

**THE EFFECT OF COMBINING PHOTO ANALYSIS AND COMMUNITY
CIRCLE STRATEGY ON THE STUDENTS
SPEAKING ACHIEVEMENT**

SKRIPSI

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ABSTRACT

Amelia. NPM: 1202050017 “*The Effect of Combining Photo Analysis and Community Circle Strategy On the Students’ Speaking Achievement*”. Skripsi.English Education Program of FKIP UMSU Medan, 2016.

This study was to find out The Effect of Combining Photo Analysis and Community Circle Strategy on the Students’ Speaking Achievement, The method of this research was experimental research method. The population of this study was the second year student of 2015/2016 Senior High School (VIII - 2) at SMPS KARYA PEMBANGUNAN Deli Tua. They were contains VIII - 2 were 40 students. The sample was divided into one groups, VIII-2 as experimental group. The experimental group was taught by using Combing Photo Analysis and Community Circle Strategy. The data were acquired by administrating a oral test especially Expression Disagree and Agreement. The data collected were analyzed performing experimental group. After analyze, the result of students by using community circle strategy was higher than those being taught by using combining photo analysis. The result of the data was $t_{observe} > t_{table}$ or $6,272 > 2,021$. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. From determining the percentage of the influence of x variable toward y variable in speaking test was 97,0%.

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TABLE OF CONTENTS

	Pages
ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF APPENDIXES.....	viii
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study.....	1
B. The Identification of the problem	4
C. The Scope andLimitation	4
D. The Formulation of Problem.....	5
E. The Objective of the Study	5
F. The Significant of the Study	5
CHAPTER II. THE REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Description of the effect.....	7
2. Description of Method, Approach, Strategy and Technique.....	8
2.1 Approach.....	8

2.2 Strategy	8
2.3 Method	8
2.4 Technique	9
3. Achievement	9
3.1 Description of the students' achievement	9
4. Photo Analysis	10
4.1 Procedures of photo analysis strategy	10
4.2 Advantages of photo analysis strategy	11
5. Community Circle Strategy.....	12
5.1 Procedures of Community Circle Strategy	12
5.2 Advantage of Community Circle Strategy	13
6. Combination of Photo Analysis and Community Circle Strategies.....	13
7. Description of Speaking.....	14
7.1 Component of Speaking	15
7.1.1 Grammar	15
7.1.2 Vocabulary	15
7.1.3 Comprehension	16
7.1.4 Fluency	16
7.1.5 Pronunciation	16
7.2 Types of Speaking	16
7.3 Principle for Teaching Speaking.....	18
8. Expression of Agree and Disagree	19
9. Example of Agree and Disagree	20

B. Conceptual Framework	22
C. Hypothesis	22
CHAPTER III. METHOD OF RESEARCH.....	23
A. Location of Research.....	23
B. Population and Sample `	23
C. Research Design.....	25
D. Instrument of Research	28
E. Technique of Collecting The Data	29
F. Technique for Analysis The Data	30
CHAPTER IV, DATA COLLECTION AND DATA ANALYSIS	32
A.Data Collection.....	32
B. Data Analysis.....	35
C. Findings	41
CHAPTER V. CONCLUTION AND SUGGESTION.....	42
A. Conclusion.....	42
B. Suggestion	42

REFERENCES

APPENDIX

CURRICULUM VITAE

LIST OF TABLES

	Pages
1. Table 3.1 : The Population	24
2. Table 3.2 : The Sample.....	24
3. Table 3.3 :Research Design.....	25
4. Table 3.4 : Treatment in Experimental Group	26
5. Table 3.5: The FourComponents to Evaluate Speaking.....	28
6. Table 4.1 : The Score of Pre-test in Experimental Group	32
7. Table 4.2 : The Score of Post-test in Experimental Group	33
8. Table 4.3 : The Score of Pre-test and Post-test of Experimental Group	35
9. Table 4.4 : The Percentage scoring of Vocabulary	39
10. Table 4.5 : The Percentage scoring of Accuracy	40
11. Table 4.6 : The Percentage scoring of Pronunciation	40
12. Table 4.7 : The Percentage scoring of Fluency	40

CHAPTER I

INTRODUCTION

A. Background of Study

English has four skills which have to be mastered by students in learning language, they are listening, speaking, reading and writing. Learning language means learn how to communicate and convey the information to someone give a message to somebody give a message to somebody give a else from speaker or reader. Learning language without speaking is nothing. Sometimes, students have good ability in writing, but less in speaking.

Speaking is a skill that should be achieved by the learner of a language such as English to show what her or she wants to through speaking up. The students have problem in speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. They seldom practice their speaking in class. They just study about memorizing conversation, after that they practice their friends without know what is the meaning and how to speak the sentences well. It makes students lower in speaking and then student does not creative in speaking.

Richards (2008: 19) stated that, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. In real life, many learners think if the people who get success in speaking surely they get success in learning English. Because they think the first aim in learning English is successful in speaking. In clearly speaking, clear pronunciation is essential in spokencommunication. Many of young learners cannot speakclearly when they

talk with foreigner because they don't know how to express what they want to say and how to say that. According to Pollard (2008: 34), speaking is one of the most difficult aspects for students to master. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend in using the expressions and the elements in speaking.

