EFFORTS TO IMPROVE STUDENTS' SPEAKING ABILITY AT GRADE X SMK MUHAMMADIYAH 3 WATES IN THE ACADEMIC YEAR OF 2013/2014 BY USING PICTURES

A Thesis

Presented as a partial fulfillment of the requirements for the attainment of the *Sarjana Pendidikan* Degree on the English Language Education

By
Yusron Al Masykuri
NIM 06202244144

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA

APPROVAL

Yusron Al Masykuri
06202244144

This thesis entitled, Efforts to Improve Students' Speaking Ability at Grade X SMK Muhammadiyah 3 Wates in the Academic Year of 2013/2014 by Using Pictures, has been approved by the consultants to be examined.

Yogyakarta, April 21st, 2014

First Consultant,

R. A. Rahmi D. Andayani, M.Pd.

NIP. 19640201 198803 2 002

RATIFICATION

EFFORTS TO IMPROVE STUDENTS' SPEAKING ABILITY
AT GRADE X SMK MUHAMMADIYAH 3 WATES
IN THE ACADEMIC YEAR OF 2013/2014 BY USING PICTURES

Yusron Al Masykuri
NIM 06202244144

Accepted by the Board of Examiners of the Faculty of Languages and Arts, State University of Yogyakarta on April 22nd, 2014 and declared to have fulfilled the requirements for the attainment of a *Sarjana Pendidikan* Degree in English Language Education.

Board of Examiners:

1. Chairperson :. Dra. Jamilah, M. Pd.
2. Secretary :. Siti Sudartini, S. Pd., M. A.
3. First Examiner :. Dra. Nury Supriyanti, M. A.
4. Second Examiner :. RA. Rahmi D Andayani, M. Pd.

Yogyakarta , April 22nd, 2014
Faculty of Languages and Arts
State University of Yogyakarta
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Yusron Al Masykuri

NIM : 06202244144

Prog. Studi : Pendidikan Bahasa Inggris

Fakutas : Bahasa dan Seni

Judul Skripsi : Efforts to Improve Students' Speaking Ability at Grade X Students of SMK Muhammadiyah 3 Wates in the Academic Year of 2013/2014 by Using Pictures.

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 21 April 2014

Penulis,

Yusron Al Masykuri

MOTTOS

A good teacher is like a candle - it consumes itself to light the way for others. ~Mustafa Kemal Attaturk

Be yourself because pretending is so painful ~ Me

DEDICATIONS

I dedicate my thesis to

my amazing mother,

my beloved father in heaven,

and all my dearest friends.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'alamin. Praise be to Allah SWT, the Almighty for the mercy and strength so that I could finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

I would like to express my special gratitude to my first consultant, Dra. R. A. Rahmi D. Andayani, M.Pd for her patience in guiding and supervising me during the process of writing, for her advice and suggestions.

Special thanks go to Mrs. Yeyen, S.Pd for her guidance in guiding the research process in SMK N 3 Wates. I also thank Agus Widayat as the collaborator for his contribution to this research.

I would also express my special gratitude to my parents, brother & sister and friends for their guidance, help, and support so that I can finish my study. I also thank my relatives for the prayer addressed to me. May Allah give them the best of all.

I hope that this writing will give contributions to the field of study, especially for the English teaching and learning. However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, , 2014

Yusron Al Masykuri

TABLE OF CONTENTS

TITLE i

APPROVAL ii

RATIFICATION iii

PERNYATAAN iv

MOTTOS v

DEDICATIONS vi

ACKNOWLEDGEMENTS vii

TABLE OF CONTENTS viii

LIST OF APPENDICES x

ABSTRACT xi

CHAPTER I INTRODUCTION

A. Background of the study 1
B. Identification of the problems 3
C. Limitation of the problems 4
D. Formulation of the problem 4
E. Objective the research study 4
F. Significances of the research study 5

CHAPTER II LITERATURE REVIEW

A. Literature review 6
1. Visual Learning Theory 6
2. Pictures 9
3. The Nature of Speaking 13
a. The definition of speaking 13
b. Micro Skills of Speaking 14
c. What makes speaking difficult 15
4. Teaching Speaking 16

a. What is teaching speaking 18
b. Activities to promote speaking 18
c. How to teach speaking 23
5. Interpretive skills 24
B. Conceptual framework 27

CHAPTER III RESEARCH METHOD
A. Type of the research 29
B. The subject of the research 29
C. Place and Time of the research 30
D. Procedure of the research 31
E. Data colleting technique 36
F. Data analysis technique 37
G. Validity and reliability 39

CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSION
A. Reconnaisance…… 43
1. Identification of the field problems 43
2. Determining the actions to solve the problems 48
B. The implementation of actions and discussions.……..... 48
1. Planning of Cycle 1……. 49
2. Action and Observation of Cycle 1…….. 51
3. Reflection of Cycle 1…… 62
4. Findings of Cycle 1……... 65
5. Planning of Cycle 2……... 67
6. Action and Observation of Cycle 2…….. 68
7. Reflection of Cycle 2……..... 74
8. Findings of Cycle 2…….. 76
C. The result of the research……..... 77
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION
A. Conclusion……. 82

B. Implication……. 84
C. Suggestions…… 84

REFERENCES…….. 86

APPENDINCES
A. Field notes 88
B. Interview Transcripts 104
C. Observation Checklist 117
D. Interview Guidelines 123
E. The Students' Score 126
F. Attendance List 129
G. Course grid and Lesson Plan..... 130
H. Photographs..... 157
I. Permission Letter 164

EFFORTS TO IMPROVE STUDENTS' SPEAKING ABILITY AT GRADE X SMK MUHAMMADIYAH 3 WATES IN THE ACADEMIC YEAR OF 2013/2014 BY USING PICTURES

Yusron Al Masykuri
06202244144

ABSTRACT

This research is aimed at improving students' speaking achievement by using pictures for Grade X at SMK Muhammadiyah 3 Wates..

This action research study consisted of two cycles, involving 20 students of Class X Keperawatan 1. In conducting this research, the researcher collaborated with the English teacher as a collaborator and the students of Class X Keperawatan 1. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking skills through the test after post test. The qualitative data were analyzed using the qualitative data analysis proposed by Burns (1999). The quantitative data were in the form of students' scores in the implemented activities and the main projects. Then, they were analyzed quantitatively to find the mean in order to show the improvement of the students' achievement in writing.

The results of posttest show that the implementation of pictures and other accompanying activities (playing interesting games, implementing interesting activities, using classroom discussion and pair work, managing the classroom and giving feedback, giving rewards to the students) was successful in improving the students' ability in speaking teaching and learning process. The findings were supported by the means of the students' writing scores which had improved from 66.55 in the pre action and 86.10 in the post action.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Celce-Murcia, Dornyei and Thurrell (1999) say that language is a tool to communicate. Learning a language means that the learners are emphasized to be able to communicate in the target language. In this case, the target language is English. Learners should have communicative competence to be able to master the target language, both the written and spoken forms. Therefore, the instructional process should be emphasized on developing the four language skills, that is, speaking, reading, listening, and reading.

However, the fact in field shows that teachers mostly used conventional method in the classrooms. Students were taught about the language rule, grammar in the written form, while the spoken form became the second priority.

That fact happened in SMK Muhammadiyah 3 Wates. Students did not have any chance to develop their speaking skill, both inside and outside the classrooms. Most of the students gave little attention to the lesson and got bored. Larsen-Freeman (2000: 121) reports that although students can produce sentences accurately in a lesson, they could not use them appropriately when genuinely communicating outside of the classroom. Students may know the linguistic usage, but be unable to use the language. It becomes clear that communication requires students to perform certain

functions as well, such as promising, inviting, and declining invitations within the social context. Therefore, the teacher as a facilitator should facilitate the learner with a strategy to make them involve in the activity and communicate in the classroom.

In reference to the observation and the interviews conducted by the researcher, many students of SMK Muhammadiyah 3 Wates still got difficulties in speaking lesson because of some reasons. One of them was the improper teaching technique used by the teacher. Her teaching technique tend to be monotonous and conventional. She mostly showed the materials using the handbook and did not give students the opportunity to speak. Then, he sometimes used the LED and let the students see and have notes on it. Consequently, the nature of speaking tends to be put aside in a speaking lesson because the activity does not engage students' opportunity to speak. As a result, it is difficult to improve their speaking ability. This teaching strategy cannot also arouse their motivation and involvement in the speaking activity.

The problems found in SMK Muhammadiyah 3 Wates have motivated the researcher to conduct an action research study in order to improve the students' speaking ability through the use of photographs and paintings in which the students can help themselves to interpret some images to generate their idea. It is expected that the application of photographs and paintings can improve the students' speaking ability in SMK Muhammadiyah 3 Wates.

Harmer (2001) states that teachers have always used pictures or graphics – whether drawn, taken from books, newspaper, magazines, or photographs – to

facilitate learning. Pictures or images can be used in a multiplicity of ways to engage students to speak such as describing activity and story-telling.

B. Identification of the Problem

Many factors can contribute to the cause of students who had low ability in speaking. Those factors could come from the student and the teachers. Some factors that come from the student include the lack of vocabulary, low motivation, and activities in the classroom.

Firstly, the students had lack of vocabulary, less-confidence, and low motivation in the speaking lesson. They spent their times with friends, disturbed others, and did something unrelated to the lesson. Secondly, the students did not involve themselves actively in the class activities. They easily got bored with the monotonous activity so that they began disturbing others classmates, felt sleepy, drew something in their books, etc.

Some factors that come from the teachers include the material given and the approach/technique used. There are no course book, recordings, etc. The teacher only used the LED projector to explain the materials so that there were no opportunities for the students to speak.

All those factors are related to each other. Students who had low motivation in speaking lesson might cause by unattractive material given by teacher because the students got bored in the speaking learning process, and students who have less-confidence in the lesson might be the impact of the inappropriate technique and media used by the teacher.

C. Delimitation of the Problem

As stated previously, there are many factors that cause the student to have low ability in speaking. However, the writer limits the problem of the research to the technique used by the teacher, and in this case, using pictures as media. The writer limits the research for some reasons.

First, using pictures as media can dramatically increase the amount of talking for individual student while he practices his speaking ability. Second, it lets students speak about something that is important to them. Third, it also gives them an opportunity to speak about something they know well, instead of describing something that is new for them - thus building confidence in their own speaking ability.

D. Formulation of the Problem

Based on the background of the study, problem identification, and problem limitation, the research problem can be formulated as “How can the speaking ability of first grade students of SMK Muhammadiyah 3 Wates be improved through pictures?”

E. Objective of the Research

The objective acquired from the research problem above is to improve the speaking skills of the first grade students of SMK Muhammadiyah 3 Wates by using pictures as a tool to build the students’ speaking skills.

F. Significances of the Research

There are some expected advantages that can be obtained from this research:

1. Theoretical Significance
   a. Empirical significance

      The steps, procedure, and outcomes of the research will inspire other researchers to conduct research studies in the same scope.

   b. Scientific significance

      The result of the research may clarify the validity of the theories that using personal photograph & paintings could increase or decrease students' speaking skill.

2. Practical significance

   The result of the research could provide teachers with information about how they should apply appropriate approach to improve students' speaking skill. It will also help to ease and interest students in learning English.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Visual Learning Theory

Meier (2000) states that visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense. Visual learning helps learners see the point. It helps everyone (particularly the visual learner) to "see" what a presenter or book or computer program is talking about.

Visual learners learn best when they can see real-world, for example, diagrams, idea maps, icons, pictures, and images of all kinds while they are learning. And sometimes they learn even better when they create their own idea maps, diagrams, icons, and images out of what they are learning. When seventh and eighth graders in New Jersey were asked to create large mural-size pictograms out of their homework, both their learning and their interest went up. It helps adults also to create pictograms, icons, or three dimensional table-top displays, and other visuals out of their learning material. One organization, seeking to reinforce certain operational procedures in a factory, had the machine operators themselves create their own colorful icons, pictograms, and job aids that they then displayed around the shop floor and on their machines. Another technique that works

for everyone, especially for people with strong visual skills, is to ask them to *observe* a real world situation and then to think and talk about it, drawing out the processes, principles, or meanings that it illustrated. (Meier, 2000).

Mayer (2001) explains how visual learning helps students as follows:

a. Visual learning helps students clarify thoughts

   Students see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge.

b. Visual learning helps students organize and analyze information

   Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.

c. Visual learning helps students integrate new knowledge

   Students better remember information when it is represented and learned both visually and verbally.

d. Visual learning helps students think critically

   Linked verbal and visual information helps students make connections, understand relationships and recall related details.

When we see visual images, whether we are conscious of them or not, students instantaneously shape our perceptions of reality, our internal sense of what is true and real. Images also simultaneously create

unconscious memories that reside in the prefrontal lobes of the brain. These memories represent our essential truths against which other information is weighed in the cognitive processes that facilitate complex creative problem solving and advantageous decision-making 75 % of all information processed by the brain is derived from visual formats. The cognitive modes that support the most complex problem solving and decision-making and determine behavior are primarily intuitive and visual and draw on our unconscious, visual memory to make advantageous decisions and guide behavior (Williams, 2009).

According to cognitive neuroscientists, anytime we solve a complex problem all of the information we have, perceptual, intellectual, conscious, non-conscious is synthesized with unconscious memory in the prefrontal lobes of the brain on intuitive, non-conscious levels of cognition. Here, biases are formed that drive decision-making and generate behavior. The problems are solved, the decisions made and the behavior activated 7-10 seconds or longer before the conscious mind even becomes aware of the activity, if it ever does. (Damasio and Becharia, 2008).

These findings suggest that visual communication is the primary support system that drives the most significant cognitive mode for solving complex problems and motivating advantageous behavior toward human success and sustainability. Because these processes are non-conscious, this work also suggests that we are not the consciously motivated beings that we believe ourselves to be.

Thus, our intuitive, visual memory is the source of our deepest sense of essential truth that is the genesis of our perceptions of reality, the facilitator of our decision-making and the motivator of our being.

2. Pictures

Harmer (2001: 134) states that teachers have always used pictures or graphics – whether drawn, taken from the books, newspaper, magazines, or photographs – to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see the details), cue cards (small cards which students used in pair or group work), photographs, or illustrations (typically in a textbook).

Pictures or images can be used in a multiplicity of ways, as the following examples show:

a. (communication) games: images are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities.
b. Understanding: one of the most appropriate uses for images is for presenting and checking of meaning. An easy way of explaining the meaning of the word *aeroplane*, for example, is to have a picture of one.
c. Prediction: images are useful for getting students to predict what is coming next in a lesson. Thus, students might look at an images and

try to guess what it shows (are the people in it brother and sister, husband or wife, and what are they arguing about – or are they arguing?, etc).

d. Discussion: images can stimulate questions such as: *what is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this image in your house? Why? Why not? How much will you pay for the image? is the image a work of art?*

Images can also be used for creative language use, we may ask students to invent the conversation taking place between two people in an image, or in particular role-play activity, ask them to answer questions as if they were characters in famous painting.

Hamon (2011) states that we can facilitate student's inquiry into an artifact, work of art, or other image by asking a variety of questions. First, we can ask both convergent (closed) and divergent (open) questions.

a. Convergent questions ask students to put together facts and observations to form an answer. Although several answers may be possible, they tend to converge to one expected answer. Questions like these ask students to observe and describe what they are looking at. For example, you might ask: What items do you see in the photograph? What do the subjects of the photograph appear to be doing? What symbols are found on the medal?

b. Divergent questions have several right answers. Students are encouraged to generate their own ideas or take a new perspective on a given topic by remembering information and organizing it. For example, you might ask: What do the props in the painting tell you about the subject? If you were going to have your portrait made, what items would you want included?

Second, we can also ask a variety of types of questions:

a. Memory and personal experience questions. Remind students of their prior knowledge and experience by asking them what they already know about what is shown—either the subject matter or the type of item. Relate the item or image to their lives: Have they ever had a portrait or photograph made? Does anyone they know own an item like the one pictured? These types of questions recall prior knowledge and experience, involve the group without difficulty or threat, set the stage for further questions and define the theme of the lesson, and allow you to show interest in students' responses while assessing their comfort level/background knowledge.

b. Description and evidence questions ask students to describe what they see (e. g. images or photographs) and to begin to interpret it. "What do you see?" and "What do you think it tells you?" are questions that build students' observation skills and encourage them to back up their interpretations with evidence from the artifact, image, or setting.

c. Compare and contrast questions build analysis skills

Compare and contrast questions can be used by the students to compare two works of the same subject or ask what the photo/portrait would look like if certain parameters were different, e.g. “What would this portrait of Henry Clay look like if painted when he was retired as opposed to when he was a Senator?”

d. Premise or hook questions

Use these types of questions to introduce facts or pertinent information that will help students go further in their interpretation and analysis. For example, nothing that it was common to “souvenir” clothing and uniforms of war heroes in discussing the Needle Case image, which includes a scrap from Stonewall Jackson’s coat, could lead to a discussion of heroes and why Jackson would have been considered a hero.

e. Evaluation questions

After students have described, analyzed, and evaluated the image or artifact, they can evaluate it. For examples, asking the students with some questions: Does this portrait do an accurate job of portraying its subject? Is this a reliable and believable account of an event?. This type of activity builds students’ skills in judging, valuing, defending, or justifying opinions and choices.

3. The Nature of Speaking

a. The Definition of Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." (Chaney and Burke: 1998: 113).

While another expert, Huebner (1998: 53) says that "Language is essentially speech, and speech is basically communication by sounds". And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

b. Micro Skills of Speaking

Talking about components in speaking, Brown (2001: 271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

a. Produce chunks of language of different lengths.

b. Orally produce differences among the English phonemes and allophonic variants.
c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
d. Produce reduced forms of words and phrases.
e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
f. Produce fluent speech at different rates of delivery.
g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
h. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
i. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
j. Express a particular meaning in different grammatical forms.
k. Use cohesive devices in spoken discourse.
l. Accomplish appropriately communicative functions according to situations, participants, and goals.
m. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

c. What makes speaking difficult?

Brown (2001:270-271) claims eight elements that make speaking difficult such as:

a. Clustering
b. Redundancy
c. Reduced forms
d. Performances variables
e. Colloquial language
f. Rate of delivery
g. Stress, rhythm, and intonation, and
h. Interaction

Moreover Rivers (1981: 187) adds, such features as pitch, intonation, stress and duration, assimilation, juncture, elisions, liaisons

at word boundaries, and expensive features like tone of voice and gesture' are often all but ignored. Those features are constrains dealing with the language. However, teachers may find more problems in teaching speaking which are related to the technical problems. They are mentioned as follows:

- Students' motivation,
- Students' reluctance to involve themselves,
- Grouping the students,
- Teaching media,
- Classroom management,
- Assessment techniques, etc.

4. Teaching Speaking

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market) though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction

(e.g. turn-taking, topic management, questioning strategies) to indirect approaches which create conditions for oral interaction through the teaching strategies (Richards, 1996: 106).

Speaking is one of the skills that have to be mastered by students. Celce-Murcia, Dornyei and Thurrell (1995: 87) say that language is communication. The implication from the language learning model is to participate in the society as a language user. It means that students have to master this skill to communicate.

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum 2006 for English (first grade students in vocational high schools), the teaching and learning process relates to the ability of the students to communicate in English at novice level. For example, speaking relates to the ability to express the basic utterances in a social interaction for daily life, and describe things, person, characteristics, and time.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

a. What is Teaching Speaking?

Teaching speaking is to teach English language learners to:

a) produce the English speech sounds and sounds patterns.
b) use words and sentence stress, intonation patterns and the rhythm of the second language.
c) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
d) organize their thoughts in a meaningful and logical sequence, and
e) use language as a means of expressing values and judgments.
f) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan: 2003).

b. Activities to Promote Speaking

There are many activities to promote speaking. As Kayi (2006) inferred from many linguistics on her article in the internet, there are thirteen activities to promote speaking, which are explained as follows:

a) Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are

relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b) Role Play

In this activity, students pretend that they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…"

c) Simulations

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

d) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e) Brainstorming

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

f) Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

g) Interviews

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

h) Story Completion

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

i) Reporting

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

j) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: *"Is money important in your life? Why?"* or *"What is the easiest way of earning money?"* or *"What do you think about lottery?"* etc. However, the teacher should state at the very beginning of the activity that students are

not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k) Picture Narrating

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

l) Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m) Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

c. How to Teach Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative

learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

In brief, the approach that commonly means "*let's talk something*" becomes "*let's do something with language*". Based on this approach, the researcher try to do the instructional process not only about language theory but students really implementing the visual learning theory through the use of photographs and paintings.

5. Interpretive Skills

a. Defining Interpretation

In order to obtain the adequate perceptive, the definition of interpreting should be provided at first, despite the existence of different viewpoints. For instance, interpreting is defined as "oral translation of a written text" (Shuttleworth & Cowie: 1997, p.32).

Mahmoodzadeh (1992) gives a more detailed of interpreting: Interpreting consists of presenting in the target language, the exact meaning of what is uttered in the source language either

simultaneously or consecutively, preserving the tone of the speakers. Then, the task of interpreting is rendering information and ideas from one language into another language by means of speaking.

Interpretation occurs whenever attention and discussion move beyond offering information to matters of meaning. Hans-Georg Gadamer, the European philosopher known for his extensive work on the topic of interpretation, says that to interpret is "to give voice to signs that don't speak on their own." To interpret is to account for all the described aspects of a photograph and to posit meaningful relationships between the aspects.

b. Interpreting pictures (images, photographs, paintings, etc.)

