

**THESIS**

**IMPLEMENTING PICTURE SERIES TO IMPROVE IN  
TEACHING SPEAKING SKILL AT THE TENTH GRADE  
STUDENTS OF SMK BANYUWANGI IN ACADEMIC YEAR  
2019/2020**



**BY :**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
ISLAMIC INSTITUTE OF DARUSSALAM  
BLOKAGUNG BANYUWANGI**

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**THESIS**

Presented to the Faculty of Education and Teacher Training in a  
Partical Fulfillment of the Requirement for the Degree of Strata 1 in  
English Education Departement

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Declare that:

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## ABSTRACT

**Choiriyah, R. 2020, Implementing Picture Series To Improve In Teaching Speaking Skill At The Tenth Grade Students Of Smk Banyuwangi In Academic Year 2019/2020.**

**Key Word:** Implementing , Picture Series, To Improve, Speaking Skill

From one of the institutions in Blokagung Darussalam Islamic Boarding School, namely in SMK Darussalam, the learning activities that are used mostly use conventional methods and watching the lecture and discussion methods, so learning only focuses on the teacher. And during this time most teachers only use books published by the government, namely LKS, teachers rarely use interesting learning media such as series of pictures on paper or in videos.

From the description of the problem above it can be seen that the teacher and the book are still the center of teaching and learning activities, while in the latest curriculum students are more active in the learning process. Of the various problems above, the research is interested in conducting research by raising the title "Implementing Picture Series To Improve In Teaching Speaking Skills At The Tenth Grade Students Of Banyuwangi In Academic Year 2019/2020".

This research is a classroom action research CAR research method. The purpose of this research is to improve the ability to speak with the method of picture series on Darussalam Vocational High School students in Banyuwangi Blokagung. The population of this research is class X TKR Darussalam Vocational High School in academic year 2019/2020. A total of 15 students. The cycle in this research was carried out 2 times including, Planning, Implementing, Observation, and Reflecting. The method of collecting data uses the test observation technique. In this study, the object of study was the X grade students of the TKR (Technical Light Vehicle) Darussalam Vocational High School (Vocational High School) of Tegalsari Banyuwangi in the academic year 2019/2020.

## **DEDICATION**

Praise the presence of Allah swt who has given grace, taufiq and guidance to us all, this thesis I offer to:

1. To Mbah yai Muktar syafa'at who always gives blessings to the blessing of knowledge and benefits.
2. To all caretakers of Darussalam Islamic Boarding Schools who always provide prayers and knowledge and hopefully become useful and blessing knowledge.
3. Ladies and gentlemen who are far away on the island of Sembrang, who always always give prayer and encouragement.
4. To Al Amny's friends especially those who have helped in all fields.
5. Friends in arms English Tadris 2016 full of struggle working on thesis
6. To someone who always gives encouragement in any situation.



## **MOTTO**

**The Key To Success Is "Having A Program, Not Delaying Time, Having A Schedule".**

**Kh. Ahmad hisyam Syafa'at, S.Sos. I**

Pengasuh PP Darussalam Blokagung Banyuwangi

**"It is not the Turmoil, Sadness, Doubt, Confusion that Befalls a Believer or  
Even a Thorn, Even if God Will Abort his Sins.**

**" (Bukhari and Muslim Hr)"**

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2. Siti Aimah, S.Pd. I., M.Si. Dean of Faculty of Education and Teacher Training.
3. Adib Ahmada, M.Pd. Head of Undergraduate program in english education department.
4. Moh. Mahmud , M. Pd. as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.
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I do expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi ,22<sup>th</sup> july 2020

The Writer

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# CHAPTER I

## INTRODUCTION

This chapter presents The Background Of Study, Research Problem, Purpose of the Problem, Limitation Of The Research, The Benefit of research study, and Definition of The Key Term.

### **A. Background of the Study**

Mastering English requires some skills. For more than six decades now, research and practice in English language teaching have identified the “four skills” as of paramount importance. The four skills are listening, speaking, reading, and writing (Brown 2000: 232). Listening and reading are input skills while speaking and writing are output skills. These four English skills must be mastered by the students in schools and universities gradually.

Nowadays, the ability of English is really needed either passively or actively. Passive English ability means an ability in which someone can receive messages from someone’s utterances or writings in English. Meanwhile, active English ability means an ability in which someone can use and practice English actively. This ability is required not only for academic but also other purposes like business, tourism, and some jobs like steward/stewardess, waiter /waitress, marketing officers, receptionist, operators, and so on.

Recently, many references and literatures are written in English. As we know, most of all experts’ works in many subjects in the world like science,

linguistics, history, anthropology, medical, economy, politics, international relationship and laws have already been translated from their original languages to English. This is an effective way to make people from many countries who speak different languages comprehend those experts' works. The function of English as an international language clearly eases people to communicate widely so that studying all languages to learn certain subjects is not needed. Therefore, students need to be able to master passive English ability. Active English ability is also needed not only for communication but also some other purposes like jobs when they are already graduated. Recently, many companies' owners will prefer applicants who are able to speak English to join and work in their companies. This cannot be denied for the globalization era nowadays requires us to connect widely to the world, of course, with its' international language, that is English.

When the students who are the future agents of this nation cannot adapt themselves to the globalization era, they will be left behind by other nations' human resources. This means that our human resources are really required to prepare themselves to face the modern era. One of the important aspects is the language mastery, especially English which now officially becomes the international language. Also, when the students cannot speak English they cannot interact to the foreigners, exchange their opinions, thoughts and ideas which can help the students to enrich their knowledge and enhance their self development.

According to Standard of Competence and Basic Competence for SMA/MA 2006, students, especially in senior high schools are directed to be able to communicate in English in a certain literacy level. Those literacy levels are performative, functional, informational and epistemic. In performative level,

students are able to read, write, listen, and speak with symbols used. In functional level, students can use the language to fulfill their daily needs like reading news papers and manuals. Meanwhile in informational level, students are able to access knowledge by their language abilities. In epistemic level students can express their knowledge to the target language.

To achieve those literacy levels, especially epistemic level, speaking class is held in senior high schools. The main goal of speaking classes is to make the students able to communicate in English. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Based on the teaching practice experience in PPL program in Darussalam vocational high School held in November until December 2019, some problems were still found on the students' ability in English, primarily in speaking. Darussalam vocational high School an TKR (technical light vehicle) which expects its students to be able to use English in their academic and daily lives. Never the less,. Some of them were not active in expressing their thoughts, opinions and ideas through speaking English. When they were asked by teachers to speak in front of the class, they would bargain the command or even directly refused it. Most of them were still too shy and confused about what to speak. They were not confident to speak English.

Hopefully this study can help the teachers in teaching speaking to the students, especially those who are in class X of senior high schools.

In learning English, students might be able to do the tasks, home work, and even the final examination very well. They can fill the blanks with correct grammar, answer the questions from a text correctly, and rearrange the jumbled paragraph very well, and so on. However, they still face a great problem in speaking. Practicing knowledge is not easy. They should be trained thoroughly.

