

USING PICTURES IN IMPROVING THE SPEAKING ABILITY OF THE GRADE EIGHT-A STUDENTS OF SMP NEGERI 1 ANGGANA

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Abstract:

The objectives of this study were to know the speaking ability of the Grade Eight-A Students of SMP Negeri 1 Anggana in Academic Year 2012/2013 after using Pictures, and to know the student's participation of the grade Eight-A students of SMP Negeri 1 Anggana in Academic Year 2012/ 2013 through pictures. This study employed CAR (Classroom Action Research) design. The procedures of CAR, i.e. Planning, acting, observing and reflecting. The result showed that the use of pictures had succeeded, to some extent, to improve student's speaking ability and students' participation. The student's speaking ability improve as it showed that the number of students which were classified as good and very good' improved from 6, 4% in preliminary study to 83, 9% in cycle 1 and became 100% in cycle 2. While those who classified as fair and poor reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking ability. Mostly, the students could improved their fluency, content, pronunciation and grammar. The average score raised from 66 in preliminary study, 74 in cycle 1, and 80 in cycle 2. The students' participation also improved from cycle to cycle. In cycle 1, during the teaching learning process, the class VIII-A had an improvement. It stated that from meeting 1 to 3, the students were actively involved. The result had changed in meeting 3 where 13 students were categorized as very active and 12 students were active enough in presenting the pictures and made progress every meeting. The rest 4 students were categorized as hesitant and 2 students were not active since they were still shy to explore their ideas. On the other hand, during 3 meetings started from meeting 4 to 6 in cycle 2, the class VIII-A also had more improvement than what they did in cycle 1. There were 22 students categorized as very active and 8 students were active enough. The result of the research showed that the implementation of using picture media could give an improvement on students' speaking ability and students' participation.

Keywords : pictures, speaking, ability

A. INTRODUCTION

English has been a subject at Indonesian schools since a long time ago. Since then, many problems have been rising up within the process of teaching and learning in the class. These problems can be the students' boredom, less participation, low interest, and demotivated towards English. Such conditions, however end with dissatisfied result of teaching and learning English. These facts are also experienced by the students of SMP Negeri 1 Anggana where the researcher teaches English. This is seen in the process of teaching and learning English in the class that they have less participation; asking question, answering

questions, or involving in teaching practice like in role play dialogue. As a matter of fact, there are only a few students who are active in class and it continuesly happens. In short, the demotivated students usually rely on the active ones.

Another fact of the students of SMP Negeri 1 Anggana is in the side of self-confidence. Most of them do not have any bravery to speak English, even they basically can do that. They are afraid of making mistakes and being laughed by their friends because of that, they really dislike to practice dialogues in front of the class even a simple one. They are speechless when they are asked to read or to pronounce even a simple sentence or a word of English. In other words, the students of this school have a crisis of self-confidence in English.

An impact of those conditions above is on the students' English achievement. This can be identified in students' floating scores (*Nilai Standar Minimal*) of daily examination that is hard to be obtained. The researcher commonly did remedial program almost for every single material to upgrade the students' scores so that they will be able to pass through the floating score determined. Anyhow, it is really hard to be done.

Some evidences above also supported by the result of preliminary observation to the students about the problems on speaking class conducted on November 17, 2012. It showed that 87, 1%, they agreed that they were lack of opportunity to speak, 93, 5%, they agreed that the teaching learning process were lack of variation, 90, 3%, they agreed that they feel nervous to speak, 93, 5%, they agreed that they were lack of grammar and vocabulary.

After that, the researcher also conducted a performance assessment to know the student's speaking ability. The result showed that the score of the students were insufficient. The students' mean score of speaking was only 66. This achievement was still less than the KKM (*Kriteria Ketuntasan Minimal*) of Speaking competency which is 70. In addition, there were only 2 students who got good category, their scores were in the range of 70 to 79. There were 26 students got fair category, their scores were in the range of 60 to 69. Then, there were 3 students were in poor category, their scores were in the range of 50 to 59.

Considering the problems faced by the students of SMP Negeri 1 Anggana, the researcher, as an English teacher of this school would like to conduct a class room action research in improving their speaking ability. Therefore, the researcher would like to use a visual media to improve his students' speaking ability.

There are some reasons for using visual media in the process of teaching and learning English. The most people are visually oriented. They explain that people learn about 10 percent from listening, but over 80 percent from

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what they see. More importantly, people are said to remember only about 20 percent of what they hear, but over 50 percent of what they see and hear.⁶¹

Then, in relation to visual media, generally, young learners cannot handle abstract concept, but they can grasp concrete concepts easily. Therefore, visual media are worthwhile for the teaching learning process at junior high schools. The instructional media not only provide the necessary concrete experiences, but also help children integrate prior experiences, and relate the concrete to the abstract. She adds that one of the key reasons for using instructional media is to improve the relationship between concrete and abstract experiences.⁶²

There are some teachers who have conducted a research in improving English skills by using pictures as media. A study conducted by Rochmah found out that pictures give a good effect on the students' reading of texts. The students are helped in the comprehension of the main idea.⁶³ Azhari conducted an action research to the third year students of SMPN 18 Malang. He proved that the students' writing skill had made an improvement after implementing the pictures as instructional media in writing activities.⁶⁴ Then, Anshori also conducted a study on cue cards to increase the students' speaking ability. The subjects were the second grade students of SMPN 2 Pracimantoro, Surakarta. The students were satisfied and responded positively with the developed procedure.⁶⁵ The other study was conducted by Susilowati. She conducted a classroom action research with the title "Using Cue Cards technique in Improving the Speaking Skill of the Eight Grade Students at SMPN 3 Balikpapan." The result showed that the use of cue card technique had succeeded in improving the students' speaking ability.⁶⁶

Based on the studies that had been stated above, the use of pictures is important because it may give a significant impact in teaching learning process, especially in teaching English skills that had been conducted in some schools. The use of pictures may also create an interesting situation in the classroom. Because of that, the researcher was interested to conduct a classroom action research to improve his students' speaking ability with the title "Using Pictures

