USING PICTURE MEDIA TOWARDS STUDENTS' SPEAKING SKILL

(A Classroom Action Research at The VIII Grade Year Students of SMPN 13 Kota Bengkulu In Academic Years 2017/2018)

THESIS

Submitted As Partial Requirements for The Degree of Sarjana in English Language Education

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MOTTOS

"What You Lack In Talent Can Be Made Up With Desire Hustle And Giving no% All The Time.
Kalau kurang berbakat dalam sebuah bidang, kamu bisa menebusnya dengan keinginan kuat, kegesitan, dan dengan memberikan 110% waktumu
-**Donald William Zimmer** (Pemain dan pelatih baseball profesional)-

"Develop An 'Attitude Of Gratitude'. Say Thank You To Everything You Meet For Everything They Do For You."
Kembangkan 'sikap bersyukur'. Ucapkan terima kasih pada setiap orang yang kamu temui atas segala sesuatu yang mereka lakukan untukmu.
-**Brian Tracy** (Penulis pengembangan diri Kanada)

DEDICATION

This thesis is dedicated to :

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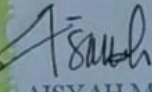
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<u>SURAT PERNYATAAN</u>

Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul "Using Pictures Students' Perception toward Students Speaking Skill*(A Classroom Action Research at VIII Grade Year Students of* SMPN 13 Kota Bengkulu *Academic Years 2017/2018).*", adalah asli, murni gagasan dan rumusan penulis dan belum pernah diajukan untuk memperoleh gelar akademik khususnya di IAIN Bengkulu.

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Bengkulu, Maret 2018
Yang Menyatakan,

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ABSTRACT

The problem of this research was the students are limited was low capability in speaking skill and lack of motivation to follow the learning process. This research is an action research. It consisted of two cycles involved 35 students of VIII A, one of English teacher as co-researcher, and the researcher herself. The data was collected by using the observation throug the implementation of the actions, interviews with the English teacher and the students of Class VIII A, discussion with the collaborators, and conducting speaking tests: pre-test, daily meeting test and post test. The data were in the form of interview transcripts, field notes, and scores. The validity of the data was gained by implementing the validity, outcome validity, process validity and dialogic validity. Result of this research showed that there was an improvement of the students' speaking skill. By seeing the students' scores in the four aspects of speaking: fluency, accuracy, pronounciation and vocabulary. The students' means score of accuracy aspect increased after the implementation of picture perception. The accuracy increased from 4.92 in pre test to 6.31 in post test and gained the average 1.39. the mean score of fluency aspect gained by the students was 1.87. in the pronounciation aspect, the gained score obtained was 1.83. lastly, the gain score of the vocabulary aspect was 2.68. furthermore, it can be said that picture media implemented in this research can help improvinng students speaking skill and solve the students' problem in the English classroom activities.

Key words: *English teaching and Learning Process, Pictures students perception, speaking, speaking aspects .*

ABSTRAK

AISYAHMEILINDA (1316231753). 2019.
USING PICTURE MEDIA TOWARDS STUDENTS' SPEAKING SKILL (*Classroom Action Research at The VIII Grade Year Students of*SMPN 13 Bengkulu in *Academic Years* 2017/2018).

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Kata Kunci :*Gambar, Keterampilan Berbicara.*

Masalah penelitian ini adalah siswa keterbatasan adalah rendahnya kemampuan berbicara dan kurangmotivasi untuk mengikuti proses belajar mengajar. Penelitian ini merupakan penelitian tindakan. Ini terdiri dari dua siklus yang melibatkan 35 siswa VIII A, salah satu guru bahasa Inggris sebagai rekan peneliti, dan peneliti sendiri. Data dikumpulkan dengan menggunakan observasi melalui implementasi tindakan, wawancara dengan guru bahasa Inggris dan siswa Kelas VIII A, diskusi dengan kolaborator, dan melakukan tes ujicoba: pre-test, tes pertemuan harian dan post test. Data berupa transkrip wawancara, catatan lapangan, dan skor. Validitas data diperoleh dengan menerapkan validitas, validitas hasil, validitas proses dan validitas dialogis.Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berbicara siswa. Dengan melihat nilai siswa dalam empat aspek berbicara: kelancaran, akurasi, pengucapan dan kosa kata. Siswa berarti nilai ketepatannya meningkat setelah penerapan persepsi gambar. Akurasi meningkat dari 4.92 pada pre test menjadi 6.31 pada post test dan memperoleh rata-rata 1.39. Skor rata-rata kelancaran yang diperoleh siswa yaitu 1.87. Dalam aspek pengucapan, diperoleh skor yang diperoleh yaitu 1.83. Terakhir, nilai perolehan aspek kosakata yaitu 2.68. Selanjutnya, dapat dikatakan bahwa persepsi siswa terhadap citra yang diimplementasikan dalam penelitian ini dapat membantu meningkatkan kemampuan berbicara siswa dan memecahkan masalah siswa dalam kegiatan kelas bahasa Inggris.

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The purpose of this thesis is to fulfill the requirements for the degree of strata 1 (S1) at Faculty of Tarbiyah and Tadris in English study program with the title " Using Pictures Students' Perception toward Students Speaking Skill*(A Classroom Action Research at VIII Grade Year Students of* SMPN 13 Kota Bengkulu *Academic Years 2017/2018)*" It is applied to be a thesis.

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The writer realized that there are still many mistakes and far for being perfect of his thesis. Therefore, the critique and suggestion is needed for the next better. Finally, this thesis is hoped could be useful for the readers and the writer herself.

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CHAPTER I

INTRODUCTION

A. Background

English plays an important role in all aspect of life. English has been a subject at Indonesian schools since a long time ago. Since then, many problems have been rising up with the process of teaching and learning in the class. These problems can be the students' boredom, less participation, low interest, and demotivated towards English.For example, in our education, there are many books which are written in English, not only English department, but also in all department.

There are four skills that should be mastered by students in learning English. There are: Reading, Writing, Listening, and Speaking skills. All of them are very important to be understood by students. In Language skills Speaking is viewed to be at the heart to be of second language learning. The success of communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners.

[1]It is the ability to use the rightwords in the right order with massenger is essential and when precised understanding is not required and also social culture rules and norma.[2] Furthermore, oral language is a very important link in the process of students' learning and think in the process of students' learning and

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1 Brown, H. D (2000). Oxford Pocket Learners Dictionary. New York: Longman. P. 96

2 Scoot thornbury, How to teach grammar, England, 2003, P. 19

thinking development. Before the students achieve the proficiency in writing and reading, speaking is an important means of language and of acquiring knowledge. In the real communication speaking skill become an essential for communication of ideas and messages.

Speaking is the utterance of intelligible speech, it is also speech production. Speaking is also ability say articulations sound or words to express or to submit mind, feel and idea. Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports idea, advise, instructions, complaint, apologize, agree, disgree and so much means by speaking.

To achieve the literacy, especially in speaking, students should have good abilities in pronounciation, grammar, and expressing the ideas fluently with appropiate word choices. In addition, they should also be aware of the social and cultural rules that apply in various context of communication as well as of the strategies employed during the process of cummunication.

In learning English, especially speaking ability, teachers need the appropriate technique for the material that will be taught to avoid being bored and eager to learn.[3] The students need a technique creative, effective, interesting and not boring at the time of learning. One of a good technique for improving student's speaking ability by using pictures.

Using with picture is good used to teach for student's. Image basically helps encourage students and can generate interest in the subject. Helping them in

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[3]Magdalena Aleksanrzak. 2011. Problems and challenges in teaching and learning speaking at advanced level, Cambridge, P. 38

language skills, art activities and creative expression in storytelling, dramatization, reading, writing, painting and drawing as well as help them interpret and remember the content of the reading material from the textbook. Among the educational media, image/photos are the most commonly used media.

Picture a common language that can be understood and enjoyed everywhere, so everyone is can learn English. The teachers must remember children less attention from parents will feel that dirina not needed. Therefore there is a Chinese proverb says that a picture speaks more than a thousand words.

Based on the observation and interviews conducted by the researcher to grade VIII students of SMP 13 Kota Bengkulu, however, The students have some difficulties in learning English especially in speaking ability. They have less motivation to speak they are ashamed to speak because they are afraid of making mistake, and the method that used by teacher only text book and very monotone, that make feel bored. Beside that, students used mother tongue in their daily activity, so their skill in speaking is unsatisfactory. To solve this problem, the teacher must use appropriate technique in teaching speaking such as formulas, using media. this techniqueis expected that can be used to solveda problem faced by teacher and student in teaching and learning English especially for speaking skill.

Therefore, the researcher want to do a research about Using picture Technique Students Perception Toward English speaking skill Class at grade VIII of SMPN 13 Kota Bengkulu.

A. Identification of the Problem

As mentioned in the background, the speaking skill of grade VIII students of SMP 13 Kota Bengkulu were low. The problem was affected by some factors such as the students, the teachers and the process of the speaking class itself.

The students have some difficulties in learning English. They are hesitated to express their ideas and were also shy to speak. Students lack confidence to speak because of affraid to do some msitakes, they lack of motivation in using English. Therefore, students keep quiet when they are asked to say or give response in speaking.

Another factors are related to the teachers. The media used in teaching English does not attract the students' attention, thus, the students were bored, not interested and motivated during the learing.

In relation to the teaching and learning process, the classroom activities were lees motivating, monotonous and less fun. The classroom activities were focused on repeating, memorizing, responding the drills. Meanwhile speaking is unfortunately used fequently in the process of teaching and examination of practice.

In conclution, all aspects related to the teachers, the students, and the teaching and learning process in grade VIII students of SMP 13 Kota Bengkulu need to be improved. The improvement can be reached by implementing pictures as media to improve students' speaking skill.