Thibault, Melissa, and Walbert (2005) say "a picture is worth a thousand words — but which words?". Questions can help students decode, interpret, and understand photographs thoughtfully and meaningfully. Photographs have tremendous power to communicate information. But they also have tremendous power to communicate *mis*information, especially if we're not careful how we read them. Reading photographs presents a unique set of challenges. Students can learn to use questions to decode, evaluate, and respond to photographic images.

Hollis (2009) says that a technique for interpreting pictures is to learn what the pictures you most commonly see--like traffic pictures, walk and mean. Memorize the signs you see so that you can

interpret them the next time you see them. Another technique for interpreting signs is to look for visual clues within the sign of pictures.

If you see a picture of a person walking, you can interpret that the message has something to do with a person. If there is a cross through it, the sign might mean that it isn't a good idea for a person to walk there, or people aren't allowed. By taking apart the picture in your mind and reading each part of it individually, you can interpret the pictures that you see. Learn to read signs and signals so that you understand the whole situation when you look at it.

While another expert, Hasib Zakaria (2011), explains about the principles for interpreting photographs. A photograph is different from an ordinary object because it is about something. Because it is about something, it requires interpretation to function as a photograph or as an artwork. One of the best ways to appreciate an image is to observe, think and talk about it. Interpretation is central to looking at all images, historical and contemporary, those we call ‘fine art’ as well as those daily seen in visual culture. Photographs provide insight, information and knowledge only if we interpret them.

c. Interpretation in relation to the speaking ability

As what Thibault, Melissa, and Walbert (2005) say “a picture is worth a thousand words”. Then, interpreting pictures can elaborate students to speak and produce their own words, not

only the implicit meaning of a photograph but also the explicit meaning beyond it.

When viewing a photograph, teachers can engages students to speak by asking them: *who* or *what* do you see?, w*hen* was this photograph taken — what is happening in the photograph?, or w*here* was this photograph taken?. Those variety types of questions can stimuli the students to brainstorming and tell something about it.

B. Conceptual Framework

The fact in the field shows that nowadays English teachers mostly use lecturing and explaining techniques in the classroom. However, they give students little opportunity to speak and communicate. Students tend to be bored and do not pay attention to the English lesson. Consequently, they have low ability in speaking because they never practice speaking. Lack of vocabulary, less-confidence, unattractive material given by the teachers are some causes that have to be focus on.

Based on the reason that speaking is one skill that has to be mastered by students, the teacher needs to find out the strategies to improve students speaking skill. One of the strategies is by using pictures to elaborate interpretive skills in the instructional process.

The use of pictures provides many advantages to support active learning in the classroom and it can be used to improve the students speaking

skill. There are some benefits in using pictures in the teaching and learning process.

First, pictures and images can be used as a tool to communicate, e.g. for games. Images are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. Second, it will be very beneficial to explain something to students to make them understand. One of the most appropriate uses for images is for presenting and checking of meaning. An easy way of explaining the meaning of the word *aeroplane,* for example, is to have a picture of one. Then, we can also use photographs and images for prediction. Images are useful for getting students to predict what is coming next in a lesson. Thus, students might look at an images and try to guess what it shows (are the people in it brother and sister, husband or wife, and what are they arguing about – or are they arguing? etc). Lastly, it can lead students to a further discussion. Images can stimulate questions such as: *what is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this image in your house? Why? Why not? How much will you pay for the image? is the image a work of art?* (Harmer : 2001).

CHAPTER III
RESEARCH METHOD

A. Type of the Research

The approach used in this research is action research (AR). Burns (1999: 30) says that "action research is the view to improve the quality of action within social situation, involving collaboration and cooperation of researchers, practitioners and laymen". Burns suggests some characteristics of action research. First, action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation. Second, it is aimed at bringing change and improvement in practice.

B. The Subject of the Research

The subjects of the research were all members involved in the English teaching learning processes in grade X. They were the English teacher of class X Keperawatan 1 and the students of class X Keperawatan 1 SMK Muhammadiyah 3 Wates, Kulon Progo in the academic year of 2013/2014. This class consisted of 20 students. This class was chosen as the subject of the research because based on the previous observations, the students in this class experienced some problems in learning English. One of the problems was that which dealt with the speaking skills.

The researcher did not choose the students of the third year because they were preparing themselves for the final examination. As this research took a lot of time, it was not wise to disturb them by involving them as the

subjects of the research. Then it has been decided that the researcher choose the first grade students as the subject of the research.

C. Place and Time of the Research

` This research was conducted in SMK Muhammadiyah 3 Wates with the students of class X Keperawatan 1 as the participants. They were those who were in the second semester of the academic year of 2013/2014.

The research was carried out during the English class held twice a week in each class. For this class, the scheduled classes were on Wednesday and Saturday. The actions lasted in 2x45 minutes per meeting from 29th of January until 28th of February, 2014.

The school is located in Kedunggong, Wates, Kulon Progo, Yogyakarta. This school was chosen to be the place of the research because of some considerations. First, the place of the school is not far from the researchers', so it was considered that the researcher would not find any difficulties in doing the observation anytime. Then, the researcher also had a good relationship with the English teacher in this school, so it was considered that it would be easier to conduct the research in that school.

The research focused on doing some efforts including the preparation, planning, action, observation, reflection, and reporting the result.

D. Procedure of the Research

The research design used in this research is the self-reflective spiral of planning, acting, observing, reflecting, re-planning as the basis for a problem solving maneuver as proposed by Stephen Kemmis and Robin McTaggart (McNiff, 1992: 26).

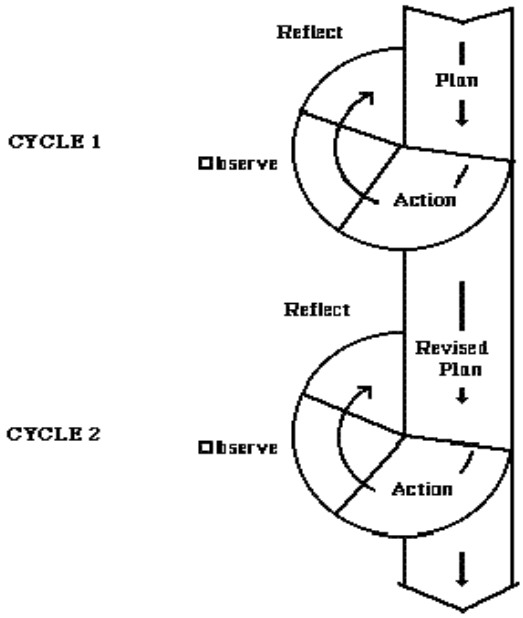


Figure 1: **Steps in Action Research**

1. Planning

In this phase, the researcher prepared the lesson plans, the materials, and the research instruments that would be used. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied handout and the others

were written on the whiteboard. Meanwhile the research instruments such as the interview guideline, the pretest, the questionnaire were designed by considering the kinds of data needed. The plans per cycle were described as follows:

a. Cycle 1

a) Reconnaissance

The reconnaissance process is important in an action research. It is the process of getting information about the whole aspects of teaching and learning process in the classroom. In this step, the researcher and the English teacher discussed the field problems found in the classroom related to the teaching speaking. Then, they selected those problems based on the feasibility level. In this step, the researcher fulfilled dialogic validity and democratic validity.

b) Planning

After the researcher and the English teacher selected the field problem most feasible to be solved, they discussed some planning. In planning the first cycle, the researcher considered the materials which would be taught by reviewing the Basic Competency. The researcher planned to have two activities using pictures in this cycle in three meetings. In this stage, the researcher decided the two activities by considering the type of the activity

and the material that would be taught. In this step, the researcher fulfilled the dialogic validity and process validity.

c) Action and Observation Cycle 1

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students' learning progress. It fulfilled process validity. Also, in this stage the researcher and collaborator noted some problems appearing during the teaching and learning process. It fulfilled democratic validity. In the end of the implementation, the researcher interviewed the students to get the data about the students' responses. It fulfilled catalytic validity.

d) Reflection 1

In this stage, the researcher, the teacher and the collaborator discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan the next cycle**.** They also discussed the result of the interviews which was done by the researcher in the end of the action. Those activity fulfilled investigator triangulation reliability.

b. Cycle 2

a) Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing in the first cycle. The researcher fulfilled dialogic validity and process validity.

b) Action and Observation Cycle 2

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process. In this step, the researcher fulfilled process validity and catalytic validity.

c) Reflection 2

In this stage, the implementation and observation of the second cycle were reflected in the discussion between the researcher, the teacher and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the first and second cycles were discussed to draw the conclusion about the overall teaching and learning process. In relation to reliability in this process, the researcher fulfilled both time triangulation and investigator triangulation.

2. Acting

In this phase, the researcher implemented the teaching scenario in the teaching learning process. The researcher thought about speaking through the interpretive skills by the use of photograph and paintings. These research actions were carried out in two cycles. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as an observer (abbreviated T), while the researcher acted as the action taker (R) and the students acted as the subject of learning (St).

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of game and the grouping techniques as solutions of the problems.

3. Observing

When the action was done, the researcher and observer observed the teaching learning process, and also the teacher and students' activities based on the observation checklist to give the researcher feedback on her teaching techniques.

4. Reflecting

The result of the observation and other data were analyzed by the researcher and collaborators. Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the

improvement desired by the researcher and the teacher could be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

Meanwhile the evaluations were done in three ways. The first was a short term evaluation which was done in every meeting. The second one was a long term evaluation which was done in every cycle. The last one was the evaluation of the overall practices which was done in the end of the second cycle. The evaluation involved the researcher and the English teacher.

5. Re-Planning

The result of the reflection, then, was used to determine a new plan.

E. Data Collecting Techniques

The data of this research was qualitative in nature. The researcher collected the opinions, suggestions, comments, and expectations from the research members. The qualitative data were collected by conducting class observations during the implementation of the actions, interviewing the students, taking the photograph, and administering the reading comprehension pre-test and post-test. The data were in the form of field notes, interview transcripts, photographs and students' test scores.

F. Data Analysis Technique

The data were qualitative in nature. The analysis dealt mostly with qualitative descriptions than with numbers. To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

   In this step, the researcher assembled the data such as field notes, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurred in the field. According to Burn, it is useful to note down thoughts, ideas or impressions as they occur… (Burns, 1999: 157).

2. Coding the data

   After scanning and categorizing the data, the researcher coded the data to make the data more specific. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

   Once the data had been coded, the researcher needed to review the patterns whether they were repeated and developed across different data collection techniques or not. Besides identifying the relationship among

different sources of data, the other thing that the researcher needed to do was mapping frequencies of occurrences, behaviors, or responses.

4. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding, and comparing the data to make sense of their meaning. It enabled the researcher to come back to the data several times to pose questions, considered the connections, and developed explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator were needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occurred behind the surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covered the major processes of the research and supported the findings and outcomes with examples from the data. In general, the report included the original issues or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relate the finding and the context, and suggesting how the project had been fed back into practice so that it could lead to other areas for research.

G. Validity and Reliability

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity (Burns, 1999):

1. The democratic validity, which relates to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, suggestions, ideas, criticisms, and comments about the implication of the actions research. This validity was done in reconnaissance step, planning step, and reflection step.
2. The outcome validity relates to the notion of actions leading to the outcomes that was successful within research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research could be said to be successful if there were some improvement in the teaching learning process. The outcome validity was fulfilled when the researcher reporting the result of the study.
3. The process validity raises questions about the process of conducting the research. The actions of this research should be believable. They must be supported by some data sources that show that the process is valid. The process in this research consisted of two cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.

4. The catalytic validity deals with the opportunity which the participants get to deepen their understanding of the research by monitoring other participants. In this research, the researcher asked the students about their responses to the changes occurring to themselves.
5. The dialogic validity relates to the extent that parallels with the processes of collaborative enquiry of reflective dialog with "critical friends' or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

1. Time triangulation: in which the data are collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on speaking ability through having a pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.
2. Investigator triangulation: more than one observer involved in the same research setting to avoid biases. In this research the collaborator (C) and the English teacher (T) were in charge of observing the teaching and

learning process so that both observers contributed much in the making of the current field notes and observation checklists.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research conducted through cycles to improve students` speaking skills. It presents the reconnaissance, process of the research conducted in Cycle I and Cycle II, and the result of the research in Cycle I and Cycle II. Each cycle in this research consists of planning, actions and observation, and reflection.

The first step is the reconnaissance. In the reconnaissance steps, the researcher observed and identified the problem that occured in the English teaching-learning process. The steps are in line with Kemmis and McTaggart (Burns, 1999: 32-33). According to them, action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: planning, action, observation and reflection. These moments are the fundamental steps in a spiralling process through which participants in an action research group undertake to: 1) develop a plan of critically informed action to improve what is already happening, 2) act to implement the plant, 3) observe the effects of critically informed action in the context in which it occurs, and 4) reflect of these effects as the basis for further planning, subsequent critically informed action, and so on, through a succession of stages. The details of the research process are presented below.

A. Reconnaissance

1. Identification of the Field Problems

Before implementing the action, the researcher firstly conducted reconnaissance to identify the existing problems in the field. Reconnaissance done by the researcher included classroom observation, interview, and pre-test. Those were done to collect any valuable information about problems that occured during the teaching and learning process in the classroom. The detailed validity of the research is elaborated as follows:

The first action that was carried out by the researcher was observing the English teaching and learning process of grade X. The instruments of observation were observation guidelines. The data of observation were in the forms of field notes. This process is said to be valid since it was done in line with the concept of process validity in which the researcher observed classroom activities and made field notes. The classroom observations were done on January 29th, 2014. Based on the classroom observation, the researcher presented a vignette which explained the English teaching and learning process in the class.

Vignette 1	*R: Researcher*
Place: SMK Muhammadiyah 3 Wates	*ET: English Teacher*
Date: January 2014	*Ss: Students*
Time: 10.10 – 11.30	

R came to SMK Muhammadiyah 3 Wates at 06.45 a.m. R went to the teacher's room and had a conversation with ET about the research. When the bell rang at 10.10, R and ET entered the classroom. The classroom was clean and the tables and chairs were arranged neatly.

The lesson started at 10.10 a.m and ended at 11.30 a.m. R then sat in the back row and made some notes during the lesson. ET then greated the Ss, "*Good morning students*", and Ss answered together nicely.

Before the class started, ET introduced R to Ss and told them that R would conduct observation related to R's study. ET then called their roll. No one was absent on that day. After that, ET reviewed the previous materials about *expressing regret and apology, expressing sympathy, and expressing requests and commands.* ET asked Ss to retell what they've learned last week but no one gave a response. **They seemed to be afraid and shy to speak. Even some students were ignoring ET's question and played with her friends.**

After a few minutes, ET then asked the students to open their text book on page 57 and take a look about asking and giving permissions. There were dialogs with some missing words. ET asked them to fill in the blanks with the correct words and then perform the dialog with their partner. **The Ss seemed so lazy and frustrated knowing that they have to perform it with their partners. Some students even didn't bring the text book and just made a noise in the back.** ET then gave some time to Ss to do their task and leave the class for a while.

Afterwards, ET came back to the class and asked Ss whether they have finished their task or not yet. Almost all Ss answered they have not finished yet. But knowing this, ET did not check or asked the Ss' difficulties. After about ten minutes had gone by, ET then asked a couple of Ss to perform the dialog. **Most of Ss were reluctant to be the first one to perform the task and just obeying ET's instructions**. ET then called them by number because no one was willing to perform.

When Ss performed the dialog, the performer did a lot of mistakes in their pronunciation but ET ignored them and just continued with the flow. **Ss also did not pay attention to the performer and they seemed bored. Some of them were laying his head on table and not listening.** ET then asked her to wake and pay attention. Then the bell rang and Ss looked happy. ET reflected the material that they have learned on that day briefly, greeted them and closed the lesson.

(App/A/FN-2, Jan 29th, 2014)

From the vignette above, it can be implied that the English teaching and learning process in X Keperawatan 1 did not run well. Some of the students did not pay attention during the lesson. Besides, they also had difficulties in mastering English, especially speaking. It was also observed that only few students participated actively during the lesson. They rarely asked questions, even when they found difficulties. Thus, it made the teacher find difficulties to get a volunteer who wants to answer his questions.

The students also had low motivation during the teaching and learning process of speaking as observed from the students' attitude or responses during the teaching and learning process. They were reluctant and seemed bored, for example, when they were asked to perform the dialog or to answer the questions. The situation then influenced the students' speaking ability. Their lack of confidence also made the speaking activity did not run as expected.

Moreover, the teacher only used the text book in the teaching and learning process. It was very clear that speaking activity emphasized the students to be able to speak as often as possible to develop their speaking ability. The material used was also a factor that needed to be changed to make students' more attractive and active in the teaching and learning process.

After conducting observations in the teaching and learning process, the researcher interviewed some students to ask their difficulties in English learning. Based on the observation and interview, the English teacher and the researcher identified the problems related to the English teaching and learning process of Grade X. The researcher and the research team members found 13 field problems. Those problems can be seen in the table below.

Table 1. The Field Problems in X Keperawatan 1 SMK Muhammadiyah Wates.

No	Problems	Codes
1	The students did not bring the text book	S
2	The students easily get bored during the lesson	S

3	The students played with their classmate while the teaching learning process was in progress	S
4	The students had difficulties pronouncing English words	S
5	The teacher did not give any comments or correct their work.	T
6	The students lacked vocabulary mastery	S
7	There was little interaction between teacher and students, and among the students themselves.	S
8	Some students lacked confidence	S
9	The teacher gave the students too little time in doing some tasks	T
10	The students had low motivation joining the classroom	S
11	The teacher was having difficulties to find a volunteer	T
12	The materials were not interesting.	LM
13	There were only few students who participated actively`	S

S: Students. T: Teacher, LM: Learning Materials

Based on the identification above, there are some problems related to the process of teaching and learning in speaking. They were categorized into problems on students (S), teachers (T) and Learning Materials (F). Since the focus of the study was on the use of pictures to improve the students' speaking ability, the problems that would be solved were problems that were related to the speaking lesson.

Table 2. The Problems Related to the Teaching and Learning Process in Speaking

No	Problems	Codes
1	The students easily get bored during the lesson	S
2	The students played with their classmate while the teaching learning process was in progress	S
3	The students had difficulties pronouncing English words	S
4	The students lacked vocabulary mastery	S
5	There was little interaction between teacher and students, and among the students themselves.	S
6	Some students lacked confidence	S
7	The students had low motivation joining the classroom	S
8	The materials were not interesting.	LM
9	There were only few students who participated actively	S

S: Students, LM: Learning Materials

2. Determining the actions to solve the problems

After the researcher, the English teacher and the collaborator had a further discussion about the problems, they looked for the actions possible to do to solve the problems**.** They discussed the actions that could be applied in the teaching and learning process of reading that was concerned with improving the students' reading comprehension. Based on the discussion, the researcher, the English Teacher as well as the collaborator, agreed to implement the following actions:

The action plans were as follows:

a. Using pictures to improve the students' speaking ability to describe something or making conversation**,** the students' interaction between the students and the English teacher and among the students.
b. Employing the stages of English teaching and learning cycle in the teaching and learning process of speaking. Motivation was needed in building students' awareness toward speaking skills. When the students are motivated to follow the lesson, it is easy for them to understand the material well. Thus, the learning process is believed to be successful. The English teacher suggested that the actions should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and made the lesson plan.
c. Using the handout and pictures to provide interesting speaking material or to guide the students to stay in track while practicing the media pictures as teaching speaking strategies and engaging the activeness in speaking task.

B. The implementation of actions and discussions

This part describes Cycle I and Cycle II. The process in each cycle is discussed below.

1. Report of Cycle 1

a. Planning

While formulating the actions, the researcher discussed the problems with the English teacher. Based on the list of the problems to solve, they agreed and planned to use the researcher's technique to improve the students' speaking ability in speaking class. The processes and steps are described as follows:

1) First meeting

   a. The researcher gave the students a general apperception to recall students' background knowledge of a topic that was going to learn.
   b. The researcher taught and explained the students about the definition of a descriptive text and how to describe something.
   c. The researcher taught and explained the students about the features, vocabulary, and characteristic of a descriptive text. To do so, the researcher used material sheet to encourage the students in the explanation of a descriptive text.
   d. The researcher assisted the students to understand that the simple present tense as this tense was dominantly used to describe people and characters.
   e. The researcher asked the students to work in pairs and describe their partner, both physical and personalities.
   f. The researcher gave pictures in the form of flash cards to the students and asked them to describe the picture. The topic was describing people and characters.
   g. The researcher asked the students to perform their description in front of the class while the researcher assessed their performance.

h. The researcher prepared observation sheet and field notes to observe and recorded the teaching and learning process.

2) Second meeting

a. The researcher gave the students a question about the previous meeting and let the students explained it.

b. The researcher reviewed the material taught in the last meeting to make sure the students fully understand of a topic that was going to learn

c. The researcher taught and explained the students about describing things or animal.

d. The researcher gave pictures in the form of flash cards and asked them to describe the physical and characteristic of the animal they got.

e. The researcher asked the students to perform their description in front of the classroom.

f. The researcher informed the students they will get an extra point if they could to guess what animal the performer being described.

g. The researcher prepared observation sheets and field notes to observe and record the teaching and learning process.

3) Third meeting

a. The researcher gave the students a general apperception to recall students' background knowledge of a topic that was going to learn.

b. .The researcher gave a hand out to the students about ordering and taking order.
c. The researcher asked the students to perform the dialog between waiter and a customer in a restaurant.
d. The researcher corrected the students' mistakes in pronunciation.
e. The researcher taught and explained the students about ordering and taking order.
f. The researcher gave pictures to the students and asked them to make their own dialog in pairs.
g. The researcher asked the students to perform their description with their partner in front of the classroom
h. The researcher reviewed the teaching and learning process and gave feedback.

b. Action and observation

The action of Cycle 1 consists of three meetings. The details of the action in each meeting were discussed as follows.

