflection, technique of collecting data, and research schedule.

The Fourth chapter is about research findings. It describes about research setting, cycle explanation, cycle analysis, discussion, and summary of discussion and suggestion.

The Fifth chapter is conclusion. This is last chapter of this study. In this part, conclusions of the study are drawn. Moreover, it is also provided with suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Speaking

a. Definition of Speaking

Speaking is one of the four skills in learning English which included in the productive skill. Speaking is an interactive process with consist of producing systematic verbal utterance to convey meaning.⁵³

Speaking is many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of expression which uses the unprestigious colloquial register: literary skills are on the whole more prized.⁵⁴

In learning foreign language, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁵⁵

Speaking naturally is designed to do just that: teach students how to perform certain language function in English by presenting the social rules for language use.⁵⁶

⁵³Kathleen M. Bailey. *Practical English Language Teaching: Speaking*. Singapore: Mc Graw Hill, 2005, 2

⁵⁴ Bygate Martin. *Speaking*. New York: Oxford University Press, 2003, 3

⁵⁵ Bailey. *Practical English...*, 2.

⁵⁶ Bruce Fillit Mary Newton Brudder. *Speaking Naturally Communication Skill in American English*. USA: Cambridge University Press, 1993, 1.

From the statement above the researcher concludes that speaking is a form of communication in exchanging information between the speaker and the listener in variety of context. So that the reader can understand what is communicated by the writer.

b. Aspects of Speaking

Speaking has many different aspects. It is important to share about them under these headings:

1) Accuracy

According Roger Gower accuracy is involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important.⁵⁷

On going correction is often appropriate during accuracy activities. In activities the teacher is hoping of the correct use of language but is also keen to encourage the students' attempt to use the language they have in order to communicate. Even in free activities students can be encouraged to be as accurate as possible so long as their anxiety to get it right doesn't interfere too much with their fluency and ability to communicate.

According Kathleen M. Bailey accuracy refers to ability to speak properly—that is, selecting the correct words and expression to

⁵⁷Roger Gower. *Teaching Practice Handbook*. Oxford:Macmillan Education, 1995, 99.

convey the intended meaning, as well as use the grammatical patterns of English.⁵⁸

Teachers have a very important role in providing a stimulus to the students so that students become enthusiastic and eager to learn speaking. Which raised confidence in their English language communication.

2) Fluency

Fluency can be thought “as the ability to keep going when speaking spontaneously”. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.⁵⁹ Normally, students should not be corrected during fluency activities. However, in feedback afterward you can comment favorably on any strategies the students used to increase their fluency.

Fluency is the capacity to speak fluidly, confidently and at a rate consistant with the norms of the relevant native speech community.⁶⁰

Some of these aspect are more difficult to focus on than others. Students obviously transfer many of the speaking skill they have in their own language when they are speaking English.⁶¹

⁵⁸Kathleen M. Bailey. *Practical English Language Teaching Speaking*. New York: The McGraw-Hill Companies, 2005, 5.

⁵⁹Roger Gower, *Teaching Practice Handbook*. Oxford: Macmillan Education, 1995, 100.

⁶⁰Kathleen M. Bailey. *Practical English Language Teaching Speaking*. New York: The McGraw-Hill Companies, 2005, 5.

⁶¹ Gower and His friends, *Teaching...*, 99.

In other words, fluency is the ability to produce speech in the language and understood by its speakers. So, students can speak English without having to conform to the grammar and can be understood by other people.

3) Grammar

Grammar is the features of a language (sound, words, formation, and arrangement of word, etc) considered systematically as a whole, especially with reference to their mutual contrast and relation (The Macquarie dictionary : 1991). It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one.

The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems, and grammar is one of the essentials systems.

People must know about grammar in order to use language appropriately in social context. By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks

by using grammatical errors, his/her ideas will not get across easily.⁶²

4) 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.⁶³

A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When speaker says, he/she will give an emphasis to certain words suitable with pronunciation. For example, the symbol the e's in resume. It means that the emphasize of the word is located on the.

5) Vocabulary

Vocabulary is list of word with their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate

⁶² Burn, A. And Joyce, H. *Focus on Speaking*. Sydney: National Centre For English Language Teaching And Research, 1997, 67.

⁶³ Hornby, A.S. *Oxford Learner's Dictionary of Current English*. London: Oxford University Press, 1995, 6.

effectively or express their ideas in both oral and 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. Vocabulary is more than list of target language words. As a part of the language vocabulary is intimately interrelated with grammar.

The teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approach to language development. Proponents comprehension – based approaches to language acquisition argue that the early development of an extensive vocabulary can enable learner's to “out perform their competence”. On the other word, if one has an extensive vocabulary, it is possible to obtain meaning from spoken.⁶⁴

6) Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate.

⁶⁴ Locke Ann. *Teaching Speaking and Listening*. United Kingdom:Continuum International Publishing Group, 2006, 170

If we review to the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are be able to interact and communicate with other people. It can be hoped if there is comprehension between the speaker and listener.

Because all the aspects required in the learning teaching speaking and in practice

c. Teaching Speaking

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken input (speeches, lectures, etc). are often followed or preceded by various forms of oral production on the part of students.

Some of the components of teaching spoken language were covered in the previous chapter as we looked closely at teaching listening comprehension: types of spoken language, idiosyncrasies of spoken language that make listening difficult, and listening microskills that are a factor of the oral code. This chapter will build on those

considerations as we investigate the teaching of oral communications skills.

A review of some of the current issues in teaching oral communication will help to provide some perspective to the more practical considerations that follow in this chapter.

1. Conversational discourse
2. Teaching pronunciation
3. Accuracy and fluency
4. Affective factors
5. The interaction effect⁶⁵

According Jack C. Richard and Rodgers communicative language teaching (CLT) is move away from more grammar-based and single-skills approaches, which has come to prominence in the last 25 to 30 years. Prior to the move to awards communicative language teaching, the profession to red. With various methods and approaches: grammar-translation, audio-lingual's, cognitive, situational language teaching, and so on. This approach is important in teaching and learning ESL at IGCSE (International General Certificate for Secondary Education) and similar levels because it, (a) makes communicative competence the goal of language teaching; and (b) develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. States that the aims

⁶⁵ Brown Douglas. *Teaching by Principles*. Pearson Education, 2007, 267-269.

of the syllabus are to enable students to: develop the ability to use English effectively for the purpose of practical communication in a variety of second language situation where applicable; form a sound base for the skills, required for further study or employment using English as the medium, develop an awareness of the nature of language and language learning skills along with skills of a more general application.⁶⁶ “Communicative language teaching is best considered an approach rather than a method”.

According to Locke Ann the first problem for teaching spoken language is the sheer amount and complexity of language that children have to learn. The size of the average vocabulary is astonishing, and so is the speed and the ease with which children normally acquire it. And vocabulary is just the beginning also have to learn a variety of sentence forms, involving words of many different types, they have to learn to put this language to all sorts of different uses, inside and outside school, and they need to develop fluency in all these skills.⁶⁷

Communicative approach to language is important in teaching and learning English with a more general application skills . The main problem for the teaching of spoken language is the complexity of the language , students must understand to put the language for all their activities so that they will be more skilled to speak .

⁶⁶ Jack C. Richards and Rodgers. *Methodology in Language Teaching an Anthology of Current Practice*. USA: Cambridge University Press, 2002, 66.

⁶⁷ Locke Ann. *Teaching Speaking and Listening*. United Kingdom:Continuum International Publishing Group, 2006, 10.

d. The Skill and Purpose of Speaking

Course One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation done, and how successful it is, depends very much on how we as teachers understand our aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking, and it is important to know what these might be, so that they too can be included in our teaching.

For instance, to test whether learners can speak, it is necessary to get them to actually say something. To do this they must act on a knowledge of grammar and vocabulary. By giving learners ‘speaking practice’ and ‘oral exam’ we recognize that there is a difference between knowledge about a language, and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking.⁶⁸

So, the skill and purpose of speaking is very complex and very important to learn by students because foster students' confidence to speak in front of people in the English language.

⁶⁸ Baygate Martin. *Speaking*. New York: Oxford University Press, 2003, 03

e. Speaking Ability

Speaking ability can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use. The ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle. In sum, a coming together of organized knowledge structures with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions.

The framework speaking ability purpose includes three components: language competence comprises, essentially, a set of specific knowledge components that are utilized in communication via language. Strategic competence is the term will use characterize the mental capacity for implementing the components of language competence in contextualized communicative language use. Strategic competence thus provides the means for relating language competencies to features of the context of situation in which language use takes place and to language user's knowledge structures⁶⁹. The successful in

⁶⁹ Bachman. *Fundamental Consideration in Language Testing*. New York: Oxford University Press, 2003, 84

speaking is measured through someone ability to carry out a conversation in the language.⁷⁰

On framework is basically the ability to speak the language competence contextual Components Used Operating Communicative so Someone CAN Master the skills of speaking.

f. The Activities of Speaking

In speaking there are many kinds of the activities. Speaking is a productive skills. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her interactions. The teacher makes their class effectively and having fun. For example, the teacher uses picture or object to help the learners understand the content and practice the words-telling the time, asking about object. The teacher should create their classroom

²¹ Nunan, David. *Research Methods in Language Learning* Cambridge: Cambridge University Press, 1991, 39.

environment where students have real-life communication and meaningful in oral language.