⁶¹ R. Heinich & M. Molenda. *Instructional Media and the New Technologies of Instruction*. (Ottawa: John Willey & Sons, Inc., 1993)

⁶² K. Kasbolah. *Instructional Media for Young Learners of EFL*. English Language Educational Journal, Volume 1, 1 July 1995

⁶³ Dewi Rochmah. *The effect of Using Pictures in a Reading Text on the Student's Comprehension of the main Idea*. (Unpublished Thesis. IKIP Malang, 1996)

⁶⁴ Rishan Azhari. *Teaching Descriptive Writing by Using Pictures among the Third Grade Students of SLTP Negeri 18 Malang*. (Malang: Unpublished Thesis IKIP Malang, 2004)

⁶⁵ Akhmad Anshori. *A Study on Cue Cards Technique to Increase The Students' Speaking Ability of The Second Grader of SMPN 2 Pracimantoro, Surakarta*. (Surakarta: Unpublished Thesis: Surakarta, 2009)

⁶⁶ Retno Susilowati. *Using Cue Cards Technique in Improving the Speaking Skill of the Eight Grade Students at SMPN 3 Balikpapan*. (Unpublished Thesis. Mulawarman University, 2012)

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in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana in Academic Year 2012/2013”.

B. RESEARCH METHOD

This study employed a classroom action research, which was targeted to develop the teaching media, especially the use of picture, in order to find out solutions to the problem of teaching speaking at SMP Negeri 1 Anggana. In conducting the research, researcher was assisted by a teacher who also taught English at SMP Negeri 1 Anggana as his collaborator. A collaborator played an important role in action research that was necessary for the researcher to use her services to observe the teaching and learning process, students' responses, teachers' method, and anything that happened in the classroom. Classroom Action Research (CAR) in this study was done following Kemmis' cycle process. Each cycle covers four steps; (1) planning, (2) acting, (3) Observing, and (4) Reflecting.⁶⁷

The research was conducted by following a number of steps. The research Included preliminary study prior to analyzing and identifying the problem, followed by planning, acting, observing, and reflecting.

From the preliminary study, researcher identified problem in teaching learning process, especially speaking skill. The researcher drew the problems found in the speaking teaching and learning. They were:

- 1). The result score of preliminary study showed that it was still under the criteria of standard minimum score. The average score was only 66.
- 2). The students were not confident to speak English, because they always worried of making mistakes and their friend laughed at them.
- 3). They were shy to speak English due to the lack of vocabulary and fluency.

Planning was considered as the arrangements of actions and procedures used in one cycle to achieve the objectives stated before the process of teaching and learning. In the planning steps, some activities were planned as follows; 1) Preparing a lesson plan, and 2). Preparing pictures and activities that were going to be used in the process of teaching and learning speaking,

The goal of acting was to implement the arrangements of actions and procedures in order to grasp the objectives of teaching and its criteria. In this step, the researcher is as an English teacher and is helped by a collaborator. The collaborator is needed to help the researcher evaluating the performance of the subjects in learning speaking. The researcher arranges to teach speaking by using pictures. The tasks and activities that are going to be conducted in the process of teaching and learning can be seen in lesson plan attached in this study.

In observing step, the researcher collected data about any aspects or events that happened in the process of teaching and learning speaking by using

⁶⁷ M. J. McNiff. *Action Research Principles*. (Kent: Mackey of Chatham PLC, 1992)

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pictures. In this case, the researcher observed what became strength and weaknesses of teaching and learning speaking by using pictures. In order to avoid inappropriateness of students' phenomena in learning speaking in the class, the researcher was helped by a collaborator to observe the teacher performance as well the students' activities. In so doing, the collaborator is facilitated with sheets of observation for students and teachers.

To observe the data of students' mastery in speaking, the researcher obtains from students' scores of speaking test that was given for every single cycle. The cycle would be stopped in condition the students have achieved the criteria of this study. In so doing, the researcher compares the result of data analysis with the criteria of this study. If all criteria have been achieved, the action is stop but if it is not, the research is continued to the next cycle by improving and revising the plan.

The total number of the students were 31 students. The researcher took all students of class VIII-A as the sample since the total number is less than 100 students. According to Surachmad if the number of population is less than 100, we can take all population as the sample, if the number of population is 100, we can take 50%, if the number of population is more than 100, we can take 15% as the sample.⁶⁸

The instruments that researchers in his research were the test of speaking Achievement test, student's participation measurements, observation, interview, and questionnaires. The test was conducted along with the cycles used in this study. In the test of speaking, the students presented the pictures that they had and then they were asked to describe. In order to get the data of speaking achievement, the researcher used the scoring criteria determined by Harmer as follows: Fluency, content, pronunciation, and grammar.⁶⁹

C. FINDINGS

This subheading discusses the findings when the action research was implemented at the grade of VIII-A students of SMP Negeri 1 Anggana. The data was concerned with improving the speaking ability through *pictures*.

1. Planning of the Action Research

Before the action was implemented in the class, the researcher needed to make socialization to the students of Class VIII-A in order that the students were familiarized with the alternative learning method. *It was Saturday, November 24, 2012*. To open the class, the researcher greeted the students and asked their condition. They responded the researchers' greeting warmly. All students were present at the time.

⁶⁸ Winarno Surachmad. *Dasar dan Tehnik Research*. (Bandung: CV Tarsito, 1978)

⁶⁹ Jeremy Harmer. *How to teach English. An introduction to the Practice of English Language Teaching*. (New York: Adison Wesley Longman Limited, 2004)

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After the researcher made the atmospheres in the classroom friendly, then he elucidated to the class that the speaking activity the students did, were too monotonous. Moreover, the classroom atmosphere was not created in fun condition. For this reason, they got bored and lazy to participate in English class.