Richards (2003: 5) stated that, students are become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. For it, the way to make the students more comfortable in learning speaking English is with a group work or team work because they can share what are the problems in speaking materials and ask their friend if they are shy to ask the teacher. Teaching speaking skill with group work or team work can be done by using one of the varieties in cooperative learning.

Now days, in teaching speaking the teacher usual orients to the students' English book. The teacher thought them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to the students to express their ideas or opinion or it cannot give any contribution to make the students speak English fluently, therefore, students cannot improve their speaking ability and be passive in teaching and learning process.

Based on the researcher's experience when was doing PPL at SMPS Karya Pembangunan JIBesar Deli Tua No. 6. The researcher found the problems, many students got problems in speaking. The students are difficult and afraid being mistake to speak English because less vocabulary and less grammatically.

This make the students lack confidence. The students are less interested in speaking and feel bored when learning speaking, and as the result they had bad score. Due to this reason, The researcher wants to solve it by combining photo analysis and community strategy in speaking (CPACS). The researcher think that CPACS is a solution to make a good progress and can increase the students' achievement and to help students to be able to speak English fluently, can maintain good relationships with their peers, help a friend who is not so fluent in English by applying combining of photo analysis and community circle strategy (CPACS).

According to Joseph (2002), photo analysis strategy is a picture to tell a fact story, feels and intentions. Therefore, the title of book in teaching strategies (2007) states that photo analysis strategy is teacher gives a photograph to each group of students to analyze what it portrays. Based on idea of the experts above, it can be concluded that photo analysis strategy helps the students in comprehend about the picture, people, object, setting and relationship in photo.

Community circle strategy is a strategy that requires little in the way of designing or planning head of time. According to Pranis, Stuart, and Wedge (2003), community circle strategy is a group discussion strategy designed to build a sense of classroom togethernees, mutual respect and emotional oppenes.

Combining photo analysis and community circle is organize for the purpose of discussing information and concept related to your practice English with a small combining photo analysis and community strategy participants, teacher instructs

them to make sure each member of the students. After 10 minutes, teacher calls on one person to practice English in front of the class, in this strategy, teacher will be active to instruct the students. Every one should be practice English. This strategy makes students speak English in the classroom. Without should be make the students shy and afraid to making mistakes, because the researcher will be explain the rule of study (CPACS), and the researcher will be help students difficult vocabulary and grammatically, so, every students in person should be active and should be speak English well. The researcher hope this research will be useful for development of teaching learning English process especially in using combine photo analysis and community circle strategy in speaking.

B. The Identification of Study

Based on the background of study above, there are some problem that can be identified to be done in this research. The problem can be seen as follow:

1. The students are difficult and afraid being mistake to speak English
2. The students are less vocabulary and less grammatically
3. The students lack confidence and fell shy to speak English
4. The students less interested to speaking and feel bored when learning speaking, it and the result they had bad score.

C. The Scope and Limitation

The scope of this research is about speaking, and it is limited on the expression of Disagree and Agreement.

D. Formulation of the problem

The problem of this research will be formulated as follow :

1. Is there any significant effect of combining photo analysis and community circle strategy on students' speaking achievement?
2. How is the students' achievement of combining photo analysis and community circle strategy?

E. The objective of study

1. to investigate the significant effect of combining photo analysis and community circle strategy on students' speaking achievement
2. to describe the students' achievement of combining photo analysis and community circle strategy.

F. The Significant of The Study

The findings of the research are expected useful for and relevant for ;

1. Theoretically
 - a. The teacher, the findings can add more theory in speaking and became reference for further studies
2. Practically
 - a. The students, the finding of the method help the students of English to provide information about what material should be taught and what material should be remedied.

- b. For English teacher as a contribution for them helping and improving the quality of teaching achievement in speaking by using combining photo analysis and community circle strategy. Speaking will be more interesting and effective then using lecturing method.
- c. The researcher is also expected that the research is give the information to the next research of the same subject.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applies concerning to the research.

1. Effect

Effect of teaching treatment in language leaning according to Buehl (1995: 78) stated that, relate to changes of getting something into our cognitive system, the final result of the effect in teaching is improvement of ability is result of learning process which involve teachers with students have.

Hornby (2003: 422) stated that, effect is an impression produced on the mind of spectator, hearer and reader or a change produced by an action or cause, result or out come than the effect means the influence or something”.

Lubis (2009:4) sated that, to changes of ability that the students have after being treated by using certain technique of teaching. It is usually in experimental method in which it is approach to education in which relationship between subject and variables can be determined.