1) First meeting

The first meeting was held on Saturday**,** 8th February 2014. The researcher acted as the teacher and the English teacher became the observer. In the beginning of the session, the researcher greeted the students and checked the students' attendance.

The researcher started the teaching and learning process by asking some questions about students' favorite cartoon characters or superhero. Some students answered the researcher questions, and the other just listened to their friends' answer. To engage the students with the materials

that would be learnt, the researcher gave some eliciting questions. The researcher tried to use English in the classroom as pictured in excerpt in interview below.

……

R : Who is your favorite cartoon characters or superhero, Ari? Do you have some pictures or magazine about them?

S : Ehmm.. (Smiling). Yes, Sir. I like Naruto. I watch Naruto in the television.

R : Ok that's good. Do you have some pictures about it?

S : Yes sir, in my home.

R : Can you describe it?

S : Hemm… (shaking his head)

……..

(App/B/IT-4/Feb 8th, 2014)

At first, the students were shy and lacked of confidence to speak. Most of them were bored and some students were talking with their friends and making noise. However the students were interested when the researcher gave them flash cards with colorful pictures. Although they still lacked of vocabularies, they described the picture well. This situation could be shown in the following quotation of field note 8.

() ……..

lalu P mempersilahkan salah satu S untuk mendeskripsikan kartun favorit nya. S tersebut masih malu dan kurang percaya diri ketika diminta P, kemudian P menunjukkan gambar sebuah karakter kartun yang disebutkan oleh S sebelumnya dan meminta nya untuk menjelaskan apa yang dia lihat. S bisa menggambarkan gambar tersebut tapi masih kesulitan di vocabulary..

….Then the researcher asked the student to describe his favorite cartoon character. The student was shy to speak and seemed lack of confidence. The researcher then showed him a picture of the character he mentioned before and once again asked him to describe it the way he saw. The students still lacked vocabulary.

……

(App/A/FN-8/Feb 8th, 2014)

The researcher continued to give the example of descriptive text especially describing people or character. From there, he explained a text about describing people, characteristics of a descriptive text and language features used. After that, the researcher began to explain a simple present tense as this tense was dominantly used to describe someone or something. The students understood what the researcher said. They paid attention to the teacher's explanation.

Then, the researcher gave them a task to describe their partner. The researcher asked them to work in pair and describe the partner's physic and personality. The situation was shown in the excerpts of field notes 8

> ……..
> P kemudian meminta siswa bekerja berpasangan. P memberikan task kepada S untuk mendeskripsikan teman sebangkunya, baik fisik ataupun kepribadiannya dengan menggunakan bahasa mereka sendiri. Setelah beberapa menit, P kemudian mempersilahkan salah satu pasangan untuk mencoba mendeskripsikannya. Dia mendeskripsikan dengan baik.
> **… The researcher then asked to the students to work in pairs and gave them a task to describe their partner. They had to describe the personality and physic with their own words.** After a few minutes, the researcher then asked one students to describe her partner. She described it very well.
> ……
> (App/A/FN-8/Feb 8th, 2014)

The purpose of this task was to make the students able to identify the language used to describe. The students were expected to be able to describe their friends with their own words so that it would enrich their vocabulary. They still found difficulties in differentiating physical and personality as shown in the quotation below

……

R : *Bagaimana, ada yang mau ditanyakan?*
(Any question?)

S : ***Iya pak. Ini berarti deskripsi fisik dengan deskripsi cara dia berpakaian hampir sama ya?***
(Yes, Sir. It means that description of physical features is almost the same as with description of the way she dressed?)

R *:Tentu saja. Karena memang deskripsi fisik bisa disupport dengan deskripsi cara dia berpakaian. Ada lagi?*
(Yes, of course. It is right because the description of physical features can be supported by description of the way she dressed. What else?)

S ***: Kalau personality itu tentang kepribadiannya ya?***
(Then, description of personality is a characteristic from people?)

R *: Betul sekali. Personality itu kepribadian atau watak orang tersebut.*
(Right. Personality is a nature or characteristic of someone.)

……

(App/B/IT-4/Feb 8th, 2014)

Most students were actively involved in the class. However, some of the students still got confused to find the correct vocabulary to describe. The researcher explained again until the students understood. The researcher ended the class by summarizing the material learnt and checking the students' understanding to the material given. After closing the class, the researcher discussed the action with the teacher in the teacher office. The action succeeded. The result of the interview could be seen in the interview transcript below.

……

R : Menurut Ibu, aktivitas yang saya berikan tadi sesuai tidak? Secara keseluruhan bagaimana pertemuan pertama tadi?
(According to you, the activity that I gave to the students was appropriate or not? How is the first meeting?)

ET : ***Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain. Mereka juga bisa mendeskripsikan seseorang meskipun masih kagok dengan kosakata.***
(It is appropriate because it makes the students interact well. They can cooperate with the other friend. They can also describe their friends although they still had some difficulties in their vocabulary).

R : *Baiklah ibu terimakasih. Assalamu'alaikum*
(Alright, thank you Mam).

ET : *Sama-sama. Wa'laikumsalam*
(You're welcome).

……

(App/B/IT-3/Feb 8th, 2014)

2) Second meeting

The second meeting was held on Wednesday**,** 12rd February 2014. The students were happy when the researcher came into the class. The researcher started the class by greeting the students and checking the attendance list.

The researcher reviewed some important things about the previous material given. After the researcher explained again step by step, they finally understood. The researcher also explained again about simple present tense that was used to describe a character. The students gave a positive response. They understood more about the language features and the tenses. The researcher had an interview with some students about that. It can be seen in the interview transcript below.

……

R : *Kalo berbicara dalam bahasa Inggris suka tidak?*
(Do you like to speak in English?)

S : *Suka sih.*
(Yeah, I like it.)

R : *Bingung tidak dengan pemakaian tensesnya?*

(Are you confused with the use of the tenses?)

S : ***Udah ga bingung sih kak. Sudah bisa bedain antara present dan past gitu..***
(No, sir. I can differentiate between present and past.)

R : *Oh gitu ya. Suka terbalik ga antara noun dan adjective nya?*
(Owh, okay. Are you still confused between the noun and adjectives?)

S : ***Kalo itu sih engga kak, udah bisa memakai dalam kalimat sekarang.***
(No, I don't. I can use them in the form of sentence now.)

……

(App/B/IT-5/Feb 12th, 2014)

The researcher gave the pictures in the form of flash cards to the students. The topic was about the superhero and cartoon character. The researcher gave some time to the students to write a draft to make them easier in describing and identifying the pictures. The situation could be shown in the interview transcript below:

……

R : *Kesulitan apa yang didapat ketika speaking dek?*
(what difficulties did you found in the speaking class?)

S : ***Itu kak, kadang suka bingung kalo tiba – tiba disuruh speaking.***
(I sometimes found it difficult to describe something spontaneously)

R : *Trus gimana cara mengatasi nya dek?*
(Then how did you overcome those difficulties?)

S : ***Lebih enak kalo ada reng-rengan dulu kak, jadi kata-kata yang mesti diomongkan itu udah tahu dan dicari dikamus dahulu.***
(It made easier for us to make draft before we describe sir. Because we knew the vocabularity we were going to speak)

…….

(App/B/IT-5/Feb 12th, 2014)

After a few minutes, the researcher asked the students to perform their description in front of the classroom. The researchers informed the students that they had to guess the character described by the performers.

This game was used because students would actively involved in the speaking class. This method was also used to make sure the students understood what their friends say. This could be shown in the interview transcript with the English teacher below

…….

R **:** *Menurut ibu bagaimana kalau nanti saya berikan semacam game gitu di kelas?*
(What do you think if I gave the students a game during the lesoon, mam?)

ET : *game nya seperti apa mas kira-kira?*
(what kind of games did you want to give?

R :*game tebak-tebakan gitu bu, jadi nanti siswa yang duduk akan menebak apa yang di deskripsikan oleh performer. Selain untuk lebih aktif, dimaksudkan juga agar siswa paham apa yang temannya katakana. Begitu bu.*
(it's kind of guessing game, mam. So the students who did not performed would guess what their friends saying. Besides to engage the students' activeness, it was meant to make sure students understand their friends' description.

ET **:** *Iya itu juga bagus mas, nanti kan siswa juga bisa lebih aktif dan senang dalam belajar. Selama masih berkaitan dengan materi sih gpp mas.*
(Yes, that's good I think, students would have some fun and engage their activeness in the speaking class as long as they were still related to the material.

……..

(App/B/IT-3/Feb 8th, 2014)

During the students' performance, the researcher corrected the students' pronunciation and explained the difficult vocabularies. In doing this task, students still found difficulties in producing the vocabulary. The students who guessed the character also made a mistake and mostly got the wrong answer because they don't have the background knowledge about the characters. Therefore, students could not describe their character well enough to be understood by their friends. It could be seen in the following notes

……

P mengoreksi setiap pronunciation yang salah dan menjelaskan arti kosakata yang belum di mengerti S. Mayoritas S belum bisa menebak apa yang dideskripsikan temannya karena sepertinya S kesulitan menemukan kosakata yang simple. Banyak juga S yang mengeluh karena mereka kurang paham dengan tokoh yang mereka deskripsikan, seperti sifat dan karakter tokoh tersebut karena mereka tidak tahu tokoh tersebut
(The researcher corrected every words that the students' pronounced wrong. **Most of students frustrated because they don't have the background knowledge about the character that their friends described especially about the characters' personality. Thus, they guessed the character wrong.**
……
(App/A/FN-9/Feb 12th, 2014)

After this step was finished, the researcher asked the students to enrich their vocabulary especially about adjectives. The researcher then informed the students that the topic in the next meeting is about animals.

3) Third meeting

The third meeting was held on Saturday, 15th February 2014. The researcher started the class by greeting the students and checking the attendance list. After that, the researcher gave some eliciting questions to engage the students with the materials that would be learnt. This time, most of the students actively answered the questions. It can be seen in the following notes

……
P kemudian melakukan apersepsi dengan menanyakan 'Do you have a pet in your home?. Kali ini kebanyakan S sudah berani menjawab, ada salah satu S yang menjawab 'yes sir I have pet, the name is milo. R kemudian meminta S mendeskripsikan binatang tersebut, baik penampilan maupun sifat. S kemudian mendeskripsikan binatang tersebut dengan kalimat yang mudah dimengerti, dia menjawab 'he has a black fur and cute'. P kemudian membenarkan kosakata yang salah tapi tetap mengapresiasi S tersebut.
(The researcher then gave some eliciting question to the students, "do you have a pet in your home?". **This time most of the**

students were answering the question passionately. One of the student answered "yes sir I have a pet, the name is Milo". The researcher then asked the student to describe the physical and personality of her pet. The students answered the questions with simple vocabulary, "he has a black fur and cute". The researcher corrected the vocabulary pronounced wrong and gave appreciation to the students.

……

(App/A/FN-10/Feb 15th, 2014)

After that, the researcher gave the material sheet to the students about animal description. There were also included some colorful pictures to made the students attract to the lesson. The researcher then asked the students to read the monolog about the animal description. One of the students raised her hands and volunteering to read the monolog. She felt more confidence than before because the monolog given is interesting and had a simple vocabulary to pronounce. The situation can be shown in the following interview transcript below

……..

R : *selamat siang dek, gimana pembelajaran tadi?*
(good afternoon, how was the lesson today?)

S : *siang juga kak, tadi menyenangkan kok.*
(good afternoon sir, that was interesting and I liked it)

R : *Oh iya kah? Terus tadi waktu disuruh membaca monolog kok semangat banget angkat tangan dek? Biasanya pada pemalu dan takut*.
(Oh really? Well, when I asked to read the monolog, you were the first to raised your hands and seemed like you were very confident, right? Usually most of you were shy to speak, why was that?

S : *Itu karena bacaannya menarik kak, tentang binatang gitu. Terus gambarnya lucu dan menarik. Kosakata nya juga nggak seperti sebelumnya, yang sekarang lebih familiar dan mudah diucapkan.*
(That was because the text about the animal was attractive sir, the picture was cute and interesting. Also, the vocabulary used in the text was easier than before, they were a lot more easier to pronounce too).

…….

(App/B/IT-7/Feb 15th, 2014)

Based on the interview with the English teacher, the students like combination material with pictures and making group. This situation could be shown in the following quotation

……..

R : jadi b*agaimana bu? Kira-kira ada tambahan masukan tidak ya?*
(so, what do you think mam? Is there any suggestion?).

ET ***:Ini sudah bagus mas, pake gambar kan ya? Siswa bakal lebih tertarik nantinya.***
(I think this is good, the picture would get the students more attracted to the lesson.

R : *Iya bu, jadi supaya mereka lebih tertarik dan aktif dalam belajar, apalagi belajar berbicara.*
(Yes, Mam. So it makes the students attracted to the speaking class).

ET *:* ***Oh iya biasanya siswa juga suka jika mereka di bikin kelompok dan grup gitu, jadi selain dengan gambar di kelompokkan juga.***
(Ah wait a minute, I think it's more comfortable for students if they did the task in groups. You should try that).

……

(App/B/IT-6/Feb 12th, 2014)

The researcher also asked the students to fill in the blanks about part of speech and the translations of some difficult vocabularies. The purpose of this task was to enrich the vocabularies and language features used to describe animals. After that, the researcher gave the students pictures in the form of flashcards about animals. As instructed before, they were asked to work in pairs and made a draft. This time the researcher also gave the game to attract the students and engage their activeness in the speaking class. The topic about animal gave some benefit for the students as they rarely made mistakes in pronouncing some words and they had a better background knowledge about animal than the cartoon character. It can be shown in the interview transcript below

……..

R : *gimana dek tadi tentang materi yang saya ajarkan?*

(what do you think about the given materials today?)

S : *menurut aku pribadi sih menarik kak, dan juga lebih gampang dari topic sebelumnya itu loh yang tentang tokoh kartun.*
(that was intereting for me personally sir, **it was also more easier than the topic in the previous meeting)**

R : *oh gitu ya, lebih gampangnya di bagian mana kah?*
(oh was it true? Which part did you think it was a lot easier?)

S : kalo sebelumnya tentang tokoh kartun itu, banyak dari kita yang tidak tahu karakternya itu kak, kalo tentang binatang kan kebanyakan kita tahu sifat dan cirri-ciri fisiknya karena sudah sering melihat di kehidupan sehari-hari, ehh di tv juga ding, hhehe
(**the topic about cartoon character and superhero in the previous meeting was harder because most of us didn't have background knowledge about the character. But the topic about animal was different, we knew and often saw in our daily lives, ahh in the television too of course, hhehe..**

……

(App/B/IT-7/Feb 15th, 2014)

The researcher then asked some students to perform the task in front of the classroom. In this task, the students rarely made mistakes in pronouncing the words. They seemed more confidence than before. They had a lot of fun and actively involved in the speaking class as expected. It can be noted in the following interview transcript with the English teacher below

…….

R : *bagaimana menurut ibu tentang action dan materi yang saya ajarkan hari ini?*
(what did you think about the action applied and the material given, mam)?

ET : *Yang sekarang lebih mudah dari kemarin mas. action yang diterapkan juga sudah baik.*
(the topic was easier than the previous meeting, the action you applied was appropriate).

R : *oh begitu ya, terima kasih bu dan selamat siang.*

(oh I see, thanks and have a good day)
ET : *sama-sama mas.*
(the same to you).
……
(App/B/IT-8/Feb 15th, 2014)

After reviewing the material, the researcher informed the students would receive feedback in the next meeting. The researcher took some notes and closed the lesson.

c. Reflection Cycle I

After implementing the action, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on the observations in the teaching learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed the students about the action implemented. All opinions and comments from the students were recorded. The use of pictures gave a contribution in building the students' achievement. Based on the implemented activities in Cycle I, it could be concluded that some activities were successfully done to improve the students' speaking teaching and learning process. Meanwhile, some activities needed to be revised to support the speaking teaching and learning process particularly to improve the students' confidence. For further reflection could be seen clearer in the following table.

Table 3: The Reflection of the Activities Implemented in Cycle I

No.	Activities	Reflection
1.	Implementing classroom discussion • Classroom	Classroom discussion facilitated the students to express their idea. Some students started to ask their difficulties to the teacher and their friends. It could be concluded that classroom discussion

	discussion • Pair work	and pair work succeeded in motivating the students to be actively participated in the teaching and learning process. They also were given chance to exchange their information. In terms of speaking ability, it helped the students to comprehend the material easily.
2.	Applying interesting speaking activities • Describing their friends or family • Describing their favorite superhero. • Describing their pet.	It succeeded in improving the students' interest in speaking. They could describe the description of their favorite people, their favorite characters and superhero and also their pets in the tasks. In general, applying interesting activities could involve the students in the speaking teaching and learning process.
4.	Giving feedback • Oral feedback • Written feedback	Feedback improved the students' pronunciation accuracy in the speaking. By symbolizing the mistakes, the students were helped to remember the mistakes that should not be repeated again.
5.	Managing the classroom situation • Pointing on the unfocused students • Using classroom English • Grouping the students	In managing the classroom, the students' attentions were increased because the students enjoyed the teaching and learning process so that they did not chat out of the topic. Moreover, the students need not have to write all the time, but they were given opportunities to express their opinion orally. It broke the students' boredom because of the classroom situation.
6.	Using interesting media such as games.	Using games significantly improved the students' activeness in the speaking teaching learning process. It helped the students to break their boredom when joining the speaking teaching and learning process.

Based on the observation during the actions and the interviews, the implementation of providing pictures tasks was successful to help the students identified and produce the complexity of a descriptive text. The students interested in the class activities which involved entire members of the class. The students enjoyed the speaking activity. In their discussion, they identified the vocabularies, the language features used, and the correct tenses used in describing someone or things.

The above conclusions were confirmed by the teacher in the following interview transcript.

……

R : What do you think of the first cycle, is there any improvement, Mam?

ET : Yes of course.

R : How do you know?

ET : **It could be seen from their passion and motivation to speak.**

R : When they do the tasks, isn't it?

ET : **Yes, when they worked the tasks, answered the question, and their vocabulary and pronunciation improved too.**

R : How do you know if their vocabulary and pronunciation improves, Mam?

ET : **It could be seen when they described their pets and favorite animals. However, there was still a mistake but overall their writing is improved.**

……..

(App/B/IT-8/Feb 15th, 2014)

In conclusion, the implementation of the actions in Cycle 1 succeeded in supporting the students to accomplish the main project in Cycle 1. Most of the students still had a low motivation in speaking teaching and learning process. It should be sustained with some modification in Cycle 2. The results of the reflection in Cycle 1 were described in the following table.

Table 4: Result of the Reflection in Cycle 1

Components	Result in the Cycle 1	Conclusion	Recommendation for Cycle 2
Implementing classroom discussion and pair work	• It was successful in improving the students' involvement in the teaching and learning process. It could be shown from the students' involvement when having discussion or group work. • It helped the students to comprehend the material easily. The students were more comfortable to ask about their difficulties to their classmates rather than to the teacher. • Besides these successes in implementing these activities, some of the students were bored and tended to chat out of the topic.	Using classroom discussion and pair work would be sustained in Cycle 2 and combined with individual tasks.	• Make sure that each student had responsibility in having classroom discussion or pair work. It could be done by giving surprised questions to the other members except the speaker. • Make other activities which were done individually to know the students' comprehension of the material.
Applying interesting speaking activities (describing their close person, describing their favorite superhero and cartoon character, and describing their pets and lovely animal.	• It motivated the students to learn English. • It facilitated the students to apply their background knowledge. • Besides those accomplishments, a few students felt shame because they had to speak in front of the class. • The students only produced what they could do without adding some information.	Applying interesting activities would be sustained in Cycle 2 with improvement.	• Improve their motivation in speaking • Make clearer instructions for the students work.

Giving written and oral feedback	• Written feedback by giving correct spelling and pronunciation to the students. • In the oral feedback, the students forgot easily about the correction given.	Giving feedback would be implemented in Cycle 2 with some modification in delivering the feedback, both in written and oral feedback.	• Gave leading questions to guide the students in finding out their mistakes rather than pointing out the mistakes directly. • Asked the students to write down their mistakes in their book so that they can recall it every time.
Managing the classroom	• The students preferred to group with their closed friends when they asked to group them selves. • The students chatted out of the topic when having classroom or pair discussion and also in the teaching and learning process.	It would be implemented in Cycle II with some modification based on the suggestions and the findings in Cycle I.	• Group the students and make sure they mix. • Give surprised questions to the students who chatted out of the topic.
Using interesting media such as playing interactive games	• It succeeded in getting the students involvement in the teaching and learning process. • It inspired the students to do the task. • It helped the students to comprehend the materials. • It helped the students to break their boredom when joining the teaching and learning process.	It would be modified and implemented in Cycle II by designing other interesting activities.	• Make sure that the students focused on the materials rather than on the media. • Ask the students to be more actively participated when implementing the media. • Make other interesting media to be implemented in Cycle 2.

Besides some positive points, there were also several problems in the teaching learning process in Cycle 1. The researcher tried to solve those problems by conducting some action in Cycle 2.

2. Report of Cycle 2

a. Planning

1) First meeting

a. The researcher gave the students a general apperception to recall students' background knowledge of a topic that was going to learn.

b. The researcher taught the students about ordering and taking order.

c. The researcher informed the students that the topic in this meeting was ordering food and drinks in a restaurant/café.

d. The researcher taught and explained the students about the expressions used in ordering and taking order. To do so, the researcher gave the students a material sheet about the expressions usually used in ordering and taking order. There were also some examples of dialog between waiter and customer.

e. The researcher asked the students to practice the dialog with his friends.

f. The researcher gave pictures in the form of flash cards to the students and asked them to made dialog related to the pictures.

g. The researcher asked the students to perform their dialog in front of the class while the researcher assessed their performance.

h. The researcher prepared observation sheet and field notes to observe and recorded the teaching and learning process.

