

CHAPTER IV

ANALYSIS AND DISCUSSION

In this chapter the writer would like to present the implementation of classroom action research in teaching speaking by picture as media, data analysis, and discussion. These data are presented in order to answer the two objectives of the study:

1. To know if the use of pictures can help to improve the speaking ability of tenth grade students of SMA N 2 Kupang, and
2. To know the extent of the improvement of students' ability in speaking after being taught using picture as media.

4.1 The implementation of Picture as Media in Improving Students Speaking Ability

The research location was the place of the writer when she had experience teacher training in the school. The writer entered the class, greeted students nicely and prepared themselves with prayer and then check their attendance. The writer came to the first step in her research. She gave the pre-test for students. In this pre-test students were asked to describe the activities of the profession that given by the writer. The writer gave 30 minutes to prepare themselves for pre-test. After the students did the pre test they were asked to present the result in front in the class. One personspent 1-3 minutes to present his/her texts. However, the writer just chose 18 students' result as the sample whose data were analyzed. Based on the results of pre-test, students speaking

ability was low. All of the students got the score below average as seen on the pre-test result on data analysis. The writer also noticed that there were some difficulties faced by the students in their pre-test. Most students couldn't pronounce English word properly and fluently. They were lack confidence even some of them rejected to perform in front of the class. Moreover, they didnot know what should they say when they wanted to convey their ideas. Students ability were in low level when they had to arrange words to be good sentences. It meant that the idea was not clearly stated and sentences were not well organized to support the transformation of meaning. Not only the way they convey their idea was not clear but many errors in grammar and vocabulary also occurred. Therefore, students' ability in describing picture was hard to be understood. To solve the students' difficulties in their speaking, the researcher planned to apply picture as media in order to help students improve their ability in speaking.

A. The first meeting (9th March 2019)

Cycle one

Planning: In this phase the writer prepared the lesson plan, teaching materials and the media in teaching. As told before the writer studied about describing pictures so she used pictures to give ideas and inspiration so that the students could be helped in producing oral sentences. The pictures prepared were able to guide the students about what they had to speak, and the order of their speaking materials. All the pictures were colored.

Acting : The writer entered the classroom, greeted the students, checked their attendance list and the researcher asked them to pray together then she continued

giving motivation before beginning the lesson, then she come to the steps in teaching. First, teacher showed the picture and asked the students to observe the pictures then the teacher gave some questions such as who is she? What is she doing? Do you know her? Do you ever listen to her song? How she look like based on the picture? The question aimed at guiding the students in describing pictures. While describing the pictures, the writer wrote the student's answer on the whiteboard. After that the teacher read the text and the students listened to her. To make the students had more practice in spelling English, teacher asked them to follow her read the text. To broaden the students information about the topics and another things the research introduce and explain about descriptive text, adjective phrases that are usually used in descriptive text, and explaining the topic more detail. After introducing and explaining descriptive text, the researcher prepared picture as media that were going to be used then, teacher give them picture one student got one picture to describe the actives of the picture. The researcher choose 18 students from 31 students and every student had a picture and ready to present, one person spent 1-4 minutes to present his/her texts. However, before asking the students to do the task, teacher gave more examples about describing pictures to increase their knowledge and help them more understand about describing pictures.

Observing: Based on the writer's observation during the teaching and learning process, the students were helped by the use of pictures in speaking. They were more relaxed and confident in producing word. Even the students who rarely spoke in the class could perform their speaking performance quite well. However,

there were still some problems related to the students' speaking performance. Sometimes they still forgot to use the correct tenses when they were speaking in front of the class. Some of them still could not pronounce English words correctly. But this cycle was said successful because the students were tried to describe the pictures although some of them unable to do the task.

Reflecting: The writer felt that the students did not have enough courage to speak loudly. The writer found that the students were afraid to speak aloud because they didn't know how to pronounce the words. Their sentences were not well constructed . Furthermore, because the lack of vocabulary the students describe the pictures using short sentences and some of the sentences were unclear as well. Based on this reflection the writer decided to continue the second cycle.

The second meeting (16th March 2019)

Cycle two

Planning: Based on the reflection in cycle one, the writer prepared a new lesson plan, teaching materials some copies for the students as guidance during teaching and learning process, some tasks as exercises. To overcome the problems, the writer prepared the explanation of the tenses before coming into the reaching materials. In this cycle the writer prepared better because she added the activities of the people in the picture so the students can describe the picture completely. The teacher also used camera and audio recorder of mobile phone to record the teaching and learning process.

