

**THE IMPLEMENTATION OF PICTURE AND PICTURE MODEL
ASSISTED BY MEME COMIC ON THE STUDENTS'
SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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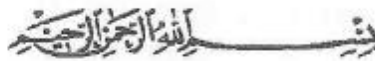
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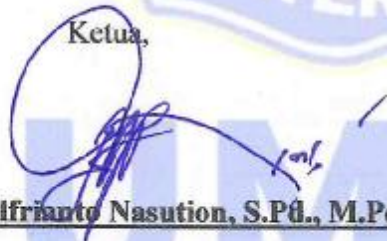
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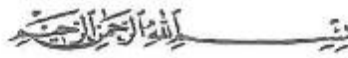
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



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ABSTRACT

M. Riski. 1502050305. THE IMPLEMENTATION OF PICTURE AND PICTURE MODEL ASSISTED BY MEME COMIC ON THE STUDENTS' SPEAKING ACHIEVEMENT. Skripsi English Education Program Faculty Of Teacher Training And Education. University Of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to find out the improvement of students' ability in speaking by using Picture and Picture Model assisted by Meme Comic. This research had been conducted by applying Classroom Action Research. The subject of this research was the eight grade students in SMP SWASTA TRIANA Medan of academic 2020/2019 year which consistsof 30 students. The instruments in collecting data were test for quantitative data and observation sheet. Including students' and teacher's activities in learning process for qualitative data. Then, the data were analyzed quantitavely and qualitatively. The research findings show that the mean score was 51.76 with the successpercentage at 0% in pretest, 71.33 with the success percentage 53.33 % in cycle I and in the second cycle the means score improved to be 76.66 with the percentage 86.66%. Based on these findings, it was concluded that there was the improvement of students' speaking ability by applying Picture and Picture Model.

Keyword: students' speaking ability, Picture and Picture Model

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In the name of Allah SWT, the most beneficent, the most merciful, praise be to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace be upon The Prophet Muhammad SAW who has brought human being from the darkness into the brightness era. Thank his beloved parents Nurlela Hutapea and Yoserizal. For their support morally and materially during his academic years in completing his study at FKIP.

This research was intended to fulfill one of requirement in accomplishing S-1 degree at English Education of Faculty of Teacher Training and Education University of Sumatera. Furthermore in finishing the research entitled The Implementation of Picture and Picture Model on the Students' Speaking Achievement, the research faced a lot of difficulties and problems and without much help from the following people, it was impossible for him to finish it. So the researcher also would like to thank to:

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Thank you so much. The researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all readers or other researcher who want to learned about this study. May Allah SWT the most Almighty always bless all of us.

Medan, September 2019
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through english. By speaking they can express themshelve in communicative condition and also by speaking they can express their feeling.

Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five elements in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking becomes productive skill of language learning. It involves communicative performance and other important elements. They should be taught in any language learning to make the learners be able to use the target language to communicate.As language learners who had learned English, the students should be able to interact orally each other by using English.

However, based on observation at SMP SWASTA TRIANA Medan, the researcher found that many students were very difficult to perform their ability in speaking English. The reason why many students cannot speak English fluently, include.

The first reason was the students were afraid of speaking to express their thoughts, ideas and opinion in front of the class. This happened because the students felt afraid for making faults in saying words or sentences in English so, the students didnot want to speak up.

Secondly. Besides they were afraid to use English, they also did not have self confidence to speak or talk in front of public. Then the students had experienced a traumatic such as talking teased. When the teacher asked a student to speak in front of the class, the students were afraid because the students were judged by the teacher and the student's friends. Thus, the students are lack of vocabularies and grammar. The students did not know how to say a word in English and the students could not say a sentence in English correctly.

The third reason was the students felt lazy to speak up. They just stayed in their chairs and kept silent. They felt lazy to respond their friend which stand up in front of the class and start to speak up but the other students just saw and kept silent. They did not want to respond their friends. They were not interested and felt bored.

In addition to the mentioned above, the teachers was found an appropriate way or strategy to make the students more comfortable with speaking and more able to generate their ideas. Harmer (2001:275) stated that in teaching speaking process, the teacher should pay attention to the technique or strategy that is suitable for the students. The teachers are required to create variations in teaching learning strategies, especially in teaching speaking for junior high schools students. The activities were reflected the atmosphere to study and to have fun with the students. Because of this reason, the students need interesting strategies to make them active in speaking, and the teachers should develop this strategy to the students. Therefore, the researcher tend to decide the thesis "The Implementation of Picture and Picture model assisted by Meme Comic on the Students' Speaking Achievement".