There are many kinds of speaking activities that can be held by the teachers and learners :

a. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view.⁷¹

b. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting he learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process,

⁷¹ Harmer, Jeremy. *How to Teach English*. Harlow: Pearson Education, 2007, 364-365

especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not borred.

In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.⁷²

c. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation.⁷³ Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have.

Both of teacher and students can be include inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

⁷² Ibid., 366

⁷³ Thornbury, S. *How to Teach Speaking*. Harlow, England: Longman, 2005, 92

d. Discussion

Discussion can be defined as talk or write about something.

The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.⁷⁴

e. Picture description

The other activities on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity , the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describe the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.⁷⁵

f. Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.⁷⁶

⁷⁴ Harmer, Jeremy. *How to Teach English*. Harlow: Pearson Education, 2007, 366

⁷⁵ Ibid., 366-367

⁷⁶ Ibid., 367

g. Information gap

In this activity, students are supposed to be working in pairs.

One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.⁷⁷

h. Brain storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.⁷⁸

i. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or, what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study

⁷⁷ Ibid., 367-368

⁷⁸ Ibid., 2007, 368

to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.⁷⁹

j. Story completion

For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.⁸⁰

k. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.⁸¹

l. Playing cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here

⁷⁹ Ibid., 368

⁸⁰ Ibid.,368-369

⁸¹ Ibid.,369

are some possible questions: Is money important in your life? Why? Or .What is the easiest way of earning money?. or .What do you think about lottery?. Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.⁸²

m. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.⁸³

2. Media

Media is very important part to help students in understanding the lesson. Learner and teacher need a media to support the teaching and learning process. Media selection can influence the amount that students learn. By combining the strengths of particular media resources with

⁸² Ibid.,370

⁸³ Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, TESL Journal, Vol. XII, <http://iteslj.org/Techniques/Klancar-Speaking> Skills.html.

instructional methods that take full advantage of these strengths, you can positively influence learning".⁸⁴

According statement above, media is the effort to stimulate students' attention in teaching and learning. Media has important role in education. Media will help to motivate students in learning.

The media simply carry the instructional message to the learner. Students learn only when they receive and understand the message. This event does not depend on the media choice. However, your media selection can influence the amount that students learn. By combining the strengths of particular media resources with instructional methods that take full advantage of these strengths.⁸⁵ Because of that, Media is everything used to deliver a message to the receiver from the sender to stimulate and motivate the students. Therefore, every teacher should be selective interesting media to increase students' motivation.

The purpose of media is to facilitate communication.⁸⁶ However, it can give visual experience for students' motivation in learning, to make easier the complicated concept and to make the abstract to be concrete. Besides media will make learning process more interesting, positive attitude about material be able to help students' active and direct learners.

Because of that, there are many kinds of media to be applied in teaching and learning process. So, the teacher should be creative and able

⁸⁴ Fenrich, Peter. *Multimedia Applications*. Orlando: Harcourt Brace&Company, 1997, 108.

⁸⁵ Fenrich Peter. *Multimedia Applications*. Orlando: British Columbia Institute of Technology, 1997, 108.

⁸⁶ *Ibid.*, 108.

to choose interesting media to make students active and enjoy in teaching learning process.

Media is very essential because it is as a bridge between the students' thought and the real object. When the media is not appropriate the student will have a false map of real object taught. Therefore, the teacher should be creative in choosing good teaching media which suitable with students' development to apply in the class. So, teacher should pay much attention on material that will be achieved, its situation and facilities.

According to Suyanto, Media is required to facilitate in teaching English language especially for children. Media able to benefit such as;

- a. To help of simplify in teaching language and complete it;
- b. To decrease using by mother tongue;
- c. To awaken students motivation;
- d. To explain new concept in order to students understand without difficult;
- e. Perception assimilate if that concept have one more of means;
- f. To increase teaching English quality;
- g. To make interesting and interactive in teaching learning process.⁸⁷

Thus, media is very important to helps students in understanding the lesson in the teaching learning process. In conclusion, learning media is everything that brings information and knowledge in interaction between teacher and students. Besides, media will make learning process more interesting because it can stimulate the positive attitude towards material, That is able to help students to be active learners.

⁸⁷ Kasihani K. E. Suyanto. *English for Young Learners*. Jakarta: Bumi Aksara, 2008, 101.

In modern area, there are various kinds of media used as the source of teaching. Arsyad said about the kinds of media are seen from the development of technology. They are including:

- 1) Traditional Media
 - a) Silent Visual Projected
 - (1) Opaque project
 - (2) Overhead
 - (3) Slide
 - b) Visual Projected
 - (1) Picture-poster
 - (2) Photo
 - (3) Chart
 - (4) Announcement board.
 - c) Audio
 - (1) Radio
 - (2) Cassette
 - d) Multi media
 - (1) Slide plus voice
 - (2) Multi image
 - e) Dynamic Visual
 - (1) Film
 - (2) TV
 - (3) Video
 - f) Printing
 - (1) Text book
 - (2) Hand out and workbook.
 - g) Game
 - (1) Simulation
 - (2) Puzzle
 - h) Reality
 - (1) Model
 - (2) Spaceman (example).
 - (3) Manipulative (doll).
- 2) Modern Technology Media
 - a) Media Based on the Telecommunication
 - (1) Teleconference
 - (2) Study from far
 - b) Media based on the Microprocessor
 - (1) Computer
 - (2) Intelligent teacher system.
 - (3) Hypermedia.

From the statement above, media can be classified in two major categories; traditional media and up-to-date technology of media or modern technology media. So, the use of the instructional media needs to be planned carefully in order to avoid problems during classroom activities.

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to be use in teaching and learning process.

Therefore, the media is anything that is used to convey the message to the recipient from the sender to stimulate and motivate students . Therefore , every teacher should attract selective media to increase student motivation .The purpose of the media to facilitate communication

1) Audio media

Audio is hearing or sound. Usually it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape/ cassette. The teacher will play the casset and ask the students to doing task or list of words which they get. Audio media in

learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

2) Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool which can gives the real visual experience the students. The advantage of visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantage are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

The characteristics of visual media are :

- a) Text is real in visual manner, exceeded based on the room
- b) Texts and visual show one way communication and recipient
- c) Text and visual is shown statically
- d) In developing, visual media depend on the language principle and visual perception
- e) It is oriented to students
- f) The information can be arranged

3) Audio-visual media

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media. The audio visual media has some advantages, it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

3. Picture Series

Picture is a design or representation made by various means. According to Hornby in “Oxford Advanced Learner’s Dictionary”, picture is a painting or drawing etc. that shows a scene, a person or things.⁸⁸ Everybody likes to look at pictures. The use of picture in classroom provides the stimulating focus for students’ interest. Picture also brings outside world into classroom in a vividly concrete ways. Picture can attract students’ interest and translate abstract idea into more realistic forms. In addition, picture can be obtained easily.

Picture series are numbers of pictures that is related in some way to the other. According to Wright started that “picture series are pictures which show some action or events in chronological order. The pictures

⁸⁸ A S Hornby. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press, 2000, 991.

usually tend to range from four to eighth picturries. They usually tell some sort of stories but they may also be used to depict a process.

So, picture series are number of related composite picture linked to form a series or sequences. It means those picture are related to one another to tell a story or sequences of events.

Picture series is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Series is group of related things, events, etc, occurring one after the other.

Picture series of story telling can also be used to test speaking ability. Students should be instructed to tell a story rather than simply describe what is happening in each picture. Picture can also be used to elicit descriptions. Series of picture form a natural basis for narration.⁸⁹

a. Advantages and Disadvantages of Picture Series

Using of a picture series in teaching English carries the advantages and disadvantages for students. Here the researcher will discuss about it.

1) Picture Series Advantages

There are many kinds of picture's advantages as follows:

- (a) A picture is a concrete characteristic. A realistic picture shows a main problem than verbal media.

⁸⁹ Barry James. Description of The Picture Series. London: Institute at London, 1805, 6

- (b) A picture can solve a limited room and time.
- (c) A picture can solve limited observation.
- (d) A picture clarifies a problem, any fields and ages.
- (e) They are inexpensive and widely available.
- (f) They provide common experiences for an entire group.
- (g) The visual detail make it possible to study subject, which would turn back to be impossible.
- (h) They can help you to prevent and correct disconcertion.
- (i) They offer a stimulus to further study, reading and research visual evidence is power tool.
- (j) They help to focus attention and to develop critical judgment.