B. Limitation of the Problem

Based on the identification of the problem, it was found there were many problems faced by the students and teachers of SMP 13 Kota Bengkulu when teaching and learning English in the classroom activities. In this research,the

researcher only focused on Using picture media students perception toward English speaking skill Class at grade VIII of SMPN 13 Kota Bengkulu. Pictures were expected to overcome the problems found to help students improve their speaking skill and they want to speak English through pictures media by giving their perception about it.

C. Research Question

Based on the limitation of the problem above, the research question of this research is how does picture media students improve English speaking skillof grade VIII students of SMPN 13 Kota Bengkulu?

D. Objective of research

The objective of this research is to improve students speaking skill of grade VIII students of SMPN 13 Kota Bengkulu by using picture media.

F. Significance of research

The result of the study hopefully will give contribution of teaching and learning English such as:

1. For the teachers are

- As a material consideration in learning, the teacher can be more active in order to develop the teaching skills of teachers in improving students learning outcomes, especially English language teacher.
- To develop teachers skills in teaching so that the atmosphere in the classroom can live.
- Getting the proper learning methods to improve the quality of teaching to their students
- Improving the quality of learning that is active in the school.

2. For the students are :

- It can give a new atmosphere in the learning process so that students are happy with the subjects in English, especially in the aspect of speaking.
- To develop creativity in the learning process

- To increase participation and learning activities and student learning outcomes

3. For the researcher are:
   - So that researcher, to know the English Study Program Students' Perception on their Speaking skill development, so the researcher can get beneficial input in teaching Speaking in the future.

G. Definition of Key Term

1. **Perception**

   Perception is a view, illustration, or presumption against someone about one thing or object

2. **Speaking skill**

   Speaking skilll is communicative skills in language learning.

3. **Media**

   Image media are media that serve to convey messages through images that involve the sense of sight. The message delivered was poured out through visual communication symbols. Media the image has a purpose to attract attention, clarifying material, illustrating facts and information.

CHAPTER II

REVIEW OF LITERATURE

A. Perception

1. The Definition of Perception

Perception is a process of one's activity in giving the impresssion, assessment, opinion, feel and interpret things based on the displayed information from other sources (perceived). According to Jerald Greenberg and Robert A Baron define Perception is the process through whic students select, organise and interpret information gathered by students senses in order to understand the world around them.

In Fazio and Williams explains Perception as Those subjective experiences of subjects or events that ordinarily result from stimulation of the receptor organs of he body.

Based on the definition above, Perception ia a processs of one's activity in giving judgment, an opinion, based on something that is displayed either from experience or event that is around them.

B. Speaking

1. The Definition of Speaking

Speaking is a speech production that becomes a part of our daily activities. Speaking means creative process; an active intraction between speaker and listener that involves thought and emotion. Speaking is specific spoken discourse that is primarily social and engaged in for social purpose and in social context.[1] Speaking involves some areas of knowledge. They are mechanics pronounciation, grammar, and vocabulary.[2] It is the ability to use the right words in the right order with masseger is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norma. Then are content, vocabulary, grammar, performance, and fluency. There are many requirements for making good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self improvement suggestion.[3]

Speaking is one of the communication forms which involves people, oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal. Speaking is so much a part of daily life that we take it for granted.That comfortable interaction and communication can be created, as

the main purpose of speaking is to communicate other expert according states that: Speaking is the productive skill in oral mode. Meanwhile, that: speaking is an creative to express idea and opinion.

Skill of speaking is not only needed by students, but also needed by teacher and other kind of professions. For example : leader, doctor, and etc. It also one of for success for most professions. The better we speak and deliver the message by using our oral communication, the more success we get in making relationship or interaction with others and as the consequence the listener understand what we talking about. For example, teacher need to speak well with the students so that the students can achieve or understand the lesson better, doctors have to speak and communicative well to his or her pasien so that pasien understand the instruction he or she gives. Leader have to speak and communicative well to his or her employers in order to avoid misunderstanding within people in an institution an so on.

Therefore, it can be concluded that speaking skill is one of the skills in English which important to learn. So that, the students can be deliver message in their mind, ideas feeling.

2. **Speaking Skill**
   a. **The Nature of Speaking**

   Speaking is an active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share undertsandings with other people. In order to deliver the meaning accurately, a speaker have to choose what is the best words or phrase

with the correct word order or grammar so that the listener will understand the meaning.[4] Considers speaking of oral communication as an activity which includes the activity of memorizing dialogue, drills and ect. Each participant has a purpose or an intention that she/he wants to achieve in the interaction or speaking fluently which can be achived trought the information gap and tasks to create real communication.[5]Using verbal and non verbal symbol in order to deliver the meaning of something in many kinds of contexts.[6]

The productive skill except writing is also speaking where it is people who use speech with the purpose to convey the meaning to others.[7] However, speaking is different from writing in some aspects. which differentiates written language from the spoken one in the form and use of language (vocabulary, grammar ect), speaking commonly using informal while writing taught explicitly by using special version of language.[8]

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[4]Cameron, Lynne 2001. Teaching Languages to young Learners. Edinburg: cambridge University Press. P. 41

[5]Thornbury,g scott. 2005. *How to teach speakin*g. London: Longman

[6]Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal, Vol.* XII*, No.* 11, Oktober 04, 2017.

[7]Spratt, Mary, Alan Puverness, and Melanie Williams. 2005. *TKT Course*. Cambridge. Cambridge University Press. P. 34

[8]Weigle, Sara C. 2002. *Assessing Writing.* Cambridge: cambridge University Press. P. 4

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to cummunicate, both speakers do not need to carry much information to enchance a massage as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. when someone speaking they commonly do not use in sentences, that is the majors difference between speech and writing. Most of in speech, it consist of ideas of unit like short phrases and clauses connected with conjunctionsuch as *and, or, but* or *that,* or joined by conjunctions at all but there are some of short pause between them.[9] The next characteristic is related to the use of formality. Because of the social and culture uses to which writing is ordinarily put, wiriting tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, The other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redudancy, reduced forms, performance variables, colloquial

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[9]Louma. S. 2004. *Assessng Speaking, the cambridge Language Assessment Series.* Cambridge: Cambridge University Press P.12

language, rate of delivery, stress, rhythm, and intonation, and interaction.[10]

The first characteristic is clustering, which means that fluent speech is phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redudancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. One of the adventages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms. Another salient characteristic of fluency is rate of delivery. Tachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronounciation as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Learning to produce waves of

10[10]Brown. H.D. 2001. *Teaching by Principles: An interactive Approach to Language Pedagogy (2ndEdition).* New York: Addison Wesley Longman, Inc. P. 270-271

language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies or classroom activities.[11] The strategies can be in the forms of acting from script, communicating games, discussion, and prepared talk, questionaires, simulation and roleplay. In communicating games, it is used to stimulate the students communicate based on the information gap. They can work in group to solve the draw of pictures, puzzel the comparation pctures and ect. While in Discussion, they can discuss something and share their opinion about it in the groups. The next strategy or activity is Prepared talks, the students should prepare a presentation of a topic that they choose. Wherease in Simulation and role-play, they ask to do acting like a real life, for example conversation in bussines meeting, interview and ect.

A spoken language has a number of forms which is also important to be covered in the language course. Spoken language is devided into two types, monologues and dialogues. The first type is monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, etc. planned monologues usually manifest little redudancy and are therefore reltively difficult to comprehend. While unplanned monologues exhibit more redudancy,

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[11] [11]Harmer. 2007. *The Practice of Language Teaching (3th Edition).* London: Longman Group Ltd. P. 269

which makes for ease in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

Speaking is a productive language skill in which the activity includes two or more people hving interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropiate words and the correct grammar the discours so that th listeners will understand.

With regards to its nature, speaking is considered difficult. The understanding of the characteristics of speaking above may lead the speaker to succed thier performances. Thus, speaking should be well learnt by the learnerss from the very basic.

2. The speaking problem in learning english

Some problems with speaking activities in learning english are :

a. Inhibition
    a. Worried about making mistakes
    b. Fearful of criticm of losing face
    c. Simply shy of the attention that their speech attracts.
b. Low or uneven participation
    a. Only one participant can talk at a time
    b. Tendency of some learners to dominate, while others speak very little

       or not all
c. Nothing to say

   They have no motivate to express themselves

d. Mother-tongue use

a. Because it feels unnatural to speak to one another in a foreign language

b. Because it is easier

c. Because they less 'exposed' if they are speaking their mother tougue .

Speaking is the most important from all four skill (listening, speking, reading, and writing). It is different from the other writing, listening and reading, because they can do alone read, on own, without anyone else. For example speaking is really important for survival and it is really helpful for effective function for communication to some people or society compared with writing that is not effective for two or more people communication.[12]

3. Teaching Speaking

Teaching is guiding and faciliting learning, enabling learner to learn, setting the conditions for learning.[13] It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' work.[14] Suggests a basic methodological model for teaching productive skills which is embedded in teaching and learning process done in this research. The steps are *lead-in, set the task, monitor, the process,* and *task feedback.*

12[12]Penny Ur, A Course in Language Teaching, 1996, P. 121

13[13]Brown. H.D. 2004. Langauge. Assesment: Priciples and Classroom Practices. Essex: Pearson Education. Inc.P. 5

14[14]Harmer. J. 2007. *The Practice of Language Teaching (4th Edition)*. London: Longman Group Ltd. P. 275

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. the teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they fond difficulties.

Once the activity has finished, the teacher gives feedback to the students. in giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

Teaching speaking is difficult and very complex to be learned, especially by the second language learner. The difficulty is certainly related to the difficulty in activiting the students to speak up. Some experts with shared book in the market support that the difficult part of the task of the teacher in teaching speaking lies on how to motivate the learners to be active learners.[15]

In speaking class, there are some efforts that can be done by the teacher in motivating the students to communicate by using the target language. According to Matthew, the teacher should establish a friendly and relaxed classroom atmosphere. It means that the teachers have to look for the way to

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15[15]Richards,J.C. 2008. *Teaching Listening and Speaking: from Theory to Practice.* New york: Cambridge University Press. P. 19

make the students feel comfort in the class. It will automatically influence their mood and confidence to communicates in english without being afraid of punishment for making some mistakes. This atmosphere can be found in paired picture describing.