B. The Identification of the Problem

The problems of this research was identified as follows:

1. The students felt afraid to express their thought, ideas, and opinions.
2. The students did not have self-confidence to speak or talk in front of public.
3. The students were lazy and just stayed in the chair.
4. The student's speaking ability mostly still low

C. The Scope and Limitation of the Study

The scope of this study focused on speaking achievement, it was limited on Monolog/extensive Speaking in VIII class at SMP SWASTA TRIANA.

D. The Formulation of the Problem

The formulation of the problem of this research, namely “ Is there any significant effect of applying Picture and picture strategy assisted by Meme Comic on the students speaking achievement”

E. The Objectives of the Study

The objective of this study was investigated the effect of Picture and Picture model assisted by Meme Comic on the Stydents' Speaking Achievement

F. Significances of the Research

The result of this research was expected to be useful for:

1. Theoretical Significances
 - a. For English Department of University Muhammadiyah of North Sumatra, it is expected that the research findings can enrich the

theories of the use of pictures in improving students' speaking skills.

- b. The research findings can be references for the other researchers who conduct the related studies.

2. Practical Significances:

- a. The result of the study can be beneficial for the English teachers, especially in SMP SWASTA TRIANA Medan, to enrich the knowledge of the ways in improving the students' speaking skills.
- b. The research can improve the speaking skills of the students of grade VIII students of SMP SWASTA TRIANA Medan.
- c. The collaborators are also expected to get more knowledge and experiences from the teaching and learning process of this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

1. Speaking

Speaking is one of the most important skill which must be mastered by everyone. Since one was born, they will be able to speak. The child will try day by day to speak to everyon. People need the speaking ability when they want delivery the information. Speaking is an activity when people use their voice to deliver their opinions, suggestions, information even critics. Kushartini defines speaking as a set of voices uttered by one and understood by someone else. It means to delivery thought and opinion. While speaking is many things, it is thinkingof what one wishes to say. Choose the right word from vocabulary, putting the words in the proper grammatical frame work and communicating the feelings we have.

Speaking is also ability say articulation sound or words to express to submit mind, feeling ideas. Seaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, ideas, advices, instructions, complain, apologize, agree, disagree and much means by speaking. The communication means to talk to other people orally in spoken form. So what does speaking mean?, it means a process using a language that is done by speaker by combining both codes and message. In speaking there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, also intonation

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to devided the important things from

the topic that will be asked to the listener. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation: by using appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Beside listening, reading, and writing, speaking becomes the first designed in curriculum for the students. The curriculum is designed to focus on speaking and fluency while building phonemic awareness and preparing students for study English. Anderson and Berman (2009:1) define that speaking skill are an important part of the curriculum in language teaching, and this makes them an important objects of assessment as well. As known that language ability can be measured from our language skill, however, nowadays people usually judge the language skill from how well someone is able to speak in language itself. The professionals are expected to have a good speaking skill. In addition, many people speak in order to show their ability and influence someone, for example politicians, teachers, lawyers, however president.

Speaking is language especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communications. But also paralinguistics elements of speech such as pitch, stress, and intonation. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form

and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997:30)

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have believe that language mastery is able to be judge from how well someone speak. In lnguage teaching. Language is essentially speech. Someone on his or her daily life needs to be able using english as good as in order to make a comprehensible situation in speaking. In addition, the language fuction should also involved in this skill which it invlves the use of grammar, comprehension, fluency, and all of these should be used appropriately in social interction.

2. ASSESSMENT OF SPEAKING

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to thecontext.

This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of

speaking assessed. Then, what should to be tested? (Nunan, 1999).

a. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

e. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test.

Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes (Luoma, 2004). To ensure

3. Teaching of Speaking

Many language learners regard speaking ability as the measure of knowing a language. The fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Teaching speaking as the most important which can acquire, and assess the progress in terms of accomplishments in spoken communication in teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defined a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain contexts and develop their speaking strategies. Brown (2001:275) proposed some principles for designing speaking techniques. Those are as follows:

1. Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency
2. Providing intrinsically motivating techniques.
3. Encouraging the use of authentic language in meaningful contexts
4. Providing appropriate feedback and correction
5. Capitalizing on the natural link between speaking and listening.

6. Giving students opportunities to initiate oral communication.
7. Encouraging the development of speaking strategies.

Moreover Kayi (2006) presented some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to

1. Use word and sentence stress, intonation patterns and the rhythm of the target language.
2. Select appropriate words and sentences based on particular special setting, audience and situations.
3. Organise their thought in meaningful and logical sequence, and
4. Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

In addition, Harmer (1998:87) mentioned three basic reason why it is good to give students speaking task. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives the a chance to rehearse having a discussion outside the classroom. Second, speaking task provides feedback for both studrnts and teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with techer guidance can encourage them into further

study. Third, good speaking tasks should be highly motivating, so that students can engage with the teaching and learning process. If teachers sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from their activities.