They are easily manipulated.⁹⁰

There are many advantages of picture series which in outline is to assist students in mastering the English language speaking skills.

2) Picture Series Disadvantages

- (a) Cannot depict motion as film does
- (b) If not unique, can seem uninteresting to pupils.
- (c) Depicting a specific purpose might be difficult to locate.
- (d) Students pay attention on the picture more than on learned material.
- (e) It takes time and costs much to provide attractive pictures.

⁹⁰ Gerlach, Vernon.. *Teaching and Media*. New York: Michigan University, 2006, 188

- (f) Small and unclear pictures may arouse problems in the teaching learning.
- (g) Process since the students may misunderstand about the pictures.⁹¹

Although there are some disadvantages in the use of picture Series but it is not comparable with the gains from the utilization picture Series in improving the ability to speak English.

b. Possible ways to overcome they are:

- 1) Teacher should avoid using pictures or photographs attack more attention to them than to the activity. He also should control the students' activities including their attention during the teaching learning process.
- 2) The teacher should make or choose attractive simple pictures to avoid wasting time and money.
- 3) The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.⁹²

Therefore, the researcher concludes that pictures are considered as the most effective media which, which valuable assistance to students conveying ideas more easily and fully than words. It is also interesting and easy to understand for the student.

⁹¹<http://www.shvoong.com/writing-and-speaking/branded-content/2103882-advantages-disadvantages-using-picture-media/>

⁹² ibid

4. Teaching Speaking Using Picture Series Media

a. The objectives of teaching speaking using picture series

The goal of this research is very important and crucial.

According to James in his book Element of language curriculum stated: “goals are defined as general statements concerning desire able and attainable program purposes and aims based on perceived language and situation needs”.⁹³

Based on the definition of goals above, it can be stated that the goal of using picture series media in teaching speaking is students will be able to arrange the jumble paragraphs and practice in speaking narrative text according to picture series that seen.

b. Selecting learning experiences of teaching speaking using picture series

In a book entitled Developing the Curriculum, it is stated that “Selection of learning experience, the methodologies or strategies by which the learners are involved with the content must be chosen by the curriculum planners. Pupils internalize the content through the learning activities selected by the planner – teacher”.⁹⁴

a teacher should understand well about the content of the material in each Chapter . So that teachers will be easier to formulate strategies in the delivery of any material.

⁹³ James Dean Brown. *The elements of Language Curriculum*. Boston:Heinle Publishers, 1995, 70.

⁹⁴ Peter F. Oliva. *Developing The Curriculum*. Boston: Little, Brown and Company, 1982, 163.

c. Evaluation of teaching speaking using picture series

Evaluation is an intrinsic part of teaching and learning.

Evaluation can be defined as the systematic gathering information for the purpose of making decisions.⁹⁵

Therefore, evaluation does not necessarily entail testing. Tests are often used for pedagogical purposes, either as means of motivation students to study, or as means of reviewing material taught, in this case no evaluative decision is made on the basis test result.⁹⁶

In each cycles, the researcher conducts the speaking test to measure how far the students speaking ability. The speaking test is conducted after the teacher show pictures and explain material in learning process.

So, the image is real media, which can be used to explore the information contained in them and can help people to cultivate a language.

⁹⁵ Pauline Rea-Dickins and Kevin Germaine. *Evaluation*. Oxford University Press, 1992, 3.

⁹⁶ Lyle F. Bachman, *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1997, 22.

B. Previous of Study

There are the previous studies that are found by researcher. One of the research is:

Name : Erwin HariKurniawan

Title : Improving Students' Speaking Ability By Using Picture Series In SMP Ar-Risalah Kediri In Academic year 2007/2008

This research focuses on the use of picture series through pair work to improve the students' ability to speak English. The research finding show that the use of picture series technique is effective applied in teaching speaking. It makes students more interested and enjoy during learning and teaching. Also, picture series technique can improve students' speaking ability. It is indicated by the students' achievement score, which showed the improvement of average score from cycle I to cycle III. The students reach standard score increase 29, 2 %.

Based on the previous study above, there are some strengths in the research. First, by applying picture series technique, it increases the teachers' knowledge of English and share experiences in improving speaking ability using picture series. Second, it encourages the teachers' colleagues in doing action research in improving their teaching as the professional practices .

Related to this research, the previous research finding became a contribution and reference to the researcher. From it, now, the researcher realizes well that a successful teaching speaking indeed depends on the

professional teacher and technique used. The professional teacher refers to a proficiency of teaching management, at least the teacher can be a facilitator and motivator to encourage students to be actively involved in speaking activities. Meanwhile, good technique in teaching speaking gives facilities to make teaching learning process run well. Besides, it raises the students' interest and encourage them to feel fun with that technique. In this case, the researcher tries to apply picture series media to improve students' speaking skill.⁹⁷

C. Theoretical Framework

In learning speaking, students need to practice various forms and functions. There are some skills that need writers express, such as, having a wide range of vocabulary, emphasis meaning, spelling accurately, using a variety of sentence structures, connecting ideas with information to develop a topic, to convey the message contained in an information and reassure the listener. All these aspects are used to determine the students' speaking ability. In this thesis, the researcher uses media images as a series of techniques to improve their speaking ability.

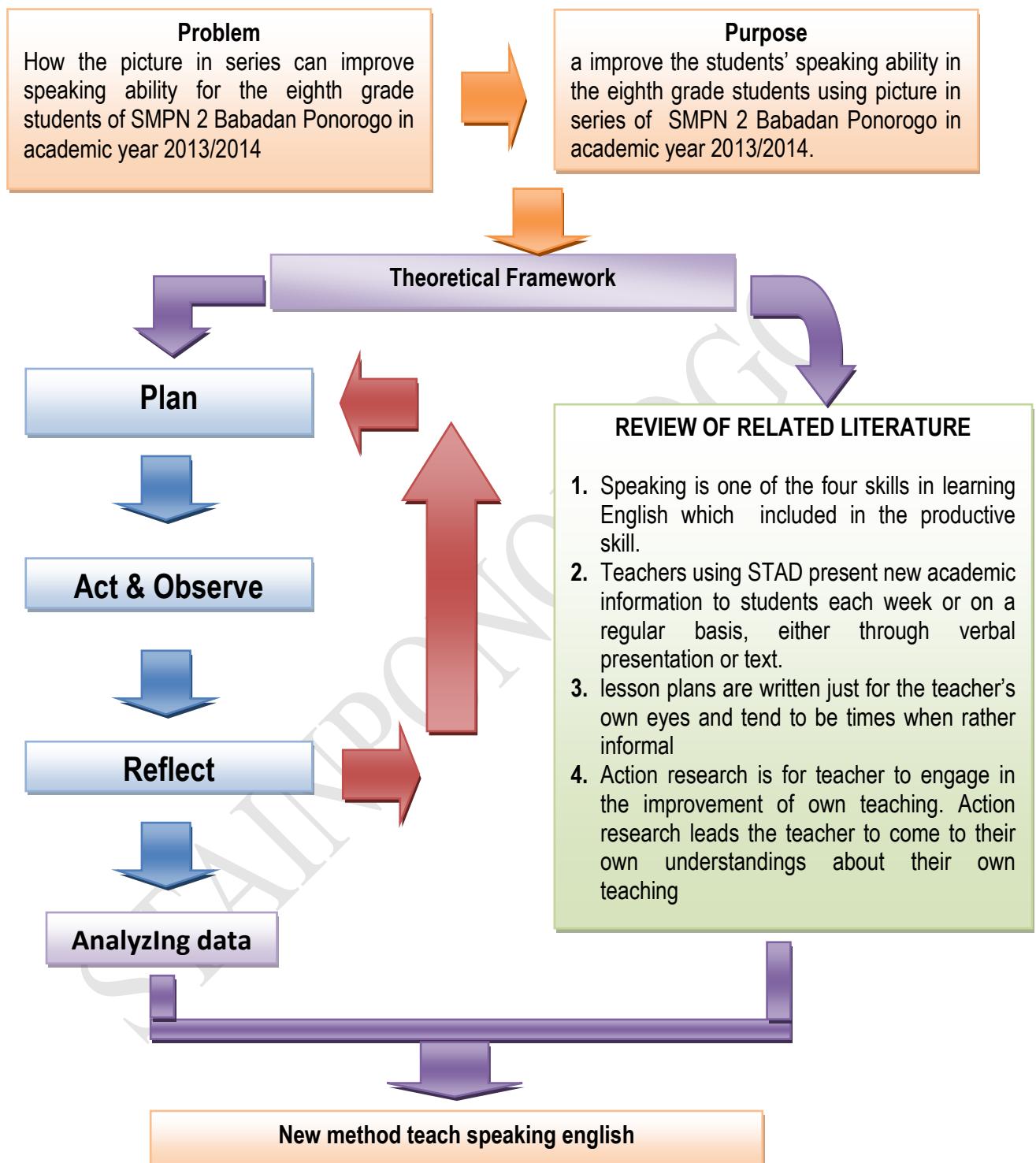
The use of the media image series are easy to make students express their ideas. In addition, the study is also more effective and interest. On the other hand, the students are keen to speak English in their learning process. Image series is one of the applications in speaking skills.