4. **Classroom Speaking Activities**

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. In the classroom activities, the students are expected consists of imitative, intensive, transactional, interpersonal, and extensive.

In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing and intonation contour or trying to pinpoint a certain sound.

One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation.

The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in forms of short speech, oral presentation, or telling story which can be planed.

Furthermore, there are some activities that can be implemented to enhance speaking skill. Thus, the teacher must knwo how tomake an appropiate classroom environment which students have in th real-life communication, authentic activities, and meaningful tasks that can improve oral language. i can be happen if the students can collaborate in groups cooperatively to

achive a goal or to complete a task.[16] A teachers must think what shold they do and what occur in the classroom activity in order to evaluate theriselves to make an improvement.[17]

The first is acting from a script. The activity can be in the forms of acting out scenes from plays or their coursebook and acting out dialogues they have written themselves.

The second is communication games. There are two particular categories of communication games, information-gap games and television and radio games. In information-gap activities, students with their partners solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. While television and radio games provide fluency activities for the students.

The tird is discussion. It can be done through buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

The fourth is prepared talks, as the students cannot make an oral presentation or talk spontaneously because they need to prepare. In the preparation time, the teacher may help them by giving feedback, for example, and then give opportunities to them to rehearse their presentation.

The next is questionnaires. This is an interactive activity, as both questioner and respondent, through this activity, have something to say each

[16]Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language.* The Internet TESL Journal, VOL. XII, No. 11, November 2017. http://itesjl.org/Articles/ Kayi-Teaching Speaking.html. Accessed on September 15, 2017

[17]Harmer. 2007. *The practice of Language Teaching (4th Edition).* London: Longman Group Ltd. P. 347.

other related to what information should be gained based on the list of questions prepared.

The last is simulation and role-play. From simulation and role-play, students get great benefit as they simulate a real life encounter as if they were doing in the real world.

In regard with the activitites which are able to promote the students' speaking skill, teachers may apply those activities in the classroom.

5. **The Purpose of Speaking Skill**

According to Nunan The purpose of speaking skill can be either transactional or interactional. Analyzing speaking [urpose more precisely, Kingen combines both the transactional and interpersonal purpose of speaking into an extensive list of twelve categories as follows. (a) Personal, (b) Descriptive, (c) Narrative, (d) Instructive, (e) Questioning, (f) Comparative, (g) Imaginative, (h) Predictive, (i) Interpretative , (j) Persuasive, (k) Explanatory, (l) Informative.

a. **Personal:** Expressing personal feelings, opinion, beliefs and ideas

b. **Descriptive**   : Describing someone or something, real or imagined

c. **Narrative**   : Creating and telling stories or chronologically sequenced events.

d. **Instructive**   : Giving instructions or providing directions designed to produce an outcome

e. **Questioning**   : Asking questions to obtain information.

f. **Comparative**   : Comparing two or more objects, people, ideas, or opinions to make judgments about them.

g. **Imaginative**   : Expressing mental images of people, places, events, and objects.

h. **Predictive** : ssible future events.

i. **Interpretative** : Exploring meanings, creating hypothetical deductions, and considering inferences.

j. **Persuasive** : Changing others opinions, attitudes, or points of view, or influencing the behavior of others in some way.

k. **Explanatory** : Explaining, clarifying, and supporting ideas and opinions.

l. **Informative** : Sharing information with others

6. Assessing Speaking

Assessing is different from testing, itis the information obtained from the learner's performance in order to give judgements about what they learn.[18] It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is the process that happen in the current time that covers a much wider domain.[19] Whenever a student responds to a question, offers a comment, or tries out a new or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it

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18[18]Spratt, et al. 2005. *TKT Course*. Cambridge. Cambridge University Press. P. 102

19[19]Brown, H.D. 2004. *Language Assessment: Principle and Classroom Practices.* Essex: Pearson Education, Inc. P. 4

addresses at different functions. To measure the students; performance, the researcher referred to the rating scale in giving score.[20]

7. **KindsofSpeakingTest**

Speaking test is very importantaspect of language testing. By testing teacherknowthe ability of theirstudents.Thestudentsarehopedtoshowtheir abilityinlanguage asaresult fromtheirlearning. Sometechniques intesting speakingare:

1) Readingaloud

Firsttechniqueisreading aloud.Theteacherscanusereadingaloudin testingof speaking.Thistechniqueisusedwhentheteacherwanstoaccesthepronounciati onofthestudents.Thestudentsaregivenashorttimetoglancethe text before being to read aloud. Reading   aloud   is easytechnique   to be administeredbyselectingsentencesortextandrecordingtesttaker.Thescoring ofthistechniquerelativelyeasybecausetesttaker'soralproductioniscontrolle d.

2) Oralinterview

Commonlyforof   testspeakingisoralinterview.In   thistechnique,the teachergivesquestionthestudentsandtheyareaskedtoanswerthequestion.

Like   otheroralproduction examination, the scoring oforalinterview ismore   subjectiveandhaslowreliability.

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[20][20]Brog, Walter R., Gall, Meredith D. And Gall, Joyce.2003. *Educational Research An Introduction (8th Edition)*. Boston: Allyn and Bacon P. 571.

Sometimesthestudents'performance   inoral

interviewdoesnotreflectthetruestudents'ability.

The objective ofteaching speaking inthis techniqueis to develop the

abilitytointeractsuccessfullyin   that

language.Testingspeakingshouldenablethe

studentstoelicitthebehaviorwhichtrulyrepresenttheirability.

This   techniquehasbadeffectforthestudents.Thetestcan   makesome

learnersverynervousandthey

maynotdoaswellastheycould.Thetestisonlyfocusedonwhatwillbetested.Th

esolutionofthisproblemisthestudentswho

wanttobetestedsitsdownintheclassroom,andtheotherisoutside.

3) Picturecued

Usingpictures,mapsordiagramcanbeusedtoacess oralproductiontoo.

In thepicturecuedtechniquethestudentsaregivenpictureto bestudiedafew

minutes and then   asked to describe the picture with limited time.The

right selectionofthepicturetobeusedintestingcanhelptocontrolthistesting.

C. Picture
1. Definition of Picture

Picture can bedefined something (painting, drawing) description that

gives   you an idea   inyour mind of what   something. Picture - a visual

representation (ofanobject or scene or person orabstraction) produced ona

surface. It is verbal communication that can be interpreted and found

everyware which it describes the object that can be understood by observing.[21]Picture is included of visual media. In the teaching learning usually teachersusedpicturemodelsofflashcardandpictureseries.

Picturemaybetwo-dimensional,suchasaphotograph,screendisplay,and as well as a three-dimensional, such as a statue or hologram. They may be capturedby opticaldevices–suchascameras,mirrors,lenses,telescopes, microscopesandnaturalobjectsandphenomena,suchasthehumaneyeor watersurfaces.

Thewordpictureisalsousedinthebroadersenseofany two-dimensional figuresuchasamap,agraph,apiechart,oranabstractpainting.Inthiswider sense, picture can also be rendered manually, such as by drawing, painting,carving,renderedautomaticallybyprintingorcomputergraphicstechnolo gy,or developedbyacombinationofmethods.

Amediaexistsin anindividual'smind.Likesomethingoneremembersor imagines. Thesubjectofanimage needs nottobereal;itmaybeanabstract concept,such asagraph,function,or"imaginary"entity.Forexample,Sigmund Freud claimed to have dreamedpurely in aural-imagesof dialogs. The developmentofsyntheticacoustictechnologiesandthecreationofsoundarthave

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21[21]Sadiman in Wulandari, Riesty. 2012. *The Use of Pictures to Improve the Students' Speaking Ability of XI IS 2 of SMAN 1 Kasihan in the Academic Year of 2011/2012.* Yogyakarta. Yogyakarta State University*.* P. 29

ledtoaconsiderationofthe possibilitiesofa sound-imagemadeupofirreducible phonicsubstancebeyondlinguisticormusicologicalanalysis.

The lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching. A checkchart for pictures is used to stimulate ideas for particular ways of using pictures we have found. Next, pictures of single objects have a role in the teaching of meaning and in creating contexts, they establish meaning, bring the outside world into the classroom, and contribute to the world of the classroom.

Pictures of one person invite us to tell more about the person, it is used to help the students to imagine what the people may say and think. The ideasabout the experiences and activities done by the people were captured in pictures of people in action. Besides, the representations of places require the students to be able to describe particular places, such as a hole, landscape, townscapes single building, and view.

A complex picture which a lot of information makes them partuculary suitanle for some activities, such as describe and identify, matching, and memory activity. then sequence pictures can be in forms of kartun strips and instruction strips. They serve a procedure a description of a process or a sequences of a story.

2. **Benefits**

Pictures are helpful to support the teaching and learning process. There are several adventages of using pictures in teaching English. It is really help to

explain teacher material and language work.[22] Sets of pictures can be re-used,

especially it can be laminated, and can be used at any level in classes for kids,

teenagers, exam classes and adults following general or business is not to limit

teacher to typical class activities and speaking exercises. Pictures can provide

for illustration, stimulate learners' imagination, create good atmosphere in the

learning and also entertain.[23] the reasons as follow:

a. Pictures is suitable for reflecting the reality. Especially photographs are an

authentic source, which truly illustrates a sitauation or an event, portrays a

person, ect.

b. Pictures draw can attracts learners' attention, wether in books or while

listening to a lecture. The script in the text book can be more attractive if it

is completed by the pictures. Similarly, lectures become more interesting

when displaying some pictures.

c. Pictures offer various opportunities of activities, especially based on

practising all four language skills, and have an entertaining element which

can be exploited by various games.