4. Picture and picture Model

Making the learning process to be more interesting is not easy. Most of students get bored when they are learning English. Lack of understanding about English and lack of creativity from teacher that make learning process become uninteresting and inactive. Actually, many researchers have already research about the problem. One of the solutions from researchers is by using cooperative learning. Cooperative learning is one of the best solutions to help teachers in learning process. Because of in cooperative learning there are many methods to make learning process being active, creative, innovative, efficient, and enjoy. One of the best cooperative learning models which can be used in speaking class is picture and picture method.

Speaking is very important in learning English because speaking is the best tool to communicate and give information between each other. People have to speak when they are going to explain or convey what is on their mind to other.

According to Yorkey (1990), speaking skill is a skill and like other skill, it must be practiced continuously. It means that speaking is part of other skill which must be applied every time in daily activities.

Meanwhile, M. Dobson (1989) said that speaking is an ability when students can judge how accurate their selling and how they use sentences they have learned and it merely different when it is conveyed to writing skill, they

usually produce rather mistakes but in free speaking, they have tendency to make mistakes that they wouldn't make in writing.

From those definitions, it can be summarized that speaking is one of the skills which is very important to be mastered and applied in real life although it is not structured like in writing, the most important people can catch the point between each other.

Many English teachers believe that students should learn the language by interacting to others. For this case, students should master several aspects in speaking, such as comprehension, pronunciation, grammar, vocabulary, and fluency because those aspects are important to be known in speaking field.

In brief, English teachers should be more creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting and interesting.

5. Meme Comic

A meme (/MIM/mim) is "ideas, behaviors, or style that spread from person to person in the culture"(Dawkins,1989). A meme is a picture which brings cultural ideas, symbols or practices that can be transmitted from one mind to another through writing, speech, gestures, rituals or other imitable phenomena, with a specific theme. Gavigan & Tomasevich (2011) states that comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.

6. The Steps of applying Picture and Picture Model Assisted by Meme Comic in Teaching Speaking

a. Teacher's Preparation

1. The teacher prepares the images according to the purpose of learning.
2. The teacher distributes the pictures to each group consisting of 4-5 students
3. The teacher tells the group to identify the characteristics of the activities in figure
4. Through group discussion conclusions about the characteristics are obtained features of the dramatic picture
5. Each group is given the opportunity to read the results of the discussion.
6. The teacher sets the material in accordance with the objective to be achieved. Rahmah (2006:38)

b. The Way To Use the Strategy

In applying the model, this learning picture and picture not only asks for permission but there are steps that must be considered. According to Suprijono (in Huda 2014: 236-238) as for the steps of learning as follows:

1. Submission of Competence

At present, the teacher is expected to be given basic competencies. Thus, students can measure which competencies must be owned by Mr. In addition, teachers must submit indicators of achievement of these competencies to measure the level of success of students in achieving them.

2. Material Presentation

In learning material, the teacher has created an initial moment of learning. The success of learning can begin here. At this time, the teacher must succeed in giving motivation to some students who are still not ready.

3. Image Presentation

At this time, the teacher gives pictures and invites students to be actively involved in the learning process by involving each picture shown. With pictures, the teacher will be more energy efficient, and students will also be easier to understand the material discussed. In the next development, the teacher can modify the image or replace it with a video or demonstration of certain activities.

4. Installation of Images

At this stage, the teacher appoints / calls students in turn to pair the images sequentially and logically. Teachers can also innovate, because direct appointment is sometimes less effective because students tend to feel depressed. One way is by lottery, so students feel that they really have to be really ready to carry out the tasks give

5. Exploration

This stage requires the teacher to ask the students about the reasons / rationale behind the order in which they are drawn. After that, students can be invited to find formulas, height, storyline, or demands for basic competencies based on the indicators to be achieved. The teacher can

also invite as many students as possible to help so that the discussion process becomes more interesting.

6. Presentation of Competencies

Based on the explanatory data comments on the sequence of images, the teacher can begin to explain further in accordance with the competencies to be achieved. During this process, the teacher must emphasize the achievement of these competencies. Here, the teacher can repeat, write or explain the images so that students know that these tools are important in achieving basic competencies and predetermined indicators.

7. Cover

At the end of learning, teachers and students reflect on each other about what has been achieved and done. This is intended to strengthen the material and competence in the memories of students.