2. Description of Method, Approach, Strategy and Technique

2.1 Method

Richard and Rodgers (1986: 12) stated that “ Method is an overall plan for learning a second language, based on theoretical approach selected”. It involves the design of a syllabus for the course, which in turn consist of learning objectives and technique for achieving those objectives. It means that method is a design which is used in guiding the teaching material

2.2 Approach

According to Richard and Rodgers (2003: 16) stated that “theories about the nature of language learning that serves as the sources of the practices and principles in language teaching”. An approach describes how language is used and how its constituent parts interlock in other words it offers a model of language competence.

2.3 Strategy

Nunan (2003: 67) stated that “ Strategy is the mental and communicative procedures learners use in order to learn and language”. Underlying every learning task is a least one strategy. Strategy are important for two reasons. In the first places, strategy are tools for active, self-directed involvement. Secondly, learners who have developed appropriate learning strategy have greater self-confidence and learn more affective.

2.4 Technique

Richard and Rodgers (2003: 15) stated that “A technique is implementation that which take place in a classroom”. Furthermore, when the teacher in a classroom, she must be able to create a strategy how manage the class. Richard and Rodgers (2003: 67) stated that “Technique is an explicit procedure or strategy used to accomplish a particular learning a second language, based theoretical approach selected”.

3. Achievement

Achievement is process of developing skill or knowledge. The most common type of achievement in standardlized progress in developing the measurable skill and knowledge learned in given grade level, usually through planned instruction. Achievement is the measurable process, a more general and stable cognitive trait.

Bloom (1996:16) there are three aspect of learning achievement such as cognitive, affective, understanding, application, analysis synthetic and evaluation. The effective includes feeling and emotional aspects. It Is from what student’s response to the lesson the teacher gives. Based on the explanation above, the student’s progress in learning by their efforts and skill or performance.

3.1 . Description the students’ achievement

Johnson K.(2001: 282) stated that, students’ achievement is concern with how the students has perform in relation to a particular course of program. The students usually come at the end program, and are deliberately based on content cover it. Achievement test are useful to be teacher as well as the students. They

indicate how well the teaching has successes and where improvement need to be made. Generally, achievement is demanding skill and strenght. So it can be conclude that achievement in gaining something successfully though hard work and skill.

4. Photo Analysis

Photo analysis can help the students to generate or test hypotheses about people, places, times and event. According to Joseph (2002), photo analysis strategy is a picture to tell a fact story, feels and intonations.

Therefore, the title of book in teaching strategies (2007) states that photo analysis strategy is a strategy which is a teacher gives a photograph to each group of students to analyze what it portrays. The students read the caption and then write and sentence for each of the 5W s in the following chart, followed by a detailed sentence about the photograph.

Based on idea of the experts above, it can be concluded that photo analysis strategy have the students in comprehend about the picture, people, object, setting, and relationship in photo. In analyze the picture, students can be using 5W s are who, where, when, why, and what.

4.1 . Procedures of photo analysis strategy

Photo analysis strategy can help students scrutinize photograph to determin their meaning and message. According the title book of teaching strategies (2007), the procedures of photo analysis strategy are :

1. Observation

Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Use the chart below to list people, object and activities in the photograph.

PEOPLE	OBJECTS	ACTIVITIES

2. Inference

Based on what you have observed list three things you might infer from this photograph.

3. Question

1. What question does this photograph raise in your mind?
2. Where could you find answer to them?

4.2 . Advantages of photo analysis strategy

Photo analysis strategy has many advantages for students who can help students in developing the material. According to Joseph (2002) photo analysis can make easy students in developing the ideas contained in the image. And also the students become easier to process they use, when they are trying to analyze an image and thus the students can give their opinions.

5. Community Circle Strategy

Community circle strategy is a strategy that requires little in the way of designing or planning head of time. According to Pranis, Stuart and Wedge (2003), community circle strategy is a group discussion strategy designed to build a sense of classroom togetherness, mutual respect and emotional openness.

Therefore, Silver (2007:195) explains that community circle strategy is that develops students' awareness of themselves, their feelings and values of their follow students.

5.1 . Procedures of Community Circle Strategy

Silver (2007:199) also explains some steps of community circle strategy, as started bellow:

- b. Select or have students to select a topic for discussion.
- c. Arrange students in a circle
- d. Allow each students a chance to speak by moving the discussion around the circle.
- e. After all circling is complete, help students to make conclusion and extend their thinking using synthesis question.
- f. Help students to assume leadership over future discussion by drawing attention to positive and negative behavior and by modeling and suggestion how to avoid common discussion pitfalls.

5.2 . Advantage of Community Circle Strategy

Teaching English as a foreign language by using community circle strategy can give many advantage for students who have difficulties in teaching speaking. Silver (2007:195-200) states that there are many kinds advantage of community circle strategy for students. They are:

- a. Focus – setting behavior involves presenting a topic for discussion or recognizing an appropriate students- presenting topic.
- b. Structuring behavior involves establishing ground rules for the lesson by explaining the format and the students’ and teacher’ roles.
- c. Accepting behavior involves acknowledge ideas and opinion neutrally, without judging or valuing.