There are some problems in teaching speaking to the students. Those come from some main factors like the teachers and the students. There are some problems coming from the teachers. First is the lack ability of the teachers in designing the materials. Teachers sometimes cannot create an atmosphere where the students have to speak. Although some students can practice speaking English well, some other students still do not participate in the tasks instructed by the English teacher. These students are mostly those who sit at the backside of the class. The teachers' instruction sometimes cannot be understood by some students. Teachers do not use any visual aid to help students to understand the materials.

A teacher as the facilitator in the class has an important role in directing the students' activities to achieve the learning goals. A teacher directs and leads the students to learn something. Therefore a teacher must be able to create an effective learning. In speaking, teachers must be able to create an atmosphere and activity where the students are expected to speak. The atmosphere can be in the form of contextual activities like role plays, dialogues, monologues, and playing games. A teacher indeed must be creative in designing the activity. The irony is that not all teachers can create such activity on their classrooms.

Second is the lack of ability of the teachers in motivating the students. Motivation is very important. It is difficult to apply the learning activities when the students do not have any motivation in learning. A teacher is a motivator. He or she can give motivation outside the classroom like in the form of self approaching, suggestions and so on. Never the less in the classroom teachers sometimes fail to motivate the students. They are too focused on materials. Although the teacher motivates the students with reward techniques (the teacher notes the students who can answer teachers' questions correctly), some students are still not motivated to speak. One way to motivate the students is through the material itself. Interesting material design is needed. Teachers actually can create and modify interesting and motivating materials to be applied on their speaking classes through pictures. Pictures are flexible materials that can be used to help students to learn many materials in English.

Meanwhile, students contribute also in speaking learning problems. One of the main problems is the students' lack of awareness in learning speaking. They don't realize the needs of English speaking in the real world. They also seldom find a situation where they have to speak English in their daily activities. They just learn English language as their obligation as students. Moreover, nowadays there is no speaking section in national final examination. Students think that learning speaking is just wasting their times. They just want to pass the examination with bright scores. Therefore, they learn more in reading, listening, grammar, and so on. These are some problems in teaching and learning speaking in classes.

The researcher observed one of TKR (Technical Light Vehicle) program in Banyuwangi, that is Darussalam vocational high School. This school has 23 classes with 782 students. It also has a great number of teachers, they are 74 teachers in which 80% of them are certified by the government. Also, this school has facilities that support the English teaching learning process like English laboratory, Computer laboratory, LCD, black and white boards, and sound systems. There are 16 kinds of extra classes held after school, including English Speaking Club. This school also won some of speech competitions both in regional and national scale. Nevertheless, not all the students have great ability in English, especially in speaking. From those 782 students, only some students in some classes show their great comprehension in speaking English. Most of the classes still need serious treatment, especially in speaking.

The researcher thinks that the students need visual media to stimulate them to speak. Students felt confused when they were asked to speak. When they were confused, they were difficult to imagine or remember things that they wanted to convey. They need an aid of instrument to stimulate and guide them in speaking. Pictures are instruments which can help students to speak. Pictures can create an illustration in which students' minds are focussed on the meaning and use of the language being taught and the language experienced by the students as essential to their participation in the activity. Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn.

Based on Miarso's opinion, it can be concluded that pictures are instruments that really can help students improving their speaking abilities. Pictures have some specialties. Pictures can be found everywhere in our daily lives easily like in advertisement, photographs, newspapers, magazines, pamphlets, flashcards, and so on. Besides, we can get many pictures with cheap prices or even free. Teachers have wide opportunities in using pictures. They can set, modify and combine pictures with many techniques and games to reach the goal of speaking classes. Teachers can use their creativity as wide as possible in using the pictures. Also, students tend to love visual instruments in which they can directly see and think. Pictures will stimulate and motivate them to practice their English comprehension through speaking. From those reasons, it is clear that pictures are medias that can be used to improve the students' speaking ability.

This school has great potencies in the quantity of the students and the facilities. However, it still has a problem in increasing the speaking ability among the students. I intend to improve the students' speaking ability through the using of pictures in vocational high school Banyuwangi . as is the case with Aldilaga, Rinas (2017) take the title "Implementation of picture series on teaching talking about eighth grade students of Aisyah Muhammadiyah 3 Malang". that picture series can improve students' development in speaking. The method used in this study is qualitative because it discusses the phenomenon of the effect of using a series of images in a class of students in SMP Aisyiyah Muhammadiyah 3 Malang. so that's where I was inspired and decided to make a title Implementing Picture Series to improve Teaching Speaking Skill At the Tenth Grade Students of SMK banyuwangi.

## **B. Research Problem**

Based on the background that has been stated above, then the problem research on this problem is: How can picture series media improve student's speaking skill at Darussalam vocational high Schoolin academic year 2019/ 2020.

## **C. Limitation of the Research**

This research attempts to answer the question: "Can you use a series of images improve students' speaking skills? "This has been done through action research at Darussalam vocational high School Blokagung.

1. The subject of this research is the member of Vocational high School.
2. The material learned is speaking that use picture series vocabularry to implementing speaking skill.
3. This research is located in Vocational high School.

## **D. Objective of the Study**

The purpose of the research is produced: an instructional strategy using picture series media to improve the students' speaking skill at the Vocational high School.

## **E. Identification of problems**

Based on observations and interviews conducted, researchers identify some problems were found during the process of teaching and learning English in



Vocational high School. They are related to students' willingness to learn English is influenced by several factors, such as motivation, or arrangement learning environment, teaching methods, and material.

The first problem is that students pay less attention to the English teacher. Student availability is very low, especially in the speaking class. They usually are ignoring the teacher when he explains the material. They tend to chat with friends next to them. In fact, some of them mostly sleep while the teaching and learning process is ongoing. In other words, students do it don't want to be forced by the teacher to learn English.

The second problem is related to teaching material. The students don't interested in the material provided by the teacher because the material is not varies. They will easily feel bored with the material. In this case, teacher it is actually necessary to develop and modify the materials so they can adjust students' needs and interests.

The third problem is about teaching media. There is no media used on the Internet class during the teaching and learning process. The media makes a big influence in the learning process of students in improving their speaking skills. Learning Media is one of the tools that can encourage and motivate students who are learning.

The fourth problem is that students lack vocabulary, because They are not interested in English classes. Because they think more about the majors they take. They have bad pronunciation. They reluctant to memorize vocabulary without the media in teaching and learning process.