Further, the speaking test that had been conducted by them showed unsatisfactory result. The students themselves claimed that the previous learning method used by the teacher in the classroom was the main factor why they found difficulties to have the speaking class. Therefore, the researcher explained further if this situation must be shifted.

Additionally, the researcher told the students whether they had to improve their speaking skill to solve their problem of that inadequacy of speaking competence. Then, the researcher continued that he would apply to this class an alternative learning method, which hopefully would be able to overcome the students' problem of students' speaking skill. The technique acquainted was all of the students ought to be equipped with pictures. Each student had one picture as the equipment to conduct speaking activity when the show began. They should have their own pictures which enabled them to speak easily and better with fun situation.

Hence, for the pictures, the researcher explained that he would prepare the example of the pictures implementation and the students took them home to be learnt. They were also assigned to improve the example that the researcher gave them to enlarge their ideas and perception on how to describe the pictures with fun English speaking.

In the meantime, after the researcher explained the whole activity, then he gave the chance for the students to ask question suppose they did not understand the researcher's explanation. The students, however, maintained in silence for minutes, there was no question at that time. It seemed that the students joined this short meeting very enthusiastically and from their faces expression, it looked mostly they kept great curiosity of what the researcher promised.

2. Implementation (Cycle 1)

The implementation of this classroom action research was accomplished 3 meetings which were 2 meetings for learning activities and 1 meeting for reflection. The first meeting was conducted on *Thursday, November 29, 2012* while the second meeting was conducted on *Saturday, December 1, 2012*. The accomplishment of speaking activity using pictures followed by one meeting for speaking test.

Since the eighth-A grade students of SMPN 1 Anggana had never been acquainted with the pictures media, the researcher trained them in order that they were familiar with the learning method. The training was conducted on

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Thursday, November 29, 2012. The researcher and collaborator entered the class at 9.40 a.m.

The researcher who actually an English teacher in this class introduced the collaborator to the students and he also told them about what the collaborator would do so the students would feel okay with her presence.

As usual before the lesson began, the researcher delivered cordial greeting by saying "*Assalamualaikum* and Good morning, class." The students responded warmly by saying "*Walaikum salam*" and Good morning. Then, the researcher continued asking "*How are you ?*" The students answered mechanically in chorus "*I am fine, thanks, and you?*" The researcher answered "*Pretty well, thanks*". "*Students, today we have Ms. Dn to accompany us having a learning process. Hopefully, we can enjoy learning together with her. Now, say hello to Ms. Dn*" The students spontaneously greeted her, "*Hello, Ms. Dn.*" *Ms. Dn* answered the students' greeting, "*Hello, class. Nice to see you all here.*"

Afterwards, the researcher asked students to pray together as the school regulation. Then, he continued giving motivation before beginning the lesson. The motivation given was about some questions related to the topic, (e.g. Do you have any favorite athletes? Who are they? What kind of sport do they play? How old are they? Where do they live? How is your favorite athletes? What do your favorite athletes look like? Why do you like them? etc.

Their answers were really various. In turn, some students described the athletes sentence by sentence. To attract the students, the researcher gave one picture of athlete, and described it in detail using his own way.

Based on the contextual teaching and learning, the researcher was supposed to give such questions above, in order to encourage their motivation and led their attention into the topic being discussed by giving students brainstorming activities to build up their knowledge. They were also taught to pronounce the vocabularies which were written on the board.

To broaden the students' information about the topics and other things, the researcher introduce and explain about descriptive text, after that asking some questions to the students about the topic. (eg. Asking the characteristics of descriptive text, simple present, adjective phrases that are usually used in descriptive text, correcting the students' answers and explaining the topic more detail.

After introducing and explaining descriptive text, then he prepared the media or aids that were going to be used (eg. A newspaper, a carton, glue, scissors), cutting an interesting picture from the newspaper (especially, a person or a place), then attaching it to the carton, adding colors to the picture or carton, finally, describing the picture orally. It was aimed to make students have to learn it as they had the background of the action. The students looked very enthusiastic and eager to do the assignment given by the researcher.

Further, the researcher divided the students in 6 groups from 31 students, then asking them to prepare the aids or media (eg. glue, a newspaper

or magazine, scissors, cartons, etc), next asking students to attach some pictures (people or places) taken from a newspaper or magazine, after that asking them to do what the researcher had done. In group, the students worked together, discussed and shared ideas so that they found it easier to present the pictures at the show time next meeting. The researchers also guided the students to practice and encouraged them to perform a better speaking and explained how to describe the pictures by getting closer to each table of the group. Each group was given a direction and some practical ways about that.

The group that was ready to present their pictures would begin the action. Every student had a picture in his or her group. Before the first began the action, the others needed to pay attention and prepared their turns to practice since this activity would be done gradually. At first, the students described the picture individually. They told the pictures they got in detailed as the time given by the researcher around 1 to 2 minutes. Every student got their own turn to make sure that they knew how to tell the pictures. After all groups presented the pictures, the collaborator and the researcher gave more attention to them. The researcher also gave correction to an error produced by the students.

Sometimes, the students did a code mixing since they did not know the appropriate vocabulary to be said when presenting the picture. For that reason, the researcher just let the students do that first while at the end of the class, both researcher and collaborator would give a clarification and feedback. When giving the clarification and feedback, the other students tried giving a clarification to their friends' error when speaking. Without instructed by the researcher and collaborator, the students themselves gave corrections about their friends' performance. It seemed that there was a good understanding from the students about how to describe the pictures correctly. It would be a good opportunity for the students to emerge a natural interaction between them in learning activity.