⁹⁷ Erwin Hari Kurniawan. *Improving Students' Speaking Ability By Using Picture Series In SMP Ar-Risalah Kediri*. 2008.

D. Hypothesis

Based on the explanation above, the researcher makes the hypothesis of the study as follows:

Speaking Ability using picture in series can improve the students speaking ability of SMPN 2 Babadan Ponorogo in academic year 2013/2014.



Picture 2.1: Hypothesis Research

CHAPTER III

RESEARCH METHODOLOGY

A. Classroom Action Research Object

This research is classroom action research. It focused to improve students' skill especially at the eighth grade students of SMPN 2 Babadan Ponorogo.

The classroom action research was carried out in the second semester of the eighth grade students in academic year 2013/2014. The researcher chooses class VIII C which consists of 20 students'.

B. Setting and Research Subject Characteristics

The classroom action research was conducted to increase the students' speaking ability using Picture Series to the eighth grade students' of SMPN 2 Babadan Ponorogo. The researcher choose that school as the field of the study for the following reasons:

1. The reasearcher found out that students' speaking ability still need improvement.
2. The English teacher still had problems to find the appropriate strategy to improve the students' speaking ability in English lesson.
3. Using picture series had never been applied as this school before.

C. Research Variables

This research study would be divided into two variables are:

1. Variable process

Variable process contains the activity of teachers and students during the learning.

2. Variable results

Variable results contains the learning outcomes of students during the learning process taken place.

D. Classroom Action Research Procedure

The following is a spiral model of classroom action research presented, they are:

Table 3.1
Schedule of observation

SCHEDULE OF OBSERVATION

CYCLE EXPLANATION	MONTHS																																		
	JANUARY 2014					FEBRUARY 2014					MARCH 2014					APRIL 2014					MAY 2014					JUNE 2014					JULY 2014				
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5
PLANNING 1	Red	Red	Red	Red	Red	Red	Grey																						Red	Red	Red	Red	Red		
ACTING 1	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
OBSERVING 1	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
REFLECTING 1	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
PLANNING 2	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
ACTING 2	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
OBSERVING 2	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			
REFLECTING 2	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red			

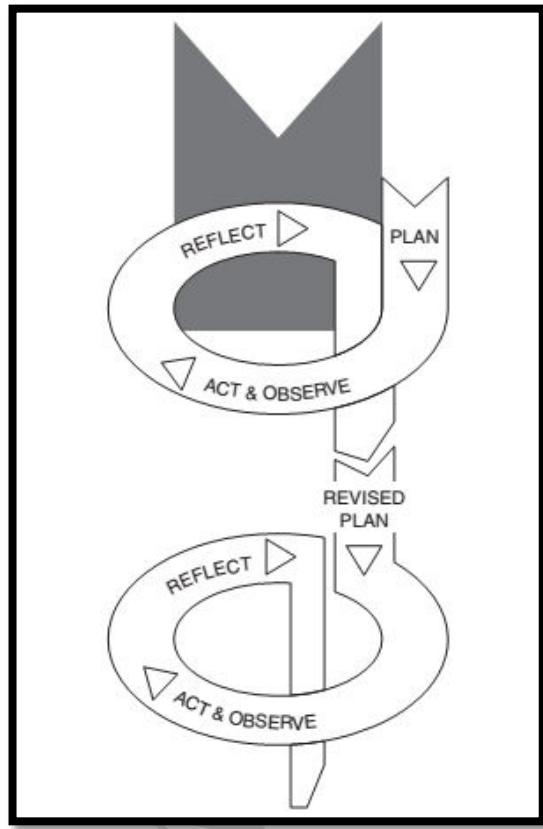


Figure 3.1: The Action Research Spiral
 (Resource: Kemmis, MC Taggart.2007) ⁴⁹

From the scheme of classroom action research above, the researcher can conclude that each cycle should be related by action research steps, until the cycle success in the teaching learning process. Basuki stated that: The design of the classroom action research in this study is cyclical process, in each cycle consist of four phases they are:

⁵⁰ Kemmis, MC Taggart..*Participatory Action Research*.Melbourne: Deakin University. 2007, 278.

1) Cycle 1

a) Planning

(1) Identifying the problem

The researcher and collaborator identified the problems that occurred in the speaking class and tried to solve problems through picture series media.

(2) Preparing the teaching instruments

In this phase, the researcher and collaborator prepared the teaching instruments such as; syllabus, lesson plan with direct instruction model and media.

(3) Acting

In cycle I, the teacher taught speaking through picture series media based on the lesson plan made with direct instruction.

At the end of the teaching in cycle I, the teacher did the assessment.

(4) Observing

In the observing phase, the writer as the observed did the following activities;

- i. Observed the teaching learning process
- ii. Observed the students' activity
- iii. Notified the result of assessment

The results of the observation are compiled and analyzed in reflection phase.

(5) Reflecting

Reflection is a phase when the observer analyze the collected data got from the observation phase. In this research, the writer and teacher analyzed data taken from the observation phase. After doing the analysis and reflection, the writer and the teacher plan the improvement act for cycle 2.⁵¹

2) Cycle 2

a) Planning

(1) Identifying the problem

In this phase, the researcher and the teacher identified the weaknesses and the problems that occurred during the application of cycle 1, and then set up the revised plan.

(2) Preparing the teaching instruments

In this phase, the researcher and collaborator prepared the teaching instruments, such as syllabus, lesson plan with approach based learning cooperative and medias based on the revised plan in the reflection phase.

b) Acting

The teacher taught speaking skill through picture series media and made project based on the revised lesson plan composed by the cooperative learning.

c) Observing

⁵¹ Basuki, *Cara Mudah Melaksanakan PTK dalam Kegiatan Pembelajaran* (Yogyakarta: Pustaka Felicha, 2010, 14-15).

In the observing phase, the researcher as the observed did the following activities:

- a) Observed the teaching learning process to determine whether the activities of teacher are in accordance with RPP or not.
- b) Observed the students' activity to determine the extent to which students pay attention to the teacher's explanation , level of activity and interests of students
- c) Notified the result of assessment to know the outcome of the learning process is to meet the individual completeness or classical

The results of the observation were compiled and analyzed in the reflection phase.

- d) Reflecting

In this phase, the researcher and the teacher analyzed the collecting the data taken from the observation phase. Then, the results of analysis were used to reflect the application of the teaching technique. If the application of picture series media project is considered to be successfully in cycle 2, the writer determined that the project was effective in improving students' speaking skill. If at the end of cycle 2 after analyzed, and individual values classical completeness is above KKM then the cycle can be terminated But if at the end of cycle 2 values classical completeness and individual

student has not met the KKM will resume on 3 cycles with the same phase.⁵²

E. Evaluation

a. Kinds of Speaking Test

Speaking test is very important aspect of language testing. By testing teacher know the ability of their students. The students are hoped to show their ability in language as a result from their learning. Some techniques in testing speaking are:

1) Reading aloud

First technique is reading aloud. The teachers can use reading aloud in testing of speaking. This technique is used when the teacher wants to access the pronunciation of the students.. The students are given a short time to glance the text before being to read aloud. Reading aloud is easy technique to be administered by selecting sentences or text and recording test-taker. The scoring of this technique relatively easy because test-takers oral production is controlled.

2) Oral interview

Commonly form of test speaking is oral interview. In this technique, the teacher gives question to the students and they are asked to answer the question. Like other oral production examination, the

⁵² Ibid. ,16

scoring of oral interview is more subjective and has low reliability.

Sometimes the students' performance in oral interview does not reflect the true students' ability. The objective of teaching speaking in this technique is to develop the ability to interact successfully in that language. Testing speaking should enable the students to elicit the behavior which truly represent their ability.

This technique has bad effect for the students. The test can make some learners very nervous and they may not do as well as they could. The test is only focused on what will be tested. The solution of this problem is the students who want to be tested sits down in the classroom, and the other is outside.

3) Picture cued

Using pictures, maps or diagram can be used to acces oral production too. In the picture cued technique the students are given picture to be studied a few minutes and then asked to describe the picture with limited time. The right selection of the picture to be used in testing can help to control this testing.

Based on the statement above researcher took focus on learning with media images cued. Because the students will be using the image easier to express knowledge and can deliver a wide range of information contained in the image.

The target of speaking ability for foreign language teachers can be classified into three levels, namely:

1) Minimal

The fourth aspect speaking (pronunciation, delivery, performance, supporting aids) of the student had average scores between 75-79.

2) Good

The fourth aspect speaking (pronunciation, delivery, performance, supporting aids) of the student had average scores between 80-89.