6. Combination of Photo Analysis and Community Circle Strategies

The teacher should combine photo analysis and community circle strategies that apply some procedures based on Silver (2007:199) and from the book of teaching strategies (2007) by following bellow:

- a. The teacher select or have students to select a topic for discussion.
- b. The teacher arrange students in a circle
- c. Teacher ask students to study the photograph for two minutes.
- d. Then the students use the chart below to list people, objects, and activities in photograph
- e. The students observe the list of three things that you might infer from this photograph

- f. After that the students create the question and discussion together in each group.
- g. Teacher allows each students to speak by moving the discussion around the circle.
- h. After each circle is complete, the teacher conducts a review of what has been said and encourages students to compare responses and look for patterns.
- i. After all circling is complete, teacher help students make conclusion and extends their thinking using synthesis question.
- j. Finally, the teacher helps students assume leadership over future discussion by drawing attention and suggestion how to avoid common discussion pitfalls.

7. Description of Speaking

According Fulcher (2003: 23) stated that, Speaking is the verbal use of language to communicate with other. Speaking is a tool to make the communication through verbal skill. Speaking is a away b to express feeling, through, idea, opinion by using language.

Nunan (2003: 48) stated that “Teaching speaking” is to English as foreign language learners to:

- a. Procedures the speech sounds and sounds patterns.
- b. Use word and sentences stress, intonation patterns and rhythms of the foreign language.

- c. Select appropriate words and sentences according to the proper social setting audience, situation and subject.
- d. Organize their thinking in meaningful and logical sequence.
- e. Use the language quickly and confidently with few unnatural processes which is called fluency.

7.1 Component of Speaking

(Brown 2003) stated that, there are some components in speaking that the students should master. There are grammar, vocabulary, comprehension, fluency and pronunciation.

7.1.1 Grammar

Grammar is the system of foreign language. People sometimes describes grammar as the rules of a foreign language. But in the fact no language has rule grammar deals with the organization or morpheme units into meaningful combination. It can be denied that the use of language is governed by rules.

7.1.2 Vocabulary

Vocabulary is part of language. There is no language without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used of word used particular sphere of activity, the body of word known to an individual person with an experiential of their meanings.

7.1.3 Comprehension

Comprehension is the act or capacity of understanding. It is an ability to understanding the meaning or importance of something (or knowledge acquired as a result).

7.1.4 Fluency

Fluency being able to speak easily and smoothly. People who speak English fluency are considered to be a good speaker. Fluency here does not mean that the speaker without any pause. It is impossible to arrange a complete set rules to determine where to have pauses because speaker might have different thought. However, this does not mean that is free to pause between any words.

7.1.5 Pronunciation

Pronunciation is a way in which a language or words is spoken (Marten H Manser, 1995: 331) it involves the recognition of sounds as well the production of sounds.

7.2.Types of Speaking

They are five types of speaking, they are:

1. Imitative Speaking

In imitative types, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

2. **Intensive Speaking**

A second types of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture),

3. **Responsive Speaking**

In this types, include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like

4. **Interactive Speaking**

The difference between responsive and interaction speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5. **Extensive (Monologue)**

Extensive oral production task include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal response) or ruled out altogether.

7.3 . Principle for Teaching Speaking

According to Nunan (2003: 54) stated that, the teachers also need to know for teaching speaking as follows:

1. Be aware of the differences between second language and foreign language contexts.

Speaking is learned in two based contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

1. Give students practice with both fluency and accuracy.

Accuracy is the context to which student's speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

2. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talking in the classroom. It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

3. Plan speaking task that involve negotiation for meaning

Research suggest the learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make your self understood.

4. Design classroom activities that involves guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purpose. Interactional speech is communicating to get something done, including the exchange of good and or services.

8. Expression of Agree and Disagree

Expressions of agree and disagree is one speaking topic you should learn when you are learning English in many high schools. Having the good skill in such speaking topic will help you getting better understanding on many kind of exposition essays.

Expressions of agree and disagree have two kinds. They are informal expressions and formal expressions. Informal Expressions are used in a situation where you are talking between friends or close friends. The expressions usually respond to something that you discuss in an informal situation. Formal Expressions are used in a situation where you are talking in a formal situation, such as in the office or school between the teacher and students.

The Phrases of Agree and Disagree are :

Agreeing

- Yes, I agree with John.
- Yes, I think that's a good point.
- I'll go along with that.
- I agree...
- I am with you...
- I think so...
- It certainly is...
- That is what I was thinking.
- I am of the same opinion

Disagreeing

- I'm sorry, but I can't agree with John.
- I think you may have missed the point there...
- I disagree...
- I am not with you...
- I can't be along with you ...
- I wouldn't say that...
- I don't think so....

9. Example of Agree and Disagree

Mr. Zoe : What do you think of my new house?

Shane : It is beautiful. I think. Oh you have many novels in your new house.

Mr. Zoe : Yeah, some. I like Andrea Hirata's novels.

Shane : How do you feel about Andrea Hirata's novels ?

Mr. Zoe : I feel they are great novels.

Shane : Yes, you are right. I think it is going to rain.

Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Shane : But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Zoe see you

a. Conventional technique

Conventional technique is a lecture talking technique .Gulo(2002: 136) stated that, conventional technique is lecture is lecture or talking technique still used in teaching and learning strategy. In conventional teaching, students cannot express their ideas, opinions, thoughts, and experiences. They only accept what teacher teaches to them .they cannot develop their creativities .While in acting out strategy, can be motivated to be active. They not only accept what the teacher teaches to them but also develop what they areget from the teacher.

Barkley(2007: 13) stated that, there are three students' achievement such as:

- 1.) Academic- all students will obtain, understand, analyze, communicate, and apply knowledge and skill to achieve success in school and life.
- 2.) Essential Life skill- all the students will demonstrated the aptitude, attitude and skill to lead responsible, fulfilling and respectful lives.
- 3.) Responsibility to the community- all students will understand and model the important attributes people must have to contribute to an effective a productive community and common good of all.

B. Conceptual Framework

Speaking the productive skill in the oral mode. It is not like the skill, it is more complicated that is seems at first and involves more pronouncing words. In speaking, there is a process of communication. Which convey message from a speaker to a listener. Then, a speaker has to encode the message and listener has to decode or interpret the message which information.

In teaching speaking, Study group activity guide is able to make a good progress and can increase the students' achievement in speaking because Study group activity guide is a technique for targeting intensive aspects skills such as how to listen and encourage group members, participate effectively, articulate your ideas, and work through issues as a group of diverse abilities.

C. Hypothesis

The hypothesis of the research as follow:

Ho : There is significant effect of combing photo analysis and community circle strategy in speaking at Junior high school especially in Agree and Disagreement.

Ha : There is no a significant effect of combing photo analysis and community circle strategy in speaking at Junior high school especially in Agree and Disagreement

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was be conducted at SMPS Karya Pembangunan Jl. Besar Deli Tua. This research will be focused on the academic year 2015/2016. The researcher choosing this school because based on the background clarify that many students still low in speaking especially about Descriptive text, the students are difficult and afraid being mistake to speak English because less vocabulary and less grammatically. So make the students lack confidence, the students where passive in learning process in this school. So, it was needed to apply combining photo analysis to make students interesting and more confidence in speaking.

B. Population And Sample

1. Population

The population of this research was be take from the second grade of SMPS Karya Pembangunan Deli Tua at academic year 2015/2016. There were seven parallel classes, such as, VIII-1 consist 40students , VIII-2 consist 40 students, VIII-3 consist 40 students,VIII-4 consist 40 students. So the total number of students were 160 students, as shown in the following table below.

Table 3.1**Population**

No	Class	Number of Students
1	VIII-1	40
2	VIII-2	40
3	VIII-3	40
4	VIII-4	40
Total		160

2. Sample

This research use simple cluster sampling. The sample in this research was class VIII-2. 40students in this classes, that is class VIII-2. Class VIII-2as experimental groups. Sample is the part of total and characteristic as common have by the population which it will take through the sampling technique ways of reducing the object of research by taking part of it that can be considered representative of the population.

Table 3.2**Sample of the Research**

No	Class	Number of students
1	VIII-2	40
Total		40

C. Research Designed

Experimental design was be applied in this focus by using descriptive quantitative method. The design is one group pre-test post-test. The experimental group was taught by using combining photo and community circle strategy. The design of this research can be shown below:

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O₁	Study combining of analysis photo and community circle strategy (X)	O₂

Where :

X :Teaching Study Combining Photo Analysis Photo and Community Circle
Strategy

O₁ :Pre Test

O₂ : Post Test

1. Pre-test

The experimental are given before the treatment. The function of pre- test is to know the mean score of experimental group

2. Treatment

In teaching speaking to the experimental class, this treatment is used. The experimental class would given the treatment by applying Studycombining of analysis photo and community circle strategy.

Table 3.4

Treatment in Experimental

Meeting	Experimental group
1 (first)	1. Teacher greet students open the class 2. Teacher give pre-test 3. Teacher collect the answer of Students 4. Teacher calculate the score

<p>2 (second)</p>	<ol style="list-style-type: none"> 1. Teacher distribute the material about disagree and agreement 2. Teacher give one example how to disagree and agreement 3. Teacher ask the students are already understand or not. 4. One group consist three students. 5. The teacher explain the rule of combining photo analysis and community circle Strategy 6. Teacher give some picture, and students giving suggestion about the picture to every group. 7. Teacher will be invite the students to come in front of the class to describing of place, people or animals 8. Teacher help students difficulty of grammar and pronunciation 9. Teacher collect the students practice English.
<p>3 (third)</p> <p>4. (fourth)</p>	<ol style="list-style-type: none"> 1. Same at the second meeting but different exercise 1. Teacher gives direction related to the post test 2. Teacher gives post-test. 3. Teacher collects the answer of the students. 4. Teacher calculate the score.

3. Post-test

The post-test is given toin order to know their mean score of experimental group. The researcher will used post-test to know the effect of combining photo analysis and community circle strategy.