Acting: Based on the lesson plan, after checking the students' attendance and telling the purpose of the teaching, the writer explained the tenses used in

describing pictures that is simple present. After that, the writer showed pictures to students then gave some questions to lead them in describing the picture. The writer gave some more examples and tasks for the student to help them to understand more about the teaching material. Then, as in cycle one, students were asked to look at the picture and read the instruction carefully. Before talking about the pictures promptly, each student got four minutes to present about the pictures in front of class.

Observing: From teaching and learning process in the cycle two, all the steps were going well. If in cycle one in part of associating students did not have courage to do the task, but in this cycle they were all tried to do the task to present in front of class. From the students' side, in this the researcher observed the class condition was more in control than in the first meeting. They were more active and interest to follow the class. They had over come their problems in speaking. They could speak in simple sentences even some students were good in constructing the sentences. At least they almost showed their courage and ability to speak English. the students' were also in invited talk about how they felt during the lesson using pictures as media. All the students' told that they were satisfied with the increasing on their speaking ability. They felt that describing picture really help them in speaking.

Reflecting: After the teaching and learning process the research saw that students' had done well in their performance. The classroom atmosphere was fun and they looked happy. In this cycle , the writer found that the students had tried to overcome their problems in the length and number of the sentences, the content is

clearer, the mistakes on tenses improved because before come to the teaching and learning process the writer gave the explanation to every students when they had mistakes in pre-test about pronunciation, grammar, content, and vocabulary also about tenses and add the vocabulary list in helping them on describing picture. Few students' showed the increasing in their speaking individually. They could speak well although they still had some weakness on pronunciation. However, overall, speaking can be understood.

4.2 Data Analysis

4.2.1 Analysis of Pre-Test and Post-Test

4.2.1.1 Pre-Test

In the first meeting the writer taught the students about describe the activities of people's profession. In the teaching and learning activities, the writer found that most of students were not interested in following the class. In learning process the writer gave the test which consist of 18 (sixteen) question to know their ability in speaking.

The following is the analysis of students' speaking viewed from the aspects of content, grammar, vocabulary, and pronunciation.

STUDENT 1

She described about the activity of "Nurse"

Content

Student number 1 in her oral explanation about nurse was very confusing. She didn't know how to explain and build the sentences. So the writer gave the score 1.

Grammar

Students number 1 in her oral explanation based on the point of grammar almost entirely inaccurate phrases. Example: They to nurse people sick and my mother work in hospital ' it should be They take care of the patients and my mother she works at hospital. So the writer gave her score 2

Pronunciation

Her pronunciation so far so good, It means that although her pronounced still errors

but the listener could understand the meaning. So the writer gave her score .

Vocabulary

Student number 1 had vocabulary inadequate for even the simplest conversation. It means that to make her safe, she just make the simplest sentence. Student number 1 had low of vocabulary. So the writer gave her score 2

STUDENT 2

She described about the activity of “ Teacher”

Content

Student number 2 on her explanation the content of her sentence were not bad, the sentences but can be understood and she is the one in class which smart. So the writer gave her score 3

Grammar

From the point grammar, student 2 in her presentation based on the topic chosen made “constant errors showing control of very few patterns and frequently preventing communication”. It means that there were many errors in the sentences, such as: she did not put suffix (s-) for third singular person in the word

“work”. Moreover, he forgot to put preposition “to” before after infinitive. It made the listeners could not understand well. Some errors such as:

1. Hello good afternoon my love friends . Now I want describe about the activity in this. The correct sentence should be “Hi everyone, Now I want to describe about the activity in this picture.
2. Teacher work at school. They teach all students. She have beautiful face . The correct sentence should be “Teacher works at school. She teaches the students. She has a beautiful face. So the writer gave her score 2

Pronunciation

Student 2 .In his oral presentation was frequently unintelligible. It made listeners could not understand well.

1. Everyone [Iveryone] it should be pronounced [‘evriewAn’]
2. Describe [describe] it should be pronounced [di’skraib]
3. Activity [aktiviti] it should be pronounced [Æk’tivətie]
4. Teach [teac] it should be produced [tiec]. So the writer gave her score 1

Vocabulary

Student number 2 based on the point of vocabulary was” profession vocabulary adequate to discussion of any non technical subject with some circumlocutions. So the writer gave her score 4.