The second meeting was conducted on *Saturday, December 1, 2012*. In this session, if the first meeting the researcher taught how to describe persons and places, in the second meeting the researcher taught how to describe animals and objects. As usual, the researcher asked students to pray together as the school regulation. Then, he continued giving motivation before beginning the lesson. The motivation given was about some questions related to the topic by asking questions related to the topic. (e.g. Do you have a pet? What is your pet? What does your pet look like? What does your pet usually eat? Why do you like it? Etc). Then he briefly repeated all materials that was explained in the first meeting by asking some questions to the students about the topic. (eg. asking the characteristics of descriptive text, simple present, adjective phrases that are usually used in descriptive text. After that, he asked some questions to the students about the topic. (eg. Asking the characteristics of descriptive text, simple present, adjective phrases that are usually used in descriptive text) and

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then, he corrected the students' answers. Further, he prepared the media or aids that were going to be used (eg. newspapers, magazines, a carton, glue, scissors), cutting an interesting picture from the newspapers or magazines (especially, an animal or an object), then attaching it to the carton, adding colors to the picture or carton, finally, describing the picture orally.

In the next session, the students collaborated with all their team prepared the aids or media (eg. glue, an newspaper or magazine, scissors, cartons, etc). Next, the students attached some pictures (animals and objects) taken from a newspaper or magazine, after that, they did what the researcher had done. In group, the students worked together, discussed and shared ideas so that they found it easier to present the pictures. The researchers also guided the students to practice and encouraged them to perform a better speaking and explained how to describe the pictures by getting closer to each table of the group. Each group was given a direction and some practical ways about that.

The researcher and collaborator monitored the students' activities while walking to every table of the group and asked if they found difficulties in understanding the pictures. Sometimes the students practiced presenting the pictures while making a joke and funny style then made other students laughed. The researcher and collaborator who saw their actions only smiled and involved to their funny activity. Besides, the researcher also asked if they still found any difficulties in delivering the speech based on the picture they had. They also had freedom to express or explore their thought about the way they speak based on the picture they had, so they did not feel nervous.

The group that was ready to present their pictures would begin the action. Every student had a picture in his or her group. Before the first began the action, the others needed to pay attention and prepared their turns to practice since this activity would be done gradually. At first, the students described the picture individually. They told the pictures they got in detailed as the time given by the researcher around 1 to 2 minutes. Every student got their own turn to make sure that they knew how tell the pictures. After all groups presented the pictures, the collaborator and the researcher gave more attention to them. Then the researcher and collaborator gave comment and feedback on students' activity. The researcher also assigned them to be serious and prepared themselves better than before since next meeting would be their time to have individual practice. So then, they would experience a lot in presenting their own pictures. In general it seemed most of the students were enthusiastic to do their tasks.

In third meeting, the students were assigned to do the speaking test in the form of performance assessment. Still in their group, the students came in front of class, and then they presented their pictures individually. It is used as a mean to know the result of using pictures media in the first cycle. In this first test, the researcher scored the four elements of speaking; they were fluency, content, pronunciation, and grammar. By the help of collaborator, the

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researcher evaluated all the students' performance carefully and ensured that all students did their best.

In the performance time, the students were asked to present their pictures differently using their knowledge. The researcher was sure that by presenting the pictures differently, the students could learn something from different view point. The researcher did this because he wanted to know whether the students' idea and speaking skill improved or not. Besides, the researcher wanted to know whether the students had already applied all they learnt in their daily communication.

However, what the researcher hoped was the students could speak in all contexts and situations. The pictures were created to be used in teaching and learning process to make the students enjoy speaking and reduced their boredom.

3. Observation

Observation was done by the researcher and collaborator in every meeting while applying the action. It was done in order to know the quality of both teaching and learning process using the pictures and the improvement of student's participation and speaking skill. The supporting instruments used when doing the observation were observation sheet.

The results of the observation were analyzed and reflected as basis for further revision and planning for the next cycle. From the observation, it was found out that during 3 meetings of teaching and learning process, the class VIII-A had an improvement in the way how they participated. It stated that in meeting 1, there were 4 students who were categorized as very active. While 8 students were categorized as active, 12 students were still hesitant and 7 students were passive. On the contrary, in meeting 2, there were 8 students were categorized as very active, while 10 students were active, then 7 students seemed hesitant to present their cards and 6 students were passive. Finally, in meeting 3, the result had changed. There were 13 very active students, 12 active students, 4 hesitant students and 2 passive students. From the three meetings above, it can be stated that the students always made progress in participating the class every meeting.

After consulting the way how the researcher taught the students to the collaborator, finally it was found out that almost all aspects of teaching had been fulfilled by the researcher. Then the researcher asked the collaborator whether there were some students ignored him when he explained the material and the procedure to present the picture. The collaborator answered that more than a half students focused on the researchers' explanation while there were few students were busy gossiping with their friends.

4. Analysis and Reflection of Cycle 1

The analysis and reflection were done to identify the success of the implementation of the plan conducted in cycle 1. The analysis and reflection were used to know how was the students' improvement in speaking activity at the first cycle.

a. *Analysis of the Teaching and Learning Process*

Based on the observation result of teaching and learning process as reported by the collaborator, it was found out that during the teaching and learning process for three meetings in cycle 1, the researcher performed all teaching aspects, introduced and explained the use of picture media to the students. In his teaching and learning process, the researcher gave a detailed instruction on how to present the pictures, interact with a group, and communicate one another as the practice time. When the students asked questions for something that they did not know yet, the researcher definitely answered the questions clearly and gave an example on how to do that. The students seemed to feel satisfied with his answer.

The researchers' classroom situation was also well-managed since he always walked around the class, invited all groups and gave a special approach to the students. His eye-contact always delivered to all spots where the students sat down. It seemed that 75% students gave more attention to her explanation. However, beside the serious students, there were still several students who looked unserious and ignored the researchers' explanation. They did something which was out of the rules i.e. made gossip. Yet, in spite of the observably varied practices of the teaching and learning process, the overall speaking activities revealed three teaching stages namely: 1) Opening (pre-activity), 2) Main activity (while-activity); 3) Closing (post-activity).

b. *Analysis of The Result of Students' Speaking Skill*

From the analysis, it was found out that most students enjoyed expressing their ideas using pictures. The problems dealt with how to use of grammar correctly, especially the use of auxiliary verbs. Few students even presented their pictures by doing code mixing. The students' speaking skill in cycle 1 when presenting the pictures were presented below as the general result of class VIII-A, while the total result of all students' speaking skill was enclosed in appendices.