D. The Instrument of research

The instrument of this research was use oral test, where is record by researcher to know their fluency, pronounce, vocabulary, and structure. The contain of the test about descriptive text. Each group are given three components, they are pre-test, treatment, and post-test. There are four categories evolution scale namely vocabulary, accuracy, pronunciation, and fluency. Fulcher(2003: 12) scores these speaking ability by using Foreign Service Institute (FSI) Weighting Scale as follow:

Table 3.5

FSI Weighting Scale

The component to Evaluate Speaking

A. Vocabulary (25)	
Level	Explanation
19-25	Very good: Rarely has trouble
13-18	Good: sometimes uses inappropriate terms about language
7-12	Fair: Frequent uses wrong words speech limited to simple vocabulary
1-6	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
B. Accuracy(25)	
Level	Explanation

19-25	Very good: View noticeable errors.
13-18	Good: Occasionally grammatical errors with do not obscure meaning.
7-12	Fair: Errors of basic structure, meaning occasionally obscure by grammatically errors.
1-6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase contraction to restrich himself to basic structure.
C. Pronunciation(25)	
Level	Explanation
19-25	Very good: Understandable
13-18	Good: Few noticeable errors.
7-12	Fair: Errors of basic pronunciation
1-6	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties, and incomprehensible.
D. Fluency	
Level	Explanation
19-25	Very good: Understandable
13-18	Good: Speech is generally natural
7-12	Fair: Some definite stumbling but manage too rephrase and continue.
1-6	Unsatisfactory: Speed of speech and length of utterances are far below normal, long, pauses, utterances left unfinished.

E. Technique of Collecting the Data

In collecting the data of the research, the following steps was followed:

1. Giving pre-test to experimental group. the researcher give the dialogue and the students' speak the dialogue.
2. Giving Treatment : Experimental group by using combining photo analysis and community circle strategy
3. Giving Post-test to experimental group. the researcher give the dialogue and students' speak the dialogue.
4. Researcher collects the students' worksheet.

F. Techniques of Analyzing Data

In this research, descriptive quantitative technique was be applied to analyze the data, and the steps are:

1. Scoring the students' answer in Pre-test and Post-test
2. Providing the hypothesis of the research, data is analyzed by applying formula as the following :

1. Finding the correlation by formulation (Sugiyono2012 : 183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2 - (n \sum y^2 - (\sum y)^2)}}$$

2. Determining T-test by formula (Sugiyono 2012 : 197)

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1 - (r_{xy})^2}}$$

Where :

t = T-Test

n= Total Sample

1 = Number Constanta

r = Corellation of product moment

3. Testing linear regression (Sugiyono 2012 : 188)

$$y = a + bx$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where :

y = the predicate the score

a = constanta or if x = 0

b = regresicoefisient

x = variable independent score

4. Calculating Determination

$$D = (rx)^2 \times 100 \%$$

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data was taken from students' Oral test. The Students' score was taken from their vocabulary, accuracy, pronunciation and fluency. In this case, the researcher gained the learners' score applying the post-test experimental group. The result of pre-test and post-test can be seen in the following table 4.1

Table 4.1

The Score of Pre-test in Experimental Group

No .	Students' Initial	Vocab	Accurac y	Pronounciati on	Fluency	Total Score
1	NA	18	15	20	18	71
2	BM	18	15	20	18	71
3	M	18	17	17	20	72
4	FY	19	18	20	20	77
5	MN	18	18	20	15	71
6	AL	15	20	15	15	75
7	PS	20	20	20	18	78
8	DR	20	14	14	18	66
9	PK	14	18	15	15	68
10	HA	20	14	15	14	57
11	RL	18	18	20	20	78
12	J	14	14	14	14	60
13	JS	20	14	14	18	60
14	AS	20	20	20	19	79
15	FT	14	20	18	20	78
16	AR	15	15	14	20	63
17	AIW	14	20	14	14	67
18	AS	14	14	14	18	60
19	DF	14	14	18	14	60
20	DS	14	15	14	14	57

21	AN	15	14	20	15	63
22	D	18	18	18	20	71
23	KS	15	15	20	18	71
24	KL	19	14	15	14	58
25	AP	15	20	20	15	74
26	KKA	18	20	18	18	71
27	MR	14	15	18	22	73
28	TT	13	18	20	15	67
29	MC	20	15	15	15	58
30	P	14	14	14	15	63
31	FS	15	15	14	15	58
32	LS	20	12	20	15	62
33	JA	20	20	21	18	79
34	JF	18	18	18	15	71
35	ED	15	19	18	20	75
36	R	18	15	20	19	69
37	DO	20	18	20	15	71
38	LS	20	15	20	15	70
39	FP	20	15	15	15	65
40	AS	20	15	18	15	68
		Total				2.725
		Mean				68.12

The data in table 4.1 showed that mean of Pre-test in experimental group was 68.12. The highest score of Pre-test test in experimental groups was 60 and the lowest was 57.