STUDENT 3

She described about the activity of “ Student”

Content

Student number 3 on her explanation, the sentence is most understandable but not only in order grammar. So the writer gave her score 1

Grammar

Student number 3 her explanation based on the point of grammar was “constant errors showing control of very few major patterns and frequently preventing communication”. For example: ‘ Activities of students is studying’. It should be ‘ activity of student is studying’. So the writer gave her score 1

Pronunciation

Her pronunciation so far so good, It means that although her pronounced still errors

but the listener could understand the meaning. So the writer gave her score 2.

Vocabulary:

She has the lack vocabulary, her vocabulary inadequate for even the simplest conversation. So the writer gave score 1

STUDENT 4**She describe about the activity of “police”****Content**

Student number 4 on her oral explanation based on the point of content, sentence was not understandable. It was confusing. So the writer gave her score 1

Grammar

Student number 4 on her explanation based on point grammar was “ constant error showing control of very few major patterns and presently preventing communication” it means that there were some errors appeared constantly and always try to prevent communication. Example:” I like police. Police work to watch over safety society. It should be ‘police work to keep society safety’. So the writer gave her score 2

Pronunciation

Student number 4 on his oral explanation the pronunciation of his sentence was not

bad, so the listeners could understand.

1. Safety [safeti] it should be produced ['seiftie]
2. Society [socioati] it should be produced [sə'saiətie]

So the writer gave her score 2

Vocabulary

In his oral presentation, the pronunciation of students 6 was “choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social Topic”. For example: “watch” the appropriate word relates to the context was “protect” the words “ safe” should be “ safety” people should be “ society. So the writer gave her score 3

STUDENT NUMBER 5

She described about the activity of “ judge”

Content

Student number 5 based on his explanation, her sentence was really confused. She translate the sentence from Indonesia to English without see the context. It made the listeners difficult to understand about what was she sentences means.

So the writer gave her score 1

Grammar

Student number 5 based on the grammar, his sentences almost entirely inaccurate phrases. For example ' judge to defend all right'. It should be 'judge work to defend the justice.' So the writer gave her score 1

Pronunciation

Her pronunciation could be described as “ frequent gross errors and a very heavy accent make understanding difficult, required frequent repetition. For example”

Judge (juthg) it should be [jΛj]. So the writer gave her score 1.

Vocabulary

Students 5 based on his sentences, it was really clear that she has lack of vocabulary, his vocabulary inadequate even for simple conversation. So the writer gave her score 1.

STUDENT 6

She described about the activity of “postman”

Content

Based on her explanation, her sentence was most understandable but it was too short.

So the writer gave her score 3.

Grammar

Based on oral explanation during test, student 6 had” frequently errors showing some major patterns uncontrolled and causing occasional irritation and understanding” and also she translated the sentences from Indonesia to English . it means that although there were some errors but the listener could understanding the meaning. Like in sentence” he bring the letter.....and I love to read letter. It should be “ he brings the and I love to read letter. So the writer gave her score 3.

Pronunciation

Based on the oral explanation, her sentence was foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding.

For example :

1. Postman [postman] it should produced [‘powstmən]
2. Letters [later] it should be produced [‘letər]

So the writer gave her score 4

Vocabulary

Student number 6 based on the point of vocabulary was” professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non technical subject with some circumrotations. It means that although there was some circumrotations words appeared during his explanation but so far the listener understood the meaning. So the writer gave her score 4

STUDENTS 7

She described about the activity of “gardener”

Content

Student number 7 on her oral explanation based on the point content, sentence was not understandable. It will confusing. So the writer gave her score 1.

Grammar

Student number 7 her oral explanation based on her point of grammar was “constant errors showing control of very major patents and frequently preventing communication”. It means that there were some errors:

- a. The sentence “I think gardener to clean the garden” in the first sentence would be gardener clean the garden’.
- b. “Take care in garden” should be “ take care the garden”.

So the writer gave her score 2.

Pronunciation

Based on explanation Student number 7 request gross errors and a very heavy accent make understanding difficult. Example : she said [gardener] should be produced [gardner]. So the writer gave her score 1

vocabulary

student number 7 her oral explanation based on the point of vocabulary was “inadequate for even the simplest conversation”. So the writer gave her score 1

STUDENT NUMBER 8

She describe about the activity of “chef”

Content

Student number 8 based on her explanation the sentence was not complete and not understandable. So the writer gave her score 1

Grammar

Based on the grammar points, she was poor on grammar, the grammar almost entirely inaccurate phrase and she forgot to use Suffix (s) for the third person in the word “work”. The grammar was almost entirely inaccurate phrases. For example: “Chef cook job on palace to cook” the correct sentence should be “Chef works at café”.