Table 1. The result of students' speaking skill in cycle 1

Converted Score	Qualification	Number of Students	Percentage
80 – 100	A = Very Good	3	9,7%
70 – 79	B = Good	23	74,2%
60 – 69	C = Fair	5	16,1%

≤59	D = Poor	0	0%
Total		31	100%

From the students' speaking skill above, it can be seen that in presenting the pictures as the performance assessment at the first cycle, some students found difficulties in terms of grammar. However, it seemed that all students had tried to speak although their abilities in grammar needed to be trained by the researcher and friends in the same group. The average score of students in cycle 1 was 74. It was quite different with the average in preliminary study which was 66. However, the average score in this class is 74 means more than an average score or the minimum score criteria so called 'KKM' which was decided by school i.e.70.

In addition, there were 3 or 9,7% students who got very good category; 23 or 74,2% students got good category; 5 or 16,1% students got fair and no students got poor category found in cycle 1. For this reason, the researcher did not feel satisfied yet after seeing the score. He was really expected that the students could success their speaking skill in all aspects. Therefore, she planned for doing the speaking test again still with performance assessment in cycle 2 for the next meeting.

Another fact that the researcher found in cycle 1 that the students looked enthusiastic and they were eager to perform it. They seemed to feel excited because they could show their talent while studying.

However, even though there was not a reward from their own group, they still looked fun and enjoyed the learning process. In this cycle there was something that made the researcher felt disappointed especially when they were asked to pay attention and stayed focus on their friends' performance, they sometimes ignored it, busy with gossiping with their friends who did not present the pictures.

After conducting the presentation, the researcher needed to get such information from the students upon the using of pictures. The interview prepared by researcher was employed. In this interview, the researcher invited and asked them based on the prepared interview sheets. On the basis of interview, it was found out that learning speaking using pictures was interesting and fun because it had more variation and also it did not make the students bored. According to them, the test done by the teacher could rise their bravery and confidence to speak English. However, the students still found the problem in mastering grammar because the teacher's explanation was not in detail and too fast.

Through questionnaire which was also conducted in cycle 1, 74, 2% they agreed that they had sufficient opportunity to speak, 80, 6% they agreed that the teaching learning process was interesting and comfortable, 71% they agreed that they had big courage and confident to speak and they did not feel embarrassed. Then only 61, 3% they agreed that they could increase in mastering grammar and vocabularies.

c. The Analysis and Result of Students' Participation in Cycle 1

Based on the observation which was done by a collaborator in cycle 1, it can be found that one of the strength of using pictures was it could improve the students' speaking skill.

At the very beginning of the study, it was identified that the students joined the program with limited speaking skill. They had not done anything to improve their speaking before as they lack of strategies.

The presentation was done in the first cycle in terms of performance assessment. It was found out that some students still made mistakes in grammar especially the use of auxiliary verbs. Here are some examples of their mistakes. For example the use of "do or does". They often said "It do not eat grass" instead of "It does not eat grass. Then, they often miss in using "Be" such as, "is" and "are" in adjectives. They said, "He smart" instead of "He is smart", they said, "They beautiful" instead of "They are beautiful". To overcome the problems, the researcher needed to train them in cycle 2. Besides, he told them how to use auxiliary verbs correctly in presenting the pictures, he also recommended them to read the books and browse information about auxiliary verbs in order to enlarge their ideas.

5. Meeting 4 Re-Training Using Pictures in Cycle 2

To enhance the students' progress in presenting the pictures, the researcher conducted the second cycle. In the first meeting of cycle two, the researcher explained how to describe a person and a place. It emphasized how to use auxiliary verbs in a sentence. The lesson started by asking questions related to the topic. (e.g. Do you have any favorite singers? Who are they? What kind of song do they sing? How old are they? Where do they live? How is your favorite singers? What do your favorite singer look like? Why do you like them? etc. Explaining descriptive text and the use of auxiliary verbs more detail. After that asking some questions to the students about the topic. (eg. Asking the characteristics of descriptive text, simple present, adjective phrases, and auxiliary verbs that are usually used in decriptive text. Next, correcting the students' answers and explaining the topic more detail. Then, the researcher preparing the media or aids that are going to be used (eg. An newspaper, a magazine, a carton, glue, scissors), and cutting an interesting picture from the newspaper (especially, a person or a place), then attaching it to the carton, adding colors to the picture or carton, finally, describing the picture orally.

After giving enough explanation and describing the picture, the presentation was administered. First, the researcher divided the students in 6 groups. Then, Asking them to prepare the aids or media (eg. Glue, newspapers

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or magazines, scissors, cartons, etc) After that asking students in group to attach two pictures taken from the newspapers or magazines on a carton. The pictures were about people and places. When the students worked, the researcher and collaborator prepared the instrument for evaluating the students' activity. Finally, every group presented the pictures. Every picture was presented by two or three students. The researcher gave the students 2 to 3 minutes to present their picture.

Prior to end the lesson, the researcher and collaborator clarified what had been done by the group and asked feedback from other group. The comment and feedback were also various from positive and negative side. Overall, they accepted it all for the better performance next meeting.

6. Meeting 5

The second meeting in cycle 2 was conducted on Thursday, December 13, 2012, *in* order to make the students well understood and familiar with the picture presentation. As the researcher and collaborator entered the class, first they announced orally the result of the performance in the last meeting. Then, the researcher started the lesson by asking questions related to the topic. (e.g. Do you have a domestic animal? What is your domestic animal? What does your domestic animal look like? What does your domestic animal usually eat? Why do you like your domestic animal? Etc. After that repeating all materials that was explained in the first meeting by asking some questions to the students about the topic. (e.g. asking the characteristics of descriptive text, simple present, adjective phrases, auxiliary verbs that are usually used in descriptive text. Then, preparing the media or aids that are going to be used (e.g. a newspaper or a magazine, a carton, glue, scissors). Next, cutting an interesting picture from the newspaper or magazine (especially, an animal or a thing), Finally, attaching it to the carton, adding colors to the picture or carton, and the last, describing the picture orally.