2) Second meeting

a. The researcher asked the students about the previous material to made them remember what we were going to learn in this meeting.
b. The researcher asked one students to explain what expressions used in ordering a food and drinks in a restaurant.
c. The researcher informed the students that their activeness would be rewarded in the end of the experiment.
d. The researcher then asked the students to make a dialog with their own words based on their experience.
e. The researcher asked the students to perform their dialog in front of the class.
f. The researcher reviewed the material and closed the lesson.
g. The researcher prepared observation sheet and field notes to observe and recorded the teaching and learning process.

b. Action and observation

The action of Cycle II consisted of two meetings. The first meeting was the activity where the researcher explained the material about ordering and taking order. The students were asked to present some dialog based on the picture given. They had to make the dialog with their own words with the correct expression. Then they had to perform the dialog in front if the class. In the second meeting, the researcher invited the students to have a brainstorming together. They were asked to make a dialog based on their real experiences. The details of the actions in each meeting were discussed as follows.

1) First meeting

The first meeting was held on Wednesday, 19th February 2014. The researcher started the class by greeting the students and checking the attendance list. The researcher asked the students to recall the material in the previous meeting. Then, to engage the students with the materials that would be learnt, the researcher gave some eliciting questions. The researcher tried to use English in the classroom as pictured in excerpt in interview below.

……

R **: Have you ever eaten in a restaurant, Berlina? What food and drinks did you usually order?**

S : Ehmm.. (Smiling). Yes, Miss. I like french fries and lemon tea.

R **: Oh that's sound delicious. What expression did you used to order the food and drinks?**

S : Hehe.. (shaking her head).

……..

(App/B/IT-9/Feb 19th, 2014)

Most of the students did not know what expression used when they ordered food or drink. Then the researcher gave a material sheet about a dialog between waiter and customer in a restaurant. It also included some pictures about the menu and the price tag.

The researcher then asked the students to do a role play concerning the situation. Most of the students were quiet and seemed reluctant to do the role play. The researcher then informed the students that in the end of the experiment, the researcher would give a reward to some students who were active in the speaking class. The students responded well and directly volunteering themselves to do a role play. The situation could be shown from the notes below

……
Pada awalnya, S terlihat enggan untuk menjadi sukarelawan mempraktekkan dialog tersebut. P menginformasikan bahwa nantinya di akhir penelitian P akan memberikan hadiah bagi siapa saja yang aktif di dalam pembelajaran speaking. Beberapa menit kemudian, ada S yang mencoba mempraktekkan dialog itu, walau terlihat dia juga kurang percaya diri.
(At first, the students seemed reluctant to perform the dialog and do the role play. The researcher then informed the students that in the end of the experiment, the researcher would give a reward to some students who were active in the speaking class. After a few minutes, a student volunteered herself to do a role play although she looked not confidence with herself.
……
(App/A/FN-11/Feb 19th, 2014)

Before going to the task, the researcher did warming up. Here, the researcher explained about ordering and taking order. The researcher explained about the expressions used when they wanted to order something. The researcher also gave an example in the form of a dialog. The students paid attention seriously to the researcher's explanation. It could be seen in this following field note.

……...
P membernarkan *pronunciation* dan *intonation* yang salah. P menjelaskan ekspresi apa saja yang bisa digunakan jika kita ingin memesan sesuatu disebuah restoran ataupun saat kita menawarkan sesuatu kepada seseorang. P memberikan contoh ekspresi seperti *'What would you like to order?* dan *'I would like to have some lunch'*. S memperhatikan dengan baik penjelasan dari P.
(The researcher corrected some mispronunciation and wrong intonation. **The researcher explained the expressions used in ordering and taking order. The researcher gave some examples such as "what would you like to order?" and "I would like to have some lunch". The students paid attention seriously to the researchers' explanation.**
……..
(App/A/FN-11/Feb 19th, 2014)

After that, the researcher gave some pictures to the students and asked them to make a dialog related to the pictures. The students did the task. The researcher and the students discussed the result together. The situation in the class was alive because many students were actively involved on the discussion. The students had understood the expressions used to order and taking order. Those were supported by the following interview transcript.

……

R **:** *yap, terus tentang materi yang disampaikan tadi adik sudah mudeng apa belum?*
(yup, alright now, did you understand what I've been explained today?)

S : *iya mas mudeng, kalo materinya mudeng kok soalnya kakak jelasinnya enak.*
(yes sir I got it, you explained well and most of us easily understand.)

R **:** *oh gitu ya bagus deh, coba sekarang bisa nggak dicontohkan ekspresi yang digunakan kalo adik mau memesan sesuatu di sebuah restoran atau café misalnya?*
(oh that's a relieve, then could you please give an example of the expressions used when you were oedering something in a restaurant or café?

S : *Hehe.. kalo salah gpp ya kak. Contohnya seperti 'what would you like to eat' gitu. Terus nanti yang ditanya menjawab misalnya dengan 'I would like to have a pancake'.*
(hehe.. I'm sorry if I'm mistaken sir. The examples of expression is such as "what would you like to eat?" then the example of the response was "I would like to have a pancake"

R : *sip, udah bener. Makasih ya dek.*
(ah that's good. Thanks.

S : *iya kak sama-sama.*
(you're welcome sir)

……..

(App/B/IT-9/Feb 19th, 2014)

The combination between pictures and giving rewards really helped the students to boost their confidence in speaking. Despite they found the materials and media were interesting, they also involved more

during the speaking learning process. Their activeness were improved because they felt their motivation to speak were increase. It can be seen in the following interview transcript with the English teacher below

……

R **:** *Siang bu bisa minta waktu sebentar?*
(Good afternoon mam. Can I have a minute please?)

ET : *siang juga mas, iya tentu saja boleh mumpung lagi senggang.*
(good afternoon, yes of course you can)

R : *gini bu, tentang penggunaan reward tadi bagaimana menurut ibu?*
(well, what did you think about my action of using rewards mam?)

ET **:** *oh itu bagus mas menurutku, siswa jadi lebih termotivasi dan lebih berani berbicara. Yah meskipun grammar dan tenses nya masih add kesalahan tapi dalam speaking sih yang penting berani mengutarakan dahulu.*
(oh I think that was good, the students were more motivated to speak. Beside they still made a lot of mistakes in the grammar and tenses, but confidence was more important in speaking to be built up first.

……..

(App/B/IT-10/Feb 19th, 2014)

2) Second Meeting

The second meeting was held on Saturday, 22nd February 2014. The researcher started the class by greeting the students and checking the attendance list. The researcher started the class by asking the students about the previous material. The students answered well and great. They still remembered well and tent to be more actively involved in the speaking class. The method of giving rewards was proven to be the great motivation for students to be more active. It could be seen in the interview transcript below

……

R : *selamat siang dek raudea, bagimana menurut adek pembelajaran hari ini?*
(good afternoon raudea, what did you think about today's material?

S : *siang juga kak. Kalo menurutku sih bagus-bagus aja kak. Nggak bosenin dan kita lebih berani dalam speaking.*
(**good afternoon sir. For me that was good. We didn't felt bored and we had more courage to speak).**

R : *Oh gitu ya, lalu yang bikin adik berani speaking apa? Biasanya soalnya kan malu dan diem aj kalo nggak ditunjuk*
(Oh really? Then what made you have more courage in speaking? You were usually shame and didn't have confidence unless I pointed out to speak).

S : *Ya karena hadiahnya itu loh kak, kan kita jadi semangat dan pede kalo dijanjikan akan diberi hadiah bagi yang aktif. Walaupun nanti pas speaking masih amburadul sih bahasanya hehe tapi kata bu guru yang penting berani dulu gitu*
(that was obviously because you were promised to gave rewards for students who were active in the speaking class sir. Although we knew that we still had a lot of mistakes, our teacher said just tried to speak first and don't mind the grammar and mistakes.

……..

(App/B/IT-11/Feb 22th, 2014)

The next activity in this cycle was also making a dialog. The researcher asked the students to make a group of four and make a dialog based on their experience and imagination. The students felt excited with the activity because they loved to share their experience to others. The group discussion also helped them to communicate more with their friends rather than asking directly to the researcher if they found difficulties. It could be seen in the extract below.

……

R : *kemudian mengenai pembagian grup itu enak nggak dek?*
(then what did you think about the group discussion?

S : *enak kak, jadi kalo ada yang nggak tahu itu kita bisa tanya teman dulu, tidak selalu bertanya langsung dengan kakak.*
(**It's comfortable for us sir, when we found any difficulties we could asked our friends first rather than asking directly to you).**

R : *oh iya bener, terus kegiatan tadi kan membuat dialog berdasar pengalaman pribadi tuh, gimana menurut adek kegiatan itu?*
(oh I see, one more question, what about the materials today about sharing your experience and make them into dialog?

S : *Aku pribadi sih suka kak, karena memang kesehariannya seneng curhat jadi ya seneng aj.. hihi..*
(For me personally I liked the activity sir, because in daily lives I also loved to share my experience with my friends.

…….

(App/B/IT-11/Feb 22th, 2014)

After that they made the dialog and shared it with their friends while the researcher was taking notes. The researcher then gave feedback and closed the lesson.

c. Reflection Cycle II

After implementing the action in Cycle 2, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in the teaching learning process,

the students' opinions, and the comments from research member in Cycle 2. Besides, the researcher also interviewed some student about the action implemented in Cycle 2. All opinions and comments from each member were recorded by the researcher. From the implementation of the action of Cycle 2 above, some findings are still focused on applying pictures as a media to improve the students' speaking ability.

Using pictures and rewards for studying the expressions in ordering and taking order could improve the students' speaking ability. The students were motivated to actively involved in the speaking class. The interview between the researcher and the students was presented below.

……

R : *oh iya, terus kira-kira sudah ada peningkatan belum dalam speaking kalo dibantu dengan gambar?*
(Oh well, then is there any improvement or not after we study using pictures as a media?

S2 : *sudah lumayan sih kak, sekarang jadi lebih berani berbicara karena memang gambar nya menarik dan tidak membosankan jika dijadikan materi mengajar. Perbendaharaan kosakata juga lebih banyak karena kita sering berlatih menggunakannya jika kakak yang mengajar.*
(it was not bad sir, I didn't find any difficulties anymore with your method. The pictures you used also was interesting to break our boredom. Our vocabularies also improved because we often used it when we were speak in the speaking class.

S3 : *yah sekarang sudah rada bisa speaking kak, kalo dulu selalu takut dan males karena materi nya selalu dari LKS aj. Coba kakak nyoba ngajar skill yang laen mungkin enak juga loh kak.*
(I also realized my speaking ability was improved sir. I used to be afraid and bored because the media and material used was

always from the Students' Work Sheet. I think you should try to teach other skill so that we could have fun in learning English sir.

R : *hehe ya syukurlah kalo ada peningkatan, terus gimana pendapat yang lain kah?*
(hehe I'm glad if there is an improvement on you. How about the others?

S1 : *kalo aku juga ada perubahan kak, karena memang aku orangnya cerewet dan suka berbicara jadi berguna banget nanti kalo bisa ngomong dalam bahasa inggris, dan gambar yang digunakan itu juga sangat membantu kak. Membuat kita tertantang gitu deh.*
(I think there is an improvement on me too, basically I'm a person who loved to talked much so that learning speaking with you made me more passionate and had more fun. The pictures used also helped us a lot sir. The topic was challenging.

…….

To assess the reliability of the data, the researcher had a space triangulation that is data are collected across different subgroups of people to avoid the limitation of studies within one group.

Table 5. The Reflection of the Activities Implemented in Cycle 2

Meeting I	Meeting II
Displaying the example with pictures of a dialog between a customer and waiter using many kind of expressions help the students to improved their speaking ability. They produce more words than before. The rewards also made the students actively involved in the class. The students competed to share their answer orally.	The students became aware to the mistakes they did when the researcher corrected their mispronunciation. The students not only learnt how to used the expressions grammatically in the correct sentences but also they could identify the appropriate expressions used in the right situations. The students were enthusiastic in expressing their ideas.

The group discussion helped them to asking less to the researcher and discussed with their friends.	The students had more confidence in speaking and showed more motivation so that their fluency is improved.

In reference to the reflections, the students' speaking ability particularly in motivation was improved. In the main project of Cycle I, the students could produce sentences with some mistakes related to the vocabulary and pronunciation. In Cycle II, the students' speaking motivation improved. They could produce appropriate expressions, using them in the right situations, and improved their fluency in speaking.

C. The result of the research

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents the students' speaking score on pretest and posttest. The following are the findings that the researcher obtained in a series of the use of pictures.

1. Cycle I
   a. The use of pictures as media made the students more enthusiastic in speaking because they felt interested to do the task.
   b. The use of interesting technique such interactive games inspired the students about the activities they ever had so that they could do the task. By implementing this technique, the students were helped to develop the idea to be expressed in speaking.

c. The implementation of the classroom discussion and pair work motivated the students to express their idea. They were given a chance to exchange their information. It helped the students to comprehend the material easily. It also increased the students' interaction in the classroom.

d. The implementation of interesting speaking activities such describing their relatives and describing their pets and lovely animal improved the students' interest in speaking. In general, applying interesting activities could involve the students in the speaking teaching and learning process with their interest. The students had an improvement in organization well. They were able to make a good expressions and sentences in a good order..

e. The feedback given to the students improved their grammar accuracy in speaking. The students were helped to remember the mistakes that should not be repeated again. The students were able to make sentences using the simple present tense because they already knew the right form of the simple present tense.

f. Using classroom English and grouping the students increased the students' attention because the students enjoyed the teaching and learning process so that they did not chat out of the topic.

Table 6. The students' speaking score on pre-test

Students Number	Aspects				Total Score
	Fluency	Accuracy in grammar	Accuracy in pronunciation	Vocabulary	
1	14	16	17	15	62
2	15	15	16	17	63
3	16	15	17	18	66

4	16	17	15	17	65
5	18	17	18	18	71
6	17	13	18	15	63
7	18	15	14	18	65
8	16	17	16	16	65
9	14	16	16	16	63
10	19	18	18	17	72
11	15	15	16	16	62
12	17	17	19	18	71
13	16	16	17	17	66
14	19	18	19	19	75
15	18	16	18	15	67
16	18	15	17	17	67
17	16	16	18	15	65
18	15	16	16	17	64
19	15	17	18	16	66
20	18	19	18	18	73
Total					1331
Mean					66,55

2. Cycle II

a. Using classroom English and grouping the students increased the students' attention. Before using classroom English, the students were unfamiliar with English word. After using it, the students' grammar, tenses, and word order

were improved because they were able to make sentences using the simple past tense.

b. The implementation of interesting speaking activities such as retelling their experience in restaurant helped the students in generating the main idea. In general, applying the interesting activities could involve the students in the speaking teaching and learning process.

c. The use of rewards as a method increase the students' motivation and confidence in speaking learning process.

d. The use of interactive games inspired the students about the activities they ever had so that they could do the task. By implementing the games, the students were helped to develop the idea to be expressed in speaking.

Table 6. The students' speaking score on post-test

Students Number	Aspects				Total Score
	Fluency	Accuracy in grammar	Accuracy in pronunciation	Vocabulary	
1	21	22	20	19	82
2	21	22	20	21	84
3	19	21	21	22	83
4	20	21	22	21	84
5	22	23	23	24	92
6	20	19	20	22	81
7	19	19	23	23	84
8	21	23	22	20	86

9	20	22	23	21	86
10	23	21	23	23	90
11	19	19	20	22	80
12	23	23	22	23	91
13	21	20	23	22	86
14	24	22	23	24	93
15	22	20	21	21	84
16	22	19	22	23	86
17	20	22	21	22	85
18	21	22	24	20	87
19	20	22	23	23	88
20	22	22	23	23	90
Total **Mean**					**1722** **86.10**

Based on the result above, it could be concluded that the students' speaking ability improved. They could produce grammatically correct sentences, use the correct pronunciation, and enrich their vocabulary mastery.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter is divided into three sections. They are conclusions, implications and suggestions. The explanation of each point is presented below.

A. Conclusions

In this research, there are three conclusions. The conclusions in regard to the results of the action research are as follows.

1. There were some problems related to the speaking teaching and learning process in SMK Muhammadiyah 3 Wates. There were two main aspects in this research. The first is the students' aspect: they had difficulties in gaining and developing ideas, lacked vocabulary mastery, had low grammar accuracy, lacked self confidence in speaking, produced ungrammatical correct sentences, had poor words pronunciation, had low enthusiasm in joining the teaching and learning process, and never bring a dictionary to help them in the teaching and learning process. The second is the teacher aspect: the teaching and learning process was teacher-centered, the activities were monotonous, the media used were not attractive, the teacher never corrected the students' mistakes in speaking, and the teacher had very soft voice. Based on the research team discussion, this research was focused on the students' speaking fluency and confidence particularly in speaking class. Based on the discussion of the research team, it was agreed to

provide wider opportunities to help the students' explore their ability. Therefore, the use of pictures could facilitate the students' need of chances.

2. In the implementation of the use of pictures, this research was implemented in two cycles. Due to the limited time, this research was done in three meetings in Cycle I and two meetings in Cycle II. In Cycle I the main project was describing people, cartoon characters, and animal which was done individually in February 2014 and supported by some activities which were taught in three meetings. The accompanying activities were using interesting technique such as playing interactive games, implementing classroom discussion and pair work, applying many interesting activities (describing their relatives, describing the students' favourite superhero, describing their pets and lovely animal, giving oral and written feedback, and managing the classroom (using classroom English, grouping the students).
3. The students' enthusiasm improved after the researcher using the interesting media. First, the students were passive in joining the teaching and learning process, after the researcher implementing this activity the students were more actively engaged in the teaching and learning process. In Cycle II, the researcher asked the students to tell their experience as the main project. Meanwhile, the supported technique used was giving rewards. The improvement of the students' confidence could be seen from their involvement in the speaking class. The mistakes related to the pronunciation in the students' speaking decreased.

B. Implications

This study implies the importance of using pictures as a media toward the students' speaking ability. The result of this study shows that the use of pictures as a media have a good effect in improving the students' achievement in speaking.

The importance of using pictures could also be seen from the collaborative aspect. The students in the beginning level and low English proficiency needed many guidance and works together in accomplishing the tasks. By collaborative works, the students could share their knowledge with other friends and the teacher acts as a facilitator who revises and corrects the students' writing. When the students did the task individually, they did not know the corrections for their mistakes and they repeated in other works.

C. Suggestion

After conducting this research, the researcher offers several recommendations for English teacher and other researchers as presented below.

1. For the English Teacher

   It is essential for the teacher especially an English teacher in SMK Muhammadyah 3 Wates to improve the students' speaking ability. The teacher needs to give effective and useful feedback for students. It is better for them to apply the use of pictures in teaching speaking.

2. For the students

The students are suggested to use pictures as a media in the teaching and learning process of speaking such as by implementing collaborative learning and problem-solving activities. Using pictures as a media facilitate the students to explore their knowledge and to improve their ability.

3. For Other Researchers

This study is mainly intended to describe how the use of pictures can be applied to improve the students' speaking ability. There are many problems that are not yet solved. This study may be used as one of the reading sources before the researchers do action research related to the development of the students' speaking ability.

REFERENCES

Angwin, J. et. Al. 1997. *The First International Handbook of Action Research for Indonesian Educators*. The Indonesian Primary School Development Project, the Graduate School of IKIP Yogyakarta.

Anwar, M. 2006. *Model Pembelajaran pada Madrasah Tsanawiyah.* Jakarta: Bunga Rampai.

Brown, Steven (2006). *Teaching Speaking*. New York: Cambridge University Press.

Brown, H.D. 1987. *Principle of Language Learning and Teaching*. Englewood Cliffs, N.J. : Prentice Hall Inc.

Brown, H. D. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd Ed). White Plains, NY: Pearson Education

Burns, A. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

_____ . 2000. *Principles of Language Learning and Teaching.* New York: Addison Wesley Longman.

Celce-Murcia, Dornyei and Thurrel. 1995. *Communicative Competence.* Westport: Praeger Publisher.

Chaney, A.L, and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8.* Boston: Alynn & Bacon.

Damasio and Becharia, 2008. *Cognitive Theory of Multimedia Learning.* http//learning-theories/Articles/html. Accesed: 23rd May 2013

Gulo, W. 2002. *Strategi Belajar Mengajar*. Jakarta: Grasindo.

Hamon, M. 2011. *Communicative Classroom*. Http//pictures-stories/communicative-classroom.html. Accesed: 28th February 2013

Harmer, J. 2001. *The Practice of English Language Teaching. 3rd Edition completely revised and updated.* England: Longman

Hollis, R. 2009. http//www.perseusbooksgroup.com/civitas/book_detail.jsp.html.

Huebner, T. 1998. *English as A World Language.* Caxton Press.

Kayi, H. 2006. *Teaching Speaking – Activities to Promote Speaking.* Nevada.

Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Geelong, Victoria, Australia: Deakin University Press

Kemmis, S., & McTaggart, R. (2000). *Participatory action research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative Research (2nd ed., pp. 567–605).* Thousand Oaks, CA: Sage.

Klippel, F. 1989. *Keep Talking.* : New York: Cambridge University Press.

Larsen, D. 2000. *Techbiques and Principles in language Teaching.* New York: Oxford University Press.

Machmodzadeh, K. 1992. *Interpreter Competencies.* University of Albany.