So the writer gave her score 1

Pronunciation

Student number 8 with her explanation about the sentence, her pronunciation was frequently unintelligible for example: when she produced the word “chef”. She always made repetition in this word.

Example:

1. Chef [sif] it should be produced [syef]

2. Cooked [kok] it should be produced [kuk'd]

So the writer gave her score 1

Vocabulary

Student number 8 based on her sentence , it was really clear that she has lack of vocabulary, her vocabulary inadequate even for simple conversation.

So the writer gave her score 2

STUDENT NUMBER 9

He describes about the activity of “mechanic”

Content

Student number 9 based on his explanation, the sentences were not understandable.

So the writer gave her score 1

Grammar

Student number 9 based on his explanation, the point of grammar was entirely inaccurate phrases. For example: ‘Mechanic works at repair. They to inspect all mechanic. It should be’ Mechanic works at repair shop. They repair the mechanic.

So the writer gave his score 1

Pronunciation

Her pronunciation could be described as ”pronunciation frequently unintelligible”. It means that her pronounced the words incorrectly. For example: [mekanik] it should be [mə'kanik]. So the writer gave his score 1

vocabulary

based on the point of the vocabulary was "sometimes inaccurate. Limitation of vocabulary prevents discussion of some common profession and social topics.

So the writer gave his score 3.

STUDENTS 10**He describe about the activity of "driver"****Content**

Student number 10 sentences was not understandable.

So the writer gave his score 1.

Grammar

Student number 10 his sentences was really clear but he described the sentences with Indonesia language. So the writer gave his score 1

Pronunciation

Student number 10 he just explained in Indonesia language so the writer cannot find out the problem in her sentences. So the writer gave his score 1

Vocabulary

He described used Indonesia language so the writer cannot find out the stock of vocabulary of student number 10. So the writer gave his score 1.

STUDENT 11**She described about the activity of" Carpenter"****Content**

Student number 11 on her explanation based on the point of content, the sentence was understandable but not in order grammar. So the writer gave her score 2

Grammar

Student number 11 in her explanation based on the point of grammar was "constant errors showing control of very few major patterns and frequently

preventing communication. It means that there were some errors like:” they to sell wood” should be “they sell the woods”. So the writer gave her score 2

Pronunciation

student 11, In her oral explanation was frequently gross errors and very heavy accent to make the listener difficult to understand, required frequent repetition.

Such as:

1. sell [sel], it should be produced [sal]
2. wood [wut]. It should be produced[wuds]

so the writer gave her score 1

Vocabulary

In point vocabulary student number 11 had “ inadequate for even simplest conversation”. It means that she didn’t know how to choose the word and not interested to talk. So the writer gave her score 1

STUDENT 12

He described about “Photographer”

Content

Student number 12 in her order oral explanation about photographer was very confusing. He didn’t know o explain and built the sentences and sometimes in his sentences he always uses Indonesia language . So the writer gave her score 2

Grammar

Student number 12 in order explanation based on grammar almost entirely inaccurate phrases. Example “ they to mengambil foto and yeahh I think thank you”. It should be ‘ they take a pictures’. So the writer gave her score 1

Pronunciation

Based on student's 4 pronunciation. her pronunciation was frequently unintelligible. For example: take [tak] it should be produced [teik] so the writer gave her score 1

vocabulary

In point vocabulary student number 11 had "inadequate for even simplest conversation". It means that she didn't know how to choose the word and not interested to talk. So the writer gave her score 1

STUDENT NUMBER 13

She describe about the activity of" doctor"

Content

Student number 13 on her oral explanation the content of her sentences were not bad, the sentences can be understood. So the writer gave her score 3

Grammar

Based on point grammar student number 13 had no more than two errors during the communication. Example: 'Doctor is good job for me, why ?because doctor duty is take care of the patient in the hospital'. So the writer gave her score 6

Pronunciation

Student 13, In her oral explanation was frequently gross errors and very heavy accent to make the listener difficult to understand, required frequent repetition.