When the researcher explained the lesson and described the picture, the students paid attention seriously. Then, the researcher continued the lesson by dividing the students in 6 groups and as usual asking them to prepare the aids or media (e.g. Glue, a newspaper or magazine, scissors, cartons, etc). After that, asking students to attach 2 pictures taken from the newspapers or magazine on the carton. When the students worked in group, the researcher and the collaborator checked and observed the students' activity.

After all groups had their pictures on the cartons, finally the researcher asked them to describe the pictures orally in group. Every picture was described by two or three students. In that section, the researcher and the collaborator still observed the students' activity. The researcher gave the students 2 to 3 minutes to present their pictures. After all groups had presented their pictures, the researcher and collaborator gave clarification and feedback for their performance. The other students also gave their comments about the

presentation. The class interaction was really live. The comment and feedback were also various from positive and negative side. Overall, they accepted it all for the best performance for the final performance assessment.

7. Meeting 6, Conducting The Speaking Test in cycle 2

The sixth meeting was conducted on Saturday, December 15, 2012. The researcher wanted to know the progress of the students by giving speaking test, in terms of performance assessment as an action from the first cycle. Here, the researcher gave the students some suggestions before presenting the pictures; especially they should be careful in using auxiliary verbs. In their group, the students came in front of class, and then they presented their pictures individually. It is used as a mean to know the result of using pictures technique in the second cycle.

As in this first cycle, in the second cycle test, the researcher scored the four elements of speaking; they were fluency, content, pronunciation, and grammar. The time that was given for each student was 2-3 minutes. By the help of collaborator, the researcher evaluated all the students' performance carefully and ensured that all students did their best. Both researcher and collaborators still observed and gave score to the students' performance until all group finished presenting their pictures.

8. Observation in Cycle 2

During the teaching and learning process, the researcher and collaborator observed the students by using the observation sheet which measure about the students' participation and speaking skill to determine the quality of the teaching and learning process.

The results of the observation of the students' performance was found that during 3 meetings of teaching and learning process in cycle 2, the class VIII-A also had more improvement in the way how they presented the pictures and took part in every performance done by their friends. It could be shown from day to day, the students liked giving the comment and feedback after seeing their friends' performance.

In meeting 4, there were 19 students who were categorized as very active. While 7 students were categorized as active, 4 students were still hesitant and 1 student was passive. Further, in meeting 5, there were 21 students were categorized as very active, while 8 students were active, then 2 students felt hesitant and no passive student in presenting the picture. As a result, in meeting 6, the result had changed. There were 22 very active students, 8 active students, and no hesitant and no passive students. In short, from the last three meetings above, it can be stated that the students always participated maximally in group and made progress every meeting.

The students felt proud of doing performance during the activity to present the picture. In conducting this activity, the researcher and collaborator

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also increased their monitoring, facilitated them and sometimes a little bit strength of gazing or staring or even conveyed their not happy voice when they found the students were not serious in presenting the picture. It all entailed that they were able to retain their own presentation.

After being trained with the picture technique mentioned above, the students made a lot progress, to some extent, in their presentation time with the model applied. It was indicated by their improvement in speaking. They were very active to present their pictures, they were so relax and made many improvisation and humor to attract the class. Furthermore, they did not make any errors presenting it based on the procedure given. Likewise, the students' improvement was also denoted by the result of speaking skill.

9. Analysis and Reflection in Cycle 2

In cycle 2, the classroom atmosphere of teaching learning was better than cycle 1. In cycle 2 the researcher trained the way to present for the second time so that the students were familiar with the instruction given. The students could have more experience and present the picture maximally based on its procedure. Besides, they did the presentation more naturally or even more spontaneously because most of them had known how to present it and they were well-experienced.

The situation was as interesting as cycle 1, they were more confident to speak, they were not afraid of making mistakes even all students in the class knew it they were just relax and continued presenting their pictures. They also had widely chance to speak, so it trained them to show their skills of speaking. They were eager and looking forward to getting a turn to speak. There was not shyness or no burden to speak. They also felt helpful with the notes given in every single picture they had. They could read and know the notes first before presenting and showing it to their friends. They were not allowed to look at the provided notes on and on, so their speaking looked more natural. In this cycle, the presentation was going smoothly and familiarized them well then taught the students to understand their pictures.

a. Analysis of The Teaching and Learning Process in Cycle 2

Based on the observation result of teaching and learning process which was observed by a collaborator, it was found out that during the teaching and learning process for three meetings in cycle 2, the researcher performed all teaching aspects. In his teaching and learning process, the researcher gave a detailed instruction on how to present the pictures, interact with a group as a practice time, and communicate one another as the presentation time. When the students asked questions for something that they did not know yet, the researcher definitely answered the questions clearly and gave an example on how to do that. The students seemed to feel satisfied with his answer and continued presenting the pictures.

The researchers' classroom situation was also well-managed since he always walked around the class and gave a special approach to the students. His eye-contact always delivered to all spots where the students sat down. However, beside the serious students, there were still several students who looked unserious and ignored the researchers' explanation. They did something which was out of the rules. Yet, in spite of the observably varied practices of the teaching and learning process, the overall speaking activities revealed three teaching stages namely: 1) Opening (pre-activity); 2) Main activity (while-activity); 3) Closing (post-activity).

b. Analysis of The Students' Speaking Skill in Cycle 2

In cycle 2, it was found out that the students looked more active and enthusiastic in presenting the pictures. It can be seen from the students' activities and attitude in the teaching and learning process from meeting to meeting. The average score of students' speaking skill during the teaching and learning process especially in the implementation of picture technique was 80. It indicated very good category. In detail, the students' speaking skill can be stated that 21 students or 67,7% were in very good category, 10 or 32,3 % students were in good category, while no students were in fair and poor category.