3) Excellent

The fourth aspect speaking (pronunciation, delivery, performance, supporting aids) of the student had average scores between 90-100.⁵³

b. Collecting data

Research instruments are a way of gathering data concerning the research focus. Gathering data using different research instruments is in fact creating different ways to study the social event being researched.

1) Observation and participant observation

In order to ascertain the level of discipline in the classrooms, I decided on observation as a method of collecting information. In my opinion, observation is an excellent instrument to gain a “rich picture” of any social phenomenon such as the behaviour of learners in a classroom.

⁵³ Bailey Kathleen, Practical *English Language Teaching Speaking*. New York. The McGraw Hill Companies. 2005, 23-25.

Observation as an ethnographic method is widely used to explore what goes on between people to enhance our understanding of the interaction. Observation not only includes the visual, but also all the other senses and the interpretation of the sensed data. Since the objective of ethnographic research is to seek and document the truth about social phenomena, the researcher should not use this as the sole data-collecting instrument. In the case of this research, I took care to minimize possible error by verifying the results of the observation by comparing these with the results obtained from multiple data collecting instruments. observation means participating in the actions of the people in the research setting and getting to know their ways of doing. The researcher becomes part of the everyday life of the participants.⁵⁴

This means that the researcher takes part in the everyday actions of the participants. As an insider researcher, I assigned this role to myself. I could observe the learners and the educators without interfering with their daily classes. At the same time I was being confronted with the same situations, as I was an educator at the same school. The learners and educators were asked to observe one another and complete a structured observation sheet afterwards. The different educators completed this observation sheet at the beginning of the research project (pre-evaluation). The participants in the

⁵⁴ Freebody,P. Qualitative Research in Education: Interaction and Practice. London: Sage Publications, 2003, 82

research project, the educators, completed the observation sheet the day the research project commenced. The learners observed their fellow learners and were also asked to complete the observation sheet on the first day of the research project. The project lasted for four weeks, during which the educators were asked to implement two strategies, namely:

- The educator was asked to use a new teaching strategy in every new lesson.
- The educator should handle any behavior by learners by facilitating a discussion with human rights as its main topic.

Sometimes, after being in the field a few times, researchers feel that they have not had enough time with the subjects to have established sufficient rapport. They may decide to spend a longer period, a whole day for example, even though they know they cannot possibly record the data that would result.⁵⁵. In this research project, the researcher form part of the school and can be regarded as an insider.

Observation techniques used to collect data on the feasibility study ,student activities ,student responses ,and learning barriers. Observations were carried out by two observers using the same instrument in group.

⁵⁵ Bogdan, R.,& Biklen Knopp. Qualitative Research for Education. United States of America: A Division of Simon&Schuster, 1992, 95.

2) Questionnaires

Questionnaires are a convenient way of collecting data from a large number of individuals. In this study, 3 different questionnaires were developed. An advantage of questionnaires is that they are cost effective. This is especially true for studies involving large sample sizes and large geographic areas. Written questionnaires become even more cost effective as the number of research questions increases.

Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages. Most people are familiar with questionnaires. Nearly everyone has had some experience in completing questionnaires and the questionnaires generally do not make people anxious.

Questionnaires reduce bias. There is uniform presentation of the questions and the researcher's own opinions do not influence the respondent to answer questions in a certain manner. There were no verbal or visual clues to influence the respondent.

Giving the students used questionnaires to determine the students' response to the learning and teaching and learning process . Giving questionnaire on teachers to know what obstacles faced guru.Angket given after the end of the test is completed

3) Field notes

A problem that was encountered by the educators was what to record during observations and what to leave out. This problem was partially solved as the structured observation sheet indicates most of the actions that were to be observed. This meant, however, that some of the behavior of the learners, which was regarded as pertinent to the study, was not on the observation sheet. To enhance the reliability of the data the educators were asked to keep field notes on any behavior they deemed important to the study. The field notes were written directly after any incident took place. The field notes added more value to the observations as the educators had more freedom to record their own observations and to use their own words. During note taking the educators could also record the body language, facial expressions and tone of voice used by the learners. The richness of a natural setting may be problematic for note taking (huge amount of information).

Issues and research inputs that are not included in the column , the observation and questionnaires will be entered into the record of events research

F. Research Instruments

Instrument developed in this study were: (1) the feasibility study sheet; (2) observation of student activity sheet; (3) a copy of the student

questionnaire responses; (4) the results of tests of student learning. Further explanation is as follows:

1. Plan for the implementation of learning

Observation and assessment of the implementation of the RPP whenever performed by two observers who have been trained so that they can operate with either observation sheet. This sheet in the form of a lesson plan that has been accompanied by a teacher's ability assessment indicators in managing learning.

2. Observation of the Student Activity Sheet

Observation sheet of students in learning activities, include: two active operations in thinking (thinking about) and is active in conducting. Observations were made for 4×45 minutes, by observing and recording all student activity observed corresponding code number has been provided on the observation sheet. This observation is done by two people. Both observers observing the same behavior at the same time.

3. Student Learning Test Sheet

This test is to measure cognitive competence domains ability, psychomotor and affective students that covers aspects of knowledge, comprehension, application and analysis. Student learning outcomes obtained from proportion correct students after answered pre-test and post-test that done by students.

G. Data Analysis Techniques

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁵⁶

1. Observation

A variety of pre-constructed forms are available for the rating of classroom instruction by peer observers. These range from checklists of behaviors to higher inference forms that ask for the observer's assessment of the quality of the teaching. Some instruments are general in nature and intended for use in a traditional classroom setting where lecture discussions is the format.

Other instruments are tailored to specific settings, such as the studio or laboratory or to specific learning formats, such as collaborative learning. Since it is important that the rating scale form match the context of the teaching. Rating is expression of opinion or judgments regarding some situations, object, person, etc. These opinions are usually expressed on a scale or by categories of values either quantitatively or qualitatively. A rating scale is a method by which one systematizes the expression of opinion concerning a trait. The ratings are done by parents, teacher, a board or interviewers and judges and by the self as well.⁵⁷

⁵⁶ Bogdan, R.,& Biklen Knopp. *Qualitative Research for Education*. United State of America: A Division of Simon&Schuster, 1992, 153.

⁵⁷ Shivendra Soti. *Research in Education*. New Delhi: Atlantic Publisher and Distributor, 2007, 233.

To analyze the results of the assessment given by the two observers to the observation of the feasibility study using a rating scale format

Table 4.1: Peer Review of Teaching
(Resource: Shivendra Soti.2007,248)

SCALE	ASPECS
5	Extremely Effective
4	Effective
3	Somewhat Effective
2	Inconsistently Effective
1	Not at all Effective

2. Test results of study

UU no. 20 of 2003 on the National Education System and PP 19 years old 2005 on National Education Standards mandated that the curriculum the level of Elementary and Secondary Education was developed by each unit education . The government no longer set a national curriculum as in the previous period . Education units must develop own curriculum according to the characteristics and needs and potential learners , community , and environment.⁵⁸

Minimum completeness criteria (KKM) is the criterion of mastery learning (KKB)which is determined by the educational unit . KKM at the end of the ladder unit education for a group of subjects other than science and technology is the threshold value of competence. Completeness criteria shows the percentage level of achievement of competence so declared by a maximum number of 100 (one hundred) . The maximum number of 100 an ideal completeness criteria . Target

⁵⁸ BSNP. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta, 2006, 3

completeness nationally expected to reach a minimum of 75 units of education can start from minimum completeness criteria below national targets and then increased gradually.⁵⁹

STAINPONOROGO

⁵⁹ Bambang Sudibyo . *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2007 tentang Standar Penilaian Pendidikan*. Jakarta: Kemendiknas, 2007, 4

CHAPTER IV

RESEARCH FINDINGS

The chapter presents the research findings and discussion. The result findings are presented according to the two cycles, namely cycle I, and cycle II, each cycle consist of four phases they are planning, acting, observing and reflecting. Then, the discussion presents the result during classroom action research.

A. Research Setting

This research was conducted at SMPN 2 Babadan Ponorogo, which is located on jalan raya Madiun-Ponorogo, Pondok Babadan, Ponorogo regency.

The research subjects were 20 students of class VIII C of SMPN 2 Babadan Ponorogo in academic year 2013/2014. There were 10 male and 10 female students. The research was conducted from July to December 2014. The research was done in 2 cycles, each cycle has four stages: planning, acting, observing and reflecting.