B. Previous Relevant Studies

Burns & Joyce (1997) and Luoma (2004:2) define speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Thus, it can be comprehended that speaking is the productive activity which is actually the verbal use of language which has function to express ideas, thoughts, or opinions among two or more people who are engaged in communicating or talking to each other.

From some previous definitions, it can be concluded that meme comic is an art work which is pictures that each of it has some characters, events, ideas, which tell a story or convey information as well as display a distinctive character which

express certain feelings, sarcasms, humors, satires and it usually takes place on books or newspaper and internet.

C. Conceptual Framework

In teaching-learning process, media is a crucial element needed by the students. From the media, students can absorb the knowledge and explore their language skills. It also supports the students in Junior High School which basically the beginner learner. The students need a media to help as well as motivate them to think and speak anything in describing something related to the descriptive text genre. It means that the media in teaching-learning process must be interesting in order to motivate the students and ease them to learn speaking English. Based on the researcher's observation, the researcher found that there were no teachers who used the media to teach. So, the students do not have motivation to study without any media that support them.

As the solution of this problem, the researcher developed Meme Comic as the media to teach speaking in descriptive text genre or oral descriptive text. This Meme Comic is a funny picture of people with the caption which tells the physical appearances of the people. In the picture, the students were asked to describe and made any description based on the people's appearances shown in the Meme Comic. In that way, it eased the students to get any ideas regarding to the descriptive text that they will speak or retell in the form of speaking. This recommended media eased the students to comprehend and to speak any oral descriptive text as well as motivated them to learn English more.

CHAPTER III
METHOD OF RESEARCH

A. Research Design

The research was conducted by using Classroom Action Research (CAR) design. The design of the research will be described in detail as the following chart.

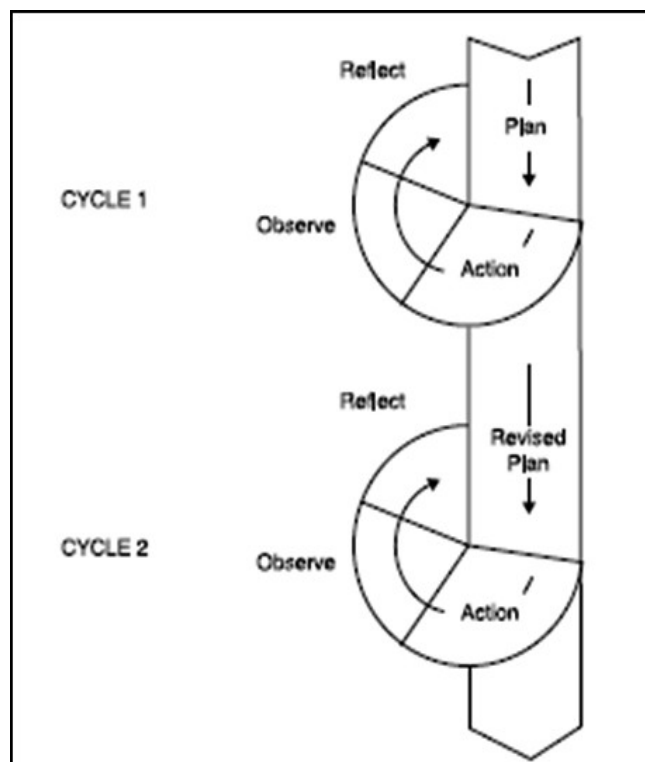


Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

The research was applied in two cycles with three meetings for each. There were four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

- a. Planning, the researcher and the teacher made the plans regarding the implementation of the research related to this strategy.
- b. Action, the teacher applied the strategy to the students' in the classroom and the researcher observe.
- c. Observation, the researcher was observed the process of implementing learning in the classroom to get the data.
- d. Reflection, the researcher along with the teachers' collaborate to reflect on the implementation of the learning process.

B. Subject of Research

This research was conducted at SMP SWASTA TRIANA MEDAN located on Jalan. Sederhana, Kelurahan Sambirejo Timur, Kecamatan Percut Sei Tuan , Medan of 2018/2019 academic year. It has 30 students, consist of 20 males and 10 females. This subject is chosen as a place of study because it was experienced by the researcher based on the consideration that the class is the weakest in Speaking.

The position of the researcher was as an observer while the implementation of the learning process done by the teacher. The researcher collaborates with the English teacher in applying the strategy.

C. Instrument of Research

The instruments that used by the researcher in collecting the data are test and observation sheet.

1) Test

The test was given to the students in order to get quantitative data. The test is in the form of an essay test. The test will be used to get information about students' Speaking performance. The researcher will administrate pre-test and post-test to see whether there is an improvement in the students' Speaking or not.