D. Media

1. Definition of Teaching Media

Among the many educational media, images is a medium that is very esy

to find. Word-words and pictures are a very good mix in the process of sending

messages, information or material lesson. The result of learning only through

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22[22]Harmer.J. 200 7. *The Practice of Language Teaching (4th Edition)*. London: Longman Group Ltd. P. 134

23[23]Peskova, Karolina. 2008. *Teaching about English Speaking Countries Through Pictures*. Diploma Thesis. *Brno:* Departement of English Language and Literature, Faculty of Education m]Masaryk university. P. 8

words should be different from learning outcomes through integration words

and pictures according to some experts:

According to Sadiman, et al. General from of media images are

summarized in terms of graphic media. Graphic media is a visual based media

which consists of symbols, images, point, lines to describe and summsrize an

idea and events. Media image is a the most commonly used intermediaries. He

is a common language, which can understandable and can be enjoyed

everyehere.[24]

From the above definitions we can know that picture media is an intermediary

or introduction visual based messages presented through images, symbols, dots

and lines, to illustrate concretely and clearly about a material, idea, ideas or

events. The picture presented will give directing and shadowing to be conveyed

by the teacher. The material obtained by students will be more factual,

memorable and not easily forgotten. Media images are very important used in

an effort to provide conceptual understanding. Through images the teacher can

help give experience and understanding of students to be wider.

2. Kinds of Media Images

According to experts, pictotial or media based there are various kinds of

images. Lots of picture media used in the learning process, among others, are

as folows:

 a. Photo
  Photos are real portraits of objects or events taken through the camera.

  Then the photo is learning media that is very realistic (concrete).

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[24]Arief S, Sadiman, et al. Media Education: Understanding, Develpment and Utilization. (Jakarta: Rajawali, 2011).P. 28-29

[25]Understanding the photos in his book Arief S et al entitled "Media Education: Understanding, Development and its Utilization "states that picture or photo is a visual capture of an object, objects or events presented through photo/picture.

b. Poster

Poster is an illustration of a picture made with large size, aiming to attract attention, fill or the content is in the form of persuasion or influence people, contain certain motivations, ideas, or events. Posters are also commonly used to convey certain messages.

c. Cartoon

Cartoon is an interpretive image that is use symbols to convey a message quickly and concisely. Cartoons can also used to express attitudes towards people, situations, and certain events. Usually cartoons in the form of paintings, sketches or caricatures for provide communicative illustrations to perticipants student.

d. Chart

Charts are used to present ideas or difficult concepts if only delivered in writing or verbally only.

e. Diagram

Diagram a simple image that uses lines and symbols. Diagram illustrates the structure of an object in broad outline

d. Graph

Graphs are simple images that are use dots, lines, and pictures. Verbal symbols are also often used for completing a graph.[26]

E. **Previous Study**

25https://www.google.co.id/amp/cecepkustandi.wordspress.com/2016/05/04/media-gambar/amp/#ampshare

26Arief S, Sadiman, et al. Media Education: Understanding, Develpment and Utilization. (Jakarta: Rajawali, 2009).P. 29

There are many researcher who had conducted research that related with this study. The studies that have relevant with this study are: first this study which has relevance with this research was conducted by Nugroho Noto Susanto (2007/2008) on the Contribution of Speaking Practice with The Native Speaker Toward Students' Speaking Capability: A Case Study at Second Year of SMAN 7 Mataram in Academic Year of 2007/2008.

The problem of his study, those were: What Contributions can the Native Speaker Provide to the Students' Speaking Capability through Study Tour Program in the Second Year Students of SMAN 7 Mataram?

Furthermore, the difference of his reserch can be seen on the design used. He used Experimental Design and the Present researcher used class room action research. Meanwhile, the similarity of this research is the resercher same discuses about Speaking Ability.

Second. Abdul Yongky (2015/2016) on the Teaching English Speaking Through React Strategy at The Seventh Grade Students of MTs S 01 Darussalam Islamic Boarding School Kepahiang in Academic Year 2015/2016

The problem of his study, those were: Is there any significance effect of REACT strategies on students' Speaking ability in VII grade students of MTs 01 Darussalam Islamic Boarding School Kepahiang, in Academic year 2015/2016?

Furthermore, the difference of his research can be seen on the design used. He used Quasi Experiment, in some cases, the researcher may have control over assignment to treatment.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied Classroom Action Research (CAR) with cycle model. This research was expected to improve eight students' ability in speaking by conducting picture media. Classroom Action Research gives the teachers the background and unique perspective on process and experience in the language learning and teaching where it improves the conditions, effieciency and ease of learning.[1]Action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community.[2]CAR is participatory process, democratic with related developing practical knowledge to achieve some good aims, based on opinion of world participatory that appears on this history momentum. He tried to fuse two

actions with reflection, theory with practice, others side, exertion to found practice solution toward some problems to developing people in their community. In line with the ideas of David Nunan a Classroom Research is a methodology to do self reflective inquiry, it is done by the participants withthe purpose to understanding social events, to test interaction in the classroom contributes to acquisition and explore the best interaction, and to know that the process is successful.

Classroom Action Research is one of some descriptive researches with aims to solve some problems in right now situation. In generally, CAR is a research in fact situation to search problem solving. It is used for repairing thesituation. It is kind of qualitative research, although the data which is collective is quantitative where the text is words descriptive, the researcher is prior instrument to collective data, process is important such as product. Attention researcher is focused on the understanding an event or effect of the research. Classroom Action Research purposes to enhance some skills or new phenomenological way and to find the best way in solving the problem with direct applying in world work or another actual world.[3]Therefore, a classroom action research is intended to solve problem in a classroom, in this research the problem encountered by first year of SMPN 13 Bengkulu.

B. Setting of the Research

There is no population and sample in an action research, but it is known as setting of the research. It is a place where the research is conducted. Furthermore, the setting of the research was at Junior High School 13 Bengkulu.

C. Subject of the Research

Subject of the research was the second year students of Junior High School 13 Bengkulu in academic year 2016/2017 that was consisted of 35 students, 14 males and 21 females. At this school, the students are rarely learning speaking

when studying English. So, speaking activities are not common for the students. Because of that, we need to find suitable technique such as picture perception to improve students' oral communication.

D. Research Instrument

In collecting the data, there were several instruments such as observation, interview and test.

a. Observations

Observing the effectiveness or not of picture as a teaching technique that used to teach the students. Observation will cunduct both during and after the process, as folllows:

a. Observing the students attitudes toward the teaching learning process.

b.Observing the students problem.

c. Analyzing and interpreting the result of the score of the test.

b. Interview

Used to get data about implementation of CAR to the teacher.

c. Test

According to Brown a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The goal in giving the test is to measure the students' achievment in speaking. There were two types of test that the researcher was given to the students; pre-test and post-test.

1. Pre Test

Pre-test was conducted before the treatment and designed to findout the basic data of 35 the students (in what level the competence of the students are) in vocabulary before being given the treatment. For instance, the test consists of 20 items in the form of multiple choice.

2. Post-test

The Post-test was used to measure the students achievement and was given to the students after treatment were conducted. This test was administered at the end of the cycle. For instance, the test consist of 20 items in form of multiple choices. It is hopes that by giving the test to the students, the researcher can access the degree of success in teaching and learning

process, can identify areas of weakness and difficulties, and to know the

students achievement.

E. Data Colecting Technique

Tehnique of collcting data in this research using qualitative data (experience-

based) and quantitative data (number-based). The qualitative data consist of

observation within the physical activity in the classroom and interview to be

presented for the teacher. On the other side, the quantitative data uses pre-test and

post-test. The completely explantion as follows:

The procedures of the data collection techniques are presented below.

1. Interview

The researcher implemented the interviews in order to obtain the related

information in the teaching and learning process. The researcher interview ed

the teacher by using quideline of interview, cooperate with the collbaorator

and the students. the data was in forms of the interview transcripts.

Interviews were conducted in the investigation and reflection step. In the

investigation, the researcher interviewed the English teacher related to the

teaching and learning process and problems face. Besides, the researcher also

interviewed the students to get their assumption and diffiluties in following

the teaching and learning process of speaking. Then, in the end of each cycle,

the researcher implement the interview to reflect the result of actions. It was

conducted to get the opinion and suggestions from English teacher, students

and the collaborator.

2. Observation

To gather the information about the teaching and learning process, the

researcher conducted classroom observations. Observation sheets and

checklists were used to collect the data. The research team put marks on the

process of speaking activities which had been done by using pictures

perception strategy.

3. Test

Speaking tests were also done to obtain the information about the students'

speaking skills before and after the implementation of pictures in the teaching

and learning process of speaking. The tests were done twice, in the forms of

pre and post test. The researcher used speaking rubrics to collect the students'

speaking performances. Furthermore, the results were used to see wether

there were improvements after the actions or not.

4. Documentation

The researcher also used a supplementary instrument. They were to support

the research to get more complete data. To document the teaching and

learning process. The researcher used photo and video in the prelimnery

research, in action and observation.

F. **Technique of Data Analysis**

The data was collected by using qualitative and qunatitative data it was

collected from questionaire, test, interview and documentation.

The qualitative data was analysed in several steps :

1. Assembling the data

The data was collected based on the problems and the questions

explained.the researcher try to search the broader patterns, ideas, or trends

that seem to answer the questions.

2. Coding the data

After conducting the Assembling, the coding of the data should be

implemented to reduce the large amount of data which could be collected to

more manageble categories. In developing the categories, the researcher

managed the data into more specific patterns by giving and labeling the code.

3. After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with questionaires) to see wether the respondent said the same things or contradicted.