Such as:

1. Doctor [dokter], it should be produced ['daktər]
2. Duty [duti], it should be produced ['duwtie]
3. Care [cari], it should be produced [kæɪ]

4. Patient [pasien], it should be produced [‘peisyəns]

So the writer gave her score 2

Vocabulary

Based on the point of vocabulary student number 13 had limited to basic personal and survival areas (time, jobs, transportation, family, etc), it means she made the sentences too simple. So the writer gave her score 2

STUDENT 14

She describe about the activity of “soldier”

Content

Student number 14 on her describing, the sentences is understandable but it was too short. So the writer gave her score 2

Grammar

Student number 14 her oral explanation based on the point of grammar was “constant errors showing control of very major patterns and frequently preventing communication” for example: activities of soldier is watch over country’. It should be ‘Activities of soldier is watch over country’. So the writer gave her score 1

Pronunciation

Student number 14 on his oral explanation the pronunciation of his sentence was not bad, so the listeners could understand.

1. Soldier [solder] it should be produced [‘soilder].

So the writer gave her score 2

Vocabulary

She has lack vocabulary, her vocabulary inadequate foe even the simplest conversation. So the writer gave her score 1

STUDENT 15

She describe about the activity of “waitress”

Content

Student number 15 on her oral explanation based on the point of content, the sentence was understandable. So the writer gave her score 2

Grammar

Based on grammar point, her sentence almost entirely inaccurate phrases, such as ‘ waitress work in place’ I should be waiter works in cafe’.

So the writer gave her score 2

Pronunciation

Her pronunciation could be described as pronunciation frequently unintelligible. It means that her pronounced was low. For examples:

- waiter (water) it should be [‘waitər]
- [‘Palace (palace) it should be [‘pæləs]
- Work (wrok) it should be [wɜrk]

So the writer gave her score 2

Vocabulary

Her vocabulary could be described as vocabulary limited to basic personal and survival areas (time, transportation, family, etc). For example waiter work palace.

So the writer gave her score 2

STUDENT 16

She described the activity of “actor”

Content

In her oral presentation, based on the point of content on her describing, the sentence is understandable but it was too short. So the writer gave her score 3

Grammar

Based on the point of grammar that was made by student 16 was frequently error showing some major patterns uncontrolled and causing occasional irritation and understanding. For example “Actress always work in television, they always make enjoy and happy people” the correct sentence should be “actress works in television. Actress always entertains the audience”. So the writer gave her score 2

Pronunciation

In her oral presentation, based on the point of pronunciation foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding. It means that in her explanation, she made mistake but it didn't lead occasional misunderstanding. For example:

1. Actor [actor] it should be [æktər]
2. Audience [audience] it should be [ˈədiəəns]

So the writer gave her score 3

Vocabulary

Based on the point of vocabulary, the vocabulary that was produced by student number 16 was sometimes inaccurate. For example: “Enjoy” should be “entertains” and actress should be “actor”. So the writer gave her score 3

STUDENT 17

She described activity of Dentist

Content

Student number 17 on her explanation based on point of content, the sentence was understandable but not in order grammar. So the writer gave her score 3

Grammar

Based on the point of grammar that was made by student 5 was occasionally error showing imperfect control of some patterns but no weakness that caused understanding. It means that student 5 was still confused to make a correct sentence. She tried to make a good sentence even though her grammar still confused. For example: “Doctor work diagnose and provide appropriate dental treatment to patient.” The correct sentence should be “The Dentist works to diagnose and provide appropriate dental treatment to patients. So the writer gave her score 2

Pronunciation

Student number 17, based on her oral explanation, the point of pronunciation was frequent gross errors and a very heavy accent causing difficult understanding, required frequent repetition. Such as:

1. Diagnose [diagnosa] it should be [.'daiəg'nowz]
2. Provide [provide] it should be [prə'vaid]
3. Treatment [tretment] it should be ['tri:tmənt]
4. Patients [pesien] it should be ['peisyənt]

So the writer gave her score 2

Vocabulary

Based on the Point of vocabulary, student 5 had professional vocabulary adequate to discuss special interest; general permits discussion of any non-technical subject with some circumlocution. For example: “Doctor” should be “Dentist.

So the writer gave her score 2

STUDENT 18**He described about the activity of “pilot”****Content**

Student number 18 on his oral explanation based on the point of content, the first sentence was nearly good” pilot work at airport” but in the second sentence was understandable and not in order of grammar. The sentences was “they drive the airplane”, it should be “ they restrain the Airplane. So the writer gave his score 5

Grammar

Student number 18 in his oral explanation based on the point of grammar was “ no more two errors during the interview” it means that there were errors at all.

So the writer gave his score 6

Pronunciation

Student number 18 has good pronunciation and make the sentence clear.