The researcher can solve from the research above with the lack of quality or media that is not so complete then as a teacher must have a way of teaching with a variety of variations so that students are interested in the teaching that has been given and do not feel bored, after they feel interested in our teaching students will definitely feel excited and happy to learn to speak English. in a study I decided to take the title " implementing picture series to improve in teaching speaking skill At the tenth grade students of SMK Vocational high School Banyuwangi" why did I take the title because at Darussalam vocational high School most of them could not speak English instead it could be said to be non-totally not Yes, the curriculum for early childhood learning aims to improve the quality and quantity of early childhood in all aspects of development including speaking skills because according to their characteristics early childhood is a child who has just entered the process of enthusiasm and a strong curiosity for many things around him

#### **F. Significances of the Study**

The significances of this study are:

##### 1. Theoretically

The research study can be one of the references in creating interesting English speaking classes to motivate the students in speaking.

##### 2. Practically

- a) The result of the study can be useful information for teachers, students, schools and general readers about improving students' speaking ability.

- b) The finding of the study will enrich and enlarge the knowledge of improving students' speaking ability in the English Education Department of Banyuwangi State Institute.
- c) The procedures and findings of the study are expectedly to inspire other researchers interested in replicating a study with a similar theme or purpose.

It is very important for us to know the advantages of the research. It is hoped that series picture is one of the media that can be used as an alternative way to teach speaking. In addition, it can contribute some benefits as follow:

1. For the Teacher

The benefits of the research is to explore and prove whether the series picture technique is effective to be applied in teaching speaking so that the students can improve their speaking ability optimally. It can motivate teachers to find a new method or technique which is appropriate in teaching speaking. It also encourages the teachers to develop their creativity to improve teaching learning process.

2. For the Students

The use of picture series in the teaching and learning process will surely attract the students' attention to study. The students are motivated to write as they get new ideas from the series picture given therefore their vocabulary mastery will be increased as a result the students' English speaking ability is improved.

### 3. For the Researcher

The result of the study is used to answer the available questions in this final project based on the data got a long the research.

## **G. Definition Of The Key Terms**

### **1. Speaking Skill**

Talking is a suggestion to communicate between humans and other humans, therefore learning communication with other humans is very important. with that speak English can help communicate between citizens with other countries, one of the communication languages used is English.

### **2. Picture Series**

The media image series that is applied to students, this picture series helps prove students' fluency in speaking. The existence of this series of images lets students know how to read correctly, and students can apply this vocabulary by memorizing it.

## **H. Previous Study**

There are some previous studies, which related to this research study as follows

1. Sari Irianti (206014000168) conducting research on improving students 'speaking skills by using role play, the purpose of this study was to find

out whether role playing improved students' speaking skills in grades VII junior high school II Ciputat.

Sari Irianti research with this research have similarities in improving speaking fluency, type of research (PTK) classroom action research, the difference in this research is: the method of using picture series, and carried out at Vocational High School in Darussalam.

2. Syahrir conducted a study about improving the students' speaking ability by using Biography in Picture at the second year of Islamic Boarding School MA As'adiyah Putra Pusat Sengkang, academic year 2013/2014. The subject of this research consisted of fifteen students. The instruments were test and observation guidelines. The researcher applied Classroom Action Research (CAR). It consisted of two cycles. Each cycle consisted of three meetings and four steps. The steps include plan, action, observation, and reflection. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved highly. Based on the description above, the researcher conclude that Biography in Pictures increased the students speaking ability especially in producing Question at the second year of Islamic Boarding School MA As' Adiyah Putra Pusat Sengkang Significantly.

The relevance of this study to the research conducted by Syahrir, namely: the equation in this study is to improve students' speaking abilities, apply Classroom Action Research (CAR), using images in learning. while the difference in this study, Shahrir improved the ability to speak in Islamic boarding school MA As' Adiyah, using a biography in the

image of a text that aims to tell the story of someone, usually someone who is influential or phenomenal in the midst of society, whereas in this study using a series of pictures where the picture follows the conversation in terms of introducing or presenting the meaning contained in the picture.

3. Rani Candrakirana Permanasari (2013/2014) conducted a study to Improve Student Skills Through Three Technical Steps Interviews (Action Research on Class X Students of SMK Negeri 9 Semarang, The purpose of this study was to find out what aspects of the Three Interview Interviews Techniques improve students' speaking skills. This study also tried to find out student responses to this technique.

The relevance of this study to the research conducted by Rani Candrakirana Permanasari (2013/2014). Equation: This study improves the skills and fluency of speaking, the place of research is the same at the high school level, the differences in this study use the picture series.

4. Fatikhah Ismawati (09202241069) conducted a study Improving Writing Skills Through The Eight Graph Picture Series Of Students Of Smp Negeri 1 Gamping which aims to improve students' writing skills through the use of a series of images.

The relevance of this research to the research conducted by Fatikhah Ismawati. Equation: This study uses the image series method, the differences in this study improve the fluency of speaking, and are conducted at the Vocational high school Darussalam Vocational School.

As a conclusion of the researchers, the findings of some of the researchers above illustrate that using Picture in general, especially in

doing material in English can make students learn, achieve, and get goals easily. Three of the four studies above are the same as this study because this study uses a Picture. However, all of the above studies have differences with this study. This research will use role playing as a method in teaching speaking. Students talk by interview three times to get very satisfying results in speaking. It helped the students to be more creative and try to find out the main idea or important information of dictation to describe the picture by speaking.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

In this section, the researcher presents some terms and concepts that are related to the topic. These are speaking and pictures.

##### 1. Speaking

To speak is to utter words, communicate orally, deliver a public talk or address, utter vocally, use or able to use words in speech as a foreign language (Webster, 1983).

According to Chaney (1998:13), speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Florez (1999) as cited by Bailey (2005:2) asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

In addition, Valette (1983:120) also states that at functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.

Finocchiaro and Brumfit (1983:140) consider that the speaking activity consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. They consider speaking as a



complex skill which involves the knowledge of sounds, structures, vocabulary and culture subsystems of the language. Moreover, Finocchiaro and Brumfit (1983:140) say

that :

.....the speaker must think of the ideas they wish to express, either initiating in a conversation or responding to a previous speaker, b. Change the tongue, lips and jaw positions in order to articulate the appropriate sounds, c. Be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea, d. Be sensitive to any change in the “register” or style necessitated by the person (s) to whom they are speaking and the situation in which the conversation is taking place. change the direction of their thought on the basis of other person’s responses.

In everyday language use, people normally focus their attention primarily on the meaning on what they say or hear rather than on its linguistic form. “Language is seen as a system of rules but also as a dynamic resource for creation of meaning” (Nunan,1989). They would surely speak a language to communicate their ideas and feelings to others. They already know each other. They also will learn something from their neighborhood by speaking. “In speaking, we make conscious decisions about the messages we want to convey, but the lower-level choices of structure and vocabulary occur more or less automatically” (Littlewood, 1981).

## 2. Teaching Speaking

According to Harmer (2007: 123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to be active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.

Hughes (2002:135) states that there are three basic aspects of spontaneous speech which language learners need to be made aware of, and which language teachers may find it helpful to reflect on. The elements from the way speech is produced are;

- a. speaking is fundamentally an interactive task; as someone speak, s/he makes an interaction with others,
- b. speaking happens under real-life processing constraints; as it forces someone to do so,
- c. speaking is more fundamentally linked to the individual who produces it than the written form is.