Table 4.2

The Score of Post-Test in Experimental Group

No.	Students' Initial	Vocab	Accuracy	Pronunciation	Fluency	Total Score
1	NA	19	18	20	18	75
2	BM	20	18	19	18	75
3	M	20	20	20	20	80
4	FY	20	20	20	20	80
5	MN	20	20	20	20	80
6	AL	19	18	20	18	75

7	PS	20	18	19	18	75
8	DR	20	20	20	20	80
9	PK	20	20	20	20	80
10	HA	15	20	15	20	70
11	RL	20	15	15	20	70
12	J	19	20	18	18	75
13	JS	20	20	20	20	80
14	AS	20	20	14	14	78
15	FT	20	20	20	20	80
16	AR	14	20	20	14	78
17	AIW	15	20	18	18	71
18	AS	20	20	20	20	80
19	DF	19	18	20	18	75
20	DS	20	18	19	18	75
21	AN	20	14	20	14	78
22	D	20	20	20	20	80
23	KS	18	19	20	18	75
24	KL	14	20	14	20	78
25	AP	15	20	20	15	70
26	KKA	20	20	14	14	78
27	MR	20	20	14	14	78
28	TT	15	20	15	20	70
29	MC	14	20	20	14	78
30	P	20	20	20	20	80
31	FS	18	20	15	18	71
32	LS	20	14	20	14	78
33	JA	14	20	14	20	78
34	JF	20	20	20	20	80
35	ED	14	14	20	20	78
36	R	15	20	15	15	65
37	DO	15	15	20	15	65
38	LS	20	18	18	15	71
39	FP	20	18	19	18	75
40	AS	20	20	14	14	78
		Total				3.036
		Mean				7.6

Based on the data in table 4.2 showed that mean of Post-test was 7.6. The highest score of Post-test was 80 and lowest score was 65.

B. Data Analysis

Based on the table 4.1 and 4.2, the data were analyzed to find of the effect of combining photo analysis and community circle strategy and to describe the students' speaking achievement.

1. The Effect of Combining Photo Analysis and Community Circle Strategy On the Students' Speaking Achievement.

In order to find out The Effect Combing Photo Analysis and Community Circle Strategy, the Pre-test and Post-test score were calculated by using Sugiyono formula (2013:149). The result was described as follow :

Table 4.3

The Score of Pre-test and Post-test of Experimental Group

NO.	Students' Initial	Pre-test (x)	Post-test (y)	X ²	Y ²	X.Y
1	NA	71	75	5041	5625	5325
2	BM	71	75	5041	5625	5325
3	M	72	80	5184	6400	5760
4	FY	77	80	5929	6400	6160
5	MN	71	80	5041	6400	5680
6	AL	75	75	5625	5625	5625
7	PS	78	75	6084	5625	5850
8	DR	66	80	4356	6400	5280
9	PK	68	80	4624	6400	5440
10	HA	57	70	3249	4900	3990
11	RL	78	70	6084	4900	5460
12	J	60	75	3600	5625	4500
13	JS	60	80	3600	6400	4800
14	AS	79	78	6241	6084	6162
15	FT	78	80	6084	6400	6240
16	AR	63	78	3969	6084	4914
17	AIW	67	71	4489	5041	4757
18	AS	60	80	3600	6400	4800
19	DF	60	75	3600	5625	4500

20	DS	57	75	3249	5625	4275
21	AN	63	78	3969	6084	4914
22	D	71	80	5041	6400	5680
23	KS	71	75	5041	5625	5325
24	KL	58	78	3364	6084	4524
25	AP	74	70	5476	4900	5180
26	KKA	71	78	5041	6084	5538
27	MR	73	78	5329	6084	5694
28	TT	67	70	4489	4900	4690
29	MC	58	78	3364	6084	4524
30	P	63	80	3969	6400	5040
31	FS	58	71	3364	5041	4118
32	LS	62	78	3844	6084	4836
33	JA	79	78	6241	6084	6162
34	JF	71	80	5041	6400	5680
35	ED	75	78	5625	6084	5850
36	R	69	65	4761	4225	4485
37	DO	71	65	5041	4225	4615
38	LS	70	71	4900	5041	4970
39	FP	65	75	4225	5625	4875
40	AS	68	78	4624	6084	5304
	Total Score	2725	3036	187439	231122	206847

Based on the data at the table above, finding the correlation between Pre-Test and Post-Test by using this formula :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{(40)(206847) - (2725)(3036)}{\sqrt{((40)(187439) - (2725)^2)((40)(231122) - (3036)^2)}}$$

$$r_{xy} = \frac{8273880 - 8273100}{\sqrt{7497560 - 7425625 - 9244880 - 9217296}}$$

$$r_{xy} = \frac{780}{\sqrt{71935 \times 27584}}$$

$$r_{xy} = \frac{780}{\sqrt{1984255}}$$

$$r_{xy} = \frac{780}{1408635864}$$

$$r_{xy} = 5.53$$

▪ Determining T-test

After testing the correlation continue with determining t-test.