So the writer gave his score 6

Vocabulary

Based on the point of vocabulary, student number 18 was” adequate broad and precise” general vocabulary adequate to cope with complex practical problems and varied social situation”. So the writer gave his score 5

TABLE 1 OF CONTENT
The pre- Test Scores

SN	SCORE OF (C)	SCORE OF (G)	SCORE OF (P)	SCORE OF (V)	TOTAL SCORE	FINAL SCORE
1	1	2	1	1	5	1.25
2	3	2	1	4	10	2.5
3	1	1	2	1	5	1.25
4	1	2	2	3	8	2.0
5	1	1	1	1	4	1.0
6	3	3	4	4	14	3.5
7	1	2	1	1	5	1.25
8	1	1	1	2	5	1.25
9	1	1	1	3	6	1.5
10	1	1	1	1	4	1.25
11	1	2	1	1	5	1.25
12	2	1	2	1	6	1.5
13	3	5	4	4	16	4.0
14	2	1	2	1	6	2.0
15	2	2	2	2	8	3.5
16	3	2	3	3	11	2.75
17	3	2	2	2	9	2.25
18	5	6	6	5	22	5.5
					148	39.5
						39.5/18
Class Average						= 2.194

- **Remains :C: Content G: grammar G:pronunciation V: vocabulary**

➤ Final score is derived from total score derived by 4 aspects.

Example : Student 1 = $\frac{5}{4} = 1,25$.

From table 1 the result we can see that the students in pre-test got the score **2.19** are below average.

4.2.1.2 Post-Test 1

After the writer used describing picture to teach descriptive text especially to describe the activities of professions, she also add the question about to describe their physical features based on the pictures. The teacher gave the post-test 1 to compare with the pre-test in the first meeting.

The following is the description of the students' oral production:

STUDENT 1

She described about the activity of Nurse

Content

Student number 1 on her explanation, the content of her sentences was understandable, good in grammar although there was one error. So the writer gave her score 5.

Grammar

Student number 1 on her oral explanation produced" no more than three errors during the test". It means that the use of grammar during the interview was really good and made the research interested to listen. One of the small error appeared in her explanation was word" have" in the sentence' she have brown skin, it should be "she has brown skin". So the writer gave her score 6.

Pronunciation

From her oral explanation based on the point of pronunciation was "Native pronunciation, with no trace of foreign accent". It means that her pronounced of the words was clear and correct. So the writer gave her score 5.

Vocabulary

From her oral explanation based on the point of vocabulary was" Vocabulary apparently as accurate and extensive as that of an educated native speaker". It

means that her explanation of vocabulary was good words. So the writer gave her score 6

STUDENT 2

She described about the activity of Teacher

Content

Student number 2 in her oral explanation, based on the point of pronunciation was "Constant errors showing control of very few major patterns and frequently preventing communication". Her pronunciation was clear and interesting to the listener and the listener could understand the meaning. So the writer gave her score 5

Grammar

Student number 2 on her explanation based on point of grammar was entirely "no more errors during the best". There just one error, the word "well" should not exist in her sentence. The sentence as "Teacher teaches the student at school well", it should be "The teacher teaches students at school". So the writer gave her score 6

Pronunciation

Student number 2 in her oral explanation, based on the point of pronunciation was "Constant errors showing control of very few major patterns and frequently preventing communication". Her pronunciation was clear and interesting to the listener and the listener could understand the meaning. So the writer gave her score 5

Vocabulary

From her oral explanation based on her point of vocabulary was professional vocabulary broad and general vocabulary adequate to cope with complex practical problems and varied situation. It means that all the word uttered by the student was related to the test given. For the clear it can be seen in student's 2 original data (appendix 5). So the writer gave her score 5

STUDENT 3

She describe the activity of Student

Content

Student number 3 on her oral explanation her sentence were understandable only two errors appear, good in grammar although there was two errors. So the writer gave her score 5

Grammar

Student number 3 from her oral explanation based on the point of point grammar was "few errors no patterns of failure". It means that there were just few errors appeared during the test that didn't interfere the meaning and she forgot to put the article in sentences. Example: The sentences "he is student and he have pencil" it should be "he is a student" he has a pencil". So the writer gave her score 5

Pronunciation

Based on the point of pronunciation was "No conspicuous mispronunciation, but would not be taken for a native speaker". It means that her pronounced was correct

and clear so, the listener could understood well the meaning even though only one or two still errors. So the writer gave her score 5

Vocabulary

From her explanation based on the point of vocabulary was “professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with circumlocutions. It means that the stock of vocabulary was adequate to express the ideas in the sentence although there were some circumlocution words but it didn’t cause misunderstanding .so the writer gave her score 4