### 3. Speaking teaching techniques

Technique is a procedure used to accomplish a specific activity or task. There are technical ways to teach speaking according to Nunan (2003: 156158): Information gap

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the direction to a party and must give the information to a classmate.

There are some principles proposed by Brown (2000) for designing speaking techniques. Those are as follow :

- a. Provide intrinsically motivating techniques. Help the students to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.
- b. Capitalize on the natural link between speaking and listening. When teachers focus on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.
- c. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

#### **4. Educational Media**

##### **a) Definition of Educational Media**

There are definitions of media proposed by many experts. Nation (2004), for example, says that educational media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make students motivated to learn something and to make clear the content of a subject.

Additionally, Littlewood (1998) defines educational media as any tools, methods, and techniques used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here, media can be anything, material and nonmaterial, physical and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating, or making clear the thing being discussed or talked about.

From the above discussion it can be concluded that educational media are any supporting materials, methods, or techniques for transmitting or delivering messages and making the subject contents easy to understand.

##### **b) Pictures as Media in the Teaching Learning Process**

Based on the discussion above, delivering materials in the teaching learning process accompanied by media will be clearer, more meaningful,

and more interesting for the students than the one using nothing. Pictures as one kind of media also give impression of this.

Sadiman (1990:29-30) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. Sadiman adds that there are some reasons for using pictures in teaching and learning process. They are as following :

1. They serve concrete clues of a thing,
- 2) They can surpass the limitation of space and time,
- 3) They can surpass sight limitation,
- 4) They can clarify a problem, prevent and correct misconception,
- 5) They are inexpensive, easy to get and to be used.

Moreover, Wright (1989) says pictures as media are able to motivate students, to make the subjects that they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

It is generally accepted in language teaching that students must learn to deal with chunks of language above the level of the word or the sentence. The non-verbal information helps students to predict what the text might be about, and this ability helps them to recognize the meaning

more quickly. Pictures can represent these non verbal sources of information.

According to Kemp and Snellie (1989) in Burden (1994:138) the uses of pictures as instructional media have several purposes : 1) to motivate an interest or a degree of action; 2) to present information; 3) to provide instruction.

Suleman (1988:29-30) states that pictures have several advantages. First, pictures are easy to obtain, pictures can be found in newspapers, magazines, books, etc. Second, pictures have been familiar in the teaching learning process. In the English teaching learning process pictures have been employed as media in most levels of learning, from elementary to university. Third, pictures can be used to represent tiny objects. Here a picture of small animal can be made larger than its actual size. Fourth, pictures are easy to manage. By employing a picture of a computer, a teacher does not need to bring a real computer to describe the parts of computer.

Moreover Hamalik (1982:81) lists some of advantages of pictures. They are:

- 1) Concrete, through pictures students can see real things clearly.

The problems can be seen more easily through pictures than through lectures.

- 2) Room and time, in term of room, pictures representation of real thing which are sometimes of impossible to see for some reasons.

- 3) Lack of human sense, small thing which can not be seen with eyes, can be represented by means of pictures.
- 4) Explanation, pictures can be used to explain problems in the environment. It will be clear and efficient.
- 5) Economy, for a school that has limited budget pictures give some advantages. Pictures can be cut-outs of old or unused materials or the teacher and the students can draw pictures by themselves. Thus, the school does not need to spend much money.
- 6) Practical, one picture can be seen by all students in the classroom or even in the community of the school. Most pictures are easy to store and maintain after used.

Heinich, Molenda and Russel (1989:103) state the advantages of still pictures are that they can translate abstract ideas into a more realistic format; they allow instruction to move down from level of verbal symbols to a more concrete level. Pictures are readily available in books, magazines, newspapers, catalogues, and calendars. They are easy to be used because they do not require any equipment. Also, they are relatively inexpensive and it can be used in many ways at all levels of instruction and in all disciplines.

Moreover Gerlach and Ely (1980:277) state that pictures are inexpensive and widely available. They provide common experiences for as entire group. The visual detail makes it possible to study objects which

would otherwise be impossible. Pictures can help to prevent and correct misconceptions.

Pictures have functions in delivering meaning. Subiyati (1994:51) says Pictures in a test may be functional or illustrative. If the pictures are functional, that is, if they are the means of teaching meaning, it is important to make sure that the pictures are not ambiguous. To be clear, a picture should contain only what the words mean; there should be nothing in the picture that is not mentioned in the sentences. All the irrelevant details must be removed... illustrative pictures are useful to focus the attention of the students on what the text says by helping him to imagine it. The pictures, often come in the form of crowded scenes, illustrating a single theme, like the family leaving on a holiday the countryside, summer, etc.

It is clear that the functional pictures should contain one style picture only and there should not be irrelevant details; otherwise the picture has illustrative functions.

Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn. So, pictures are very appropriate as media in the teaching learning process.

In mastering a language to students, vocabulary cannot be separated from the four language skills. Wright (1989) divides the roles of pictures



on language learning based on the four English skills: listening, speaking, reading, and writing. Wright, however, discusses these four activities under two categories: receptive and productive.

In listening and reading activities, pictures have some roles:

- a. To interest the student.
- b. To help to translate the meaning of the gist of the text or individual item of language.
- c. To give a context for the language and students' activity.
- d. To give cultural information.
- e. To contribute to the search for specific information in the text and to help the students demonstrate it non-verbally (Wright, 1989: 119).

Further, Wright suggests that a single picture may be used to teach the meaning of a new word or phrase to the students. However, they must avoid the ambiguity of students' interpretation. The most useful contribution of a picture is to contribute to the students' understanding of a more general context which is made up of pictures.

In speaking pictures have some roles:

- a. To motivate the students to want to speak or write.
- b. To create a context within which their response will have meaning.

c. To provide the student with information to use in controlled practice work. Pictures showing objects, actions, events, and relationships can cue answers to questions, substitutions and sentences completions.

d. To guide spoken and written descriptions or narrations or dialogue. e. To promote discussion and provide reference.

(Wright, 1989: 120)

From previous explanation, pictures as a kind of media are commonly used by the teachers due to the fact that there are some advantages of using pictures in supporting an effective and efficient teaching and learning process. It is obvious that those advantages can make the students understand better.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research was categorized as action research. It was an application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of the researcher, practitioners and laymen (Burns, 1999).

This action research was conducted collaboratively to improve what was going on in a classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation systems, classroom management and classroom setting used in the teaching learning processes.

This type of classroom action research according to Kemmis and Mc. Tagart in Intermediate (2007: 59), as for the series of research models class planning, action, observation, and reflection.

#### **B. Research Setting**

##### **1. Research Subjects**

The subjects of the research were X TKR (technical light vehicle) students of Darussalam Vocation high School blokagung Banyuwangi in the 2019/2020 academic year. There were 15 students. They were chosen based on the English teacher consideration as their speaking abilities are below the teacher's expectation.