The average score of the students in cycle 2 increased into 80 from the average score in initial reflection which was 66, and then in cycle 1, it increased into 74. It showed that there was an improvement from each cycle. At the initial reflection to cycle 1, it increased into 8. Then, from cycle 1 to cycle 2, it raised about 6. It can be concluded that through *pictures*, the students' speaking skill had improved.

D. DISCUSSION OF FINDINGS

This section present the discussion of the implementation of pictures in the teaching speaking and the students' ability of speaking. The discussion presents below.

1. The Teaching Process

After all data collected, it was identified that the teachers' performance after implementing the action research successfully motivated the students to learn better. It can be seen from the way how the researcher taught the students systematically and assisted them to present the picture. Another important point was that using pictures was really welcomed by the students. The students felt that the media used by the researcher was beneficial for them in order to increase their speaking skill in English.

From the way the researcher encouraged the students to be actively involved in every performance, it was found that the researcher played a good motivator who always welcomed for the students' creativity. Another finding that the observer found was the researcher always involved in every activity the

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students did in the class until the presentation time. Like a friend, he responded all students' action in funny situation as if he was also a teenager liked his students. Besides, when he found his students looked unserious in study, dressed incorrectly, and many activities which were out of context, he did not look angry but then came closer to the students then reminded them to follow the rules.

Furthermore, he was also wise in deciding the group practice since he knew his students' knowledge and behavior background. His function was not only teaching the students but also educating them. It can be seen from the way he treated the students who ignored other friends when it was presentation time, he only stared at his students and blinked his eyes. Spontaneously, all students were kept in silence. Besides, he was not only focused on the students' ability to master his lessons but also to behave well.

In conjunction with how the researcher explained the mechanism of using pictures, he taught the students in detail, clearly and invited some of them to give the model on how to present the picture exactly. When he did it that, all students were very enthusiast to be the model so that they could interact well with their teacher. When the students asked him some questions for many times, he directly gave the answer and re-explained the material that the students did not know exactly. All students looked serious listening to all explanations given by the researcher. None of them ignored him and did another thing since the researchers' voice was too loud. At the end of his class, the researcher always asked his students to say their impression after learning the material given by him and always asked for his students' feedback and comment so that the next meeting, the researcher would find a better material to make his students' happy and enjoy learning with him.

All aspects of teaching and learning process in cycle 1, were in good criteria, however in cycle 2, some aspects were improved from good to very good criteria. The aspects were the teacher's opening the lesson, the clarity of the teacher's language instructions, well- managed classroom situation, the teacher's oral and written English ability, the teaching media, The student's confidence to ask questions and do the teacher's instruction.

2. The Students' Participation in Learning Activities

The students' participation had been improved by *using pictures*. The improvement showed from the scores of the speaking test using performance assessment that the students had in cycle 1 and cycle 2, compared with ones they had got before the action research, in preliminary observation. Every aspect of speaking had improved through the implementation of pictures for speaking skill from pre-test in the preliminary observation up to cycle 1 and cycle 2 as well.

After being treated with using picture technique mentioned above, the students made progress, participated a lot, to some extent, in their participation

of speaking activity. It was indicated by their improvement speaking skill. Furthermore, they did not make any errors in determining the words and sentence about the picture they had at the end of this study. To sum up, the scenarios of the researcher established, ongoing reflection, amended plan, and implemented the amended plan had assisted the students in improving the students' participation.

3. The Students' Speaking Skill in Learning Activities

As described in the previous section that students' participation improved from cycle 1 to cycle 2 after using pictures. It also happened for the students' speaking skill. The mean raw score of the fluency was only 3,90 in the pre-test, in the post-test in cycle 1 raised into 4,52 and the raw score of post-test had been improved into 4,77 in the cycle 2. While the mean raw score of content aspect was also gradually improved from 4, 00 in pre test, 4, 58 in cycle 1 and became 4, 84 in cycle 2. In relation to the aspect of pronunciation, students' mean raw score was 3,35 before the implementation of the action research, and the score had raised into 3,81 in cycle 1 and 4, 00 in cycle 2. In the terms of grammar, the mean of raw score in pre-test was 3.16 and it improved to be 3, 45 in cycle 1 and 4, 00 in cycle 2. Based on the analysis of the speaking aspects development above, it could be stated that speaking skill improved about 8% in cycle 1 (66) to be (74), and about 6% in cycle 2 (80). As the passing grade of the successful learning had been achieved, the research finished at the end of cycle 2.

4. Discussion on *Using Pictures* in Improving Students' Participation and Speaking Skill and its Theoretical Viewpoint

a. *Students' Participation*

Based on the description presented above, it was identified that the appropriate procedure of improving students' participation and speaking skill by using *pictures* requires following particular procedures of pictures presentation designed by the researcher. The findings of this study showed that the students could improve themselves in learning the language if it was done with a good teaching and learning technique, in low anxiety situation, fun, communicatively, not oppressive and correcting production.

Based on the participation measurement stated by Folse, the students of grade VIII-A showed an improvement from cycle to cycle. At the first cycle 1, during the teaching learning process, the class VIII-A had an improvement in the way how they participated in pictures presentation. It stated that from meeting 1 to 3, the students were actively involved in every single activity of pictures presentation. The result had changed in meeting 3 where 25 students were categorized as very active and active enough in presenting the pictures and

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made progress every meeting. The rest 6 students were categorized as hesitant and not active since they were still shy to explore their ideas.⁷⁰

On the other hand, during 3 meetings started from meeting 4 to 6 of teaching and learning process in cycle 2, the class VIII-A also had more improvement than what they did in cycle 1. It can be seen from the way how they presented the pictures and took part in every presentation done by their friends. The students liked giving comment and feedback after seeing their friends' performance. There were 31 students categorized as very active and active enough. Therefore, what has been stated by Folse in measuring the students' participation, the researcher should follow the classification suggested by him. When the students used whole time to be involved, they were classified as very active. However, when they used only a little time to be involved, they approximately classified as hesitant. As the findings of this study, Grade VIII-A was classified as very active students who always participated maximally in speaking activity.⁷¹

Besides, the students admitted that using pictures was an interesting learning media where they could organize their presentation and participation using their creative ways. This statement is definitely suitable with the theory from Walberg who states that students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically.⁷² Using pictures will let the students emerge several ideas during the speaking activity.