STUDENT 4

He described about the activity of Police

Content

Student number 4 based on his explanation, the sentences were understandable even the sentences were very simple. So the writer gave his score 6

Grammar

Student number 4 on his oral explanation based on the test given was “ no more than to errors” it means that the use of grammar during the test was very good and made the researcher interested to listen. Example; there are two police and I see the police use uniform so they ready to work. One of the small errors that appeared in his explanation, it was” they use uniform” should be” they wear uniform”. So the writer gave his score 5

Pronunciation

Student number 4 in his oral explanation based on the point of pronunciation was”

Native pronunciation, with no trace of foreign accent” it means that his pronounced

over all was clear and make the listener understand well the meaning. So the writer gave her score 6

Vocabulary

Student number 4 based on his pre-test and based on his explanation the sentences on post test his vocabulary was increase . So the writer gave his score 5

STUDENT 5

She described about the activity of Judge

Content

Student number 5 on her explanation, there was a significance on the post test. She was more understood and tried to make a good sentences, and it means that describing picture was really helpful for her. So the writer gave her score 5

Grammar

Student number 5 in his oral explanation based on the test given was” No more than two errors during the communication”. It means that over all his grammatically was correctly. For example” he is a judge, he has straight hair, big eyes....and he wear uniform and black shoes ”. So the writer gave her score 6

Pronunciation

Student number 5 on her oral explanation based on the point of pronunciation was “No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced of the words was good. So the writer gave her score 5

Vocabulary Based on the point of vocabulary student number 5 same with student number 4 her vocabulary was increase example: straight, big, wear and shoes. So the writer gave her score 5

STUDENT 6

She described about the activity of Postman

Content

There was a significant change of student number 5. Her explanation were nearly good, only one or two errors occurred. It means that she understood the instruction on the pos- test well. So the writer gave her score 4

Grammar

Student number 6 in her explanation based on the point of grammar was no more than two errors during the test and there were significant differences in pre-test. She tried to explore more explanation about the activity of postman. Example: postman brings the letters to people in the village and city. So the writer gave her score 5

Pronunciation

From her oral explanation based on the point of pronunciation was” Marked foreign accent and occasional mispronunciations that do not interfere with understanding”.It means that although her pronounced still errors but the listener could understand the meaning. So the writer gave her score 4

Vocabulary

Student number 6 on her oral explanation based on the point of vocabulary was” Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations”. It means that she gave short explanation, but the word selection was related to the question given. So the writer gave her score 4

STUDENT 7**She described about the activity of Gardener****Content**

Student number 7 on her explanation, the sentence were good and understandable, the structure of sentences was good arrange. So the writer gave her score 6

Grammar

Student number 7 on her explanation based on the point of grammar was” no more than errors during the test”. It means that most of the sentence use in his explanation was grammatically correct. For clearer, it can be seen in the student’s 7 original data

So the writer gave her score 5

Pronunciation

From her oral explanation based on the point of pronunciation was” Marked foreign accent and occasional mispronunciations that do not interfere with understanding”. It means that when she pronounced some words were errors but didn’t interfere with understanding. So the writer gave her score 4

Vocabulary

From her oral explanation based on the point of vocabulary was” Professional vocabulary adequate to discuss special interests; general permits discussion of any non-technical subject with some circumlocutions”. It means that the stock of vocabulary was adequate to express the ideas in the sentence although there were some circumlocution worlds but it didn’t cause misunderstanding. So the writer gave her score 4

STUDENT 8

She described about the activity of Chef

Content

Student number 8 was really good in make the sentences. Even it was very simple but it was clear and good in grammar. So the writer gave her score 5

Grammar

In her oral explanation based on the point of grammar was” No more than two errors during the communication”. It means that she was only make one error in her grammatically. For example “ heis a chef and he has face oval and he ready to works” it should be “ he has oval face and he ready to works. So the writer gave her score 5

Pronunciation

Student number 8 based on her oral explanation, the sentences were nearly good, only one or two errors occurred”. So the writer gave her score 6

Vocabulary

Student number 8 based on the point of vocabulary was” Vocabulary apparently as accurate and extensive as that of an educated native speaker”. It means that all the word uttered by the student was related to the test given .So the writer gave her score 5

STUDENT 9

He described about the activity of Mechanic

Content

Student number 9 on his explanation it showed the significance change from the pre-test result. After taught by describing picture, she can make good sentences

and grammatically the sentences were understandable. So the writer gave his score 5