## **2. Time of the Research**

This research was carried out during the implementation of field experience in vocational schools in Darussalam from date 20 November – 21 December 2019.

## **3. Place of the Research**

This research was carried out at SMK Darussalam Blokagung Banyuwangi, a state pilot-international-standard senior high school. It is located at Jalan karangdoro, tegalsari, Banyuwangi .

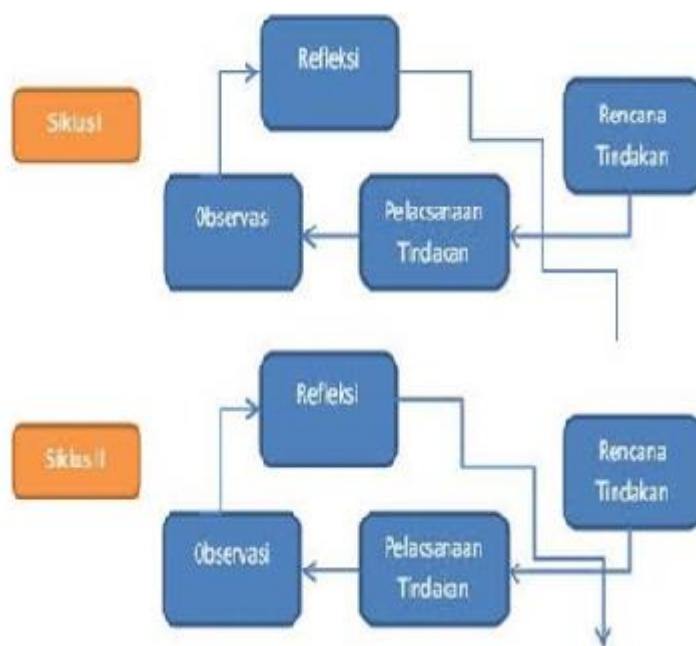
The school is provided with many facilities which could support the teaching and learning process. There are a automotive laboratory, a school library, a computer-internet laboratory, one multimedia room, a parking area, and a mosque.

There is also a hotspot area where every school member could access the internet connection. Generally, the facilities of the school are sufficient to support the needs of the teaching and learning process. Most of them are in good conditions.

The location of the school is also accessible.

## **C. Research Procedures**

This class action research was conducted in 2 cycles by applying a model developed by Suharsismi Arikunto. Each cycle consists of four directions, namely planning, implementation planning, observation planning and reflection planning. While the model developed by Arikunto is as follows;



Appendix 3.1  
Cycle Procedure

Suharsimi Arikunto (2006) Explain Classroom Action Research as an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously. PTK which is a scientific activity consists of Classroom Action Research.

### 1. Planning

At this stage, the researcher made general as well as specific plans. The general plan was made to plan all aspects related to the classroom action research while the specific one was aimed to make the plans for each cycle. The specific plans were used to plan the next cycles.

#### a) Preparing Instructional Material

The material used as a material given to student's is in the form of picture series, where the picture series is applying in class every day.

with this picture series students are able to learn it easily, and remember what has learned.

b) Preparing Instructional Media

Media used in this study is vocabulary picture that will be given to students, with interesting picture methods to make students interested and easy to memorize vocabulary.

c) Preparing Instructional Strategy

Several strategies will be used in applying this picture series method, to make it easier for students to remember the lessons described and memorize vocab well. Among them are:

1. students are asked to repeat the vocab that has been given through picture.
2. students are asked to memorize back the vocab that has explained and given by the teacher.
3. If you have memorized students are asked to apply them to their class, so students are able to add quality students to their speaking abilities.

d) Preparing Speaking Test

Before proceeding to examine this problem, the researcher conducted two tests:

1. The first test is done using a picture that has the written intent of the picture, then it is distributed to students one by one to describe the picture.

2. The second test is done with a picture too but, using video media so that students can be more interested, and can describe more clearly together.

e) Preparing the Criteria of Success

To find the success of failure of students being taught, the researchers set a score that students feel will be able to meet the relatively high scores that students must get on obtaining the success of this method is to achieve a minimum value of 50 because it use the course's score, then this method will be declared successful with the student's score jumping above the average.

## **2. Implementing**

In this step, the researcher implemented the action plans. While implementing the actions, the researcher observed what was going on in the classroom to know the occurring problems as well as to know the successes of the actions. To record what had been observed, the researcher wrote field notes about all events happening in the classroom being observed.

Based on the agreement among the research members, the action was implemented in two cycles. Each cycle was done twice a week, every Tuesday or Saturday. The researcher and other research members observed and recorded the teaching-learning processes when the actions were being implemented. Based on the observation, field notes and interviews; the involved members discussed the implementation of the actions and the changes as the result of the actions. The results of the discussions served an evaluation for the implementation of the actions plans to improve the next ones.

### **3. Observing**

Observing is a way to collect data by looking directly into the field. In this study researchers observed students when learning lasted until the test results at the end of the learning cycle.

### **4. Reflection**

Reflection is the evaluation done by the collaborator or research members. The reflections have to be carried out collaboratively by discussing the success of the actions as well as problems happening in the classroom during the action implementation.

At the end of each action, the researcher, the English teacher and the students made reflections about the problems occurring during the action implementation. The reflection of the actions indicated the success of the action research. The actions that were unsuccessful were changed with the suitable ones, but those that were successful were used again in the next actions.

### **5. Research Instruments**

Research instruments are tools used to collect data in research. The instruments used in this study included questionnaires, observation sheets, field notes, and speaking skills assessment sheets. In addition, a recording of activities in the form of photographs of research implementation is included in order to obtain more accurate data.





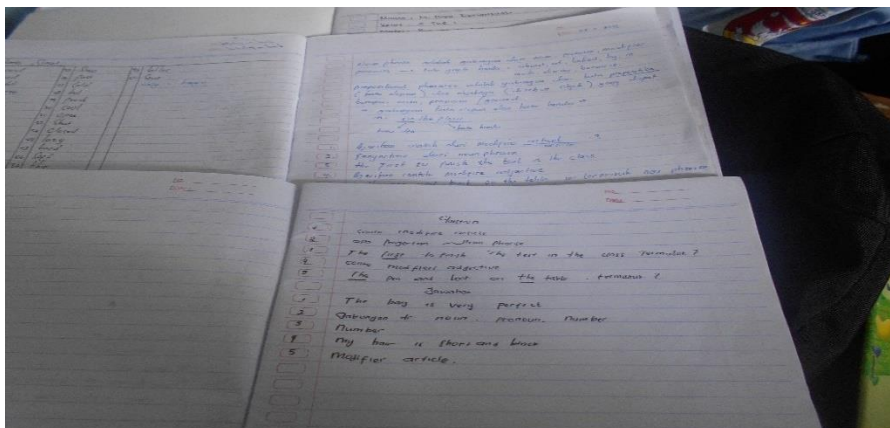
Appendix 3.2

The picture above shows when explaining (learning to speak in English)



Appendix 3.3

The picture above is intended when explaining a lesson that uses pictures on paper.