B. Cycle Explanation

In this study, the researcher reported the results of the cycles. This research was done in two cycles. Each cycle would describe four components of Classroom Action Research in SMPN 2 Babadan Ponorogo. They are planning, acting, observing and reflecting. The scheme of classroom action research can be seen as follow:

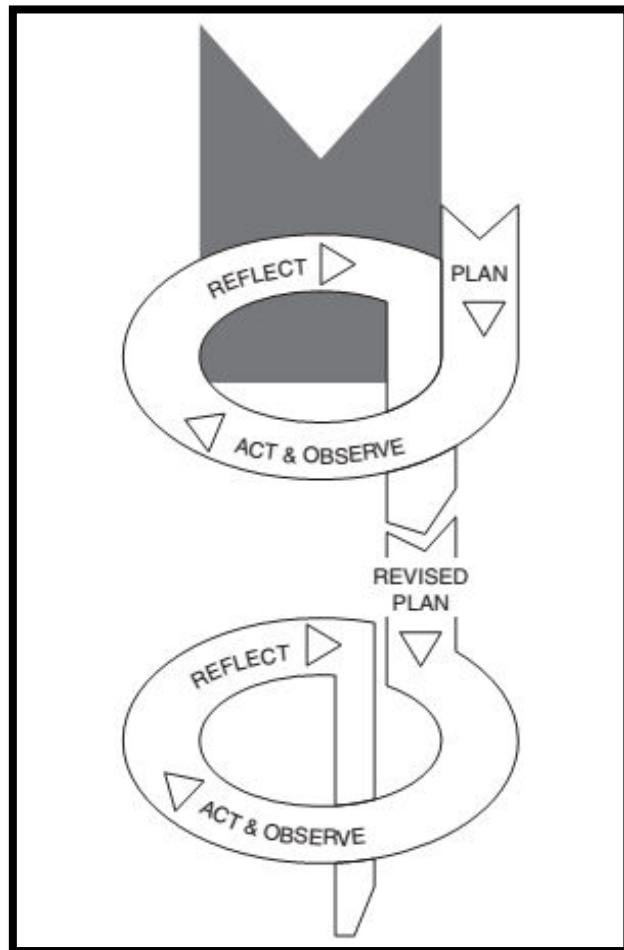


Figure 4.1 Channel Picture of Classroom Action Research

1. Cycle I

The first cycle was conducted from (February 09th to April 11th 2014). In the first cycle, the teaching learning activities were held and presented by using picture series media with teacher guided. In this cycle,

the researcher did two meetings done in 2 x 40 minutes. The activities that were done in this phase were:

a. Planning

In the first cycle, the teaching learning activities were presented by implementing picture series media. This cycle had 80 minutes of teaching learning. Some activities were involved:

1) Identifying the problem

In identifying problems, the researcher and collaborator asked about students' experience in speaking class and instructed them to re-tell in their story. There, the researcher and collaborator found some problems. For example, the students were bored with traditional strategy and media, and found difficulties to pour their ideas in speaking.

2) Preparing the teaching instruments

The researcher and collaborator conducted the implementation of picture series media as the solution of the problem. Some materials prepared thoroughly before implementing this media in the teaching process.

a) Choosing subject material

In this stage, the researcher chose the material with title "the rabbit and the tortoise".

b) Making lesson plan

The researcher made the lesson plan with direct instruction model in order to make the learning process run well.

c) Preparing research instruments

The researcher prepared instruments in this cycle, the materials included:

(1) Observation sheets

Observation sheets would be used to observe the research.

This observation aimed to record the students' activities in the classroom.

(2) Evaluation sheet used later.

b. Acting

The implementation of picture series media based on the teaching learning scenario stated on lesson plan. The steps of acting were following:

1) Pre activity

- a) The researcher started the lesson by greeting to the students
- b) Researcher asked students about their condition
- c) Researcher opened the lesson by praying
- d) Researchers checked the students' attendant list

2) Main activity

- a) The researcher asked the students about a narrative text.
- b) The students could share with their friends to answer it.

- c) The researcher gave clarification and explanation definition of narrative text, generic structure, and language features of narrative.
 - d) After that, the researcher asked the students to count from 1-4. So, there were be 4 groups in a class of 20.
 - e) Researcher gave handout material of the picture series to each group which is entitled “the rabbit and the tortoise”.
 - f) Then, based on the picture series given, researcher asked the groups to arrange the jumble paragraphs which are suitable with picture series.
 - g) After that, researcher asked the groups to complete a terms of generic structure, connective and time signal.
 - h) After getting all information about picture series “the rabbit and the tortoise”, researcher asked the students to retrun to their seat, and asked students to re-tell the story of “the rabbit and the tortoise” by the guide of picture series.
- 3) Post activity
- a) Researcher asked the students to submit their assignment
 - b) Researcher gave the conclusion
 - c) Closing
- c. Observing**

In this study, the researcher did not only teach but also observed. While teaching, the researcher were observing students'

activeness. The researcher used observation sheets to record students' participation in the whole learning process. The teacher measured the students' activeness; how they participated the learning process, how they followed researcher's instructions in answering question, arranging picture series with suitable paragraph and identifying generic structure and time signal. Below is the record of students' activeness during the learning process:

Table 4.1
Result of the Students' Activeness

No	Name	Observation	
		Passive	Active
1.	A. NAFA RUSYDAN FIKRIYA	√	
2.	AGUS RIYANTO		√
3.	ARISKA NOVITA PRAMESTI		√
4.	ARYA RYVALDI		√
5.	CAHYA PERTIWI	√	
6.	DEFA AGUNG SANJAYA		√
7	DEYA AYU PRAMITASARI	√	
8.	EKA DIAH WAHYUNINGSIH		√
9.	FARHAN AKBAR FAURIZA		√
10.	FARIDHA SIGMAYANA		√
11.	FERLIYANA MAULUDIYAH .E.		√
12.	IMAM BUDI PRASETYO	√	
13	KEVIN ADITYA SEPTA W		√
14.	LAILA MAULIDATUR R		√
15.	MITA KUSUMANINGRUM	√	
16.	MUHAMMAD SULTHON		√
17.	NASROTUL AULIA		√
18	OKKY DWI KUNCORO		√
19.	ROQHIM NUR AZIS .A.	√	
20.	VINNY DICKA ALVIONITA		√
Total		6	14
Average Percentage (%)		30%	70%

Concerning the observation of students' activeness above, it could be stated that the students had qualification of activeness. It was shown on the observation sheet. Only some of students were active during the learning process.

Based on observations in the above table 4.1 shows that the students are 20 students , a total of 6 students with a percentage of 30 % still have a passive category in learning activities . While as many as 14 students with a percentage of 70 % still have active categories in learning activities . This means that the instrument can be said student activity KKM has not met since the agreement of both observers percentage $\leq 75 \%$. This shows that the reliability of the instrument observations of students included in the poor category .

Besides activeness, the researcher observed students' achievement. The teacher and students shared material of narrative text entitled rabbit and the turtle. Then, students were asked to re-tell the story of rabbit and the turtle by the guide of picture series.

After finishing their speaking, the researcher asked them to submit their assignment.

Here is the result of students' speaking assignment

Table 4.2
The Observation of Students' Achievement

No	Name	Aspects				Total	Level
		Pronunciation	Delivery	Performance	Supporting Aids		
1.	A. NAFA RUSYDAN FIKRIYA	10	25	20	10	65	Minimum
2.	AGUS RIYANTO	12	10	30	10	62	Minimum
3.	ARISKA NOVITA PRAMESTI	12	12	20	20	64	Minimum
4.	ARYA RYVALDI	12	20	20	12	64	Minimum
5.	CAHYA PERTIWI	12	20	20	13	65	Minimum
6.	DEFA AGUNG SANJAYA	16	12	25	10	55	Minimum
7.	DEYA AYU PRAMITASARI	20	11	25	10	55	Minimum
8.	EKA DIAH WAHYUNINGSIH	12	15	28	14	69	Minimum
9.	FARHAN AKBAR FAURIZA	19	15	15	12	50	Minimum
10.	FARIDHA SIGMAYANA	15	20	20	15	70	Minimum
11.	FERLIYANA MAULUDIYAH .E.	15	20	20	15	70	Minimum
12.	IMAM BUDI PRASETYO	20	20	12	10	50	Minimum
13.	KEVIN ADITYA SEPTA W	11	10	10	12	40	Minimum
14.	LAILA MAULIDATUR R	20	20	21	15	72	Minimum
15.	MITA KUSUMANINGRUM	16	20	16	18	70	Minimum
16.	MUHAMMAD SULTHON	16	20	20	13	65	Minimum
17.	NASROTUL AULIA	20	15	20	20	70	Minimum
18.	OKKY DWI KUNCORO	14	21	20	13	65	Minimum
19.	ROQHIM NUR AZIS .A.	9	15	16	10	50	Minimum
20.	VINNY DICKA ALVIONITA	16	20	21	15	72	Minimum
Total Score						1339	
Average Score						66.95	

During conducting in this cycle I, the researcher and the teacher found some weaknesses in the teaching learning process and also made the field not. The field notes were as follows:

- 1) The researcher did not make list of vocabulary. As a result, students got difficulties understanding the text.
- 2) The students were confused about the materials and asked more to the researcher.

Table 4.2 Based on the results of student achievement above shows that the students are 20 students , on the whole has a value that is diverse , but still below the KKM with a minimum level . Of the value of 20 students had an average of 66.95 can be said to have not met the $KKM \leq 75\%$ both classical and individual . This shows that student achievement is included in the category of less .

d. Reflecting

In reflecting phase, all of teaching and learning process which had been done were observed. It was done to overcome the weaknesses in cycle I in order to give the better treatment in the next cycle.