The various pictures are good media to help students learn speaking easily and fun, subconsciously, they are learning while presenting the pictures. This statement is definitely suitable with the theories from Brown who state that media establishes condition which enable the learners to acquire knowledge, skills, and attitude. Media are tools or the physical things used by the teacher to facilitate the instruction.⁷³

Dealing with teaching speaking by using pictures, it can reduce the students' boredom and problem in speaking. They were not shy anymore because they speak to the big group. They were enthusiastic and encouraged to learn English speaking. The students had real-life communication, authentic activities, shared knowledge and meaningful learning. All students actively involved in the presentation so no one missed it.

⁷⁰ F. Keith Folse. *The Art of Teaching Speaking*. (USA: The University of Michigan Press, 2002)

⁷¹ *Ibid.*

⁷² H. J. Walberg. *English for Communication*. (Philadelphia: Open University Press, 2008)

⁷³ H.D. Brown. *Principles of Language Learning and Teaching. Fourth Edition*. (San Francisco: Addison Wesley Longman Inc., 2000)

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This statement is definitely suitable with the theories from Doff⁷⁴ and Kawaguchi who state that the students must talk about what they are learning, write about it. Then, they must make what they learn part of themselves and willing to participate in real-life communication.⁷⁵

b. Speaking Skill

After being treated with the using pictures technique, some problems were encountered by the students in terms of grammar. This indication was found after the students had completed presenting the pictures until meeting 6. The researcher had to train the students to develop their vocabularies and apply the grammar they had learnt before.

Based on the scoring criteria stated by Harmer which had some variables as fluency, content, pronunciation and grammar. The students of Grade VIII-A had an improvement from cycle to cycle. In general, the students' qualification had improved after using pictures media. As the findings showed that the number of students which were classified as 'good and very good' improved from 6,4% in preliminary study to 83,9% in cycle I and became 100% in cycle 2. While those who classified as 'fair and poor' reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking skill. Mostly, the students could improved their fluency, content and pronunciation. Meanwhile, their grammar quality needed to be improved. However, the researcher was sure that all English learners would have the same problems of sentence structure both teachers and students. For this reason, the researcher would find the easiest way to enable students understand the using of grammar in daily communication.

Besides, this statement is definitely suitable with the theory from Natasha who state that in measuring students oral communicative skill which measures the learner's actual performance in-speaking (speaking skill) covering all the language components, language functions, and discourse, interactive skills.⁷⁶

The students made a progress in conducting the speaking test in form of performance assessment after they were trained how to develop their speaking skills. It was known that their skills to choose the words they speak and use a good sentence structure. Errors in using the certain words and sentence structure could be minimized.

Compared with another study conducted by Susilowati who also implemented a classroom action research with the title "Using Cue Cards technique in Improving the Speaking Skill of the Eight Grade Students at

⁷⁴ Adrian Doff. *Teach English: A training Course for Teachers Trainer's Handbooks*. (The British Council: Cambridge University Press Inc., 2001)

⁷⁵ Kawaguci. *Teaching Conversation in Second Language Classroom*. (Hongkong: The Chinese University of Hongkong, 2003)

⁷⁶ Natasha.. *How to Asses Speaking Skills*. (Cambridge: Cambridge University Press, 2006)

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SMPN 3 Balikpapan.”⁷⁷ The result was similar with the study conducted by the writer. It also showed that the use of cue card technique had succeeded in improving the students' speaking skill, especially in the aspect of fluency, content, pronunciation, and grammar. In cycle 1, however, Susilowati still failed in improving her students' speaking skills, especially in the aspect of pronunciation and grammar because their scores were still poor and the mean score were still less than standard minimum score. It was different from the writers' study. He only failed in improving his students' speaking skill in the aspect of grammar. Furthermore, in cycle 2, both Susilowati and the writer could improve their students' speaking skills in all aspects; fluency, content, pronunciation, and grammar.

E. CONCLUSIONS

Based on the discussion on the previous chapters, the researcher comes to the conclusion as follows:

The students' speaking ability had improved after using pictures. The students of Grade VIII-A had an improvement from cycle to cycle. As the findings showed that the number of students which were classified as good and very good' improved from 6, 4% in preliminary study to 83, 9% in cycle 1 and became 100% in cycle 2. While those who classified as fair and poor reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking ability. Mostly, the students could improved their fluency, content, pronunciation, and grammar.

The students of grade VIII-A showed an improvement from cycle to cycle. At the first cycle 1, during the teaching learning process, the class VIII-A had an improvement in the way how they participated in pictures presentation. It stated that from meeting 1 to 3, the students were actively involved in every single activity of pictures presentation. The result had changed in meeting 3 where 13 students were categorized as very active and 12 students were active enough in presenting the pictures and made progress every meeting. The rest 4 students were categorized as hesitant and 2 students were not active since they were still shy to explore their ideas. On the other hand, during 3 meetings started from meeting 4 to 6 of teaching and learning process in cycle 2, the class VIII-A also had more improvement than what they did in cycle 1. It can be seen from the way how they explained the pictures and took part in every presentation done by their friends. The students liked giving comment and feedback after seeing their friends' performance. Dealing with teaching speaking by using pictures, the students' participation made improvement because it can reduce the students' boredom and problem in speaking. They were not shy anymore because they speak to the big group. They were enthusiastic and

⁷⁷ Retno Susilowati, *loc. cit.*

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encouraged to learn English speaking. The students had real-life communication, authentic activities, shared knowledge and meaningful learning.

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