4. Building meanings and interpretations
The researcher interpreted the data based on previous steps to make some sense of the meaning of the data. In this step, there were some process of posing questions, identifying connection and developing explenation about what the research meant at the broadest level. It was followed by refination of the personal theories about the meaning of the research.

5. Reporting the outcomes
This process was emphasized on how the data would be presented to the other.
Furthermore, the researcher used descriptive analysis to analyze the quantitative data in the form of average score. The students' scores in pre and post test were compared to see the improvements of the students' speaking skills.
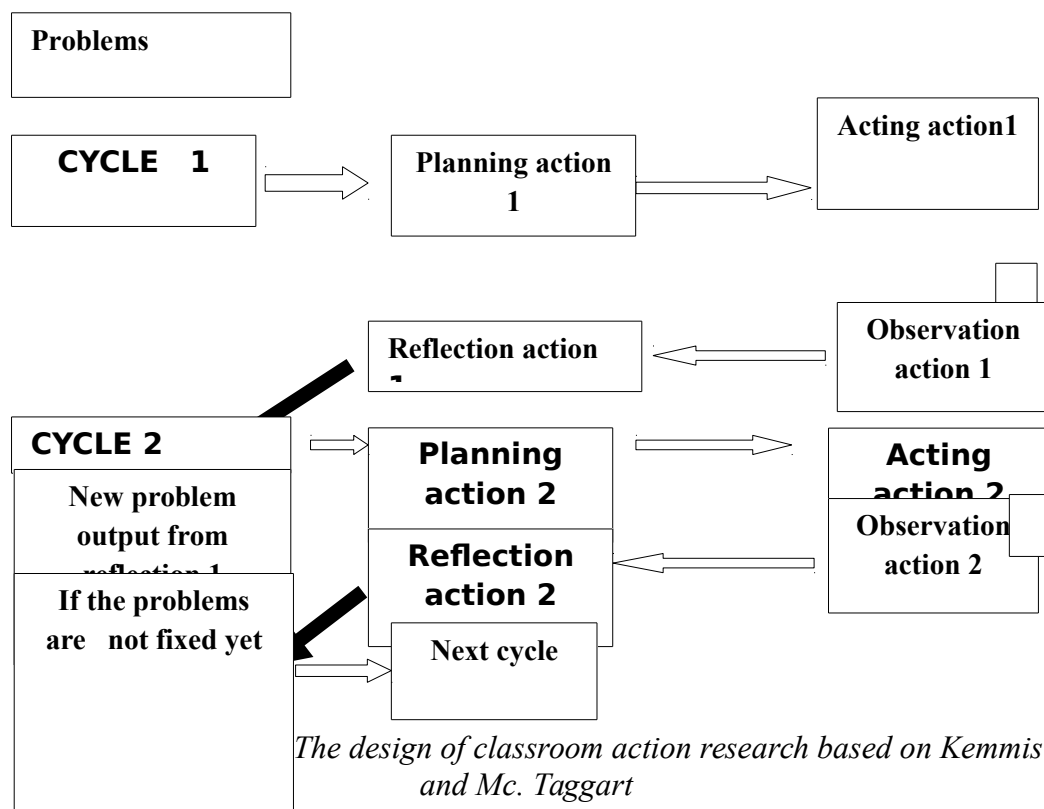
The researcher was also conduct the pre and post test in order to investigate the students' responses during activities and to see their abilities in speaking. Whereas, the aim of documentation is to show activities that was done during teaching and learning process in speaking skill and the interview in this research was conducted at the initial stage of this research that was at the time of pre-research.

G. Research Procedures

Systematic procedure is important for a research in order all the steps can be done in correct sequences. The procedures were started from pre-assessment,

and the treatments in some cycle which focus on the process of solving problem and making students' improvement.The design of classroom action research based on Kemmis and Mc. Taggart was illustrated in the following diagram:

Problems

| CYCLE 1 | ⇒ | Planning action 1 | ⇒ | Acting action1 |

| Reflection action 1 | ⇐ | Observation action 1 |

CYCLE 2		Planning action 2	⇒	Acting action 2
New problem output from reflection 1				
If the problems are not fixed yet		Reflection action 2	⇐	Observation action 2
		Next cycle		

The design of classroom action research based on Kemmis and Mc. Taggart

The diagram 1 above can be explained as the following description:

1. **Pre assessment**

     Pre assessment is activity that the researcher does before implement the action. In this stage, the researcher gives a pre assessment test to the students in form of speaking test by using instrument which has been prepared by the researcher. The aim of the pre assessment is used to know the initial score of the students' ability in speaking skill before they get some actions from the researcher by using Picture Perception technique.

2. **Actions**

     Actions are a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills.

Based on diagram 1, the steps can be developed as follows:

Cycle 1

a. Planning

     Planning is the first activity in the action that the researcher do to prepare everything to make the lesson more structured. Some activities should be researcher do in the planning stage are: (1) identifying the issue to be change. It means that the researcher have discussion with the teacher about the students' condition and discussion with the students about their usual habit of learning activities; (2) informing: the research informs the prepared lesson plan, class, documentation, worksheet, and anything; (3) organizing: the researcher organize some kinds of activities which are regarded very important for research development.

b. Implementing of action 1

    a) Pre-Activity

         In pre-activity the researcher acted the action before started to teach speaking to the students, such as:

         1. Greeting the students

      2. Checking attendance of the students

      3. Give knowledge related to the topics which were to be discussed.

  b) Whilst Activity

  In whilst-activity, the researcher carried out the process of teaching and learning activity through picture perception technique:

      1. The researcher explain the picture perception technique to the students in the classroom

      2. The researcher explain speaking or oral communication to the students in the classroom

      3. The researcher gives some picture to the students

      4. The researcher asks the students to pay attention to the picture that have been given by the researcher

      5. The researcher gives some time to look at the picture

      6. The researcher explains about the picture

      7. The students pay attention to the researcher's explanation about the picture

      8. The researcher asks the students to reveal their perception about the picture in front of the class

  c) Post Activity

  After the students finish in reveal their perception about the picture in front of the class, the teacher asks the students to ask difficulties they might face during the learning process then the teacher conclude the lesson.

c. Observation

      Observation is the researcher's activity to analyze the result of the action. In other word, in this stage, the researcher collects data from the action and planning that have been prepared, included all of what the students do in the classroom during the action based on observation instrument that made by the researcher.

d. Reflection

Reflection in this stage is the researcher's activity to evaluate the first cycle of the process. The researcher evaluated the action that has been given to the students, included evaluation about quality, quantity, time, student's score, and everything. In this process, the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action.

Cycle 2

In cycle two would be held as well as the first cycle, and it is based on the result of the cycle one.

Cycle 3

In cycle three would be held as well as the second cycle, and it is based on the result of the cycle two.

3. **Post-assessment test**

The procedure of the post-assessment test is similar with the pre-assessment test. It is the last test that the researcher gives to the students, the researcher asks the students to do exercises about oral communication by using picture perception. So, after the students finish it all, the researcher also collect the students' test and analyze the result of the test to know the students' ability in oral communication or speaking skill.

4. **Indicator of Success**

The researcher tries to obtain the percentage of the class which pass the target score of the minimal mestery lovel criterion- *Kriteria Ketuntasan*

Minimal (KKM). Its criterion must be attained considering the English subject

is 65 (sixty-five) which is adapted from the school agreement (SMPN 13 Kota

Bengkulu). It is formulated as below:

$$P \quad ¿\frac{F}{N} \, X \, 100$$

P : the class percentage
F : total percentage score
N : number of students

CHAPTER IV

RESEARCH FINDING

This chapter presents the process, the results and interpretation of research

finding conducted in Cycle I and Cycle II. Each cycle consisted of planning

actions, observation and refelection.

A. **Research Finding**

This part describes preliminary study, planning, actions, observation, and

reflection in Cycle I and Cycle II.

1. **The preliminary study and planing**

To identify the problems of the process of teaching and learning speaking in VIII A class, the researcher conducted classroom observation and interviewed the English teacher and students. by conducting the observation in the classroom, the researcher found out that the process of teaching and learning speaking was likely boring since some of students were not focus while the teacher explained the materials, in the middle of teaching and learning process, the teacher gave the exercise taken from an activity question sheet.In fact, there were only some students who did these activities. the researcher conductedan interview section with the English teacher to support the primary condition of teaching and learning process. It could be found where the students faced some problems in speaking. However, because there was no data on the students speaking skill, it was held a pre-test to see the students' ability in speaking on January 23th 2018 before imprelementing the actions.

In reference to the results of the students' speaking pre-test before implementing the actions, the several problems related to the organization, most of students' speaking was not well organized was found. They lacked of logical sequencing and development. They difficult to described and expressed something at the end they did not give the conclusion.To support the result of the data the researcher also interviewed the students. the researcher found that the students were affraid to speak English, lacked of vocabularies, ashame to speak.*See Appendix*

Based on the problems related to teaching and learning process of speaking, it can be identified that the problems are as follows:

1. The teachers' teaching style did not use interesting techniques to engage the students to speak in the process of teaching and learning. The teacher was too serious in explaining the material so that the students got bored.

2. Media are also important in conducting and facilitating teaching and learning. By using an appropiate media, teachers and students are helped to achieve the goal of teaching. In reference of observation, the teacher did not provide any interesting media to the students. most of teachers only used LKS, whiteboard and printed book as a medium in teaching speaking therefore the students were lack of motivation in completing the task. Furthermore, It made them delicate to understand and practice English speaking.

After the problems were identified, considering the problems based on the urgency level was done. The researcher deliberate the field problems by holding discussion with the English teacher. It was conducted in order to find her opinion in categorizing the problems identified and determined the following table shows the action to overcome selected problems.