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1 - (r_{xy})^2}}$$

$$t = \frac{5.53 \sqrt{40 - 2}}{1 - (5.53)^2}$$

$$t = \frac{5.53 \sqrt{38}}{1 - (30.5)}$$

$$t = \frac{5.53 (6.16)}{\sqrt{29.5}}$$

$$t = \frac{34.06}{5.43}$$

$$t = 6.272$$

From the T-test above, $t_{\text{observe}} = 6.272$, with degree of freedom (df) = $n-k$.

so, $40-2 = 38$ and $t_{\text{table}} = 2.021$. If $t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis (H_a) is accepted and $6.275 > 2.021$, so the hypothesis was accepted.

b. Testing Linear Regression

$$\hat{y} = a + bx$$

In finding \hat{y} find the value of a and b with the following this formula :

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{(40)(206847) - (2725)(3036)}{(40)(187439) - (2725)^2}$$

$$b = \frac{8273880 - 8273100}{7497560 - 7425625}$$

$$b = \frac{780}{71.935}$$

$$b = 10.84$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{3036}{40} - (10.84) \frac{2725}{40}$$

$$a = 75.9 - 7.384$$

$$a = 75.16$$

After findings the value a and b, input the value and the finding as the following :

$$\hat{y} = 75.16 + 10.84x$$

It meant that for each addition 1% of combining photo analysis increase the students' community circle strategy in the amount of 10.84 .

c. The Percentage of The Effect Combining Photo Analysis and Community Circle Strategy On the Students' Speaking Achievement

$$D = (rx)^2 \times 100 \%$$

$$D = (5.53)^2 \times 100 \%$$

$$D = 30.85 \times 100 \%$$

$$D = 30.85 \%$$

From the determination above it was known that the effect of combining photo analysis and community circle strategy on the students' speaking achievement was 30.85 % .

2. The Students' difficulties in Speaking achievement by Combining Photo Analysis and Community Circle Strategy

The students' speaking achievement were analyzed on each component of speaking.

1. Vocabulary

Table 4.4
Percentage scoring of Vocabulary

Score	Criteria	Frequency	Percentage
16-20	Very Good	19	63.3%
11-19	Good	11	36.7%
6-10	Fair	0	0
1-5	Unsatisfactory	0	0

2. Accuracy

Table 4.5
Percentage scoring of Accuracy

Score	Criteria	Frequency	Percentage
16-20	Very Good	15	50%
11-19	Good	15	50%
6-10	Fair	0	0
1-5	Unsatisfactory	0	0

3. Pronunciation

Table 4.6
Percentage scoring of Pronunciation

Score	Criteria	Frequency	Percentage
16-20	Very Good	3	10%
11-19	Good	22	73,3%
6-10	Fair	5	16.7%
1-5	Unsatisfactory	0	0

4. Fluency

Table 4.7
Percentage scoring of Fluency

Score	Criteria	Frequency	Percentage
16-20	Very Good	1	3.3%
11-19	Good	15	50 %
6-10	Fair	14	46.7%
1-5	Unsatisfactory	0	0

Based on the analysis of the aspects of speaking it was found that percentage component of vocabulary were 63.3% with the criteria very good,36.7% with the criteria good. The percentage component of Accuracy was 50% with the criteria very good, 50% with the criteria good. The percentage component of pronunciation was 10% with the criteria very good, 73.3% with

the criteria good,16.7% with the criteria fair. The percentage component of fluency was 3.3% with the criteria very good, 50% with the criteria good,46.7% with the criteria fair.

C. Finding

Disconsulting analyzing of the data, it is clearly stated that there was an effect of combining photo analysis and community circle strategy on the students' speaking achievement. It can be simple see from:

1. The students' mean score in post-test was higher than in pre-test
(7.6 > 68.112)
2. The calculating of t_{test} shown that t_{observe} was higher than t_{table} , 6,272 > 2,021.
3. The students' speaking achievement in each component of speaking were drawn as follow:
 - vocabulary was 63,3 % of students' were in very good criteria and 36,7 % good criteria
 - accuracy was 50 % of students' were in very good criteria and 50 % good criteria
 - pronunciation was 10 % of students' in very good criteria, 73,3 % good criteria and 16,7 % very fair criteria.
 - fluency was 3,3 % of students' were in very good criteria, 50 % good criteria and 46,7 % is very fair criteria.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis in Chapter IV, the conclusion can be drawn as the following :

1. There were significant effect of combining photo analysis and community circle strategy in increasing students' speaking achievement, which is proven from the result of the test t_{observed} was higher than t_{table} or $6.272 > 2.021$. It means hypothesis H_a was accepted and H_0 was rejected.
2. The Students' speaking achievement in each speaking components as follow :
 - a. Vocabulary were 63.3% with the criteria very good and 36.7% good
 - b. Accuracy was 50% with the criteria very good, 50% good and
 - c. Pronunciation was 10% with the criteria very good, 73.3% is good and 16.7% fair
 - d. Fluency was 3.3% with the criteria very good, 50% very good and 46.7 very fair.

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APPENDIX

TEST ITEM

1. Make the dialogue about this pictures



2. Make the dialogue about this pictures