2) Observation Sheet

Observation was used to collect qualitative data. It is about teachers' performance and students activities in the learning process by using Picture and Picture Model assisted by Meme Comic. The observation sheet is arranged and filled by the researcher by ticking the checklist during the learning.

D. Procedure of Research

The procedures of the research were described as the followings:

1. Cycle 1

a. Planning

In this step, the researcher offered a new method in improving students Speaking achievement. It is the implementation of Picture and Picture Model assisted by Meme Comic as a learning media. The action was based on the lesson plan applied in the class. Besides that the researcher also prepared materials that

are going to be taught in the class, make lesson plans, the form of observation in order that the class was be observed well, teaching aids, test instrument, etc.

b. Action

This step was implemented of Picture and Picture Model assisted by Meme Cimic as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation Picture and Picture Model assisted by Meme Cimic Media in the class was promote students Speaking achievement.

Those, the teacher had created the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

c. Observation

Observation was used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher will observe by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher will be an observer for English teacher and the students.

d. Reflection

Reflection is a feedback process from the action that is done. Reflection will be used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II if the result in cycle I still needs the improvement. In cycle II also has four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-Test

Pre-test were given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

The treatment were given to the students by using Picture and Picture Model assisted by Meme Cimic. The treatment was given in the cycles.

3. Post-Test

After giving the treatment to the students, the researcher gives a test again to find out their score in Speaking.

F. Technique for Data Analysis

There were two kinds of research data, namely quantitative and qualitative data. Quantitative data involving students learning achievement will be analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013})$$

The formula was described as following:

\bar{x} : The mean of average score from the subjects writing descriptive text
 $\sum x$: The total score of students
 N : The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applies the following formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013})$$

Where:

- P : The percentage of those who getting score
 R : The number of students getting score
 T : The total number of the students

After getting the percentage of the above analysis results, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Success Level Criteria of Students' Learning

Level of Success (%)	Categories
81 – 100 %	Very High
61 – 80 %	High
41 – 60 %	Moderate
21 – 40 %	Low
0 – 20 %	Very Low

The qualitative data consist of the information about the teacher's performance and the students' activities in the learning process will be analyzed based on the students' activities and the teacher's performance category as proposed by Arikunto (2007).

The value of students' motivation in learning was obtained by the formula:

$$P = \frac{R}{SM} \times 100\% \quad (\text{Arikunto, 2007})$$

Where:

- P : The percentage
 R : The number of activity indicators performed by the students
 SM : The total number of activity indicators

After getting the percentage of each individual activity, then the results will be used as a determination of the criteria level of students activities in the learning process proposed by Arikunto (2007) as the following table.

Table 3.2 Criteria of Students' Activities in Learning

Value Range	Categories
81 – 100 %	Very Active
61 – 80 %	Active
41 – 60 %	Quite Active
21 – 40 %	Less
0 – 20 %	Passive

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It is presented in the following table.

Table 3.3 Category of Teacher's Performance

Value Range	Categories
81 – 100 %	Very Good
61 – 80 %	Good
41 – 60 %	Enough
21 – 40 %	Less
0 – 20 %	Bad

G. Success Indicator

This Classroom Action Research (CAR) was judged to be succeed if $\geq 75\%$ of the total students reached the minimum score at 80 (Good), then the students activities in learning activities were categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research consisted of two kinds of data namely qualitative and quantitative data. Qualitative data were used to describe the situation during the teaching and learning process including students and teacher's activities and the quantitative data were used to analyze the students ability in speaking. Qualitative data were obtained from the students' activity in learning process as appendix 5 and 6, and teacher activity in teaching as illustrated in appendix 7 dan 8. While quantitative data were taken from the students' score of speaking tests in pretests, cycle I and cycle II as displayed in appendix 4.

B. Data Analysis

After giving pre-test to 30 students the researcher was found that the mean score of students speaking ability was 51.76 with the successful percentage 0% . It means that no one of the students achieved the minimum score 75 . Thus the researcher conducted cycle I to improve students' speaking ability.

1. Cycle I

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

a) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, field note in order to

know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in Speaking skill. It consisted of one topic. There were 30 students joining in the class.

b) Action

The research of the first cycle was done into two session (2x40 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied in the learning method and learning objectives to be achieved. Then, the students were divided into six groups. Each group consisted of five students. After the group formed the teacher explaining briefly about the learning materials.

In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about descriptive text to all students. In this study, the teacher appointed one student from each group to be the group leader and each chairman was expected to stay in class, while group members was welcome to wait outside the class. Then the teacher explained the material that conveyed to each group leader.