Mayer, 2001. *Decoding Photographs.* www.collectionscanada.gc.ca. Accesed: 15th February 2013

Meier, 2000. *Using Art in the Classroom.* http//usingartintheclassroom/onestopenglish.html Accessed: 21st January 2013.

McNiff, J. 1988. *Action Research: Principle and Practice*. London: Routledge.

Nunan, David. 1999. *Second language teaching and learning*. Massachusetts: Heinle&Heinle Publishers.

Oxford, R. L. 1993. *Research Update on Teaching L2 Listening*.

Richards, J. C. 1996. *Teaching Listening and Speaking.* Cambridge: Cambridge University Press

Rivers, D. 1981. *Technical Problems in Speaking*. South Dakota State Historical Society Press.

Roestiyah, N. K. 1991. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Shuttleworth & Cowie. 1997. *Dictionary of Translation Studies.* St. Jerome Publishing.

Sudjana, N. 1991. *Tuntunan Penyusunan Karya Ilmiah.* Bandung:Sinar Baru

Thibault, Melissa, and Walbert. 2005. *Interpreting Technique.* www.eHow.com.

Webster. 1983. *Webster's New Twentieth Century Dictionary of the English language*. New York: Prentice Hall Press.

Williams, 2009. *Basic Strategies in Reading Photographs*. http//museumofphotographic/visuallearning/articles/html. Accesed: 17th May 2013.

Zakaria, Hasib. 2011. *Principles for Interpreting Photographs.* http//www.photo.circle.html.

Appendix A:
Field Notes

Field Notes 1

Hal : Surat Ijin Observasi & Penelitian

Hari : Senin, 27 Januari 2014

Waktu : 09.00 – 09.30

Tempat : Ruang Kepala Sekolah, Ruang Guru

P : Peneliti

KS : Kepala Sekolah

G : Guru

GBI : Guru Bahasa Inggris

Hari ini hari pertama P datang ke sekolah. Tiba di sekolah P masuk ke ruang guru, meminta ijin untuk bertemu dengan KS untuk melakukan observasi. G membantu P mencari KS karena saat itu KS sedang tidak berada di ruangan. G meminta P untuk menunggu di ruang tunggu. Setelah itu G memperkenalkan P kepada KS, kemudian KS mempersilahkan P masuk ke Ruang Kepala Sekolah. P masuk ruang kepala sekolah dan disambut dengan ramah oleh KS. P menjelaskan maksud kedatangannya untuk meminta ijin akan melakukan observasi dalam rangka melaksanakan penelitian tindakan kelas di SMK Muhammadiyah 3 Wates. P menyerahkan surat ijin observasi kepada KS. KS menanyakan konsep penelitian yang akan dilaksanakan. KS memberikan ijin kepada P dan beliau menyarankan agar meminta ijin terlebih dahulu kepada GBI yang bersangkutan. P mengucapkan terimakasih kepada KS kemudian berpamitan. Setelah itu P menuju ke ruang guru untuk menemui GBI yang ditunjuk oleh KS. P bertanya kepada salah satu Guru yang berda di Ruang Guru. G menjelaskan kepada P bahwa GBI yang dicari P tidak ada jadwal mengajar pada hari Senin. P mengucapkan terima kasih pada G dan memutuskan datang kembali ke sekolah esok hari.

Field Notes 2

Hal :Observation

Hari : Rabu, 29 Januari 2014

Waktu : 10.10 – 11.30

Tempat : Ruang Guru
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

P datang ke sekolah pukul 06.45 dan menemui GBI di ruang guru. P bertemu dengan GBI dan menjelaskan maksud kedatangan. GBI menyambut P dengan baik dan dengan senang hati menyetujui maksud kedatangan P untuk melakukan observasi. GBI memberikan rekomendasi kepada P tentang kelas yang cocok dan sesuai untuk dijadikan subyek penelitian. GBI merekomendasikan kelas X Keperawatan, karena jadwal mengajar kelas itu adalah jam ke 5 dan ke 6, P harus menunggu untuk melakukan observasi sampai jadwal mengajar GBI dikelas tersebut.

Pukul 10.10, GBI mempersilahkan P untuk mengikuti beliau masuk ke kelas tersebut. GBI mengucapkan salam dan S menjawab salam tersebut. GBI menyapa siswa dengan *'good morning students!'* kemudian S menjawab *'good morning!'*. GBI menanyakan kabar S *'How are you today?'* kemudian S menjawab dengan serentak *'I'm fine, thank you, and you?'* dan GBI merespon *'I'm absolutely fine, thank you'*. Setelah itu GBI memulai pelajaran. Pada saat GBI menanyakan ada tugas atau tidak di pertemuan yang lalu, ada sebagian S yang menjawab tapi ada juga yang masih berbicara sendiri dengan teman sebangku. GBI kemudian mengingatkan S tentang materi yang disampaikan minggu lalu tentang *expressing regret and apology, expressing sympathy, and expressing request and commands.*

GBI menanyakan pada S untuk memberikan contoh *expressing regret and apology* tapi S diam dan tidak ada yang menjawab. GBI kemudian *mereview* sedikit materi itu dan melanjutkan ke pembahasan selanjutnya. GBI meminta S membuka buku pada halaman 57 tentang *asking and giving permission.* GBI meminta S melengkapi dialog yang kosong dengan kata yang tepat kemudian meminta siswa mempraktekkan dialog tersebut berdua. Kebanyakan siswa terlihat

frustasi dan malas mendengar instruksi dari GBI. GBI kemudian meninggalkan kelas untuk memberikan waktu pada S mengerjakan *task* tersebut.

Tak lama kemudian GBI datang dan menanyakan apa S sudah selesai mengerjakan atau belum. Hampir semua S menjawab belum seleseai. GBI tidak menanyakan kesulitan S dan hanya memberikan tambahan waktu 10 menit. Setelah itu, GBI meminta sepasang siswa agar sukarela mempraktekkan dialog tersebut tapi tampaknya S enggan melakukannya. Mereka seperti tidak percaya diri dengan kemampuan speaking dan malu untuk mempraktekkan. GBI kemudian menunjuk melalui nomor absen.

Selama S mempraktekkan dialog, terjadi banyak kesalahan dalam pengucapan kata tetapi GBI tidak membetulkannya. Bahkan S yang mendengarkan juga tidak memperhatikan dan hanya merobohkan kepal ke meja karena bosan. Pelajaran diakhiri pukul 11.30. P mengucapkan terima kasih kepada GBI dan berpamitan.

Field Notes 3

Hal : Konsultasi soal pre-test
Hari : Kamis, 30 Januari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Guru
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

Setelah P bersepakat dengan GBI untuk berkonsultasi soal pre-test/post-test. P pun datang dan langsung menemui GBI yang kebetulan sudah selesai mengajar dan sedang berada di meja kerjanya. P kemudian mulai mengkonsultasikan beberapa hal terkait persiapan penelitian, khususnya pre-test dan post-test. GBI pun memeriksa dengan seskasama, soal yang akan dipakai untuk menguji kemampuan pemahaman S. Setelah melakukan pemeriksaan terhadap soal yang akan disajikan, GBI pun meminta P untuk melakukan beberapa

revisi terkait *pictures* yang akan digunakan. GBI juga memberi masukan untuk mengujikan *pictures* terlebih dahulu dikelas lain. Setelah beberapa persoalan didiskusikan. P pun kemudian berpamitan kepada GBI.

Field Notes 4

Hal : Berkonsultasi RPP dan penentuan waktu penelitian
Hari : Jum'at, 31 Januari 2014
Waktu : 09.30 – 09.55
Tempat : Ruang Guru
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

P menuju Ruang guru setelah bersepakat dengan GBI untuk berkonsultasi tentang waktu penelitian. Setelah beberapa lama menunggu GBI, akhirnya GBI pun datang dan kemudian menemui P diruang guru. Beberapa saat kemudian, P berkonsultasi dan menyerahkan RPP dan juga *coursegrid* yang akan digunakan selama penelitian kepada GBI. P dan GBI kemudian terlibat diskusi tentang beberapa hal terkait RPP yang akan di gunakan. Setelah itu, GBI dan P juga membahas tentang waktu yang akan digunakan untuk penelitian. Setelah waktu untuk penelitian di sepakati dan percakapan dirasa cukup. P dan juga GBI sepakat untuk segeara melaksanakan pre-test dan juga penelitian.

Field Notes 5

Hal : Konsultasi pelasksanaan pre-test
Hari : Sabtu, 1 Februari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Guru
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

Setelah mengujikan soal pretest-postest dan melakukan evaluasi terhadap hasil pretest, GBI dan P menyepakati untuk menggunakannya sebagai instrument pre-test/pos-test untuk mengetahui perkembangan pemahaman S sebelum dan sesudah penelitian. Konsultasi lebih lanjut tentang waktu penelitian pun dilakukan. Dalam pertemuan hari itu GBI pun menyarankan P untuk melaksanakan pre-test di hari rabu. Dengan disepakatinya hari pelaksanaan pretest, P pun kemudian bersepakat untuk melakukan diskusi terhadap hasil pretest dan juga perancanaan pelaksanaan penelitian secara berkesinambungan.

Field Notes 6

Hal : Pre-test
Hari : Rabu, 5 Februari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Guru, Ruang Kelas
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

P datang kesekolah pukul 09.30 dan langsung menemui GBI di ruang guru. Karena kebetulan GBI sedang tidak mengajar, P menngkonsultasikan soal *pre-test* kepada GBI. GBI memberikan banyak masukan kepada P dan setelah beberapa menit berdiskusi, GBI dan P mengakhiri pembicaraan. Bel berbunyi pukul 09.55 dan para siswa keluar ke kantin untuk istirahat. P menggunakan waktu itu untuk sarapan sampai bel tanda masuk jam ke 5 berbunyi.

Bel tanda masuk berbunyi pukul 10.10, P dan GBI masuk ke kelas X Keperawatan seperti yang sudah direncanakan. Sampai di kelas, GBI seperti biasa mengucapkan salam dan bertanya kabar kepada S. S dengan semangat dan serentak menjawab salam tersebut. Kemudian GBI memperkenalkan P kepada S dan menyampaikan bahwa selama beberapa minggu ke depan P akan

menggantikan GBI untuk mengajarkan mata pelajaran Bahasa Inggris di kelas ini. Siswa merespon dengan baik. GBI menyerahkan sepenuhnya kendali kelas kepada P kemudian GBI duduk mengambil kursi dibelakang kelas.

P mengucapkan salam dan menanyakan kabar kepada S. S menjawab dengan kompak dan semangat. P melakukan absensi dengan memanggil nama S satu persatu. Kemudian P melakukan perkenalan singkat kepada S menggunakan bahasa Inggris. Beberapa siswa menangkap maksud P tapi ad juga beberapa siswa yang terlihat bingung dan malu untuk bertanya. Kemudian P menterjemahkan kedalam bahasa Indonesia, mempersilahkan siswa untuk bertanya tentang hal yang seperlunya. Setelah itu, S mulai antusias dan tidak kaku dengan P.

P kemudian masuk dan *lead-in* ke topik untuk pre-test dengan memberikan pertanyaan apersepsi. P menanyakan kepada S apakah mereka pernah mendengar dan tahu tentang *descriptive text?* Beberapa siswa terlihat membuka lagi buku mereka. P mempersilahkan kepada siapa saja yang tahu agar menjelaskan secara singkat apa itu *descriptive text* tapi S terlihat takut dan malu untuk berbicara. Sebelum P menjelaskan lebih lanjut tentang materi, P menginformasikan kepada S bahwa selama P mengajar disini, akan ada *rewards* yang diberikan kepada siswa yang aktif dan kritis. P mengatakan akan memberikan nilai khusus dan secara diam-diam kepada S yang aktif di kelas. S bertanya hadiah apa yang akan diberikan tapi P merahasiakan hal tersebut. Sesaat setelah itu, P kembali bertanya kepada S tentang materi tadi dan ternyata ada salah satu siswa yang memberanikan diri mengangkat tangan dan menjelaskan. S menjelaskan secara singkat apa itu *descriptive text,* meskipun kurang begitu jelas P dan seluruh siswa memberikan apresiasi. P menambahkan beberapa poin kepada S tentang definisi *descriptive* dan juga mengingatkan tentang ciri-cirinya (*physical, personalities).*

P kemudian memutuskan untuk memberikan sedikit tes kepada S tentang materi tersebut. Tentunya P memberikan tes yang terfokus memberikan stimulus bagi S agar lebih aktif dalam hal berbicara. P meminta S memdeskripsikan seseorang yang mereka kenal (orang tua, saudara, teman), baik itu deskripsi fisik ataupun sifat. P memberikan waktu kepada S untuk membuat *draft* deskripsi

tersebut sebelum nantinya masing-masing S harus memberikan deskripsinya satu per satu di depan kelas.

Setelah waktu yang ditentukan habis, P menanyakan kepada S apakah ada yang bersedia menjadi penampil pertama secara suka rela tanpa ditunjuk. P menjanjikan akan memberikan nilai plus kepada sukarelawan di akhir pertemuan nanti. Sesaat setelah itu, ada seorang siswi yang bersedia maju di depan kelas dan memberikan deskripsi nya. Kemudian dengan ditunjuk satu per satu S melakukan hal yang sama sembari P memberikan skor kepada masing-masing siswa. P juga membenarkan setiap *pronunciation* dan *adjective* yang salah agar nantinya tidak terulang lagi.

Di akhir pertemuan, P meminta siswa agar di pertemuan berikutnya S membawa kamus untuk menambah kosakata. P mengakhiri pertemuan dengan ucapan terima kasih dan salam '*see you next Saturday'* dan S menjawab '*see you sir'*.

Field Notes 7

Hal : Konsultasi hasil pre-test dan pelaksanaan cycle 1
Hari : Kamis, 6 Februari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Guru
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

Setelah pelaksanaan pre-test dihari sebelumnya, P pun kembali bertemu dengan GBI untuk membahas hasil pre-test serta memeriksa kembali persiapan pelaksanaan penelitian pada cycle 1. P memberikan lembar penilain pretest serta beberapa handout dan Rpp yang akan digunakan dalam cycle 1 kepada GBI. Setelah GBI memeriksa lembar-lembar tersebut, GBI dan P pun terlibat diskusi tentang hand-out, RPP dan juga format *pictures* yang akan dipakai. Format *pictures* menjadi penting untuk di perhatikan karena, lembar ini akan digunakan

untuk melatih S agar dapat membantu mereka untuk lebih mudah memahami dan mendeskipsikan *pictures* yang akan digunakan kelas *speaking*. Hal ini terkait dengan semangat dan menghindari frustrasi ketika pelajaran berlangsung. Untuk itu GBI pun menyarankan untuk memakai beberapa *pictures* yang umum atau familiar dan menarik, seperti gambar-gambar kartun yang bisa mengajak S untuk lebih aktif, sehingga diharapkan timbul rasa penasaran dan senang. Selain itu dapat membangkitkan motivasi mereka untuk belajar bahasa inggris, khususnya dalam *speaking*. Untuk beberapa hal terkait hasil pr-etest, P menjelaskan bahwa beberapa anak masih mengalami kesulitan dalam pemilihan *vocabularies* yang akan digunakan untuk mendeskripsikan *pictures.* Selain itu mereka juga belum tahu *pronunciation* yang tepat dari *vocabularies* yang mereka gunakan. Disamping itu, masalah lain yang timbul adalah kurangnya kepercayaan diri dan motivasi saat mereka maju didepan kelas untuk mendeskripsikan *pictures*. Setelah menelaah beberapa masalah Ss dalam pembelajaran listening, terutama kurang maksimalnya penggunaan media *pictures*, dalam hal ini adalah kurang tepatnya pemilihan *pictures* yang digunakan yaitu gambar tokoh-tokoh asing dan pemain sepak bola internasional. Sehubungan dengan itu, P dan GBI bersepakat untuk menggunakkan *cartoon/superhero pictures* untuk meningkatkan kemampuan S dalam pengajaran *speaking*. Setelah mendiskusikan beberapa hal terkait penelitian yang akan di laksanakan dan setelah semua persiapan dinilai cukup, P pun kemudian berpamitan kepada GBI.

Field Notes 8

Hal : Cycle 1a

Hari : Sabtu, 8 Februari 2014

Waktu : 12.35 – 14.35

Tempat : Ruang Guru, Ruang Kelas

GBI : Guru Bahasa Inggris

S : Siswa

P datang ke sekolah pukul 11.45 kemudian ke Ruang Guru untuk berbincang – bincang dengan GBI mengenai action yang akan dilakukan hari ini. Setelah bel berbunyi, P kemudian langsung menuju kelas untuk menyiapkan segala materi. GBI mengambil kursi di belakang dan mengawasi pembelajaran. Seperti biasa P memulai kelas dengan salam dan menanyakan kabar pada S. Setelah itu P melakukan absensi dengan memanggil nama S satu per satu. Setelah selesai mengabsen, P menanyakan S tentang materi yang terakhir kali disampaikan.

Setelah itu, P memberikan pertanyaan apersepsi '*who is your favorite cartoon characters or superhero?*. Hanya beberapa S yang menjawab, lalu P mempersilahkan salah satu S untuk mendeskripsikan kartun favorit nya. S tersebut masih malu dan terlihat kurang percaya diri ketika diminta P, kemudian P menunjukkan gambar sebuah karakter kartun yang disebutkan oleh S sebelumnya dan meminta nya untuk menjelaskan apa yang dia lihat. S bisa menggambarkan gambar tersebut tapi masih kesulitan di vocabulary.

P membagikan *hand out* pada S tentang definisi, tujuan dan ciri - ciri *Descriptive Text.* P mempersilahkan salah satu siswa membacakan definisi tersebut kemudian P menjelaskan secara detail dan rinci. Setelah menjelaskan definisi, tujuan, dan ciri – cirri P kemudian memberikan contoh teks deskriptif tentang kartun favorit. P mempersilahkan S untuk membaca contoh tersebut dan bertanya jika ada kosakata yang kurang mengerti. Kebanyakan S masih melakukan kesalahan dalam *pronunciation* dan banyak *vocabulary* yang belum mengerti artinya. P membenarkan kosakata yang salah dan meminta siswa mencari di kamus kosakata yang belum S mengerti.

Setelah semua S paham dengan contoh yang diberikan, P kemudian meminta siswa bekerja berpasangan. P memberikan task kepada S untuk mendeskripsikan teman sebangkunya, baik fisik ataupun kepribadiannya. Setelah beberapa menit, P kemudian mempersilahkan salah satu pasangan untuk mencoba mendeskripsikannya. Dia mendeskripsikan dengan baik.

P kemudian memberikan aktifitas kepada S. P membagikan beberapa gambar berupa *flash cards* kepada S yaitu gambar karakter kartun. S sangat

antusis dengan aktifitas tersebut. P menjelaskan bahwa S harus memahami gambar tersebut kemudian nanti gambar tersebut akan dideskripsikan di depan kelas. P memberikan waktu bagi S untuk memahami dan membuat *draft* deskripsi sesuai gambar tersebut. P meminta S agar tidak menunjukkan gambar tersebut kepada teman karena nantinya teman akan menebak karakter tersebut. P menegaskan hal ini dilakukan agar orang yang dideskripsikan benar – benar paham dan mengerti apa tokoh yang dideskripsikan. Maka dari itu, P menegaskan pada S agar menggunakan *adjective* dan kosakata yang sederhana agar teman mengerti. P juga mengingatkan kembali kepada S bahwa siapapun yang aktif akan mendapatkan nilai plus.

Bel tanda akhir pembelajaran berhenti, P kemudian meminta gambar yang sudah dibagikan. Karena aktifitas untuk hari ini tidak bisa selesai, P menjelaskan pada siswa bahwa performa S akan dilakukan di pertemuan berikutnya. Pukul 13.05, P mengakhiri pertemuan dengan salam, memimpin S untuk berdoa kemudian *saying goodbye* kepada S.

Field Notes 9

Hal : Cycle 1b
Hari : Rabu, 12 Februari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Guru, Ruang Kelas
P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

Sampai disekolah pukul 09.30, P menemui GBI di ruang guru dan berbincang – bincang mengenai action yang dilakukan di pertemuan terakhir. Bel berbunyi tepat pukul 10. 10 dan P langsung menuju ke ruang kelas. Seperti biasa P mengucapkan salam dan *greetings* kepada S. S menjawab serentak seperti biasa. P mengabsen S kemudian menanyakan tentang pertemuan terakhir. S menjawab hari ini mereka akan melakukan performa di depan kelas tentang tokoh kartun.

P kemudian sedikit mereview tentang penjelasan deskripsi terutama tentang *personality* dan *physical appearance*. P juga membahas sedikit tentang tenses dan adjectives yang digunakan untuk mendeskripsikan seseorang agar S lebih terbiasa dengan vocabulary yang digunakan.

P kemudian membagikan *flash cards* untuk mengingatkan kembali kepada S tokoh apa yang harus mereka deskripsikan. Setelah diberikan cukup waktu, P meminta kepada siapapun untuk menjadi penampil pertama. Salah satu pasangan kemudian maju dan mendiskripsikan tokoh yang mereka dapat. S sangat antusias dalam aktifitas ini, terbukti kebanyakan dari mereka selalu mengangkat tangan untuk menebak tokoh apakah yang dideskripsikan temannya di depan kelas tersebut. P kemudian memanggil nama S untuk menjadi penampil berikutnya.

P mengoreksi setiap *pronunciation* yang salah dan menjelaskan arti kosakata yang belum di mengerti S. Mayoritas S belum bisa menebak apa yang dideskripsikan temannya karena sepertinya S kesulitan menemukan kosakata yang simple. Banyak juga S yang mengeluh karena mereka kurang paham dengan tokoh yang mereka deskripsikan, seperti sifat dan karakter tokoh tersebut karena mereka tidak tahu tokoh tersebut.