Table 4.1The Actions to Overcome Selected Problems

No	Selected Problems	Solutions	Expected Results
1	Some students have low motivation in speaking.	• Giving more explanation, examles and exercise to the students	The student's motivation level will increase.
2	Most of the students felt bored in the	• Using picture student	The activities will alive and the

	teaching and learning process	perception technique • Giving praise and Giving feedback	students' willingness in speaking will increase.
3	Some students had low motivation in the teaching and learning process.	• Using picture perception. • Giving praise and encouragement. • Giving feedback	The students' motivation will increase.
4	Some students were low in vocabulary mastery	• Using picture series • Drilling Vocabulary	The students' vocabulary mastery will increase.
5	Some students were affraid since don't know how to begin the speaking	• Using picture students' perception technique. • Drilling. • Giving praise and Encouragement.	The student's encourgaement using English will increase.

The actions were treated in the research which planned to overcome the problems. The main action was providing picture in every meeting and the student use their perception about the picture. Besides, there were other actions to support the main action. Those supporting actions were giving encouragement and praise, and giving feedback.

2. Implementing of the actions

a. Cycle I

1) Planning

The teaching and learning process in Cycle I was separeted into two meetings. The researcher and collaborator conducted the action, observation and reflection.

In the Cycle I, the researcher devided the cycle into two meetings. The following was the research schedule two meetings on 16th and 18th january 2018. Research schedule Cycle I:

Table 4.2. Schedule of Cycle I

Cycle	Day	Date	Time
I	Tuesday	16th January	07.30 – 09.00
	Thursday	18th January	09.30 - 11.00

In the teaching and learning process, the researcher prepared some teaching and learning instruments before the actions such as the course grid and lesson plans. The components in the course grid were the basic competence, learning material, learning activity, indicators, assessment, time allocation, and learning resource. Then, some lesson plans were developed based on the course grid.

In the first meeting, the plan was focused on the presentation about the narrative texts. The actions included re-explaining the generic structure of the text and its language features. An input text entitled. Fighting Goats and Jackal was also given to the students. the pictures were provided in the stage of presentation for the example.(*See Appendix)*.

In the second meeting, the researcher was reviewing the previous material. The text plan was checking the students' homework and giving feedback. The focus of the second meeting plan was in the aspect of organization of the text. The next action was encouraging the students to open the dictionary to improve their vocabulary mastery. And the story entitled The Bird and The Monkeys was prepared to take the score of Cycle I. Another plan was encouraging the students to always consult the dictionary during speaking to find the words. The

next one was giving feedback and correction to the students' speaking. In addition, some instruments were also prepared for the action. The researcher also prepared interview guidelines to interview the teacher and the students after the actions.

2) **Implementation**

The implementation of picture perception in Cycle I was devided into two meetings. The details are discussed below.

a) **First meeting**

Inthepre-teaching stage,theresearcheropenedtheclassby greetingthestudents,checking theirattendanceandaskingoneofthe studentsto lead the prayer. The Englishteacher who became the collaboratorimmediatelysatatthebackoftheclassandobservedthe teaching andlearningprocess.Thenshe explained theobjectiveofthe teachingand learning.Thenshetoldthestudents thatshewouldteachthemfortwo weeks.Shealsotoldthelearningobjectivethatshouldbeachieved. Theteacherstartedtostimulatesthestudents' background ofthe knowledgeaboutthenarrativetexts.Sheaskedsomequestionsto make thestudentsinvolvedinthediscussion.*What doyouknowabout narrativetext?*Therewerenostudentsansweringthisquestion.

Theresearcherexplained tothestudents aboutwhatthe narrativetextsare.*"So,nowdoyouunderstandwhatthemeaning ofthenarrativetext?"*Some ofthestudentslookedsoenthusiasticin

answeringthe question, and some others werementioning the example of the narrativetext.*"Miss,narrative text itu seperti kancil dan buaya, seperti itu?"*(Miss,narrativei s a text likes Kancil and Buaya, isn't it?).

The students gotmore involvedduringthediscussionwhen the teacherelicitedsomeinformationfromthem.Becausethestudents everlearnaboutthenarrative text,theresearcherexplainedthe meaning, thegenericstructure ofthenarrativetext,andalsothe researcherenrichedthevocabularytothestudentsbecausethestudent did not know much vocabulary in English.These were thepresentation stagebecausetheresearcherusedcooperative learningtoteachthe students.Thestudentswerefollowedtheactivitiesintheclass,but thereweresomestudentsmadenoiseintheclass.Thecollaborator triedtohandlethosesituations.

Thereweremany questionswhentheteacherexplainedthe materials.Whilethey werewritingsomenotesonthewhiteboard,the researchhermadealittlediscussion withthecollaborator.Thenthe researcher walkedaroundtoseethestudents'notes.Somestudents wantedtoexplainmoreaboutthematerials.Andthereweresomeof thestudentswhodidnotknowaboutthemeaningofthevocabularies.

Then the researcher drilled the vocabulary by pronouncing the vocabulary to the students.

In the production stage the researcher gave some tasks to the students. They can do the tasks in groups. The researcher and the collaborator were caring for their discussion and sometimes helped them to finish the tasks. After they had finished, the researcher was correcting the tasks with the students orally and gave the feedbacks to train their speaking ability.

When the researcher went the next stage, suddenly the bell was rang. The time was over. Quickly the researcher made a little review about what had been learned in the class. The researcher said thanks for the attention and did the greeting.

When the other students went out from the class, there were some of the students who stayed in the class. The researcher came to the students and asked some questions.

b) **SecondMeeting**

The second meeting was done on Thursday, Januari19th 2018 on07.00. The teacher came to the class and her collaborator immediately sat at the back of the class observing the teaching and learning. She started by greeting, praying and calling the roll. Her objective was to teach the students about the organization of the text. Firstly, she reviewed the materials on the previous meeting. The teacher reminded them again that the vocabulary were very important in speaking to make good English speaking ability. She continued the lesson by reinforcing the students' pronunciation. The

researcher was impressed the students to bring the dictionaries to help them find the meaning of vocabulary. The students looked very enthusiastic paying attention to the researchers' explanation.

Theresearcherdrilledthestudentswiththevocabulary andthe pronunciation.Itwastotraintheirspeaking abilities.Theresearcher askedthestudentstoopenthedictionaryifthereweredifficulties. Aftertheresearcherdrilledthevocabularies,theresearchercontinued toshowthepictureseries.

Theresearchersharedsomepictureston thestudents. The student asked toguessthestorychronologically. Inthiscasethey workedin groupsofthreet ofourstudentstotraintheirspeakingability.First, theybuildideas step bystep.Thentheytried towritethe mainpointof thoseideasontheirownpaper.Next,they practicetomemorizetheir ideas,andfinallytheytriedtopronounce thevocabularyandspeakup theideaswiththeirfriends.

Whentheresearcheraskedthestudenttoperform whathadbeen trainedintheclass,theywerestillashametoexplore theirseaping. Thereweresome ofstudentswhoperformedinthefrontoftheclass.Andthereweresomestud entswhodidnotwanttospeakupinfrontoftheclass,so theresearcherdecidedtocomenearsomestudentswhodidnotwant to comeinthefrontoftheclass.

Afterallofthestudentshadbeenperformingbasedontheirideasabout thestoryofentitled *"The Cunning Hare and The Witless Lion"* thebellrang.Quickly the researcher reviewed thematerialsthathadbeen taughtintheclass,especially thechronology it. The studentspaidattentiontheresearchers' explanation.Whentheresearcherh adfinishedexplainthematerials,someofthestudentswentoutfromthe classtohaveabreak.Thereweresomestudentsstayedintheclass.Soon,the researchercametothemanmadeshortconversationwiththem.

Afterinterviewingthestudents,theresearcherinterviewedtheEnglis h teacherintheteachers' room.Theresearcher cametotheteachers' roomand askedsomequestionsabouttheteachingandlearningprocessintheclass.

Theextractofinterviewaboveindicatesthatthestudents couldgeta benefitfromtheclassdiscussionby speakinginthefrontoftheclass. However, someofthemstillcouldnotrealizetheirmistakesandfeltshyin theirspeaking. Therewasprobleminvocabulary,sotheresearchershould enrichthestudents' vocabulariestoincreasetheirspeakingability.

3) Reflection

AfterimplementingtheactionsinCycleI,theresearchercouldmake somereflections.Inreflectingontheactions,adiscussion withthe collaboratorwasconducted. Besides,someinterviews withsomestudents werealsocarriedoutsothey alsocouldgivetheirreflectionandopinion

abouttheactionsinCycleI.By doingthediscussionwiththeEnglish teacher and the students in making the reflection, this research hadfulfilleddemocraticanddialogicvalidity becausetheEnglishteacherand thestudentscouldgivesomesuggestions, opinions,andexpresstheir feelingofthe actionsthathavebeen done.

Basedontheinterviewandthediscussion,it was foundthattherewere somesuccessful actionsbutsomeproblems stillhappened,so,therewere alsosomeactionsthatneededtobere-appliedormodified inorderto achievethegoaloftheresearch.By reviewing theprocessoftheteaching andlearning,theresearcher andtheEnglishteacherfoundthat implementingpictureseriesinspeakingthenarrativetextsinCycleI couldbeconsidered successful becauseitbrought someimprovements. Thoseimprovements wereintheaspectofcontentandorganization.The studentscouldspeakupbetterthanthepretest.Theideasthatthey speak werealsoclearer.Inaddition, mostofthemcouldcameinthefrontofthe classandspeakupwhatwilltheysay,thoughthereweresomestudent whodidnotwanttocameinthefrontoftheclass,theystillfellingshytosaysome thing.Thisfollowing extractofinterviewtranscript alsosupports thestatements.