After the group leader understood the material that had been explained by the teacher, then the group members outside are invited into the class. The task of the group leader is to explain the material that was previously delivered by the teacher, namely descriptive text. after all each group understood, the teacher called students randomly to come forward to explain what he had understood from the group leader's explanation.

c) Observing and Evaluating

(1) Students' Score in Speaking Ability

The students' achievement in speaking ability in cycle I was still bad. It means that, the successful category had been not achieved. From the total students' the means score was only 71.33 with the successful percentage at 53.33%. In detail, the students who got score more than 75 were sixteen students', while the rest had the score lower than 75. In addition, the students' score in cycle I was illustrated in the following chart.

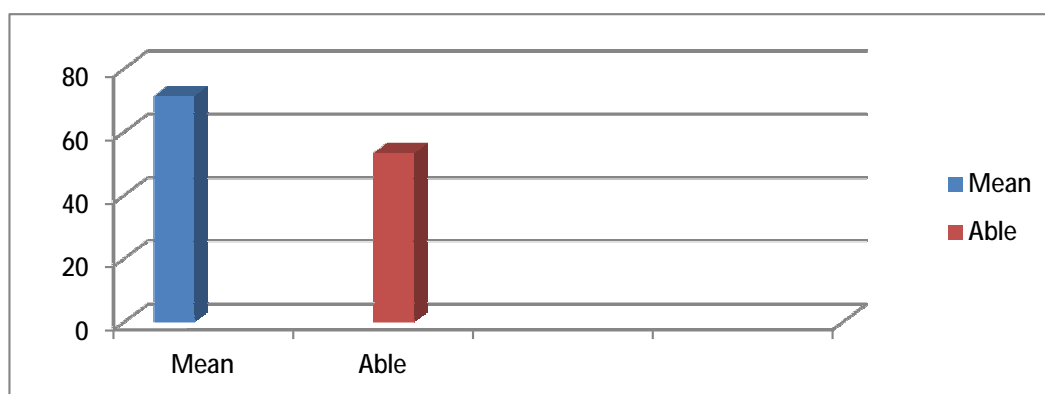


Chart 4.1 Students' Achievement In Cycle I

(2) Observation of Student's Activity

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation. The following table summarized the result of observation of students' percentage activities in learning process.

**Table 4.1
Score of Students' Activity in the Learning Process of Cycle I**

No	Aspects of Observation	Percentage
1	Interest	43.33%
2	Attention	50.83%
3	Participation	53.33%
4	Presentation	48.33%
Means		58.75

The data above show that the student's learning activities using Picture and Picture Model reached the mean score at 58.75% with the detail 43.33% of attention, 53.33 % of participation, and 48.33 % of presentation. The student's participation in learning was considered as the highest level compared to the other aspects. In this case, when the teacher asked their opinion about what they know about descriptive text, they were very enthusiastic to answer the questions from the teacher. And the lowest one was interest aspect, because when they were given a task to tell descriptive text, they were not interested in telling descriptive text. They were more enthusiastic to answer the questions indirectly.

(3) Observation of Teacher Performance

The result of observation on teacher performance in teaching and learning process by using Picture and Picture Model was presentage in the table below:

Table 4.2
The Percentage of Teacher Performance in Cycle I

No	Activity	Percentage	Category
1	Aperception	65%	
2	Material Explanation	65.83%	
3	Explanation of Learning method	61.66%	
4	Technique part of group	55%	
5	Management of discuccion	68.33%	Highest
6	Giving question or quiz	63.33%	
7	Ability to Evaluate	52.5%	
8	Giving reward to Individual	40%	Lowest
9	Determining the score of Individual	44.16%	
10	Concluding Learning Material	44.16%	
11	Closing The Learning	46.66%	
Means		66.36%	

The data above show that the ability of teacher performance in applying Picture and Picture Model in teaching speaking was looked relative low at average percentage at 66.36% while the ideal score is 75%. The result of teacher activity, the highest score was at ability to evaluate 68.33% and the lowest score was at

giving reward to individual at 40 %. It was concluded that the teacher performance in learning process was categorized as quite good.

d) Reflection

- (1) Students did not understand the activity of groups learning with Picture and Picture Model. Students tend to be still individualized, so the majority of students' was less motivated. It was seen from the mean score of the observation of the activity of students in the learning process with the average at 58.75%.
- (2) The level of students' mastery of the learning materials was not maximal. In other words, most of the students still had not passed, with the mean score only 71.33 (53.33% of successful percentage).
- (3) The teacher was still unable to create an active learning in groups with using applying Picture and Picture Model. This was obtained from observation of teacher activities in Picture and Picture Model was still relative low, that only reached the average percentage at 66.36%.

Based on the results of the first cycle, it still required continuing the next cycle. Thus the researcher did the research activities as done in cycle I but there were some revisions.