Di akhir pembelajaran, P melakukan *feedback* tentang pembelajaran hari ini. Karena sepertinya kebanyakan S masih belum terlalu lancar dan akurat mendeskripsikan, P memutuskan untuk mengganti topik untuk minggu depan. P memberikan topik tentang mendeskripsikan binatang, S setuju dan terlihat sangat senang menantikannya. P menutup pelajaran dengan salam dan *greetings* seperti biasa.

Field Notes 10

Hal : Cycle 1c

Hari : Sabtu, 15 Februari 2014

Waktu : 12.35 – 14.35

Tempat : Ruang Kelas, Ruang Guru

GBI : Guru Bahasa Inggris

S : Siswa

P datang kesekolah tepat pukul 11.40. P memutuskan untuk sholat dan makan dahulu di kantin kemudian ke ruang guru untuk membicarakan action yang dilakukan kemarin. Saat bel berbunyi P bersama GBI langsung menuju ke ruang kelas.

P mengucapkan salam dan *greetings* seperti biasa. P mengucapkan '*good afternoon students, how are you today?'* kemudian S menjawab '*good afternoon sir, I'm fine thank you, and you'* dan P menjawab dengan '*I'm absolutely fine thank you'*. Terlihat semua S sudah terbiasa dengan P dan mulai bisa nyaman dan santai dalam pembelajaran.

P menanyakan kepada S tentang topic hari ini dan S menjawab dengan serentak topic hari ini tentang mendeskripsikan binatang. P kemudian melakukan apersepsi dengan menanyakan '*Do you have a pet in your home?*. Kali ini kebanyakan S sudah berani menjawab, ada salah satu S yang menjawab '*yes sir I have pet, the name is milo.* R kemudian meminta S mendeskripsikan binatang tersebut, baik penampilan maupun sifat. S kemudian mendeskripsikan binatang tersebut dengan kalimat yang mudah dimengerti, dia menjawab '*he has a black fur and cute'*. P kemudian membenarkan kosakata yang salah tapi tetap mengapresiasi S tersebut. P kemudian meminta S mengisi titik – titik mengenai *part of speech* dan arti kata yang sekiranya sulit dimengerti oleh siswa.

Setelah itu P membagikan *hand out* kepada siswa tentang contoh deskripsi binatang. P meminta salah satu S membacanya dengan keras kemudian bersama-sama membahas pengucapan serta kosakata yang tidak dimengerti. P kemudian menyakan kepada S '*any question so far?'* lalu S menjawab '*no sir'*. P kemudian memberikan *task* kepada siswa. P memberikan instruksi sama seperti saat instruksi *task* sebelumnya hanya kali ini tema nya adalah binatang.

S kali ini mengerti dengan mudah dan segera P membagikan *flash cards* yang isinya beberapa gambar binatang. Masing-masing bangku mendapatkan satu gambar kemudian nanti mereka berdua akan maju dan salah satu akan

mendeskripsikan gambar tersebut. P memberikan waktu bagi S untuk bersiap-siap kemudian meminta mereka maju.

Tidak seperti pertemuan sebelumnya, kali ini S tidak banyak melakukan kesalahan dalam pengucapan dan penggunaan kosakata. Mereka terlihat lebih lancar berbicara dan S yang lain pun bisa menebak binatang apa yang dideskripsikan oleh temannya. Walaupun masih ada sedikit S yang sepertinya memang kesulitan berbicara dan kurang aktif.

Di akhir pembelajaran, S merangkum materi tentang teks deskriptif dan menanyakan kepada S apakah masih ada kesulitan. S menjawab tidak dan tepat pukul 14.30 P mengakhiri pembelajaran dengan berdoa, mengucap salam dan *saying goodbye.*

Field Notes 11

Hal : Cycle 2a
Hari : Rabu, 19 Februari 2014
Waktu : 10.10 – 11.30
Tempat : Ruang Kelas
GBI : Guru Bahasa Inggris
S : Siswa

Pukul 09. 40 P datang ke sekolah dan langsung menuju ruang guru untuk membicarakan action yang dilakukan kemaren dan juga action yang akan dilakukan hari ini. Setelah bel berbunyi P langsung menuju kelas.

P membuka pelajaran dengan salam dan *greetings* seperti sebelumnya dan S merespon dengan baik. P melakukan apersepsi dengan menanyakan *have you ever eaten in a restaurant?* Beberapa S menjawab *yes* namun ad beberapa yang diam. P kemudian menjelaskan bahwa hari ini tema nya adalah tentang makan di restoran.

P kemudian membagikan *hand out* bagi siswa berisikan menu di sebuah restoran beserta dialog tentang bagaimana cara menawarkan pesanan dan memesan makanan ataupun minuman. P meminta dua orang S untuk

mempraktekkan dialog tersebut. Pada awalnya, S terlihat enggan untuk menjadi sukarelawan mempraktekkan dialog tersebut. P menginformasikan bahwa nantinya di akhir penelitian P akan memberikan hadiah bagi siapa saja yang aktif di dalam pembelajaran speaking. Beberapa menit kemudian, ada S yang mencoba mempraktekkan dialog itu, walau terlihat dia juga kurang percaya diri. P membernarkan *pronunciation* dan *intonation* yang salah. P menjelaskan ekspresi apa saja yang bisa digunakan jika kita ingin memesan sesuatu disebuah restoran ataupun saat kita menawarkan sesuatu kepada seseorang. P memberikan contoh ekspresi seperti *'What would you like to order?* dan *'I would like to have some lunch'*. S memperhatikan dengan baik penjelasan dari P.

Setelah semua S mengerti dan paham, P memberikan *task* kepada S. P membagikan gambar berbagai menu dari restoran dan kemudian meminta siswa membuat sebuah dialog mengenai gambar tersebut. P menjelaskan kepada S untuk melihat contoh dialog dan kemudian membuat dialog itu bersama teman sebangkunya dengan menggunakan bahasa sendiri. P memberikan waktu yang cukup untuk S kemudian mempersilahkan mereka mempraktekkannya di depan kelas.

Di akhir pembelajaran, P merangkum materi dan menutup kelas dengan salam dan *greetings.*

Field Notes 12

Hal : Cycle 2b
Hari : Sabtu, 22 Februari 2014
Waktu : 12.35 – 14.35
Tempat : Ruang Kelas
GBI : Guru Bahasa Inggris
S : Siswa

P datang ke sekolah pukul 12. 30 kemudian langsung menuju kelas untuk mempersiapkan materi. GBI sudah berada dikelas dan duduk di kursi belakang.

Seperti biasa P mengucapkan salam kepada S dan mengabsebsi S dengan memanggil nama satu per satu.

P memulai pelajaran dengan menanyakan kepada S tentang meteri yang diajarkan pada pertemuan terakhir. Beberapa S masih terlihat berbicara sendiri, terlihat membuka buku catatan dan ada beberapa S yang langsung ingat tentang materi minggu kemaren. S menjawab materi kemaren yatu tentang *ordering* dan *taking order.* P meminta siswa untuk memberikan contoh ekspresi untuk *ordering* dan *taking order* seperti *what would you like order* dan *I'd like to have a breakfast*.

P kemudian memberikan *task* kepada S untuk membuat sebuah dialog berdasarkan pengalaman mereka dan menggunakan bahasa mereka sendiri. Dalam aktifitas ini P membagi siswa menjadi kelompok masing-masing empat orang. Keadaan tampak lebih kondusif dan S terlihat aktif bertanya kepada teman satu grup jika ada kesulitan. Setelah diberikan beberapa menit, masing-masing grup mempraktekkan dialognya secara bergiliran. P mengingatkan lagi tentang *rewards* yang akan diberikan kepada S yang aktif di kelas. P selalu mengoreksi setiap pengucapan yang salah selama penampilan S.

Di akhir pembelajaran, P memberikan *feedback* dan sedikit mereview tentang materi hari ini dan materi sebelumnya mengenai *descriptive text.* P menginformasikan kepada S minggu depan akan nada test mengenai *descriptive text* seperti pada pertemuan awal jadi diharapkan S belajar tentang materi tersebut. P menutup kelas dengan salam dan berdoa bersama.

Field Notes 13

Hal : Post-test

Hari : Rabu, 26 Februari 2014

Waktu : 10.10 – 11.30

Tempat : Ruang Kelas, Ruang Guru

GBI : Guru Bahasa Inggris

S : Siswa

P datang ke sekolah pukul 09.. P menemui GBI di ruang guru dan berbicang sebentar mengenai penelitian yang P lakukan sejauh ini. Setelah bel berbunyi P langsung menuju kelas. Mengucap salam dan sapa seperti biasa kemudian P menanyakan S apakah masih ingat dengan pembelajaran tentang teks deskriptif.

P membagikan beberapa gambar tokoh kartun dan binatang dan membagikan kepada S secara acak. P memberikan instruksi sama seperti saat pertama kali aktifitas ini dilakukan. S tampak sudah paham dan sangat mengerti dan antusias membuat monolog yang akan mereka sampaikan di depan kelas.

Setelah P memberikan waktu yang cukup, beberapa S langsung menawarkan diri untuk menjadi penampil yang pertama dan begitu seterusnya sampai selesai. Setelah penampilan selesai dan P sudah selesai menilai, P menyampaikan rasa terima kasih pada S yang telah membantu penelitian P selama ini. Hari itu juga P memberikan hadiah kepada semua S sebagai rasa terima kasih dan kemudian S memanggil 3 S yang paling aktif selama P mengajar kemudian memberikan hadiah spesial.

Setelah bel berbunyi, P juga berpamitan kepada GBI dan tak lupa berterima kasih atas segala bantuan dan kerja sama nya selama P melaksanakan penelitian. P juga berpamitan kepada kepala sekolah dan berterima kasih.

Appendix B: Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview Transcript 1 ***(after observation)***

Interviewer : The Researcher (R)

Interviewee : The English Teacher (ET)

Day/Date : Rabu, 29 Januari 2014

Time : 11.30 WIB – Selesai

Place : Teacher Room

(Setelah mengkonfirmasi dan melakukan observasi pada hari itu, R meminta waktu kepada ET untuk mewawancarai ET. Karena ET Masih ada pembelajaran yang akan dilakukan, ET pun meminta R untuk datang menemuinya setelah pulang sekolah)

R : Ibu ..?

ET : oya Mas silahkan masuk.

R : Ini bu mau mendiskusikan beberapa hal berkaitan dengan observasi tadi.

ET : Oya gimana Mas?

R : Menurut pengamatan saya tadi anak-anak kok terlihat kurang aktif ya bu?

ET : ya gitu Mas, hanya ada beberapa anak yang memang semangatnya bagus.

R : O gitu ya Bu, emm.. kalau berhubungan dengan *speaking*, selama ini media apa saja yang Ibu gunakan selain *exercise* yang ada di buku tadi Bu?

ET : Ya .. karena medianya disini masih terbatas sekali, maka saya jarang sekali mengajarkan *speaking* kepada siswa.

R : Emm.. sayang sekali ya Bu, padahal *speaking* bagus untuk membantu mereka mengembangkan *productive skill* dalam berbahasa Inggris, untuk merespon percakapan *native speaker*.

ET : Iya juga sih Mas, tapi ya memang begitu adanya .. sarananya masih terbatas.

R : bagaimana Ibu , kalau saya menggunakan media *pictures* untuk membantu dan mempermudah mereka belajar bahasa Inggris. Nanti akan saya persiapkan medianya.

ET : Bagus itu Mas, perlu docoba. Gambar bagaimanapun media yang paling menyenangkan untuk digunakan dalam pembelajaran.

R : baik Ibu , coba saya persiapkan materi yang akan saya gunakan untuk penelitian mendatang. Kalau sudah siap, nanti akan saya konsultasikan dengan Ibu .

ET : OK.

R : Trimakasih Ibu atas waktunya. Mohon bimbingan Ibu selama melakukan penelitian.

ET : iya nanti bisa didiskusikan sambil jalan, Mas.

R : baik Bu, kalau begitu saya mohon pamit. Wassalamualaikum

ET : Waalaikum salam...

- **Interview Transcript 2 (*sebelum pretest*)**

Interviewer : The Researcher (R)

Interviewee : The Teacher (ET)

Day/Date : Rabu, 5 Februari 2014

Time : 09. 55 WIB – selesai

Place : Teachers' room

(*Setelah melakukan konfirmasi akan mengadakan pretest pada hari itu, R menemui ET)*

R : Pagi Ibu , ..

ET : oh ya silakan duduk Mas.

R : maaf mengganggu waktunya nih Bu?

ET : gak apa-apa? Gimana jadi pretest sekarang?

R : iya bu,.

ET : dikelas X Keperawatan 1 kan?

R : iya bu. O ya bu ini soal pretest yang akan saya gunakan.

ET : (*memeriksa soal yang akan digunakan R).* Ini udah sesuai silabus yang kemarin didiskusikan itu tho?

R : iya Bu. Temanya tentang Famous People and Football Players.

ET : oh ya udah, Ok.

R : ya nanti masuk jam 10.10 ya Mas. Ini mau tak tinggal ngajar lagi. Silahkan dipersiapkan medianya.

R : baik Ibu trimakasih atas waktunya.

ET : sama-sama.

- **Interview Transcript 3 (*setelah pertemuan cycle 1 meeting 1*)**

Interviewer : The Researcher (R)
Interviewee : The Teacher (ET)
Day/Date : Sabtu, 8 Februari 2014
Time : 15. 35 WIB – selesai
Place : Teachers' room

ET: Ibu Yeyen, S. Pd.
Collaborator: Ibu Yeyen, S. Pd.

(R menemui ET untuk melakukan wawancara di ruang guru)

R : Siang Ibu , maaf mengganggu sebentar Ibu … Menurut Ibu, aktivitas yang saya berikan tadi sesuai tidak? Secara keseluruhan bagaimana pertemuan pertama tadi??

ET :Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain. Mereka juga bisa mendeskripsikan seseorang meskipun masih kagok dengan kosakata.

R : baik Ibu mungkin ada masukkan, untuk pertemuan selanjutnya?

ET : ya … gambar-gambarnya udah bagus. Ya yang mungkin perlu diperhatikan bagaimana caranya agar mereka terlibat aktif di semua aktifitas selama pembelajaran bahasa inggris.

R : baik Ibu , akan saya pikirkan sambil merancanakan aktifitas yang mungkin menarik bagi mereka. Menurut ibu bagaimana kalau nanti saya berikan semacam game gitu di kelas?

ET : game nya seperti apa mas kira-kira?

R :game tebak-tebakan gitu bu, jadi nanti siswa yang duduk akan menebak apa yang di deskripsikan oleh performer. Selain untuk lebih aktif, dimaksudkan juga agar siswa paham apa yang temannya katakana. Begitu bu.

ET : Iya itu juga bagus mas, nanti kan siswa juga bisa lebih aktif dan senang dalam belajar. Selama masih berkaitan dengan materi sih gpp mas.

R : Baiklah Ibu terimakasih. Assalamu'alaikum

ET : sama-sama. Wa'alaikumsalam

.

- **Interview Transcript 4 *(pertemuan cycle 1 meeting 1*)**

Interviewer : The Researcher
Interviewee : X Keperawatan 1 Students (S)
Day/Date : Sabtu, 8 Februari 2014
Time : 13.00 WIB – selesai
Place : Classroom

Di tengah pelajaran:

R : Who is your favorite cartoon characters or superhero, Ari? Do you have some pictures or magazine about them?

S : Ehmm.. (Smiling). Yes, Sir. I like Naruto. I watch Naruto in the television.

R : Ok that's good. Do you have some pictures about it?

S : Yes sir, in my home.

R : Can you describe it?

S : Hemm… (shaking his head)

Di Akhir pembelajaran:

R : Any question?

S *:* Iya pak. Ini berarti deskripsi fisik dengan deskripsi cara dia berpakaian hampir sama ya?

R :Tentu saja. Karena memang deskripsi fisik bisa disupport dengan deskripsi cara dia berpakaian. Ada lagi?

S : Kalau personality itu tentang kepribadiannya ya?

R : Betul sekali. Personality itu kepribadian atau watak orang tersebut.

- **Interview Transcript 5** ***(setelah pertemuan cycle 1 meeting 2*)**

Interviewer : The Researcher

Interviewee : X Keperawatan 1 (S1 and S2)

Day/Date : Rabu, 12 Februari 2014

Time : 15.00 WIB – selesai

Place : Classroom

Setelah pelajaran selesai

S1 : Ambarwati

S2 : Nurul Aulia Dewi

R : lho belum pada pulang nih?

S1, S2 : belum Mas.

R : lagi nunggu apa nih?

S2 : gak lagi nunggu siapa-siapa. Cuman ngobrol aja.

R : wah ikutan ngobrol dong bentar.

S1 : boleh-boleh.

R : Kalo berbicara dalam bahasa Inggris suka tidak?

S1 : Suka sih.

R : Bingung tidak dengan pemakaian tensesnya?

S1 : Udah ga bingung sih kak. Sudah bisa bedain antara present dan past gitu..

R : Oh gitu ya. Suka terbalik ga antara noun dan adjective nya?

S1 : Kalo itu sih engga kak, udah bisa memakai dalam kalimat sekarang.

R : Oh gitu, emm coba sekarang aku tanya dek Nurul ya.

S2 : boleh kak, mau tanya apa kah?

R : Kesulitan apa yang didapat ketika speaking dek?

S2 : Itu kak, kadang suka bingung kalo tiba – tiba disuruh speaking.

R : Trus gimana cara mengatasi nya dek?

S2 : Lebih enak kalo ada reng-rengan dulu kak, jadi kata-kata yang mesti diomongkan itu udah tahu dan dicari dikamus dahulu.

R : Oh gitu ya, sip sip ma kasih ya dek. Semangat terus belajar speakingnya. *(senyum)*

S1 & S2 : iya kak sama-sama *(senyum juga).*

- **Interview Transcript 6 (*setelah pertemuan cycle 1 meeting 2*)**

Interviewer : The Researcher (R)

Interviewee : The Teacher (ET)

Day/Date : Rabu, 12 Februari 2014

Time : 15. 35 WIB – selesai

Place : Teachers' room

ET: Ibu Yeyen, S. Pd.

Collaborator: Ibu Yeyen, S. Pd.

R : Selamat siang bu, maaf mengganggu sebentar.

ET : Iya mas nggak papa, ini belum mau pulang juga kok. Ada apa?

R : Mau tanya tentang pembelajaran hari ini menurut ibu gimana?

ET : Oh, sudah kondusif kok mas daripada yang pertama masih ad yang suka ramai sendiri.

R : jadi bagaimana bu? Kira-kira ada tambahan masukan tidak ya?

ET :Ini sudah bagus mas, pake gambar kan ya? Siswa bakal lebih tertarik nantinya.

R : Iya bu, jadi supaya mereka lebih tertarik dan aktif dalam belajar, apalagi belajar berbicara.

ET : Oh iya biasanya siswa juga suka jika mereka di bikin kelompok dan grup gitu, jadi selain dengan gambar di kelompokkan juga.

R : Oh gitu ya bu, oke deh nanti saya tambahkan aktifitas itu di pertemuan berikutnya. Terima kasih banyak bu saya pamit dulu. Assalamu'alaikum

ET : Sama-sama mas, Wa'alaikumsalam

- **Interview Transcript 7 (*setelah pertemuan cycle 1 meeting 3*)**

Interviewer : The Researcher (R)
Interviewee : Students (S1 & S2)
Day/Date : Sabtu, 15 Februari 2014
Time : 14. 35 WIB – selesai
Place : Classroom

S1 : Laras Palupi

S2 : Yeni Widia Astuti

R : selamat siang dek, gimana pembelajaran tadi?

S1 : siang juga kak, tadi menyenangkan kok.

R : Oh iya kah? Terus tadi waktu disuruh membaca monolog kok semangat banget angkat tangan dek? Biasanya pada pemalu dan takut.

S1 : Itu karena bacaannya menarik kak, tentang binatang gitu. Terus gambarnya lucu dan menarik. Kosakata nya juga nggak seperti sebelumnya, yang sekarang lebih familiar dan mudah diucapkan.

R : Oh gitu, sip sip. Emm buat dek Yeni ya sekarang pertanyaannya.

S2 : oke kak tanya ajah.

R : gimana dek tadi tentang materi yang saya ajarkan?

S2 : menurut aku pribadi sih menarik kak, dan juga lebih gampang dari topic sebelumnya itu loh yang tentang tokoh kartun.

R : oh gitu ya, lebih gampangnya di bagian mana kah?

S2 : kalo sebelumnya tentang tokoh kartun itu, banyak dari kita yang tidak tahu karakternya itu kak, kalo tentang binatang kan kebanyakan kita tahu sifat dan cirri-ciri fisiknya karena sudah sering melihat di kehidupan sehari-hari, ehh di tv juga ding, hhehe

R : hmm bener juga sih, ya udah makasih banyak ya dek, kakak pamit dulu. Assalamu'alaikum.

S1 & S2 : Iya kak sama-sama. Wa'alaikumsalam.

- **Interview Transcript 8 (*setelah pertemuan cycle 1 meeting 3*)**

Interviewer : The Researcher (R)
Interviewee : The Teacher (ET)
Day/Date : Sabtu, 15 Februari 2014
Time : 15. 35 WIB – selesai
Place : Teachers' room

ET: Ibu Yeyen, S. Pd.
Collaborator: Ibu Yeyen, S. Pd.

R : permisi bu maaf mengganggu lagi, hehe

ET : jangan minta maaf terus mas, santai aj.. mau nanya lagi ya?