### Appendix 3.4

The picture above is the collection of the results of the questionnaire after being given a paper picture.

## 6. Data Collection Techniques

The data collection techniques which were used to see the success of the actions were in the forms of observations and interviews which were explained as follows :

### a) Observation

Observation is used to record, give an overview of the process of learning discussion skills in class. The observation sheet used by the researcher has been modified based on the conditions for discussion according to Dipodjojo (1984: 64) and Tarigan (2008: 50-51) based on the task of discussion participants that must be carried out during the discussion. Interviews

According to Brinkmann (2008:470), an interview is a conversation where information is obtained and knowledge is created through the interaction between an interviewer and interviewees. In this research, it was conducted to

get the information to form the knowledge about students' and teacher's personal opinion, experiences, and ideas related to this research.

The researcher gathered all members of the English SMK Darussalam, to conduct a test in the form of an interview. After the students have gathered, they will be asking questions related to their speaking skills, some values that are considered not meeting the target, there are 50% of students and above who have not met the requirements. then it will be divide again for classes to make the picture series media.

#### b) Tests

Tests are a series of questions or other tools used to measure skills, knowledge, intelligence, abilities or skills needed by individuals or groups The test used in this study aims to measure the ability to read, researchers use tests about the questions asked for students.

### **7. Data analysis technique**

According to Wina Sanjaya (2012: 106-107) Data analysis in CAR can be done with qualitative and quantitative analysis. Quantitative data analysis is used to determine the improvement of the learning process especially the various actions taken by the teacher. Quantitative data analysis is used to determine the improvement in student learning outcomes as the effect of every action taken by the teacher.

Data analysis can be done in three stages. First, data reduction is the activity of selecting data according to the focus of the problem. At this stage,

the teacher or researcher collects all the instruments used to collect data and then groups them according to the focus of the problem or hypothesis. The second stage, describes the data so that the data that has been organized becomes meaningful. Describing data can be done in narrative form, making graphics or arranging them in tabular form. In the third stage, is making conclusions based on data descriptions. In the process of research analyzing and interpreting data in the form of a very important step, because the data that has been collected will not mean anything without being analyzed and given meaning through data interpretation. and research question.

## **CHAPTER IV**

### **RESEARCH RESULTS AND DISCUSSION**

#### **A. Exposure Data**

##### **1. Brief History of the Establishment of SMK Darussalam Blokagung**

Blokagung Vocational School is one of the formal education units in the eastern part of the island of Java. Under the auspices of the Darussalam Vocational high school Blokagung Tegalsari Banyuwangi which is inhabited by several thousand students, they all come from various foreign countries even, such as Sumatra Island, Java Island, Sulawesi Island, Maluku Island, Kalimantan Island, Papua Island, and some even come from the other country, Thailand.

According to the recommendation of the approval of the Banyuwangi Ministry of Education and Culture, SMK Vocational high school Darussalam was established on May 23, 1986, thus SMK Vocational high school Darussalam is now 33 years old. The majors that have been opened at SMK Vocational high school Darussalam include: Accounting and Trade, Accounting and Trade Management, Accounting and Business Management, Accounting and Sales to date, SMK Vocational high school Darussalam has 5 majors of study programs, namely the Accounting program, Boutique Clothing Program, Automotive programs, Network Computer Engineering programs, and Health programs currently the number of students in SMK Vocational high school Darussalam is as follows:

Table 4.1 Number of Students last 3 Years

<b>RECAPITULATION OF STUDENT DATA 3 LAST YEAR AND ACADEMIC YEAR</b>												
<b>2019/2020</b>												
<b>EXPERTISE COMPETENCY</b>	<b>ROMBEL</b>	<b>2017/2018</b>		<b>Total</b>	<b>ROMBEL</b>	<b>2018/2019</b>		<b>Total</b>	<b>ROMBEL</b>	<b>2019/2020</b>		<b>Total</b>
		<b>L</b>	<b>P</b>			<b>L</b>	<b>P</b>			<b>L</b>	<b>P</b>	
<b>ACCOUNTING</b>	3	15	52	67	3	12	42	54	2	10	31	41
<b>TECHNICAL LIGHT VEHICLE</b>	2	71	0	71	3	109	0	109	3	81	0	81
<b>BOUTIQUE FASHION</b>	1	0	14	14	1	0	37	37	1	0	39	39
<b>COMPUTER AND NETWORK ENGINEERING</b>	3	63	24	87	4	99	35	134	4	85	27	112
<b>NURSING</b>	1	0	27	27	1	0	51	51	1	0	24	24

Majors who have opened in SMK Darussalam

1. Accounting and trade
2. Accounting and Trade Management
3. Accounting and Business Management
4. Accounting and Sales
5. Note: The change in majors is due to the existence of SMEA becoming a SMK by Demeanour Dictamen

6. In 2005 the addition of Automotive majors
7. In 2007 the addition of TB majors
8. In 2010 the addition of TKJ majors
9. In 2012 the addition of the Department of Health

Profile of SMK Darussalam Blokagung Tegalsari Banyuwangi

- a. School Name: SMK Darussalam Blokagung
- b. Accreditation Status: Accredited "A"
- c. Accreditation SK Number: 200 / BAP-S / M / SK / X / 2016
- d. Date: October 26, 2016
- e. School identity number (NIS): 400100
- f. School Statistics Number (NSS): 342052523015
- g. Founded: July 16, 1986
- h. Areas of Study Expertise:
  - 1) Business and Management
  - 2) Technology and Engineering
  - 3) Handicraft and Tourism
  - 4) Information and Communication Technology) Health

Name of School Principal: Agus Priyadi, M.T I.

School Address: Jalan Pondok Pesantren Darussalam Pos 68491

Blokagung Hamlet Karangdoro Village Tegalsari District. Banyuwangi

Regency, East Java Province.

## **2. Vision and Mission of SMK Vocational High School Darussalam**

### a) Vision Of Darussalam Vocational High School, blokagung:

The realization of graduates who have excellence as a professional workforce, in the face of the Global Era of Islamic Boarding School-Based and become a reference Vocational School.

### b) Mission of darussalam vocational school, blokagung:

1. Organizing learning that can improve student professionalism so that they can compete and play a role in the DU / DI environment
2. Improve the quality of teachers and administrative staff so that it supports the learning process in schools.
3. Providing provision to students to be able to be independent so that they change the burden status to Asset Nation.
4. Increase good cooperation with parents of students / community, DU / DI, Government / local government that supports the learning process at school.
5. Carry out religious-based learning (Madrasah Diniyah)

## **B. Classroom Action Research Results**

Classroom Action Research (CAR) used in this study uses picture series learning strategies in learning the skills of speaking that have been given to students. This chapter will present the results of research in accordance with the activities that have been carried out. These activities include four things, namely action planning, action implementation, observation, and reflection.