Basedontheresultof theactionsinCycleI,therewere some successful improvements. Thestudentscouldgetthebenefitsotheimplementationof picture mediain speaking the narrative texts especially in terms of pronunciation

andfluency.However,thereweresomeunsolvedproblemsin

CycleIintermsofvocabulary andcontent.Inaddition,theresultsofthe

students'speakinghadnot beenstatisfactingyet.Therefore,theactionon

Cycle

IshouldbecontinuedintoCycleIsincetheoutcomevalidityoftheresearch

hadnotbeenachieved yet.

b. Reportof CycleII

1) Planning

Although there were some improvements as the result of

implementingtheactionsinCycleI,therewerestillmanyproblemswhich

hadnotbeensolved yet. Theresearcherworkedcollaborativelywiththe

Englishteacherdiscussing theotherplanstoreachthegoaloftheresearch.

Therefore, CycleIneededtobedone.Italsocoveredplanning, actionand

observation, andreflection.Itwasconductedintwomeetingsbecauseofthe

limitedtime.

Table 4.3. The schedule of action in Cycle II

Cycle	Day	Date	Time
II	Tuesday	January 24th, 2018	07.30 – 09.00
	Thursday	January 26th, 2018	09.30 – 11.00

There were some plans that had been made collaborativelywith the

English teacher.Thoseplanswereprepared

tosolvesomeunsolvedproblems

inCycleI.Thestandardofcompetence,basiccompetence, andtheobjectives

werestillthesamebut theresearcherplannedtointroduceanothertypeof

narrative textthatisthe fable.Thelessonplanswerealsomadeasthe preparation.

Inthethirdmeetingoftheresearch,thefocuswasmaking thestudents understandtheconceptofthesimplepasttenseorally.Itwasplanned tobuild thestudents' knowledge aboutanothertypeofthenarrative textsnamely fairytale.Somepictures of the charactersinfairytaleswereprepared.The aim was to enrich the students' vocabularymastery. The researcher and the collaboratorplanned onre-explainingtheconceptofthesimplepasttenseand giving worksheets. Furthermore, theyalso planned on encouraging the studentstousethedictionariescorrectly.

Thefocusofthefourthmeetingwasonthedevelopingideas.Thefirst planwascheckingthestudents'homeworkandgivingfeedback.Thenextone wasgivingthestudentstheopportunity tofinishandtrytoretellthestory.It wasalsoplannedto encouragethestudentstouse thedictionaries.

2) **ActionandObservation.**
   a. **Thethirdmeeting**
   Thethirdmeetingorthebeginning ofCycleIIwasconductedon Tuesday,January24[th]2018.TheresearchermettheEnglishteachertohand inthelessonplan.Then,theteacher andthe collaboratorwenttothe class.Theresearcher startedtheclassat7.30a.m.andthecollaboratorimmediatelysatatthebacko ftheclassobservingtheprocess. Theresearcherbeganbygreeting,

praying,andchecking   theattendancelist.Theresearcherreviewedthe

materialsinthe previousmeeting.Then,shetoldthe studentsthe activities

thattheywoulddoduring   themeeting.Shecheckedwhetherthestudents

broughtthedictionary   ornot.Therewereonlysomewhobroughtthe

dictionaries.

    Inthestageofpresentation,   theteacherreinforcedthestudents'

backgroundknowledgebygivingoralquestions.*"Whatdoyouknow*

aboutfable?""Can   yougivesomeexamplesofthetitleoffable?

Thestudentsansweredthequestions together. Theycouldshortly explain

whatfairytalewasandmentionthetitlesoffairy   talethatthey

knewsuchasThe   Mouse-deer   and   Crocodile,The   bird   and

Monkeyandsoon.*"what   do   you*

*knowaboutthepasttense?"*therewerenoresponds   fromthestudents.

Then,shecontinuedtothenextactivity.

    Furthermore, the students and the teacher discussed the language

featuresofthetext.Theteacherfocusdon't

heuseofthesimplepasttense.Thefollowingexcerptoffieldnotesdescribes

theprocess.

    Basedontheexcerptabove,thestudentswere   eager   to   learnthe

vocabulary   by   practicing   singthedictionary.Afterdiscussingthe

vocabulary with the whole class, the researcher gave some of

vocabularies.   Thestudentspracticetofindtheverb2informthetaskthat

givenbytheresearcher.Besidethatthestudentsalsogotthemeaningof

theverbalwords.

The teacher walked along the aisles to watch them finding the verb 2. Sometimes, the researcher gave correction when the students felt confused with verb 2. Because most of them could find and understand the use of verb2, the researcher continued to teach past tense. There were some students who did not paid attention to the researcher explanation. There was sleeping in the class, or there ware students who making jokes with the other friend.

It was clearly explained that thestudents cancatchwhattheresearchers' explain.When theteachergavethetasktomakesentenceswithsimple past tense,suddenlythetimewasover.Sotheresearchergavethehomeworkto thestudents.Quickly,theresearchergavereviewwhatthey learnatthatday andsaygoodbye.

Asusual, therewasastudent whostayedintheclass.Shewasfastingat thatday.So,theresearchermadeconversationwithherat thattime.

From the little conversationabove the teaching learningprocess was successfully conducted.Now,thestudentscanmakethesentence byusing simple past tense. After the researcher was interviewingthe student,the researchercontinued to interviewtheEnglishteacherofVIIAclass.The researchermettheEnglishteacherinteachers'room.

b. **Thefourthmeeting**

TheresearcherconductedthefourthmeetingonThursday,29[th]Januar y 2018. The teacher and her collaboratorscame to the VIIIclass. The teacherstartedtheclassat7.30a.m.afterthestudentsfinishedcleaningthecl assroom.Hercollaboratorimmediately satatthebackobservingthe

processandtakingsomephotographs.Theteacherbeganbygreeting them. Theyansweredthegreetingenthusiastically.Then,sheaskedoneof thestudentstoleadaprayer.Afterthatshecheckedtheattendance.

Afterawhile,fourof thestudentssaid thattheyhad not finisheddoing thehomework.   Theresearchersaidthatthey   cancontinuedoingtheir homework   now,whentheresearcheraskedthemwhy   theydidnotfinish theirhomeworkyet,oneofthestudent said"*kami lupa miss, banyak PR   yang   lain   juga*".Theresearchergavefeedbackandsome corrections.Itseemedthatsome ofthemmadeerrorintheuseofpast tense, so the researcher re-explained it. The researcher discussed the simplepast   tense   withthewhole   class.   Theresearcheralso encouragedthe studentstomaketheexampleofthesentencestogether.

The studentsunderstoodabout the example given by the teacher. Then,theresearchergavepapertothestudents.It'sastory aboutCobra and The

Crows."*Okay,youcanstarttoseeandguesswhatthestoryisabout*".Soon,t heydothattask.

Theycontinuedfinishingthe   story.   Afterfivetoten minutesonebyone   of thestudentscametotheresearcherandretoldwhattheylearntfromthe pictureseries.Althoughsomeofstudentsstillfeltshy   tospeakupitwasno problem. Theresearchercametothemandtheycanretellthebeauty andthe beastintheirchair.

Next,theresearcherandthecollaborator   wouldtaketheposttestscore on   February   1st,2018.   Theresearchergavethe

picturesagaintoputtheposttest score. Soon,thestudentstellthestory. One byoneofthestudentscametothe teachers'tableinthefrontoftheclasstoretellthestory about "The Bird and The Monkey".

The posttestwasfinished.Asusualaftertheclasswasover theresearcher madealittle conversationwithtwostudentswhostayedinthe class.

Fromtheconversationabove,thestudentsfounditeasiertoretellthe story.Basically mostofthemhaveseen the picture of thestoryabout.Itshelpthoseto recognize and quesswhat will theysay. After finished the researcher came to the teachers'roomtoasktheteachers'opinion.

c) **Reflection.**

Afterimplementing theactionsinCycleII,theresearcherandthe collaborator reflectedontheprocessofusingpicture media towards students toimprove students'speaking.They madeanevaluation oftheprocessthrough some discussionsandinterviews.

Thecollaboratorsaidthatthestudents'aspectofpronunciation was improvedaftertheimplementationofpictureperceptioninspeaking. Basedonhisobservation, picturewasquiteeffectiveespeciallyforthe aspectofpronunciation.Ithelpedthestudentsbrainstorm andgeneratethe ideasfortheirspeaking.

Thereweresomeachievementsaftertheimplementationoftheactions. The teachermadeareflection andstatedthatshewasquitepleased withthe improvement intheaspectofthestudents'behaviors.Theybecamemore

active during the discussion and showed a good attitude. The following

excerptsupportsthestatement.

Anotherprogresswasrelatedtothespeaking

processes.Thestudentswent throughsomeprocessesinretellingthestory

ofthenarrativetext.Theydid planning whattheywillsayinthenarrativetext.

Inaddition,therewassomeprogressintheotheraspectsofspeaking.

Theywerevocabulary,accuracyandfluency.However,theystillneedfurthe

r guidanceinorder

tohelpthemtounderstandtheconceptandimplementthem inspeaking.

Furthermore, theresearcheralsointerviewedtheteachertoreflectonthe

implemented actionsinCycleII.Shealsosaidthattherewasquitemuch

improvement duringtheprocessoftheteachingandlearningofspeaking

althoughhereweresomeaspectswhichneededfurther assistanceand

guidance.Overall,theimprovementsweresatisfacting.Thefollowingisthee

xcerpt of the interview transcript supporting the improvement of the

research.

B. Discussion

ThisstudywasbeganonJanuary4 th,2018andendedonMay February

12th,2018.ItwasaimedtoimprovetheEnglishspeaking skillsofthestudentsof

SMP 13Kota Bengkuluthroughthevisualaidsitfocused onperception on the

pictures.Alloftheactionshadbeenconductedintwocycles.Basedonthe result

oftheactions inCycle 1andCycle2,theresearch teamagreedto

discontinuetheresearchuptothiscycle.Theimplementationofpictureseries

andthecomplementary actionsweresuccessfully accomplishedandthe

objectiveoftheresearchhadbeen achieved.