R : Iya bu, cuma sebentar kok

ET : Oke, tanya apa mas?

R : bagaimana menurut ibu tentang action dan materi yang saya ajarkan hari ini?

ET : Yang sekarang lebih mudah dari kemarin mas. action yang diterapkan juga sudah baik.

R : tentang topiknya ya bu, memang sih beberapa siswa juga merasa demikian. Lebih mudah yang sekarang daripada yang pertemuan sebelumnya.

ET : iya, menurut saya juga sama. Terlihat kok dari aktifitas para siswa tadi.

R : oh begitu ya, terima kasih bu dan selamat siang.

ET : sama-sama mas.

R : eh sebentar bu ad yang lupa, yang ini coba pake English ya bu hehe

ET : ok what's the matter?

R : What do you think of the first cycle, is there any improvement, Mam?

ET : Yes of course.

R : How do you know?

ET : It could be seen from their passion and motivation to speak.

R : When they do the tasks, isn't it?

ET : Yes, when they worked the tasks, answered the question, and their vocabulary and pronunciation improved too.

R : How do you know if their vocabulary and pronunciation improves, Mam?

ET : It could be seen when they described their pets and favorite animals. However, there was still a mistake but overall their writing is improved.

R : Ah I see, Thank you very much mam

ET : you're welcome.

- **Interview Transcript 9** ***(pertemuan cycle 2 meeting 1*)**

Interviewer : The Researcher
Interviewee : X Keperawatan 1 Students (S)
Day/Date : Rabu,19 Februari 2014
Time : 10.10 WIB – selesai
Place : Classroom

Diawal pembelajaran

R : Have you ever eaten in a restaurant, Berlina? What food and drinks did you usually order?
S : Ehmm.. (Smiling). Yes, Miss. I like french fries and lemon tea.
R : Oh that's sound delicious. What expression did you used to order the food and drinks?
S : Hehe.. (shaking her head).

Setelah pembelajaran:

R : Siang dek, bisa minta waktunya sebentar nggak?
S : Emm bisa kok kak, lama juga gpp. Hehehe
R : beneran nih, oke kalo gitu kakak mulai pertanyaannya ya?
S : Oke kak, mau tanya soal pembelajaran hari ini ya? Menurutku sih menyenangkan seperti biasa kak.
R : yap, terus tentang materi yang disampaikan tadi adik sudah mudeng apa belum?
S : iya kak mudeng, kalo materinya mudeng kok soalnya kakak jelasinnya enak.
R : oh gitu ya bagus deh, coba sekarang bisa nggak dicontohkan ekspresi yang digunakan kalo adik mau memesan sesuatu di sebuah restoran atau café misalnya?

S : Hehe.. kalo salah gpp ya kak. Contohnya seperti ‘what would you like to eat’ gitu. Terus nanti yang ditanya menjawab misalnya dengan ‘I would like to have a pancake’.

R : sip, udah bener. Makasih ya dek.

S : iya kak sama-sama.

- **Interview Transcript 10 (*setelah pertemuan cycle 2 meeting 1*)**

Interviewer : The Researcher (R)

Interviewee : The Teacher (ET)

Day/Date : Sabtu, 19 Februari 2014

Time : 15. 35 WIB – selesai

Place : Teachers’ room

ET: Ibu Yeyen, S. Pd.

Collaborator: Ibu Yeyen, S. Pd.

R : Siang bu bisa minta waktu sebentar?

ET : siang juga mas, iya tentu saja boleh mumpung lagi senggang.

R : gini bu, tentang penggunaan reward tadi bagaimana menurut ibu?

ET : oh itu bagus mas menurutku, siswa jadi lebih termotivasi dan lebih berani berbicara. Yah meskipun grammar dan tenses nya masih add kesalahan tapi dalam speaking sih yang penting berani mengutarakan dahulu.

R : Oke bu terima kasih ya

ET : sama-sama mas.

- **Interview Transcript 11 (*setelah pertemuan cycle 2 meeting 2*)**

Interviewer : The Researcher (R)

Interviewee : Students (S1 & S2)

Day/Date : Sabtu, 22 Februari 2014

Time : 14. 35 WIB – selesai

Place : Classroom

S1 : Raudea Arum

S2 : Yesi Astaningrum

S3 : Ari Masnca

R : selamat siang dek raudea, bagimana menurut adek pembelajaran hari ini?

S1 : siang juga kak. Kalo menurutku sih bagus-bagus aja kak. Nggak bosenin dan kita lebih berani dalam speaking.

R : Oh gitu ya, lalu yang bikin adik berani speaking apa? Biasanya soalnya kan malu dan diem aj kalo nggak ditunjuk

S1 : Ya karena hadiahnya itu loh kak, kan kita jadi semangat dan pede kalo dijanjikan akan diberi hadiah bagi yang aktif. Walaupun nanti pas speaking masih amburadul sih bahasanya hehe tapi kata bu guru yang penting berani dulu gitu

R : Oh gitu ya dek, oke makasih ya.. sekarang pertanyaan buat dek Yesi

S2 : oke kak tanya ajah

R : mengenai pembagian grup itu enak nggak dek?

S2 : enak kak, jadi kalo ada yang nggak tahu itu kita bisa tanya teman dulu, tidak selalu bertanya langsung dengan kakak.

R : oh iya bener, terus kegiatan tadi kan membuat dialog berdasar pengalaman pribadi tuh, gimana menurut adek kegiatan itu?

S2 : Aku pribadi sih suka kak, karena memang kesehariannya seneng curhat jadi ya seneng aj.. hihi..

R : haha.. sering curcol gitu yah.. oh iya, terus kira-kira sudah ada peningkatan belum dalam speaking kalo dibantu dengan gambar?

S3 : sudah lumayan sih kak, sekarang jadi lebih berani berbicara karena memang gambar nya menarik dan tidak membosankan jika dijadikan

materi mengajar. Perbendaharaan kosakata juga lebih banyak karena kita sering berlatih menggunakannya jika kakak yang mengajar.

S1 : yah sekarang sudah rada bisa speaking kak, kalo dulu selalu takut dan males karena materi nya selalu dari LKS aj. Coba kakak nyoba ngajar skill yang laen mungkin enak juga loh kak.

R : hehe ya syukurlah kalo ada peningkatan, terus gimana pendapat yang lain kah?

S2 : kalo aku juga ada perubahan kak, karena memang aku orangnya cerewet dan suka berbicara jadi berguna banget nanti kalo bisa ngomong dalam bahasa inggris, dan gambar yang digunakan itu juga sangat membantu kak. Membuat kita tertantang gitu deh.

R : haha.. Ok deh, makasih banyak yah. Maaf loh ganggu waktunya dek.

S1,S2,S3 : Nggak ganggu kok kak, kita malah seneng diwawancara. Hehe..

Appendix C: Observation Checklist

Observation Checklist

Date : 29th January, 2014
Meeting : Preliminary observation
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Observation Checklist

Date : 8th February, 2014
Meeting : Cycle I, 1st Meeting
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Observation Checklist

Date : 12th February, 2014
Meeting : Cycle I, 2nd Meeting
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Observation Checklist

Date : 15th February, 2014
Meeting : Cycle I, 3rd Meeting
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Observation Checklist

Date : 19th Febr1uary, 2014
Meeting : Cycle II, 1st Meeting
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Observation Checklist

Date : 22th February, 2014
Meeting : Cycle II, 2nd Meeting
Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the dialogues		
	3. The students read the dialogues		
	4. The students identify the expressions used in the dialogues		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher give enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students speak in English		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. Students' enthusiasm/motivation		
	2. Students' involment		
	3. Time alocation		
	4. The use of media		
	5. The teacher's instructions		

Appendix D: Interview Guidelines

INTERVIEW GUIDELINES

Before the implementation

For the English teacher

1. What are the students' difficulties in speaking and learning process of speaking?
2. What kind of activities do you usually use in the teaching and learning process of speaking?
3. What kind of activities do you think suitable to solve the students' difficulties in speaking learning process?
4. How is your opinion about the use of pictures in improving students' speaking ability?

For students

1. Do you like English?
2. What about speaking?
3. Is there any difficulty in speaking learning process?
4. What are your difficulties in speaking learning process?
5. Do you like speaking in English?

<u>After the implementation (Cycle1)</u>

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the pictures used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you think the students are motivated and confident in learning speaking through the usage of pictures?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian belajar bahasa inggris dengan menggunakan gambar?
3. Apakah kamu lebih senang dalam mempelajari Bahasa Inggris dengan menggunakan gambar? Kenapa?
4. Apakah belajar dengan menggunakan gambar, membuat kalian lebih mudah dalam mempelajari bahasa inggris?
5. Apakah kalian termotivasi untuk mempelajari bahasa inggris?
6. Menurut kalian apakah aktivitas seperti tadi menyenangkan?
7. Apakah kalian lebih termotivasi untuk aktif dalam pembelajaran *dengan adanya 'games'?*
8. Apakah ada masukan untuk pertemuan selanjutnya?

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the pictures used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through the usage of pictures?

<u>After the implementation (cycle 2)</u>

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the pictures used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through the usage of pictures?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian belajar bahasa inggris dengan menggunakan gambar?
3. Apakah kamu lebih senang dalam mempelajari Bahasa Inggris dengan meggunakan gambar? Kenapa?
4. Apakah belajar dengan menggunakan gambar, membuat kalian lebih mudah dalam mempelajari bahasa inggris?
5. Apakah kalian termotivasi untuk mempelajari bahasa inggris?
6. Menurut kalian apakah aktivitas seperti tadi menyenangkan?
7. Apakah kalian lebih termotivasi untuk aktif dalam pembelajaran *dengan adanya 'giving rewards'?*

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the pictures used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning speaking through song?

Appendix E:
The Students' Score

STUDENTS' SPEAKING SCORE IN PRE-TEST

No.	Name	Aspects				Total Score
		Fluency	Accuracy in grammar	Accuracy in pronunciation	Vocabulary	
1	Anik Sugiarti	14	16	17	15	62
2	Ambar Wati	15	15	16	17	63
3	Ari Masnca	16	15	17	18	66
4	Arttyas Hesti Pratiwi	16	17	15	17	65
5	Berlina Akis Wulandari	18	17	18	18	71
6	Desi Badriyah	17	13	18	15	63
7	Eny Rahayu	18	15	14	18	65
8	Indra Setyawan	16	17	16	16	65
9	Isna Yuniarti	14	16	16	16	63
10	Laras Palupi	19	18	18	17	72
11	Nia Dewi Lestari	15	15	16	16	62
12	Nurul Aulia Dewi	17	17	19	18	71
13	Nurul Muflikhah	16	16	17	17	66
14	Raudea Arum Irhami	19	18	19	19	75
15	Siti Soleqah	18	16	18	15	67
16	Sri Lestari	18	15	17	17	67
17	Tri Susanti	16	16	18	15	65
18	Yeni Widi Astuti	15	16	16	17	64
19	Yesi Astaningrum	15	17	18	16	66
20	Yuli Maulana Wati	18	19	18	18	73
Total						**1331**

STUDENTS' SPEAKING SCORE IN POST-TEST

No.	Name	Aspects				Total Score
		Fluency	Accuracy in grammar	Accuracy in pronunciation	Vocabulary	
1	Anik Sugiarti	21	22	20	19	82
2	Ambar Wati	21	22	20	21	84
3	Ari Masnca	19	21	21	22	83
4	Arttyas Hesti Pratiwi	20	21	22	21	84
5	Berlina Akis Wulandari	22	23	23	24	92
6	Desi Badriyah	20	19	20	22	81
7	Eny Rahayu	19	19	23	23	84
8	Indra Setyawan	21	23	22	20	86
9	Isna Yuniarti	20	22	23	21	86
10	Laras Palupi	23	21	23	23	90
11	Nia Dewi Lestari	19	19	20	22	80
12	Nurul Aulia Dewi	23	23	22	23	91
13	Nurul Muflikhah	21	20	23	22	86
14	Raudea Arum Irhami	24	22	23	24	93
15	Siti Soleqah	22	20	21	21	84
16	Sri Lestari	22	19	22	23	86
17	Tri Susanti	20	22	21	22	85
18	Yeni Widi Astuti	21	22	24	20	87
19	Yesi Astaningrum	20	22	23	23	88
20	Yuli Maulana Wati	22	22	23	23	90
Total						**1722**

THE STUDENTS' SCORE ON PRETEST AND POSTTEST OF GRADE X STUDENTS OF SMK MUHAMMADIYAH 3 WATES IN ACADEMIC YEAR OF 2013/2014

No	NAMA SISWA	M/F	Pretest	Posttest
1	S1	F	62	82
2	S2	F	63	84
3	S3	M	66	83
4	S4	F	65	84
5	S5	F	71	92
6	S6	F	63	81
7	S7	F	65	84
8	S8	M	65	86
9	S9	F	63	86
10	S10	F	72	90
11	S11	F	62	80
12	S12	F	71	91
13	S13	F	66	86
14	S14	F	75	93
15	S15	F	67	84
16	S16	F	67	86
17	S17	F	65	85
18	S18	F	64	87
19	S19	F	66	88
20	S20	F	73	90
	Total Score		1331 (20 Students)	1722
	Mean		66.55	86..10

Appendix F:
Attendance List

PRESENSI HARIAN SISWA KELAS X KEPERAWATAN 1 SMK MUHAMMADIYAH NEGERI 3 WATES

SEMESTER GENAP TAHUN AJARAN 2013/2014

No.	Tanggal	M/F	5 Feb 2014	8 Feb 2014	12 Feb 2014	15 Feb 2014	19 Feb 2014	22 Feb 2014	26 Feb 2014
	Nama Siswa		Pre-test	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	5th Meeting	Post-test
1	Anik Sugiarti	F	✓	✓	✓	✓	✓	✓	✓
2	Ambar Wati	F	✓	✓	✓	✓	✓	✓	✓
3	Ari Masnca	M	✓	✓	✓	✓	✓	✓	✓
4	Arttyas Hesti Pratiwi	F	✓	✓	✓	✓	✓	✓	✓
5	Berlina Akis Wulandari	F	✓	✓	✓	✓	✓	✓	✓
6	Desi Badriyah	F	✓	✓	✓	✓	✓	✓	✓
7	Eny Rahayu	F	✓	✓	✓	✓	✓	✓	✓
8	Indra Setyawan	M	✓	✓	✓	✓	✓	✓	✓
9	Isna Yuniarti	F	✓	✓	✓	✓	✓	✓	✓
10	Laras Palupi	F	✓	✓	✓	✓	✓	✓	✓
11	Nia Dewi Lestari	F	✓	✓	✓	✓	✓	✓	✓
12	Nurul Aulia Dewi	F	✓	✓	✓	✓	✓	✓	✓
13	Nurul Muflikhah	F	✓	✓	✓	✓	✓	✓	✓
14	Raudea Arum Irhami	F	✓	✓	✓	✓	✓	✓	✓
15	Siti Soleqah	F	✓	✓	✓	✓	✓	✓	✓
16	Sri Lestari	F	✓	✓	✓	✓	✓	✓	✓
17	Tri Susanti	F	✓	✓	✓	✓	✓	✓	✓
18	Yeni Widi Astuti	F	✓	✓	✓	✓	✓	✓	✓
19	Yesi Astaningrum	F	✓	✓	✓	✓	✓	✓	✓
20	Yuli Maulana Wati	F	✓	✓	✓	✓	✓	✓	✓

Appendix G:

Course Grid and Lesson Plans

COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE TEN GRADE STUDENTS OF SMK MUHAMMADIYAH 3 WATES IN THE ACADEMIC YEAR 2013/2014

Cycle	Standard of Competences	Basic competence	Topic	Indicators	Materials			Activities (Pictures as Media)
					Functional texts	Language features	Example of expression	
I (1st – 3rd meetings)	1. communicating in English at *Novice Level*	1.2 Describing things, people, characteristic, time, day, month, and year.	People, Cartoon characters, and Animal	Students are able to: • Identify the function and characteristics of a descriptive text. • Use words related to colors, shape, origin, size, numbers, and quality correctly. • Use and describe words related to profession, nationality, physical look, quality, and activity correctly. • Use words to express time,	Descriptive Texts Monologue	• Adjectives showing colors, quality, shape, age, origin, material, e. g. *green, good, big, old, Indonesian, wooden, etc.*. • Adjectives showing physical (appearance), non-physical (characteristic), e. g. *beautiful, humorous, introvert, etc.* • Adjectives of quality (e.g. good, beautiful), adjectives of size (big, small), adjectives of shape (round, straight), adjectives of age (old, new), adjectives of colors (blue, red). • Present tense to describe people or things.	• **Pussy, my sweet cat** I have a cat. Her name is Pussy. She is my beautiful gray Persian cat. She has a small body. It has smooth fur. • **My mother** My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people.	• ***Presentation*** The teacher asks some eliciting questions, leading the students to the topic, gives an example of a descriptive text and then explains the characteristics of a descriptive. • ***Practice*** The students work in pairs and describe their partner. The teacher correct some mistakes made by the students and ask them to describes the correct description. • ***Production*** The students work in pairs and describe a picture in front of the class .

				day/date, month, year correctly. • Describing animals and people accurately, fluently, appropriately.				*Media: some pictures of superheroes and cartoon character attached in the material sheet of lesson plan (see app G)*
II (4th - 5th meeting)	1. Expressing meaning and communicate in English at *Novice Level*	1.6 Understanding memo, time tables, schedule, signs and symbols	Restaurants	Students are able to: • Use expression to explain the content of a simple menu • Use words to explain the time table correctly • describe signs and symbols (e. g. traffic signs) correctly • use adjectives and adverbs to compare something correctly -	Dialog	• Samples of simple menu • Words and expressions to explain signs and symbols e. g. : - *That "P" sign means that you can park here.* - *"No Smoking" means that you are not allowed to smoke in that area* - *The symbol "Lady" means that the toilet is for women.* • Words and expressions used for ordering and taking orders e. g. - *What would you like to order?*	*Waiter* : Hello, can I help you? *John* : Yes, I would like to have some dinner. *Waiter* : what would you like to order? *John* : I'd like to have a food *Waiter :* which food do you want? omelete or fried egg? *John* : fried egg, please. *Waiter* : all right and what would you like to drink? *John* : I want to order a cup of tea.	• ***Presentation*** The teacher asks some eliciting questions, leading the students to the topic The teacher gives an example of simple menu explains it. • ***Practice*** The students perform a dialog with their partners The teacher asked the students to use the correct expression, corrects the wrong pronunciation, and gives some translations on difficult vocabulary. • **Production** In pairs, the students

						- *Would you like anything to drink?* - *What would you like to eat?* - *I would like to have some lunch* - *I want to order a pizza* - *I'd like to have a cup of tea*	*Waiter* : A fried egg and a cup of tea. Your order will be ready in a few minutes.	create their own dialog according to the **pictures** and then perform it in front of the class. *Media: some pictures of a simple menu were given to the student. They were attached in the lesson plan.*

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP	: SMK Muhammadiyah 3 Wates
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Genap
Pertemuan ke	: ……. / minggu ke …..
Tema	: *Describing People and Cartoon Characters*
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Standar Kompetensi : **Berbicara**

Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar : 1.2 Menyebutkan dan mendeskripsikan benda-benda, orang, cirri-ciri, waktu, bulan dan tahun

C. Indikator

- Mengidentifikasi fungsi dan karakteristik teks deskriptif
- Menggunakan kata-kata yang berhubungan dengan penampilan fisik, ukuran, bentuk, kualitas dalam kalimat dengan tepat.
- Mendeskripsikan seseorang/benda dengan akurat, lancar, dan berterima.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat mendeskripsikan seseorang dengan akurat, lancar, dan berterima.

E. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)
   - Pictures
   - Examples of descriptive text
2. Sumber Belajar

   Authentic text dari Internet (terlampir)
3. Metode
   - PPP (Presentation-Practice-Production)

4. Langkah Kegiatan Pembelajaran

Pertemuan ke-1

Tahap Kegiatan	**Aktivitas Siswa/ Guru**	**Alokasi Waktu**
Pendahuluan	• Greetings • Guru menyebutkan tujuan pembelajaran	10’
Inti	*Presentation* • Guru memberikan sebuah contoh teks deskriptif • Guru menjelaskan *tenses* apa yang digunakan untuk mendeskripsikan seseorang. • Guru menjelaskan beberapa contoh kata-kata (kosakata) yang digunakan untuk mendeskripsikan sesorang. *Practice* • Siswa mempraktekkan secara lisan mengenai deskripsi pasangan mereka (rambut, postur, wajah, dsb). **(Unit Task 1)**	70’

	Production • Guru membagikan gambar berupa *flash cards* kepada siswa dan meminta siswa mendeskripsikan gambar tersebut dengan bahasa mereka sendiri. **(Unit Task 2)**	
Penutup	• Guru merangkum materi dan memberikan feedback	10’

Pertemuan ke-2

Tahap Kegiatan	**Aktivitas Siswa/ Guru**	**Alokasi Waktu**
Pendahuluan	• Greetings • Guru mengecek semua siswa apakah mereka sudah mebawa tugas yang diberikan	10’
Inti	Presentation • Guru memberikan contoh kosakata yang digunakan untuk mendeskripsikan karakter kartun. • Guru menjelaskan tenses yang digunakan ketika mendeskripsikan karakter kartun. Practice • Siswa mendeskripsikan tokoh kartun favorit kepada teman sebangku. Production • Guru memberikan gambar berupa *flash cards* kepada siswa dan	70’

	meminta siswa mendeskripsikannya dengan menggunakan bahasa mereka sendiri. **(Unit Task 2)**	
Penutup	• Guru merangkum materi dan memberikan feedback • Siswa diberikan informasi untuk pertemuan berikutnya.	10’

F. Penilaian

- Bentuk penilaian: pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

1. Scoring Assessment

No	Range	Aspects			
		Fluency (0 – 25)	**Accuracy in Grammar (0 – 25)**	**Accuracy in Pronunciation (0 – 25)**	**Vocabulary (0 – 25)**
1.	Excellent	20 – 25	20 – 25	20 – 25	20 – 25
2.	Good	13 – 19	13 – 19	13 – 19	13 – 19
3.	Fair	7 – 12	7 – 12	7 – 12	7 – 12
4.	Poor	0 – 6	0 – 6	0 – 6	0 – 6

2. Assessment Sheet

No	Student’s Name	Score					
		Fluency	**Accuracy in Grammar**	**Accuracy in Pronunciation**	**Vocabulary**	**Total Score**	**Comments**
1.							
2.							