The results obtained in the classroom action research will be described further below.

### 1. Student Learning Outcomes After Applying the Learning Method of Media Image Series.

Based on observations made by researchers on November 22, 2019.

#### a) Implementation of Cycle Classroom Action Research 1

The implementation of classroom action research using picture series strategies in speaking learning is expected to improve skills, fluency in describing images. The action was carried out twice, which was described as follows.

##### 1. Preliminary activities

In the preliminary activity begins with the researcher holding apperception activities on the material. Researchers say hello, ask students how they are doing, then prepare prayers before learning led by gutu, then the researcher conveys the material and learning objectives to student.

##### 2. Core activities

The implementation of this activity is as follows:

- a. The researcher tells students to look and observe pictures by opening the student manual.
- b. After listening, students are asked to follow one by one the words in the picture.
- c. Then students are asked to memorize one by one and repeat what they have been taught to students.

- d. Next the researcher evaluates students one by one to determine how well the vocab memorization students are getting.
  - e. Then the researcher tells all students to repeat the vocab that is taught, to better remember the vocab that has been taught.
3. Closing activities

The closing learning activities are as follows:

- a. The researcher gives an assessment in the form of drawings to practice their speaking and memorized vocab.
- b. Researchers provide motivation and direction as well as advice to students on matters relating to learning activities.
- c. Researchers and students together conclude the material that has been studied.
- d. The researcher presents the material that will be submitted for the next meeting.

In presenting the learning that will be carried out, the researcher takes the learning steps as stated in the learning plan that has been prepared beforehand. Observations on teacher performance are carried out by researchers (observers).

#### 4. Observation

This observation activity is intended for researchers and students with the aim to find out whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the completeness of the students of each student in cycle 1, at the end of each cycle, a test is performed. The test results are used to determine the

success rate of research cycle 1. The level of success of students in cycle 1 can be seen in the following table.

Table 4.2 Observation Of Cycle

No	Name	Class	Score	Information
1	ACHMAD EKO YULIANSYAH	TKR 1	50	Not Complete
2	AHMAD DEDI FIKRIYANTO	TKR 1	45	Not Complete
3	AHMAD FERDI MALIK	TKR 1	50	Not Complete
4	HANIPAN	TKR 1	60	Complete
5	HASYIM MUSTOFA	TKR 1	65	Complete
6	HOPIPUL PUAD	TKR 1	60	Complete
7	M EKA FEBRIYANTO MAGHWA	TKR 1	45	Not Complete
8	MIFTAHUL	TKR 1	40	Not Complete

	UMAR DIANSYAH			
9	MOHAMMAD SUBHANUL WAFI	TKR 1	45	Not Complete
10	MUKSIN ABRORI	TKR 1	50	Not Complete
11	RAMA IRFANDA	TKR 1	55	Not Complete
12	ROBY PRAYOGA JUNIARTA	TKR 1	40	Not Complete
13	ROHI IDROKI	TKR 1	45	Complete
14	SAIFUL BAHRI	TKR 1	50	Not Complete
15	SAMSUL HADI	TKR 1	55	Not Complete
The highest score			65	
Lowest Value			20	
Amount of Values				

Number of Students Completed	4 (25%)
Number of Students Not Completed	11 (75%)

### 5. Reflecting of Student Results cycle 1

In the graph above it can be seen that, at the stage of cycle 1 students who have reached the completeness target there are 4 students with a percentage of 25%. As for students who have not yet completed the completeness of a minimum of 11 members, with a percentage of 90%. From the results above, there are many students who have not finished completing their speaking abilities, therefore researchers conducted cycle 2 to be able to improve student learning outcomes by using the media picture method.

The stage taken after observation is reflection. This reflection phase the researcher together with the teacher as a collaborator discussed again what had been done in cycle I. The collaborator teacher and the researcher discussed and analysed the results of the actions in cycle I. The reflection activities carried out were based on achieving indicators of research success. In the observations of this cycle 1 the results are further improved but to establish whether this picture series learning strategy can really improve students' English speaking skills it is necessary to have a cycle II action.

b) Implementation of Cycle Classroom Action Research 2

The implementation of classroom action research using picture series strategies in speaking learning is expected to improve skills, fluency in describing images. The action was carried out twice, which was described as follows.

1. Preliminary activities

In the preliminary activity begins with the researcher holding apperception activities on the material. Researchers say hello, ask students how they are doing, then prepare prayers before learning led by guru, then the researcher conveys the material and learning objectives to students.

2. Core activities

The implementation of this activity is as follows:

- a) The researcher asks students to see and observe images in the video.
- b) After seeing and listening, students are asked to follow one by one the words in the video picture.
- c) Then students are asked to memorize one by one and repeat what they have been taught to students.
- d) Next the researchers evaluate one student at a time to determine how well the vocab memorization students are getting.
- e) Then the researcher asks all students to repeat the vocab that is taught, to better remember the vocab that has been taught.

### 3. Closing activities

The closing learning activities are as follows:

- a) The researcher gives an assessment in the form of drawings to practice their speaking and memorized vocab.
- b) Researchers provide motivation and direction as well as advice to students on matters relating to learning activities.
- c) Researchers and students together conclude the material that has been studied.
- d) The researcher presents the material that will be submitted for the next meeting.

Presentation in the learning that will be carried out, the researcher takes the learning steps as stated in the learning plan that has been prepared beforehand. Observations on teacher performance are carried out by researchers (observers).

### 4. Observation

This observation activity is intended for researchers and students with the aim to find out whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the completeness of the students of each student in cycle 2, at the end of each cycle a test is performed. The test results are used to determine the success rate of research cycle 2. The level of success of students in cycle 2 can be seen in the following table.

On December 18, 2019 researchers made improvements to Cycle 2 learning. Following are the results of evaluation and distribution of cycle 1 values.

Table 4.3 Observation of Cycle 2

No	Name	Class	Score	Information
1	ACHMAD EKO YULIANSYAH	TKR 1	65	Complete
2	AHMAD DEDI FIKRIYANTO	TKR 1	50	Not Complete
3	AHMAD FERDI MALIK	TKR 1	75	Complete
4	HANIPAN	TKR 1	80	Complete
5	HASYIM MUSTOFA	TKR 1	80	Complete
6	HOPIPUL PUAD	TKR 1	75	Complete
7	M EKA FEBRIYANTO MAGHWA	TKR 1	55	Not Complete
8	MIFTAHUL UMAR DIANSYAH	TKR 1	70	Complete
9	MOHAMMAD SUBHANUL WAFI	TKR 1	80	Complete
10	MUKSIN ABRORI	TKR 1	50	Not Complete
11	RAMA IRFANDA	TKR 1	75	Complete
12	ROBY PRAYOGA	TKR 1	65	Complete



	JUNIARTA			
13	ROHI IDROKI	TKR 1	70	Complete
14	SAIFUL BAHRI	TKR 1	75	Complete
15	SAMSUL HADI	TKR 1	80	Complete
The highest score			80	
Lowest Value			50	
Amount of Values				
Number of Students Completed			12 (90%)	
Number of Students Not Completed			3 (10%)	

Based on table 2 above it can be seen that the average value of pre-cycle observations reaches 90% the highest value 80 and the lowest value 50. The percentage of students who have completed as many as 12 students (90%), and as many as 3 people (10%).