- 1) The researcher prepare the lesson and made the list of vocabulary for narrative text.
- 2) The researcher choose the material which was more interesting and suitable with their ability.

2. Cycle II

The second cycle of the classroom action research was conducted on April 13th until June 19th. The steps of classroom action research in the second cycles were:

a. Planning

- 1) Identifying the problem

The second cycle was done based on the result of evaluation and reflection on the first cycle. The researcher used new picture series media, made list of vocabulary in the text, using different methods of cycle 1 is the model approach based learning cooperative.

- 2) Preparing the teaching instruments

The researcher and collaborator prepared in renovating from cycle I, some activities involved were:

a) Choosing the material

In this stage the researcher chose the interesting material of narrative text which is entitled “ The Thirsty Crow ”.

b) Making lesson plan

The researcher made the lesson plan in order to make the learning process run well.

c) Preparing research instruments

The researcher prepare the instrumets of this cycle. They were:

(1) Observation sheets

Observation sheets would be used to observe the research.

This observation aimed to record the students’ activities in the classroom

(2) Evaluation sheet

This evaluation was used at the end of the second cycle. It aimed to conclude the progress of the application of picture in series as the teaching media.

b. Acting

1) Pre activity

- a) The researcher started the lesson by greeting to the students
- b) Researcher asked students about their condition
- c) Researcher opened the lesson by praying
- d) Researches checked the students’ attendant list

2) Main activity

- a) The researcher gave motivation like giving a gift who could answer researcher's question before asking the students about the previous material
- b) The students could share with their friends to answer it and rise their hands
- c) The researcher gave clarification and explanation about the definition of narrative text, its generic structure, and its language features
- d) Researcher asked students to stand up and sing a song. After that, the researcher asked the students to count from 1- 4. So, there were be 4 groups in a class of 20.
- e) Researcher gave handout of the material of the picture series to each group entitled "The Thirsty Crow".
- f) Then, based on the picture series given, the researcher asked the groups to arrange the jumbled paragraphs which were suitable with picture series.
- g) After that, researcher asked the groups to complete a terms of generic structure, the appropriate connective and time signals.
- h) After getting all information about picture series of "The Thirsty Crow", researcher asked the students to retrun to their

seats, and asked students to re-write the story of “The Thirsty Crow” by the guide of picture series

3) Post activity

- a) Researcher asked the students to submit their assignment
- b) Researcher gave the conclusion
- c) Closing

c. Observing

From the observation in the second cycle, the process of teaching learning was more active than the first cycle. Most of students enjoyed their activities. They were focused in learning English, students' activeness, and achievement in order to increase the quality of learning. Below is the record of students' activeness during the learning process:

Table 4.3
Result of the Students' Activeness

No	Name	Observation	
		Passive	Active
1.	A. NAFA RUSYDAN FIKRIYA		✓
2.	AGUS RIYANTO		✓
3.	ARISKA NOVITA PRAMESTI		✓
4.	ARYA RYVALDI		✓
5.	CAHYA PERTIWI		✓
6.	DEFA AGUNG SANJAYA		✓
7	DEYA AYU PRAMITASARI	✓	
8.	EKA DIAH WAHYUNINGSIH		✓
9.	FARHAN AKBAR FAURIZA		✓
10.	FARIDHA SIGMAYANA		✓

No	Name	Observation	
		Passive	Active
11.	FERLIYANA MAULUDIYAH .E.		✓
12.	IMAM BUDI PRASETYO		✓
13	KEVIN ADITYA SEPTA W		✓
14.	LAILA MAULIDATUR R		✓
15.	MITA KUSUMANINGRUM	✓	
16.	MUHAMMAD SULTHON		✓
17.	NASROTUL AULIA		✓
18	OKKY DWI KUNCORO		✓
19.	ROQHIM NUR AZIS .A.	✓	
20.	VINNY DICKA ALVIONITA		✓
Total		3	17
Average percentage (%)		15 %	85 %

Beside the students' activeness observation above, the researcher found that the students' achievement in speaking increased after the implementation of picture series media.

Based on observations in the above table 4.3 shows that the students are 20 students, a total of 3 students with a percentage of 15% still have a passive category in learning activities. While as many as 17 students with a percentage of 85 % still have active categories in learning activities . This means that the instrument can be said student activity has met KKM as a percentage agreement of both observers \leq 75 % . This shows that the reliability of the instrument observations of students included in either category .

Here is the result of students' speaking assignment.

Table 4.4
The Observation of Students' Achievement

No	Name	Aspects				Total	Level
		Pronunciation	Delivery	Performance	Supporting Aids		
1.	A. NAFA RUSYDAN FIKRIYA	20	20	20	20	80	Good
2.	AGUS RIYANTO	22	17	16	20	75	Minimum
3.	ARISKA NOVITA PRAMESTI	25	20	17	20	82	Good
4.	ARYA RYVALDI	20	20	20	20	80	Good
5.	CAHYA PERTIWI	19	18	20	20	77	Minimum
6.	DEFA AGUNG SANJAYA	21	17	18	19	75	Minimum
7.	DEYA AYU PRAMITASARI	22	20	22	23	87	Good
8.	EKA DIAH WAHYUNINGSIH	26	25	19	15	85	Good
9.	FARHAN AKBAR FAURIZA	21	19	15	20	75	Minimum
10.	FARIDHA SIGMAYANA	23	20	18	24	85	Good
11.	FERLIYANA MAULUDIYAH .E.	22	21	20	23	86	Good
12.	IMAM BUDI PRASETYO	21	20	19	15	75	Minimum
13.	KEVIN ADITYA SEPTA W	22	20	16	17	75	Minimum
14.	LAILA MAULIDATUR R	22	23	20	20	85	Good
15.	MITA KUSUMANINGRUM	24	22	22	16	84	Good
16.	MUHAMMAD SULTHON	21	20	19	16	76	Minimum
17.	NASROTUL AULIA	22	20	20	23	85	Good
18.	OKKY DWI KUNCORO	21	20	20	17	78	Minimum
19.	ROQHIM NUR AZIS .A.	22	19	18	16	75	Minimum
20.	VINNY DICKA ALVIONITA	21	22	20	18	81	Good
Total Score						1601	
Average Score						80.05	

Table 4.4 Based on the results of student achievement above

shows that the students are 20 students , on the whole has a value that is diverse . A total of 9 students have a value below the KKM with varying values , while 11 students have values above the KKM . It concluded that from cycle to 2 values obtained learning achievement has met $\leq 75\%$ KKM both classical and individual . This shows that student achievement is included in both categories.

d. Reflecting

In the second cycle, there was no significant problem. The students did their assignment seriously. The teacher gave the students motivation in the teaching learning process. They were more active and enjoy in learning activities in the classroom. From the results of students' speaking test in cycle one and two, the researcher and the teacher can be concluded that the implementation of picture series media could improve students' speaking ability of the eighth grade students of SMPN 2 Babadan, although there were few students had low results in their study when classroom action research was conducted.

C. Cycle Analysis

This discussion, it is going to analyzed the process of classroom action research already done. Shortly, this research conducted two cycles. Improvement found after implementation of picture series media. Clearly, it is going to be shown below.

1. Cycle I

During the teaching and learning process using picture series media in this cycle, the students seemed to be confused with the material. They got difficulties in vocabularies. Some of them were not active in doing the activity. As the result, there are some students got lower score than the standard of minimal mastery of English subject. The students' activeness and achievement in this cycle were as follows:

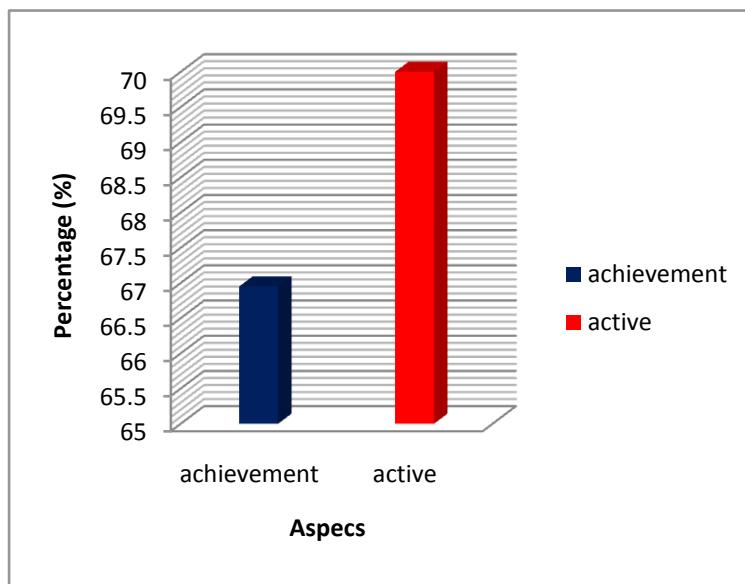


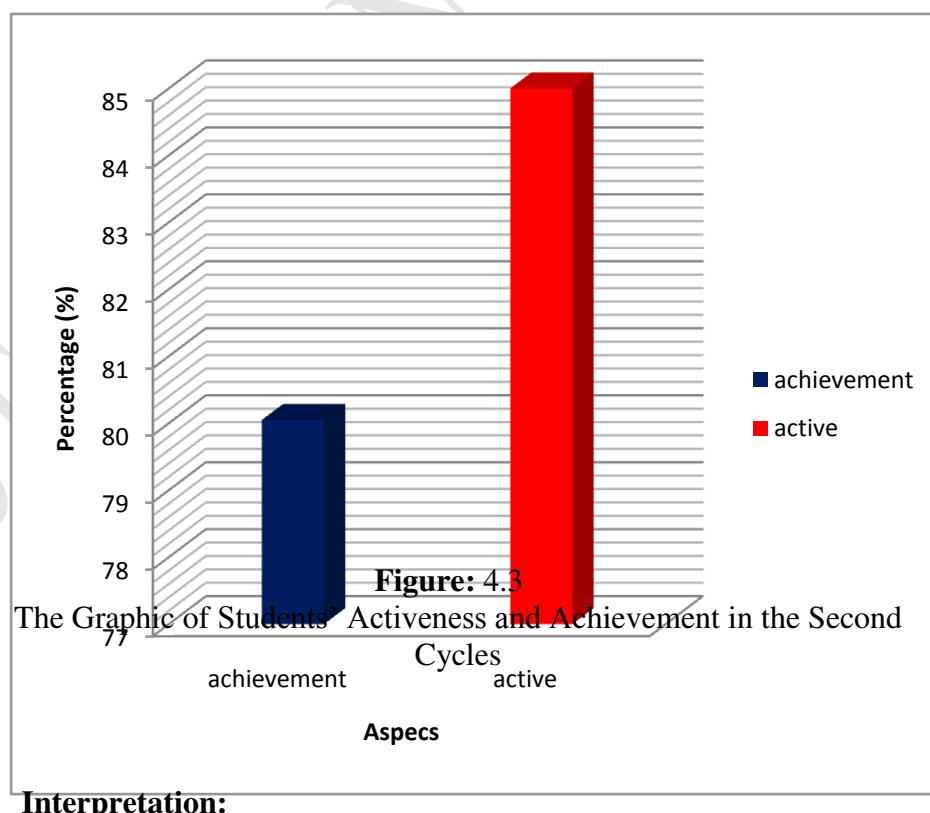
Figure: 4.2
The Graphic of Students' Activeness and Achievement in the first cycle

Interpretation:

In the first cycle, the graphic of students' activeness in learning speaking by using Picture Series Media was good. But, the average score of students' achievement was still less than the standard score based on the Mastery of Minimum Criteria Score of mastery at SMPN 2 Babadan Ponorogo, that standard score was 75. Thus, in the implementation of teaching speaking using Picture Series Media, the researcher needed to continue to the next cycle to improve the weakness in this cycle.

2. Cycles 2

From the description results of cycle two, the process of teaching learning in using picture series media were successful to improve the students' activeness and achievement. They were more active and enthusiastic in speaking class. Also, most of the students understood well the instruction given by the researcher so that they did the speaking activities using picture series media seriously. The students' activeness and achievement in this cycle were as follows:



Based on the diagram above, there were more increasing on the percentage of students' activeness and achievement than the first cycle. The researcher finished the research and decided not to continue to the next cycle because the results were reached the target and the students were more active in learning speaking by using Picture Series Media.

D. Discussion

In this Classroom Action Research the researcher conducted the classroom action research in two cycles. Every cycle consisted of one meeting with time duration 2×40 minutes. Based on the results of the Classroom Action Research at SMPN 2 Babadan Ponorogo, the researcher emphasizes the summary that the students' speaking ability increase seen from the aspects of activeness and achievement. The degree of improvement can be described in the folowing diagram:

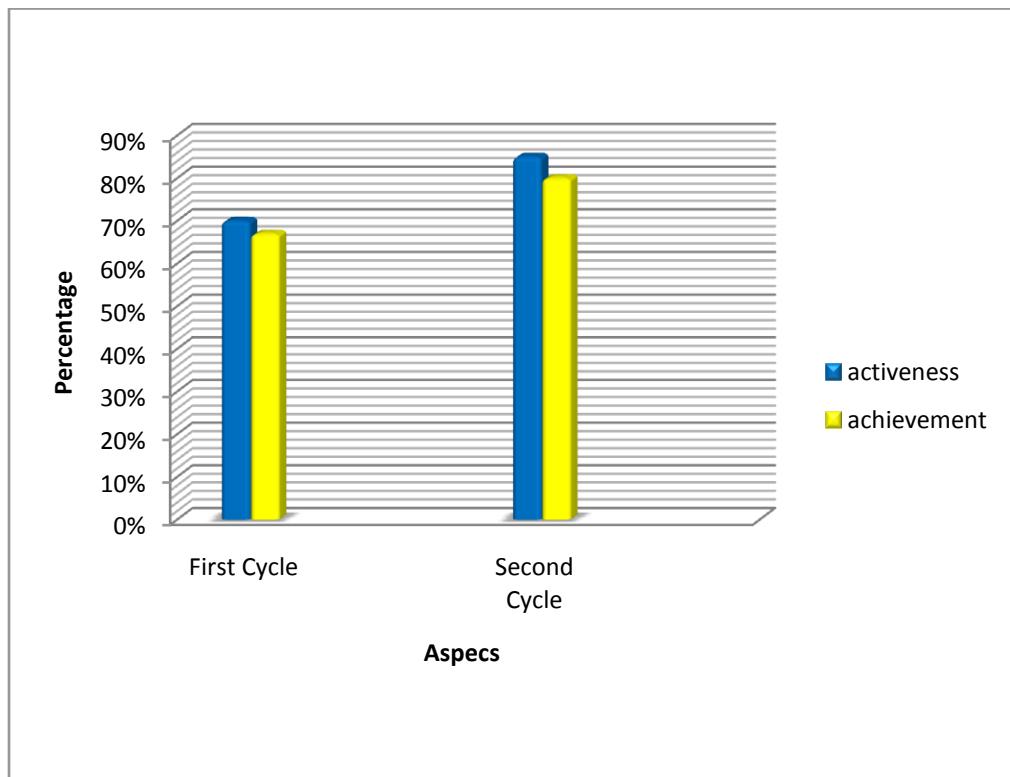


Figure 4.4
The Students' Activeness and Achievement

Table 4.5
The Students' Results

School	Class	Aspects	Cycle	
			First cycle	Second cycle
SMPN 2 Babadan Ponorogo	The Eighth Grade Students (VIIIC)	Activeness	70%	85%
		Achievement	66,95%	80,05%

Based on the data of the students' achievement from the first cycle to the second cycle, it was found that the results increased from 64 to 76. Besides, by using Picture Series Media, the students were more active and

interested in learning process. The result showed that teaching speaking by using Picture Series Media could improve students' speaking ability well.

From the action in first and second cycles the researcher found the strength and weakness of using Picture Series Media as follow:

- 1) The strength of using Picture Series Media:
 - a) It was to make the students more active to learn speaking English
 - b) It makes the students feel enjoyed the lesson
- 2) The weakness of using Picture Series Media:
 - a) Limited the influenced the teaching learning process because Picture Series Media needs much time.

CHAPTER V

CLOSING

A. Conclusions

Learning to use the picture in this series were originally using a direct approach to learning model in cycle 1 but the results are not satisfactory , but in cycle 2 with an approach to cooperative learning experience significant results with a satisfactory interpretation of learning because students interested in the pictures presented and can freely create discussion groups so that students are encouraged to keep up the ability to speak English than other groups . It can be concluded that the students were very enthusiastic in learning speaking picture series with the approach of cooperative learning model

It is proven by the result of the students' speaking activeness and achievements from the first and second cycle of classroom action research. The students' activeness is more active. The students' score for activeness in the first cycle is 70%, and in the second cycle is 85%. Meanwhile the score of students' speaking achievement in the first cycle is 66,95%, and in the second cycle is 80,05%.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For the English Teacher
 - a. In teaching and learning English, especially in speaking class, the teachers should have various techniques and methods, such as applying picture series media. So, the students do not feel bored speaking activities.
 - b. The English teacher should develop the strategy to motivate the students in improving their English skills, especially in speaking ability.
2. For the students
 - a. The students should enjoy and actively involve in the English class, especially in speaking ability.
 - b. The students should enrich their vocabulary and begin to love English speaking.
3. For the other researchers
 - a. Due to the limitation of time, this research has not been accomplished perfectly as there are still some weaknesses of it. So, it is expected to the other researchers who conduct the same research will accomplish it well.