3.							
4.							
5.							

Mengetahui,
Kepala Sekolah

_____
NIP:

Yogyakarta, Februari 2014
Guru Mata Pelajaran

Yusron Al Masykuri
NIM: 06202244144

1. Materi Ajar

DESCRIPTIVE TEXT

Definisi & Tujuan

- Dalam arti luas

  "Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception". (Kane, 2000.

  ➔ Deskripsi adalah teks yang menjelaskan tentang pengalaman yang berhubungan dengan pancaindera, seperti apa bentuknya, suaranya, rasanya. Kebanyakan teks deskriptif memang tentang pengalaman visual, tapi nyatanya pengalaman selain dari indera penglihatanpun bisa digunakan dalam descriptive text.

- Dalam arti khusus

  Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

  ➔ Teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Ciri - Ciri

- Use of Nouns

  Example: My friend, Borobudur temple, My cat, etc.
- Use of variety Types of Adjectives

  -Physical (height, weight, hair, etc)

  -Personalities (friendly, lovely, etc)
- Use of Simple Present Tense

Example: He **wears** a red hat, She **loves** to help people, She **is** a friendly person, He **has** a long black hair, etc.

- Use of Verbs *to be (is, am, are).*

Contoh

My Favorite Superhero

My favorite superhero is Spiderman. He is a cool superhero. He wears a red and blue costume, with a spider logo on his chest. He is not tall but not short. He is very agile because he has slim body. He releases a spider web from his hands to make him fly through buildings in the city. He can climb a wall like a spider. He loves to help people and fights criminals.

2. Unit Task

1. Describe your partner using language features of a descriptive, then perform it to another partner!
2. Describe the pictures in front of the class with your own words, make sure your friends understand your description.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP	: SMK Muhammadiyah 3 Wates
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Genap
Pertemuan ke	: ……. / minggu ke …..
Tema	: *Describing Animal*
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Standar Kompetensi : **Berbicara**

Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar : 1.2 Menyebutkan dan mendeskripsikan benda-benda, orang, cirri-ciri, waktu, bulan dan tahun

C. Indikator

- Mengidentifikasi fungsi dan karakteristik teks deskriptif
- Menggunakan kata-kata yang berhubungan dengan penampilan fisik, ukuran, bentuk, kualitas dalam kalimat dengan tepat.
- Mendeskripsikan seseorang/benda dengan akurat, lancar, dan berterima.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat mendeskripsikan seseorang dengan akurat, lancar, dan berterima.

E. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)
   - Pictures
   - Examples of descriptive text
2. Sumber Belajar

   Authentic text dari Internet (terlampir)
3. Metode
   - PPP (Presentation-Practice-Production)

4. Langkah Kegiatan Pembelajaran

Tahap Kegiatan	**Aktivitas Siswa/ Guru**	**Alokasi Waktu**
Pendahuluan	• Greetings • Guru mengecek semua siswa apakah mereka sudah mebawa tugas yang diberikan	10’
Inti	Presentation • Guru memberikan contoh kosakata yang digunakan untuk mendeskripsikan binatang. • Guru menjelaskan tenses yang digunakan ketika mendeskripsikan binatang. Practice • Siswa mempraktekkan membaca monolog **(unit task 1)** Production • Guru memberikan gambar berupa *flash cards* kepada siswa dan meminta siswa mendeskripsikannya dengan menggunakan bahasa mereka sendiri. **(Unit Task 2)**	70’
Penutup	• Guru merangkum materi dan	10’

	memberikan feedback • Siswa diberikan informasi untuk pertemuan berikutnya.	

F. Penilaian

- Bentuk penilaian: pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

1. Scoring Assessment

No	Range	Aspects			
		Fluency (0 – 25)	**Accuracy in Grammar (0 – 25)**	**Accuracy in Pronunciation (0 – 25)**	**Vocabulary (0 – 25)**
1.	Excellent	20 – 25	20 – 25	20 – 25	20 – 25
2.	Good	13 – 19	13 – 19	13 – 19	13 – 19
3.	Fair	7 – 12	7 – 12	7 – 12	7 – 12
4.	Poor	0 – 6	0 – 6	0 – 6	0 – 6

2. Assessment Sheet

No	Student's Name	Score					
		Fluency	**Accuracy in Grammar**	**Accuracy in Pronunciation**	**Vocabulary**	**Total Score**	**Comments**
1.							
2.							
3.							

4.							
5.							

Mengetahui,
Kepala Sekolah

_____
NIP:

Yogyakarta, Februari 2014
Guru Mata Pelajaran

Yusron Al Masykuri
NIM: 06202244144

1. **Materi Ajar**

DESCRIPTIVE TEXT

Definisi & Tujuan

- Dalam arti luas

  "Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception". (Kane, 2000.

  ➔ Deskripsi adalah teks yang menjelaskan tentang pengalaman yang berhubungan dengan pancaindera, seperti apa bentuknya, suaranya, rasanya. Kebanyakan teks deskriptif memang tentang pengalaman visual, tapi nyatanya pengalaman selain dari indera penglihatanpun bisa digunakan dalam descriptive text.

- Dalam arti khusus

  Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

  ➔ Teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Ciri - Ciri

- Use of Nouns

  Example: My friend, Borobudur temple, My cat, etc.
- Use of variety Types of Adjectives

  -Physical (height, weight, hair, etc)

  -Personalities (friendly, lovely, etc)
- Use of Simple Present Tense

  Example: He **has** a smooth fur, She **loves** to play throw-and-catch, She **is** a friendly pet, He **has** a black curly fur, etc.

Use of Verbs *to be (is, am, are).*

Contoh

Doggie

This animal has four legs. He is a friend of human. He is a friendly pet if we train him, but dangerous if you hurt him. You can ask him to guard your house from thieves. In some countries, he can be used to tend sheep too. He has a colorful and smooth fur. He likes to protrude his tongue and he loves to shake his tail when he meets people. His favorite food is meat and bones. When you feel bored, you can ask him to play throw-and-catch with you.

2. Unit Task

1. Practice the monolog about Doggie above with the correct pronunciation!
2. Describe the pictures below with your own words and then perform your monolog in front of the classroom.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP	: SMK Muhammadiyah 3 Wates
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Genap
Pertemuan ke	: ……. / minggu ke …..
Tema	: *Restaurant*
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Standar Kompetensi : **Berbicara**

Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar : 1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.

C. Indikator

- Mengidentifikasi fungsi dan karakteristik menu sederhana
- Menggunakan kata-kata yang berhubungan dengan *ordering food or drink*
- Menginterpretasikan menu sederhana dengan akurat, lancar, dan berterima.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menginterpretasikan menu sederhana dengan akurat, lancar, dan berterima.

E. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)
   - Pictures
   - Examples of simple menu
2. Sumber Belajar

   Authentic text dari Internet (terlampir)
3. Metode

- PPP (Presentation-Practice-Production)

4. Langkah Kegiatan Pembelajaran

Tahap Kegiatan	**Aktivitas Siswa/ Guru**	**Alokasi Waktu**
Pendahuluan	• Greetings • Guru menyebutkan tujuan pembelajaran	10’
Inti	*Presentation* • Guru memberikan sebuah contoh menu sederhana • Guru memberikan contoh dialog saat seseorang di dalam sebuah restoran/café. • Guru menjelaskan beberapa contoh kata-kata (kosakata) yang digunakan untuk memesan sesuatu. *Practice* • Siswa mempraktekkan secara lisan dialog di sebuah restoran. **(Unit Task 1)** *Production* • Guru memberikan gambar beberapa menu dan meminta siswa membuat dialog tentang situasi disebuah restoran dengan bahasa mereka sendiri. **(Unit Task 2)**	70’
Penutup	• Guru merangkum materi dan memberikan feedback	10’

F. Penilaian

- Bentuk penilaian: pengamatan siswa

- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

1. Scoring Assessment

No	Range	Aspects			
		Fluency (0 – 25)	**Accuracy in Grammar (0 – 25)**	**Accuracy in Pronunciation (0 – 25)**	**Vocabulary (0 – 25)**
1.	Excellent	20 – 25	20 – 25	20 – 25	20 – 25
2.	Good	13 – 19	13 – 19	13 – 19	13 – 19
3.	Fair	7 – 12	7 – 12	7 – 12	7 – 12
4.	Poor	0 – 6	0 – 6	0 – 6	0 – 6

2. Assessment Sheet

No	Student's Name	Score					
		Fluency	**Accuracy in Grammar**	**Accuracy in Pronunciation**	**Vocabulary**	**Total Score**	**Comments**
1.							
2.							
3.							
4.							
5.							

Mengetahui,
Kepala Sekolah

_____
NIP:

Yogyakarta, Januari 2014
Guru Mata Pelajaran

Yusron Al Masykuri
NIM: 06202244144

1. **Materi Ajar**

ORDERING

A dialogue in a restaurant:

Waiter : Hello, can I help you?

John : Yes, I would like to have some dinner.

Waiter : what would you like to order?

John : I'd like to have a food

Waiter : which food do you want?

omelete or fried egg?

John : fried egg, please.

Waiter : all right and what would you like to drink?

John : I want to order a cup of tea.

Waiter : A fried egg and a cup of tea. Your order will be ready in a few minutes.

Expressions used in ordering:

- What would you like to order?
- Would you like anything to drink?
- What would you like to eat?
- Can I bring you anything else?
- Can I help you?
- Can I do something for you?
- May I help you Sir/mam?

Expressions used in taking order:

- I'd like to have ……
- I want to order …….

2. Unit task

1. Practice this dialogue with your partners

Waiter : Hello, can I do something for you?

Kate : Yes, I'd like to have a breakfast.

Waiter : what would you like to order?

Kate : I'd like a chicken tenders

Waiter : would you like anything to drink?

Kate : yes, I'd like a glass of milk, please

After Kate had her breakfast

Waiter : Can I bring you something else?

Kate : no thank you. Just the bill.

Waiter : Certainly.

Kate : I'm sorry. How much is the breakfast?

Waiter : That's $7.50.

Kate : here you are. Thank you very much.

Waiter : You're welcome. Have a good day.

Kate : thank you, the same to you.

2. Create your own dialog based on the menu and then perform it in front of the class.

MENU

STARTERS

King Neptune Salad
Fresh crab and shrimp on a bed of crispy greens, your choice of dressing.
$12.00

Calamaretti Fritti
Small tender calamari, lightly breaded and fried to perfection.
$7.50

Seafood Au gratin
the smoothest, richest, creamiest with lots of crab and shrimp.
$14.95

Stuffed Avocado
On top of a bed of fresh salad greens and vegetables.
$7.50

ENTRÉES

Entrées served with a house salad.

Halibut & Chips
Three fresh filet pieces coated in McTarnahan's beer batter.
$14.00

Chopped Sirloin Steak
1/2 pound of premium chopped steak, topped with grilled onions and gravy. Served with real mashed potatoes.
$12.50

Spaghetti with Meatballs
Spaghetti with large and spicy meatballs.
$8.50

Tenderloin
Tender and mouth-watering. Grilled to perfection, 10 oz. filet mignon.
$21.95

Asian Chicken Salad
Foster Farms fryer breast, onion, topped with sweet peppers and plum sauce, served with cashew chicken egg rolls.
$8.95

Grilled Swordfish Club
Pacific coast swordfish with scallion aioli and baby greens.
$18.50

Grilled Pork Chops
With port demi, butter whipped Yukon gold potatoes and Town River applesauce.
$16.00

Honey Sesame Chicken
Chunks of marinated chicken sautéed with sesame in chef's honey sweet sauce.
$8.95

SPECIALS

All organic, all the time

Tahitian Chicken
Broiled Asian marinated breast of chicken served over steamed rice and topped with stir fried sweet peppers and pineapple.
$9.50

Cannelloni
Stuffed with Ground Veal & Vegetables. Topped with Besciamella and a touch of Tomato.
$12.95

Fisherman's Platter
Clams, scallops, shrimp and haddock, coated in buttermilk batter and fried to golden brown.
$19.50

BEVERAGES

Boylan's Bottled Sodas
Natural Cane Cola, Crème Vanilla, Orange, Root Beer, Black Cherry, Ginger Ale, Crème, Grape, Birch Beer, Diet Crème, Diet Black Cherry, Diet Root Beer
$1.95

Draught Beer
Portland Ale - Sierra Nevada Pale Ale - Black Butte Porter Mirror Pond Ale - Full Sail Amber Ale - Bridgeport IPA Widmer Hefeweizen - MacTarnahan's Amber Ale
$2.95

Bottled H20
$1.50

Coffee, Tea, Milk
$2.00

Palisades Café "Fresh Catch" ~ Thursday, August 6th

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP	: SMK Muhammadiyah 3 Wates
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Genap
Pertemuan ke	: ……. / minggu ke …..
Tema	: *Self Experience*
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Standar Kompetensi : **Berbicara**

Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar : 1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas.

C. Indikator

- Mengidentifikasi fungsi dan karakteristik menu sederhana
- Menggunakan kata-kata yang berhubungan dengan *ordering food or drink*
- Menginterpretasikan menu sederhana dengan akurat, lancar, dan berterima.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menginterpretasikan menu sederhana dengan akurat, lancar, dan berterima.

E. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)
   - Pictures
   - Examples of simple menu
2. Sumber Belajar

   Authentic text dari Internet (terlampir)
3. Metode

- PPP (Presentation-Practice-Production)

4. Langkah Kegiatan Pembelajaran

Tahap Kegiatan	**Aktivitas Siswa/ Guru**	**Alokasi Waktu**
Pendahuluan	• Greetings • Guru menyebutkan tujuan pembelajaran	10’
Inti	*Presentation* • Guru mereview materi tentang pertemuan terakhir • Guru memberikan contoh dialog saat seseorang di dalam sebuah restoran/cafe • Guru menjelaskan beberapa contoh kata-kata (kosakata) yang digunakan untuk memesan sesuatu. *Practice* • Siswa mempraktekkan secara lisan dialog di sebuah restoran. **(Unit Task 1)** *Production* • Guru membagi siswa kedalam kelompok, masing-masing 4 orang. • Guru memberikan instruksi pada siswa untuk menulis sebuah dialog berdasarkan pengalaman pribadi mereka kemudian mempraktekkannya di depan kelas. **(Unit Task 2)**	70’
Penutup	• Guru merangkum materi dan memberikan feedback	10’

F. Penilaian

- Bentuk penilaian: pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

1. Scoring Assessment

No	Range	Aspects			
		Fluency (0 – 25)	**Accuracy in Grammar (0 – 25)**	**Accuracy in Pronunciation (0 – 25)**	**Vocabulary (0 – 25)**
1.	Excellent	20 – 25	20 – 25	20 – 25	20 – 25
2.	Good	13 – 19	13 – 19	13 – 19	13 – 19
3.	Fair	7 – 12	7 – 12	7 – 12	7 – 12
4.	Poor	0 – 6	0 – 6	0 – 6	0 – 6

2. Assessment Sheet

No	Student's Name	Score					
		Fluency	**Accuracy in Grammar**	**Accuracy in Pronunciation**	**Vocabulary**	**Total Score**	**Comments**
1.							
2.							
3.							
4.							
5.							

Mengetahui,
Kepala Sekolah

Yogyakarta, Januari 2014
Guru Mata Pelajaran

_____
NIP:

Yusron Al Masykuri
NIM: 06202244144

Materi Ajar

ORDERING

A dialogue in a restaurant:

Waiter : Hello, can I help you?

John : Yes, I would like to have some dinner.

Waiter : what would you like to order?

John : I'd like to have a food

Waiter : which food do you want?

omelete or fried egg?

John : fried egg, please.

Waiter : all right and what would you like to drink?

John : I want to order a cup of tea.

Waiter : A fried egg and a cup of tea. Your order will be ready in a few minutes.

Expressions used in ordering:

- What would you like to order?
- Would you like anything to drink?
- What would you like to eat?
- Can I bring you anything else?
- Can I help you?
- Can I do something for you?
- May I help you Sir/mam?

Expressions used in taking order:

- I'd like to have ……
- I want to order …….

1. **Unit Task**
    1. Practice the dialog above with your partners. Make sure you pronounce the words and expressions well!
    2. Make a dialog with your group based on your experience. You can use the expressions in the examples. Perform it in front of the class.

Appendix H: Photographs

The Researcher did the introductions

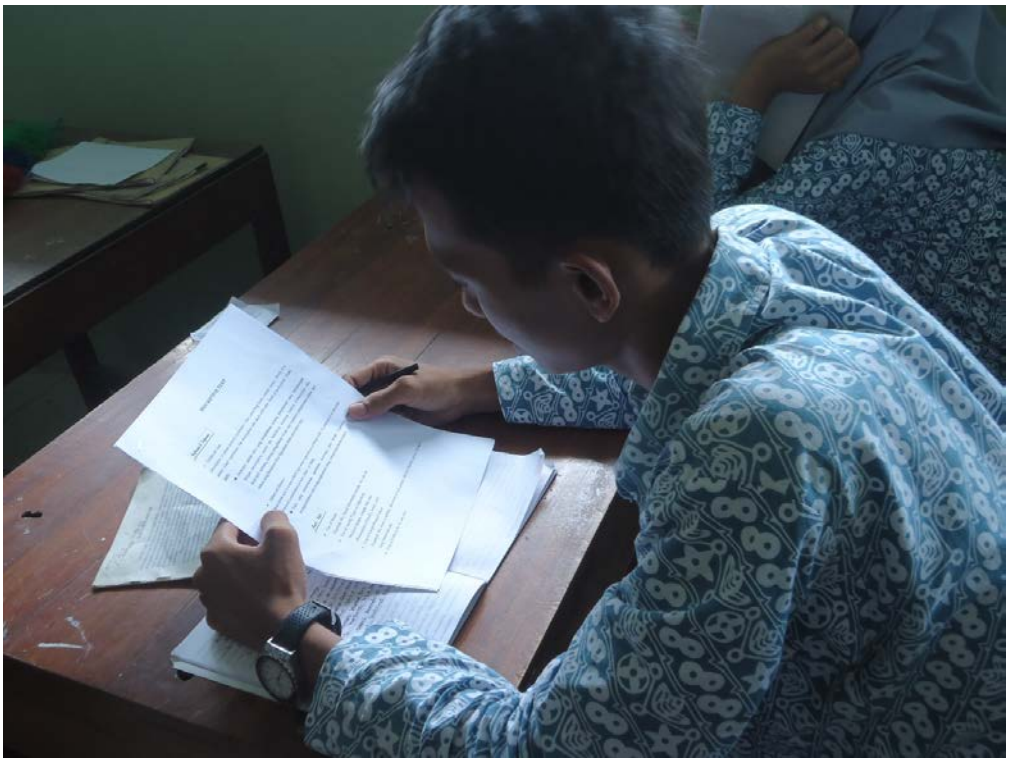
The students did the pretest

The students' performance in front of the class

The researcher explained the task and activity to the students

The researcher prepared some pictures to be used as media

Most of students actively involved in the speaking class



The students did the task and practice

The students read the monolog in the material sheet

Some students seemed enthusiastic in playing games

The students wrote down the difficult vocabulary in the blackboard

The students did the post-test

The researcher gave rewards to some students

The researcher interviewed a student

The researcher interviewed the teacher

Appendix I:
Permission Letters

MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH KEJURUAN
SMK MUHAMMADIYAH 3 WATES
Teknologi, Industri, dan Kesehatan
Alamat : Kedunggong, Wates, Kulon Progo, DIY, 55611, Telp. (0274) 774646

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor: 180/KET/III.4/2014

Yang bertanda tangan dibawah ini:

Nama	: Drs. Fauzan
NIP	: 19590909 198403 1 010
Pangkat, Gol	: Pembina, IV/a
Jabatan	: Kepala SMK Muhammadiyah 3 Wates

Menerangkan bahwa:

Nama	: Yusron Al Masykuri
NIM	: 06202244144
Program Studi	: Pendidikan Bahasa Ingrris
Fakultas	: Bahasa dan Seni
Universitas	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMK Muhammmadiyah 3 Wates Kulon Progo pada bulan Februari – Maret 2014 dengan judul **"EFFORTS TO IMPROVE STUDENTS' SPEAKING ABILITY IN CLASS X STUDENTS OF SMK MUHAMMADIYAH 3 WATES IN THE ACADEMIC YEAR OF 2013/2014 BY USING PICTURES".**

Wates, 13 Maret 2014
Kepala SMK Muhammadiyah 3 Wates

SEKOLAH MENENGAH KEJURUAN MUHAMMADIYAH MAJELIS DIKDASMEN SMK MUHAMMADIYAH 3 WATES TEKNOLOGI DAN INDUSTRI TERAKREDITASI KABUPATEN KULON PROGO

DRS. FAUZAN
NIP. 19590909 198403 1 010