#### 5. Reflection on Classroom Action Research II

The stage taken after observation is reflection. This reflection phase the researcher together with the teacher as a collaborator discussed again what had been done in the second cycle. Teacher collaborators and researchers discuss and analyze the results of actions in cycle II. The reflection activities carried out are based on achieving indicators of research success.

If presented in graphical form, please see below:

Figure 2 Percentage of Student Cycle Results 2 1. In the graph above it can be seen that, at the cycle stage of the Students who have reached the completeness target there are 12 students with a percentage of 80%. The students who have not reached the minimum completeness of 3 students with a percentage of 20%.

Table 4.4 Percentage of mastery learning Test Cycle 2

NO	Percentage of completeness	Completeness Level	Many students	Percentage of students
1.	70%-99%	High		4
2.	41%-69%	Is		8
3.	0%-40%	Low		3
<b>Total</b>			15	100%

Based on the table above we can see there are students who have high or very low assessment criteria. Students who have high criteria 80 numbered 4 students, students who had medium criteria 65-75 totalled 8 students, while students had low criteria 50-55 numbered 3 students, and very low criteria did not exist.

The results of students' mastery learning are classically calculated using the formula set by Zainal Aqib, namely:

$P = \text{students who have finished learning } 100\%$

$P = 12 \div 15 \times 100\% = 80\%$

$P = \text{students who have not finished learning } 100\%$

$$P = 3 \div 15 \times 100\% = 20\%$$

From the results of classical learning completeness of 80%, the success of student learning in cycle 1 and cycle 2. This is in accordance with the criteria for the level of student learning success set by zainal aqib which can be seen in the table below:

Table 4.5 Criteria for Student Learning Success Rate %

Level of success (%)	Category
>80%	Very high
60-79%	High
40-59%	High
20-39%	Low
<20%	Very low

From the results of the above explanation it can be concluded that the completeness of learning classically cycle 2 is equal to 80%. Nevertheless student learning outcomes in the cycle can reach the classical completeness stage that has been set at 90%.

### **C. Discussion**

Based on the results of observations and interviews from students the problems found from the methods used in learning English are feeling less appropriate and boring with the methods used by teachers in teaching. The method used by the teacher in teaching English makes students not pay attention to the material being taught and explained by the teacher because more to the explanation of the material alone is never a direct practice, making

it difficult for students to understand the material, and the methods used by the teacher do not have the attraction that makes students motivated and eager to learn English. In learning English, the teacher must have an attraction, for example by dressing neatly and having a game (series of pictures), and enthusiasm in teaching, for example explaining in a clear voice so that students pay attention to what is explained. In explaining the material the teacher should explain it accompanied by examples or by putting it into practice directly so students can better understand the material that has been explained, and also the teacher should provide motivation and enthusiasm by giving praise to the work of students that have been made not just read it so students feel that their work is good if it is praised.

In learning English according to Subiyati (1994:51) says Pictures in a test may be functional or illustrative. If the pictures are functional, that is, if they are the means of teaching meaning, it is important to make sure that the pictures are not ambiguous. To be clear, a picture should contain only what the words mean; there should be nothing in the picture that is not mentioned in the sentences. All the irrelevant details must be removed... illustrative pictures are useful to focus the attention of the students on what the text says by helping him to imagine it. The pictures, often come in the form of crowded scenes, illustrating a single theme, like the family leaving on a holiday the countryside, summer, For this purpose, it is necessary to take the procedure of teaching the appreciation of the picture series through the stages, namely:

- (1) Picture series observation stage, in this stage the teacher should provide the widest opportunity for students to obtain the vocabulary they are thinking about.
- (2) picture series understanding stage, in this stage the teacher guides students in formulating the thoughts, speech presented and the discovery of the values of wisdom in speaking it.
- (3) The stage of disclosure (speaking ability), in this stage the teacher guides students in an effort to grow the ability to speak, expressing the explanation in the picture.

Based on the results of observations and interviews from students the problems found from student activities in following the teaching and learning process with the method used by the teacher is when the teacher explains the material the student does not pay attention to the teacher explaining. During the process of teaching and learning English language students are just busy themselves with their other work, such as making other lesson assignments and playing with his friends, there are students who sleep do not pay attention to the teacher explaining the English language material, students are often noisy and in and out of class because there is interference from friends outside who are not studying. Moreover, the teacher also did not care or scold students who were noisy and in and out of class. So, students feel unnoticed and they feel happy going in and out of class to be able to play with students whose classes are not learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

1. Classroom action research conducted by implementing the picture series model aims to improve student learning activities in English subjects. From the results of the study showed an increase in student learning activities on each indicator. This proves that the Picture series learning model can improve student learning activities. Increased student learning activities are also supported by increased student learning outcomes. Besides giving awards in this learning model is also able to increase student motivation and enthusiasm in learning English.
2. Student responses after using the picture series learning model that is students already have an interest and willingness to memorize quickly what has been taught in class, students begin to actively memorize and apply it in class.

#### **B. SUGGESTIONS**

Based on the results of research on learning English using picture series learning models to improve student learning activities, the researchers provide suggestions for related parties, among others, as follows:

1. For Teachers This research is expected to provide input for teachers to apply the learning model of the pictorial series as an alternative

learning model, because this learning model is effective in increasing student learning activities.

2. For Students are expected to be able to play an active role in learning activities. Being actively involved in learning will certainly improve learning outcomes, in addition to cognitive assessment but also affective assessment.

3. For Schools The picture series learning model in schools is expected to be able to be applied to other subjects besides English subjects.

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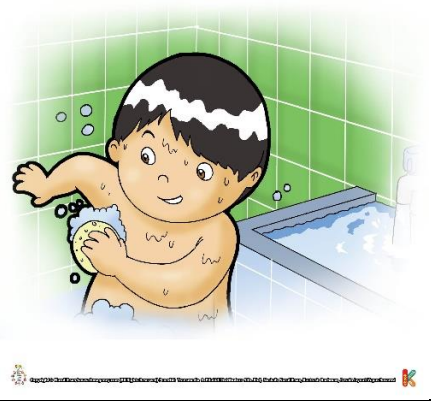
## Appendixes



**Manggo**



**Muslim boy**



**Take a Bad**



**Apple**



**School**



**Teacher**

The student's speaking english use picture above.

## BIOGRAPHY



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Thus the author's educational history list is made with actual data and hopefully becomes clearer information.

**“ slowly but sure be your self and be the best”**