CHAPTER IV

THE RESULT OF RESEARCH

A. Data Description

After doing the classroom action research by using series of pictures, the researcher found some facts about student's achievement in speaking ability, the researcher could analyze the development in speaking lesson in each cycle of action. This classroom action research was planned into three cycles. Cycle one consisted of two meetings, cycle two consisted of two meetings, and cycle three consisted of two meetings. Classroom action research has four steps to do: Planning, Action, Observation, and Reflection.

1. Cycle I

a. Planning I

Before doing the research in the classroom, the researcher plans to get a legal permission from a headmaster to conduct a research in SMKIT Indra Bangsa. After get a legal permission, the researcher doing an interview with a teacher and student to know how the learning process and the problem that was faced by student in the classroom. After knowing the problem, the researcher set learning strategy to solve the students' problem in speaking ability by using series of pictures.

b. Action I

Learning activity on cycle I that I was conducted on Thursday September 10 2015 by time allocation 2x45 minutes, in cycle I the researcher gave a material about Narrative text and introduced a series of pictures media to the students. The steps of teaching learning on cycle I as follows:

1. In the first meeting the researcher asked the students' condition, checked their attendance list, prayed, and gave them an ice breaking before the study.

2. The researcher gave an explanation about narrative text.

3. The researcher read loudly an example of Narrative text which titled "The Legend of Tangkuban Perahu" then the students followed after the researcher read.

4. The researcher asked the students to underline the vocabulary they did not know.

5. The researcher introduced the series of pictures media to the student.

6. The students learn in the classroom by using series of pictures media in making a narrative text.

7. In last step, the researcher gave a task to make a narrative text from the series of pictures to the students that given by the researcher. Then the students performance it in front of the class.

c. **Observation I**

The researcher observed the activity in the classroom, focused on using series of pictures media in improving students' speaking ability. The result of cycle I, the students were interesting in learning using this media and they were enthusiasm. But they had a difficulty in speaking, the pronunciation was very poor because they not usually speak English, they were shy to performance in front of the class, and lack of confidence in speaking English language also occurred in this cycle. The responses of other students were so poor because some students did not pay attention on their friends' performance. Students' enthusiasm in learning English is still low, an interest in learning English is fair, and the spirit full in learning English also fair. The teachers' explanation, instruction, feedback to students and giving motivation to students is fair. For detail we can refer to this following table:

Table 1.1

The Result of Students' Speaking Test in Cycle I

No.	Name	Standard Criteria Minimum	Criteria					Score
			Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	AF	60	3	18	16	8	15	60
2.	AS	60	3	18	16	8	12	57
3.	AL	60	3	18	16	8	19	64
4.	FN	60	2	18	16	6	19	61
5.	EF	60	3	18	16	8	15	60
6.	GDK	60	2	24	20	6	15	67
7.	HAA	60	2	18	16	8	19	63
8.	HKN	60	3	12	12	10	15	52
9.	IA	60	3	18	16	8	19	64
10.	IN	60	2	12	16	6	15	51
11.	KD	60	3	18	16	8	15	60
12.	KMSA	60	2	18	16	6	15	57
13.	KYW	60	2	18	16	6	19	61
14.	LY	60	2	18	16	8	19	63
15.	MF	60	3	18	16	8	15	60
16.	MI	60	3	12	16	8	15	54
17.	MR	60	2	12	16	6	15	51
18.	SQ	60	2	18	16	8	19	63
19.	RD	60	3	18	16	8	19	64

20.	RM	60	3	18	16	8	12	57
Total								1189
Average								59.45
Maximal								67
Minimal								51
Level								2+

In cycle I, the students' score in speaking ability was still low. The result of the test showed that the maximum score was 67, the minimum score was 51, and the average score was 59.45. It means that, students' score was still low because there were seven students could not achieved the target score of KKM (Standard Criteria Minimum) and only 13 students achieved the target of KKM. For more details, we can see this following graphic:

Graphic 1.1

The Score of Cycle I
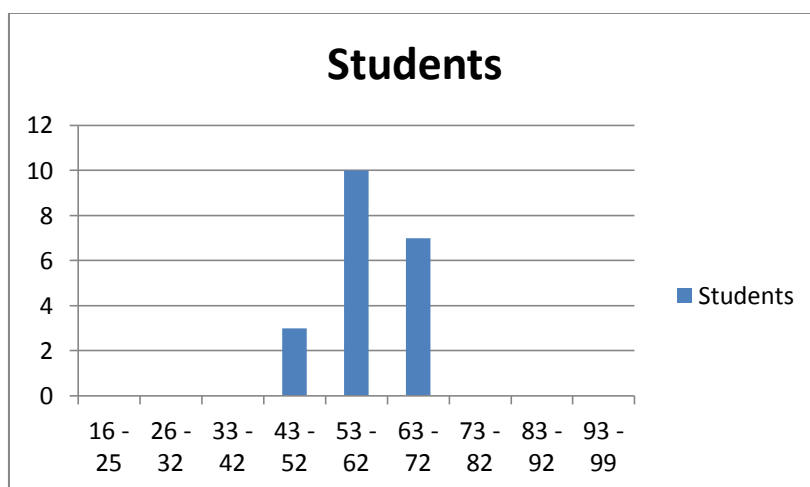
For the detail, it can refer to the following table:

Table 1.2

The Students' Level of Speaking in Cycle I

Total Score	Students' Frequency	Level
16 – 25		0+
26 – 32		1
33 – 42		1+
43 – 52	3	2
53 – 62	10	2+
63 – 72	7	3
73 – 82		3+
83 – 92		4
93 – 99		4+

d. Reflection I

The activity in the first cycle runs not too well, so the researcher needs more times to do the research by using series of pictures. The problems that commonly faced by the students are they have lack confidence in speaking English language, they feel shy to speak English, and they did not know how to pronounce the words fluently because they usually use their mother tongue. Therefore the researcher pays attention to these problems and will use a certain method, give more motivations and teach how to pronounce the words fluently in the next cycle.

2. Cycle II

  a. Revised Plan II

  In this cycle the researcher revised the learning scenario which consisted with describing picture by giving some vocabularies that usually used in describing picture, teaching how to pronounce the words, giving the motivation how to improve speaking skill, and teaching a grammar will be used in this material.

  b. Action II

  Learning activity on cycle II that I was conducted on Thursday September 17 2015 by time allocation 2x45 minutes, in cycle II the researcher gave a material about descriptive picture. The steps of teaching learning on cycle II as follows:

1. The first step, the researcher asked the students' condition, checked their attendance list, prayed, and gave them an ice breaking before the study.
2. The researcher gave an explanation about descriptive picture.
3. The researcher read loudly an example of descriptive picture then the students followed after the researcher read.
4. The researcher gave the vocabularies related to the material.
5. The researcher gave the example how to describe by using series of pictures.

6. The researcher gave a motivation how to improve their speaking ability

7. In last step, the researcher gave a task to describe a picture from the series of pictures to the students. Then the students performance it in front of the class.

c. Observation II

After doing this cycle, the researcher observed that there were an improvement in students' speaking ability, the way that the students pronounced the word, the vocabularies that the students used was increased, but the students still were shy to speak in front of the classroom because when one student was performance, the others were laughing about how he/she pronounced the words.

The improvement was showed in this cycle because the students reduced their grammar error and arranged the appropriate sentence in their task that given by the researcher, the students were be more pay attention to other's performance even though some others were laughing when someone speak English. In this cycle the enthusiasm students in learning English was increase from low to fair, but the interest in learning English was fair, and the spirit full in learning English also increase from fair to good. The teachers' instruction, feedback to the student and giving motivation to the students was increase too from fair to good, but the teachers' explanation for the material still fair. For detail we can refer to this following table:

Table 2.1

The Result of Students' Speaking Test in Cycle II

No.	Name	Standard Criteria Minimum	Criteria					Score
			Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	AF	60	3	18	20	10	15	66
2.	AS	60	3	18	20	10	12	63
3.	AL	60	3	24	20	10	19	76
4.	FN	60	2	18	20	8	19	67
5.	EF	60	3	18	16	10	15	62
6.	GDK	60	3	24	20	8	15	70
7.	HAA	60	3	18	20	10	19	70
8.	HKN	60	3	18	16	10	15	62
9.	IA	60	3	18	20	10	19	70
10.	IN	60	2	12	16	8	19	57
11.	KD	60	3	18	16	10	19	66
12.	KMSA	60	3	18	16	8	15	60
13.	KYW	60	2	18	20	6	19	65
14.	LY	60	3	18	20	8	19	68
15.	MF	60	3	18	16	10	19	66
16.	MI	60	3	18	16	10	15	62
17.	MR	60	3	12	16	8	15	54

18.	SQ	60	2	18	20	8	19	67
19.	RD	60	3	18	20	10	19	70
20.	RM	60	3	18	16	8	15	60
Total								1301
Average								65.05
Maximal								76
Minimal								54
Level								3

The Result of Students' Speaking Test in Cycle II

After giving evaluation in cycle II, the students' score in speaking ability was improved. The result of the test showed that the maximum score was 76, the minimum score was 54, and the average score was 65.05. In this cycle there were an improvement in students' pronunciation and vocabularies. Although there were some students still not reached the target of KKM (Standard Criteria Minimum) but more students can reach the target of KKM. For more details, we can see this following graphic:

Graphic 2.1

The score of Cycle II
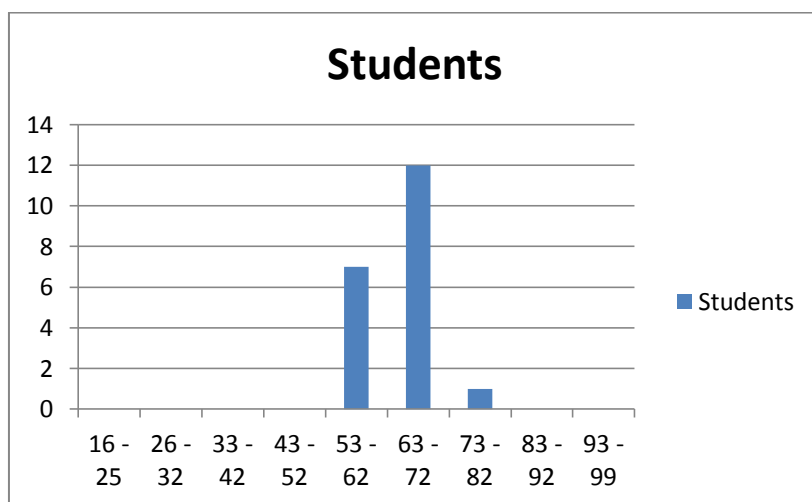
For the detail, it can refer to the following table:

Table 2.2

The Students' Level of Speaking in Cycle II

Total Score	Students' Frequency	Level
16 – 25		0+
26 – 32		1
33 – 42		1+
43 – 52		2
53 – 62	7	2+
63 – 72	12	3
73 – 82	1	3+
83 – 92		4
93 – 99		4+

d. Reflection II

The activity in cycle II runs better than the first cycle, but some students still have lack confidence in speaking in front of the class, so the researcher needs more times to do the research by using series of pictures in the cycle III. The activity in the class was more active than before because more students looked more interesting in learning using series of pictures. The problems that still faced by the students are they have lack confidence in speaking English in front of the class. Therefore the researcher will pay more attention to this problem and will use a certain method, give more motivations in the next cycle.

3. Cycle III

a. Revised Plan III

Cycle III was the last cycle done by the researcher to measure the improvements of students' speaking ability by using series of pictures. In this cycle the researcher revised the learning scenario which consisted with recount text by giving some new vocabularies, teaching how to pronounce the words, giving the motivation how to improve speaking ability, and teaching a grammar will be used in this material.

b. Action III

Learning activity on cycle III that I was conducted on Thursday September 24 2015 by time allocation 2x45 minutes, in cycle III the researcher gave a material about recount text. The steps of teaching learning on cycle III as follows:

1. The first step, the researcher asked the students' condition, checked their attendance list, prayed, and gave them an ice breaking before the study.
2. The researcher gave an explanation about recount text.
3. The researcher read loudly an example of recount text then the students followed after the researcher read.
4. The researcher gave the vocabularies related to the material.
5. The researcher gave a motivation how to improve their speaking ability
6. In last step, the researcher gave a task to fill in the blank of text from the series of pictures to the students that given by the researcher. Then the students performance it in front of the class.

c. **Observation III**

After doing the last cycle, the researcher found an improvement in students' speaking ability, the students looked more confidence than before to speak in front of the classroom.

The improvement was showed in the last cycle because the students knew how to pronounce the words, answer the appropriate answer in their task that given by the researcher, the students were be more pay attention to other's performance even though some others were not interest in listening someone speak English language. The students' enthusiasm in this cycle was increase from fair to good, and the interest in learning English was increase much

from fair to extremely good, but the students' spirit full of learning English still good there was no improve. In this cycle the teachers' explanation in explain the material was increase from fair to good, but the instruction, feedback to the students and giving motivation was still good. For detail we can refer to this following table:

Table 3.1
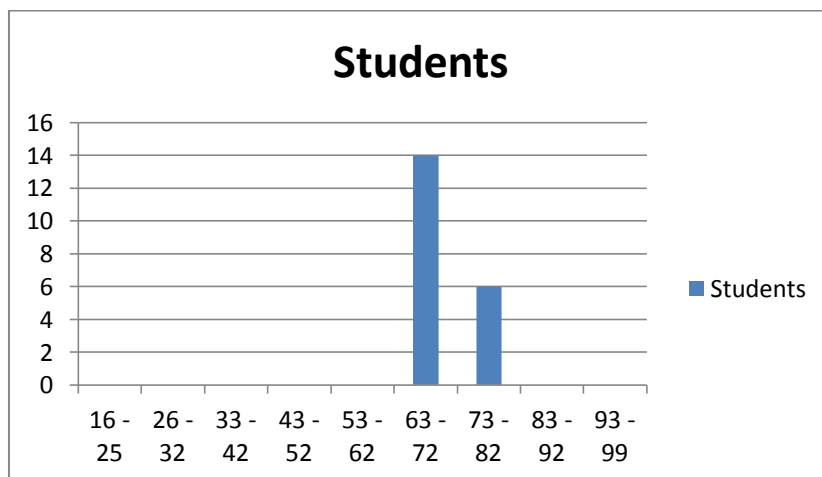
The Result of Students' Speaking Test in Cycle III