Theresearchfindings wouldbeinferredfromthequalitative andthe quantitativedatagatheredduringtheresearch.Thequalitativedataarefrom the observation of the teaching and learning process, interview with the Englishteacher,andalsothestudents.Then,thequantitative dataarederived fromthespeakingscoresofthepre-testandthepost-testandthescoresof dailymeetings.

Regardingtheimplementationofthosetwocycles,theresearcher presentedthe followingchangesasaresultofCycleIandCycleII.

Table 4.4. TheChangeResultoftheImprovementoftheAction DuringCycle IandCycleII

TheActions	CycleI	CycleII
Using classroom English	The students understood When theresearcherused Englishexpressions inthe class.Itwas indicatedwhen theresearcher greetedthe students by saying"Good morning. How are you today?" and the students couldanswerit correctly.	InCycle2,theimplementation Ofclassroom English was successful. Thestudentscould understand theresearchers'talk when shespoke inEnglish. Besidesthat,thestudents also wanted to speak English when the researcher asked them to givecomments towardtheir friends'speaking performance andwhenthey wantedtoask something totheresearcher during thespeakinglearning process.
Applying picture series as media in English teaching and learning process	By using picture series in Speakinglearningprocess,the studentsgotmany ideasto explainastory andarranged wordstomakeitorally. Besides that,theyalso becamemoreconfident to performinfrontoftheclass.	Duringtheactionofimproving students'speaking skillthrough the use picture perception, the pictureshelpedthestudents in performing atextinfrontofthe class.Inaddition, theuseof picture perception inspeaking learning processcould improve the students' learning motivation.

| Giving feedback on students' performance | Theactionwasabletohelp Thestudents toimprovetheir accuracy andalso pronunciation duringCycleI. However,somestudentswere stillshy tospeakEnglish. They stillmispronounced somewordsvery often.Most students alsohadthesame problemin constructing simplepasttense astheywere still confused with the pastverbs

However,somestudentswerestill shy tospeakEnglish. They stillmispronounced somewordsvery often.Most students alsohadthesame probleminconstructing the simplepasttense astheywere stillconfused withthepast verbs. | By providing self-assessment (reflection) and peer feedback forthestudents, theycould improve theirconfidence in speakingduring thelearningprocess.They alsocouldlearn how toassess the others speaking performance whetherit wasgood ornottoogood. Through theactionofgiving feedbacktothestudents, the researcher could improve thestudents' work covering theaspects of fluency, pronunciation, accuracy,and vocabulary. Astheirmistakes werereduced,thestudents also becameconfident tospeak English. |

Furthermore,theimprovementontheteachingandlearning processof speaking actually alsoaffectedtheimprovement onthestudents'speaking performances.Inthisresearch,thestudents'speakingabilityineachcycle wasscored.Itwastoknow theimprovementoftheirspeakingskillduringthe implementationpicture-series.Thefollowingtablewasasummary ofthe students'speakingscoresineachcycle,CycleI andCycleII.

Table 4.5The scores of Cycle I and cycle II

Cycle	Accuracy	Fluency	Pronunciation	Vocabulary
Cycle1	4.91	5,46	5,46	4,74
Cycle II	6,2	6,88	6.94	7,05
Gainscore	1,29	1,42	1,48	2,31

InCycleI,thestudentscouldimprove theiraspectsoftheirspeaking althoughitwasjustlittleimprovement. Thestudentsbegantorepairtheir pronunciation bylisteningtotheresearcher'stalk.However,theywerestill lackofvocabulary.They couldnotexpresstheirideayetbecausetheycould notchoosetheappropriatevocabularytoexpress theirideainmind. Theystill tendedtouseadictionarytofindthewords.Becauseofit,theirutterances werenotlinkedperfectlyoneanother.

Then, in Cycle II, the students tried to enrich their vocabulary by finding the difficult words in the dictionary. And the result was their vocabulary mastery was improved. They could express their idea using appropriate words with correct pronunciation.

Besides assessing the students' performance in daily meeting, their speaking ability in the pre-test and the post test were also scored. To avoid the subjectivity in scoring the students' performance, the research study applied investigator triangulation. Besides, inter-rater reliability was also used to make the data reliable. The scoring activities were done by the researcher and the English teacher. The summary of the result of the pre-test and the post-test is presented below.

Table 4.6.The result of the pre-test in each aspect

Rater	Accuracy	Fluency	Pronunciation	Vocabulary
Rater1	4,88	5,25	5,31	4,54
Rater2	4,97	5,17	5,23	4,57
Meanscore	4,92	5,21	5,27	4,55

Table 4.7.Theresultof thepost-testin eachaspect

Rater	Accuracy	Fluency	Pronunciation	Vocabulary
Rater1	6,37	7,14	7,17	7,26
Rater2	6,25	7,03	7,03	7,2
Meanscore	6,31	7,08	7,1	7,23

Inthepre-test,somestudentswerehesitanttospeakasthey werenot confidentand feltafraidtomakemistakes.Theywereshytospeakup because theythoughtthatwhenthey mademistakesinspeaking, theirfriendswould laughatthem.Because ofit,theytended tokeep silentandjustlistenedtothe teacher'sexplanation.Theyalsotendedtorelyontheirnotesandevenjust readaloudthemonologue inthespeakingactivity.Theirdictionswerealso limited.Mostoftheutteranceweregrammatically incorrect.Theycouldnot differentiatebetweenthepresentverbandthepastverbyet,especially inthe irregularpastform.Besidesthat,theywerealsostillconfusedtoimplementthe past verb in the text. Then, most of the words were pronounced incorrectly.Besides,theirutteranceswerenotlinkedperfectlytooneanother.

Throughtheimplementation ofpicture perception,thestudents'speaking abilitieswereimproved.Theimprovements wererevealedfromtheresultof thestudents'performance inthepost-test.Inthepost-test,theirgrammatical mistakeswerereducedandtheirpronunciation alsogotbetter.Their vocabulary wasalsovaried.Thestudentsweremoreconfidentandfluentin deliveringthemonologue. Someofthemwereabletousefacialexpressions andgestures.Inaddition,thedelivery ofthemonologuewasequippedwith connectorswhichlinkedtheirideaswell.

Thefollowingtableshowsthe comparisonbetweenthestudents'mean scorebothinthe pre-testandthe post-test.The gain scorethe bothtestsisalso presented.

Table4.8.Thestudents'meanscoresinspeakingaspects

Test	Accuracy	Fluency	Pronunciation	Vocabulary
Pre-test	4,92	5,21	5,27	4,55
Post-test	6,31	7,08	7,1	7,23
Gain score	1,39	1,87	1,83	2,68

Thestudents'meanscoreintheaccuracyaspectincreasedafterthe implementationof pictureperceptionis 1.39 from4.92inthepre-testto6.31inthepost-test.Themeanscoreofthefluency aspect gainedbythestudents is1.87.Inthepre-test, themeanscoreis5.21.After conducting theactions,themeanscorebecame7.08.Inthepronunciation aspect,themeanscoreisalsoimproved.Inthepre-test,themeanscoreis5.27.Inthepost-test,themeanscorebecame7.1.Thegainscoreobtainedis1.83.Thelastaspectisvocabularywhichalsorevealssomeimprovements. Thestudents'meanscoreinthepre-testis4.55whichincreasedinto7.23in thepost-test.Itmeansthegainscoreis2.68.

In reference to the discussionabove, the students'speakingskills improved infouraspectsofspeakingwhichareaccuracy,fluency, pronunciation,andvocabulary. Thegeneralfindingsofthestudents' mean scorein thepre-testandthepost-testarepresentedinthetablebelow.

Table4.9. Thestudents'meanscoresinthepre-testandthepost-test

	Pre-test	Post-test	Gain score
Mean score	19,96	27,73	7,765

Table above shows that the mean score of the post-test is higher than the mean score of the pre-test. The gain score of the students' speaking ability is 10.61 showing that there is an improvement of students' speaking skills. Since there is improvement of students' speaking score compare with the score in the end of the lesson. It can be said that students' picture perception technique can be a good technique for teaching speaking.

CHAPTERV

CONCLUSION ANDSUGGESTIONS

Thischapterpresentsconclusions,implications,andsuggestionsfor teacherandfurtherresearchtothisactionresearch.

A. Conclusions

Based on thefindingsoftheresearch, theuseofpictures media towards was believedtobeable toimprovethestudents'skillofspeakinginnarrativetext. Since, Thisteachingstrategiesleadthestudents tohavepositive responsestoward theteachingandlearningprocess.The studentsalsolikedto havepictureseriesintheirspeaking classbecauseitcontainedseveral interestingpictures.Itincreasedtheirmotivationtospeakduringthespeaking process.In addition, Theuseofpicture media seriesimprovedthestudents'performance in speakingandthestudents'attitudetowardteachingandlearningprocess.

C. Suggestions

Afterimplementingthe pictureseries,theresearcherhassome suggestionsfor theEnglishteachers and forfurtherresearchertobeconsidered.

1. FortheEnglishteacher

Itissuggested fortheEnglish teachertousepictureseriesinteaching speaking narrativesinceitcansolvethestudent'sproblemsinspeakingitself.Besidesthat,t heteaching strategiesofusing pictures canbe

proventoimprovethestudents'motivation towardtheteachingand learningprocessofspeaking.

2. ForfurtherResearchers

The useofpicture media seriescanimprovethestudents'skillofspeakinginthe narrativetext.Furtherresearchersarerecommendedtousepictureseries ondifferentgradesofeducation suchassenior highschoollevelin composingnarrativetext.Furtherresearchersalsomayconductresearch onotherkindsoftexttoimprovetheirspeaking skillsindifferentkindof bothfactualandliterarytexts.

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