2. Cycle II

The cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

a) Planning

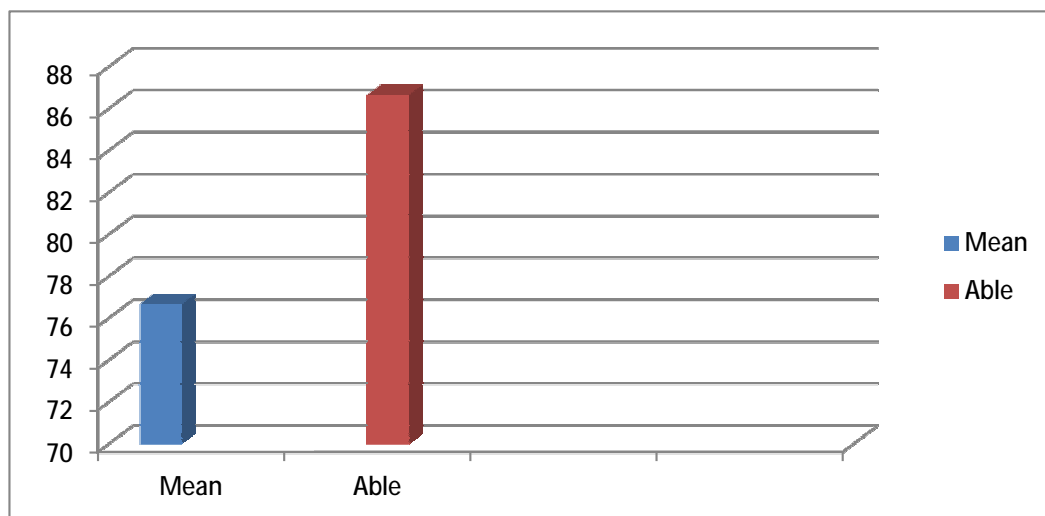
In the second cycle, the action plan was a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using Picture and Picture Model. Learning on the second action aimed to improve students learning activities in order to achieve the specified indicators. Implementation of the second cycle was substantially similar to the implementation of the first cycle.

b) Action

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the Picture and Picture Model still be given to students in order to improve student's speaking ability. Then, the next learning process is similar to previous meetings, but with the same learning materials.

c) Observing and evaluating**(1) Students' Score In Speaking Ability**

The students' achievement in speaking ability in cycle I was done. Because it means the successful category had achieved. From the total students' the means score was at 76.66 with the successful percentage 86.66%. In detail, the students who got score more than 75 were twentysix students' score highest. In addition, the students' score in cycle II was illustrative in the following chart below:



(2) Observation of Students' Activity

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation the followup table summary the result of observation of students' percentage activities in learning process was displayed in table below:

Table 4.3
Score of Students' Activity in the Learning Process of Cycle II

No	Aspects of Observation	Percentage
1	Interest	65.83%
2	Attention	70%
3	Participation	75%
4	Presentation	79.16%
Means		87

Based on the table above it explained that in the process of teaching and learning activities the students' had shown a very good development with the average percentage at 87%, from the four aspects of these observation, the presentation aspect was the highest score, at that is 75.16%, while the lowest was

for the aspect of participation 75%. The table above also shows that the activity of students' in the learning process the second cycle increased significantly.

This means that were increased activities of students' in learning between the first and second cycles. It was proved from the mean score of students' activity between the first cycle, 58.75% and second cycle, 75%, with a difference was 16.25%.

(3) Observation of Teacher Performance

The result of observation on teacher performance in teaching and learning process by using Picture and Picture Model was presented in the table below:

Table 4.4
The Percentage of Teacher Performance In Cycle II

No	Activity	Percentage
1	Aperception	70.83%
2	Material Explanation	75.83%
3	Explanation of Learning method	77.5%
4	Technique part of group	74.16%
5	Management of disuccion	71.66%
6	Giving question or quiz	71.66%
7	Ability to Evaluate	83.33%
8	Giving reward to Individual	75.83%
9	Determining the score of Individual	75%
10	Concluding Learning Material	70.83%
11	Closing The Learning	74.16%
Means		89.54%

From the data above the teacher is performance with the average at 89.54%. The highest score of teacher's activity in teaching process belonged to ability to evaluate 83.33% and the lowest one went to apperception and concluding learning material.

d) Reflecting

The followings were some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tended to be better through Picture and Picture Model in speaking ability. This is evident was from the ability of students in participating had been that more actively in groups to carry out the tasks assigned by the researcher. This condition was seen from the increased activity of students was better than 58.75% in the first cycle to 87% in the second cycle.
2. The students' score in learning material looked significantly based different on the data of the mean value of the results in the both cycle it was 71.33 in the first cycle, with the success percentage at 53.33%, and the second cycle was 76.66 with the success percentage of at 86.66% The Improvement of student's score in Cycle 1 and Cycle 2 were shown on chart below:

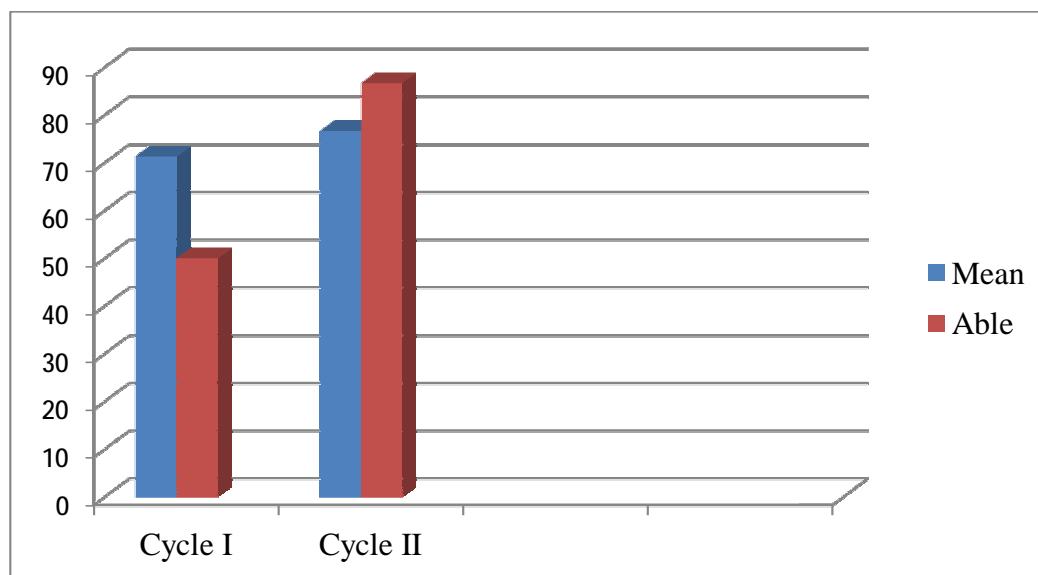


Chart 4.3 The Improvement of students' score in Cycle I and Cycle II

C. Discuccion

Based on the data analysis, it showed that the students' achievement in speaking by Applying Picture and Picture Model. At this stage the students' mastery level action was still very low and did not reach the percentage of graduation. At this stage students' graduation rate was 58.75%. These result indicated that the level of learning achievement was still relatively less succesful. In this action, the students' activities in learning process was relatively quite active with the mean percentage at 87%. Students' did not accustomed to the learning that needs to be improve in the second cycle.

The implementation of this second cycle started from the problem at this stage I. Result measure the means score of the ability of students to mastery of the material in cycle II was 87%, whit the graduation rate rate of 75%. Mean while, the teacher's performance in thus the study also experienced improvement, with average percentage at 89.54%. This means that there was a significant increase in students' achievement and learning activities.

The students' ability increased after applying Picture and Picture Model. This was shown the mean score of pre-test 51.76 with the successful percentage 0% and it increased in cycle I to be 71.33 with the successful percentage 53.33% and in the cycle II the mean score was 76.66 with the successful percentage 86.66%. From the result of students' activities observation show, there was increase in students' activity in teaching and learning process from the first cycle with percentage 58.75% and in second cycle 87%. The teacher performance also showed a significant improvement. This was shown from the mean percentage 66.36 in the first cycle to 89.54% in the second cycle.

Based on research findings above, it was seen that there was an improvement of students' achievement in speaking by implementing Picture and Picture Model. Thus the researcher took a conclusion that the application of Picture and picture model in learning process can increase the achievement of students' in the learning, especially the learning of speaking. Then the Applying Picture and Picture Model in this research was believed to improve the students' achievement in speaking.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After getting the findings researcher concluded there was improvement of students' speaking ability by applying Picture and Picture Model. It means that applying Picture and Picture Model was a good way in teaching speaking skill. The improvement speaking ability was shown from qualitative data namely the mean score in cycle I was 71.33 and 76.66 belonged to cycle 2.

B. Suggestion

Suggestion was stage as follows: It was better for English teacher to implementation this method to improve students' achievement in speaking, teacher needed interesting teaching media to attract the students attention and enable them in gaining the ideas and build those ideas into a coherent and understandable pronunciation. Meme Comic be a new media

The students should encourage themselves to learn English especially in speaking by trying to read something that interested them. The students could have more exercise of read descriptive text by finding other sources to learn.

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