No.	Name	Standard Criteria Minimum	Criteria					Score
			Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	AF	60	4	18	20	10	19	71
2.	AS	60	3	18	20	10	19	70
3.	AL	60	4	24	20	10	23	81
4.	FN	60	3	18	20	10	19	70
5.	EF	60	4	18	20	10	15	67
6.	GDK	60	3	24	20	8	23	78
7.	HAA	60	3	18	20	10	23	74
8.	HKN	60	4	18	16	10	19	67
9.	IA	60	4	18	20	10	23	75
10.	IN	60	3	18	20	10	19	70
11.	KD	60	4	18	20	10	19	71
12.	KMSA	60	3	18	16	10	19	66

13.	KYW	60	3	24	20	10	19	76
14.	LY	60	3	18	20	10	19	70
15.	MF	60	4	18	16	10	19	67
16.	MI	60	4	18	20	10	19	71
17.	MR	60	3	18	20	8	15	64
18.	SQ	60	3	18	20	8	19	68
19.	RD	60	4	18	20	10	23	75
20.	RM	60	3	18	16	8	19	64
Total								1415
Average								70.75
Maximal								81
Minimal								64
Level								3

After giving evaluation in cycle III, the students' score in speaking ability was increased. The result of the test showed that the maximum score was 81, the minimum score was 64, and the average score was 70.75. In this cycle there were an improvement in students' comprehension or understanding and confidence in speaking English in front of the class. All of the students reached the target of KKM (Standard Criteria Minimum). For more details, we can see this following graphic:

Graphic 3.1

The score of Cycle III

Students

16	
14	
12	
10	
8	
6	
4	
2	
0	

16 - 25, 26 - 32, 33 - 42, 43 - 52, 53 - 62, 63 - 72, 73 - 82, 83 - 92, 93 - 99

■ Students

For the detail, it can refer to the following table:

Table 3.2

The Students' Level of Speaking in Cycle III

Total Score	Students' Frequency	Level
16 – 25		0+
26 – 32		1
33 – 42		1+
43 – 52		2
53 – 62		2+
63 – 72	14	3
73 – 82	6	3+
83 – 92		4
93 – 99		4+

d. Reflection III

In this cycle the students showed the improvement in their speaking ability. The students were much confident in their speaking performance. The researcher could conclude that using series of pictures media is the effective way to improve students' speaking ability.

B. Data Analysis

In this research, the researcher intends to describe the result of students' speaking ability after applying series of pictures media as a kind of learning activity in the classroom. Having analyzed the improvement in each cycle, the researcher knows that there was a good improvement. For detail we can refer to the following table:

Table 4.1

The Comparison on Students' Speaking Result in the Cycle I, Cycle II, and Cycle III.

Category	First Cycle Test	Second Cycle Test	Third Cycle Test
SUM	1189	1301	1415
MIN	51	54	64
MAX	67	76	81
AVERAGE	59.45	65.05	70.75
LEVEL	2+	3	3

Graphic 4.1

The Comparison of Each Cycle
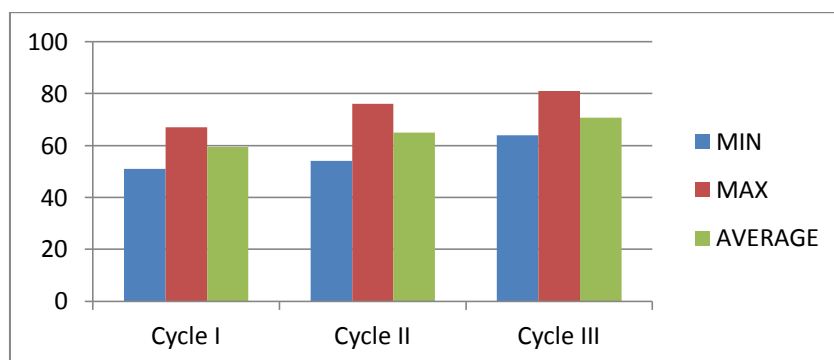
Based on the table and graphic above, we can compare the result of the first, second, and third test. It described the students' achievement in speaking improve from 1189 to 1301 to 1415, if we observe the students' activity in each cycle as mentioned above, the students' motivations and their achievement in speaking has increased. According to this research, it can be concluded that through series of pictures media can improve students' speaking ability.