Grammar

Student number 9 based on her point of grammar in his explanation was occasional error showing imperfect control of some patterns but no weakness that causes misunderstanding. It means that there were some errors appeared occasionally but it didn't interference the understanding. So the writer gave his score 4

Pronunciation

Student 9 in oral explanation based on the point of pronunciation was foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding. It means that when she pronounced the words still errors. For example :brown [beron] it should be [brawn]. So the writer gave his score 3

Vocabulary

Based on the point of vocabulary , his “ professional vocabulary was adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocution. It means that the word was enough for the test being given. So the writer gave his score 4

STUDENT NUMBER 10

He described about the activity of Driver

Content

The content of his sentences were understandable although there was one error appeared and she made good sentences in her explanation about Driver. So the writer gave his score 5

Grammar

Based on the point of grammar his sentences occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding and in he tried to explanation in English language. So the writer gave his score 5

Pronunciation

Student number 10 on his oral explanation based on the point of pronunciation was “Marked foreign accent and occasional mispronunciations that do not interfere with understanding”. It means that when he pronounced the words still wrong one or two words but the listener understood the meaning. So the writer gave his score 4

Vocabulary

From his oral explanation based on the point of vocabulary was” Professional vocabulary adequate to discuss special interests; general permits discussion of any non-technical subject with some circumlocutions”. It means that the word diction was enough for the test being given. So the writer gave his score 4

STUDENT 11

She described about the activity of Carpenter

Content

Student number 11 on her explanation the sentences were good. It means that the she understood the instruction and did the test in a good way. So the writer gave her score 5

Grammar

Student number 11 in her explanation based on her point of grammar the student had” the few errors appeared during the test, which didn’t interfere the understanding. Example:

1. The word ”wear” should be “wears”. Because subject is he so she should be used wears
2. The use of verb+ ing in her sentences” he laugh “. It should be “he is laughing” because the researcher asked them to explain with simple present test.
3. The use of to be in the sentences “ he already to work”, should be’ he is ready to work . So the writer gave her score 5

Pronunciation

Student number 11 on her oral explanation based on the point of pronunciation was” No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced of the words was good. So the writer gave her score 5

Vocabulary

Based on the point of vocabulary was good although she gave short explanation but the word selection was related to the test given. So the writer gave her score 4

STUDENT 12

She described about the activity of photographer

Content

Student number 12 was really good in make sentences . Even it was very simple but it was clear. So the writer gave her score 5

Grammar

Student number 12 on her oral explanation produced” no more than tree errors during the test”. It means that the use of grammar during the interview was really good and made the research interested to listen. One of the small error appeared in her explanation was word” have” in the sentence’ she have long hair , it should be “she has long hair”. So the writer gave her score 5

Pronunciation

From her oral explanation based on the point of pronunciation was” Marked foreign accent and occasional mispronunciations that do not interfere with understanding”. It means that although her pronounced still errors but the listener could understand the meaning. So the writer gave her score 4

Vocabulary

from her oral explanation based on the point of vocabulary was” Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations”. It means that although she gave short explanation but the word selection was related to the test given. So the writer gave her score 4

STUDENT 13

She described about the activity of Doctor

Content

Student number 13 based on her explanation, the sentences were nearly good, only one or two errors occurred. So the writer gave her score 5

Grammar

Student number 1 on her oral explanation produced” no more than two errors during the test”. It means that the use of grammar during the interview was really good and made the research interested to listen. One of the small error appeared in her explanation was word” have” in the sentence’ she have brown skin, it should be “she has brown skin”. So the writer gave her score 5

Pronunciation

Student number 13 based on his oral explanation, his pronounced were nearly good only one or two errors occurred. So the writer gave her score 5

Vocabulary

From his oral explanation based on the point of vocabulary was” professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. It means that the stock of vocabulary was adequate to express the ideas in the sentence although there were some circumlocution words but it didn’t cause misunderstanding. So the writer gave her score 5

STUDENT 14

She described about the activity of Soldier

Content

Student number 14 on her explanation , sentences was nearly good, but she just made short sentences in her explanation. So the writer gave her score 4

Grammar

student number 14 on her oral explanation based on the grammar was” Few errors, with no patterns of failure”. It means that student number 14 her grammar was good and small error during the test was the existence like “soldier work is palace” itshould be” soldier works in palace”. So the writer gave her score 4

Pronunciation

Based on the point of pronunciation was “No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced was correct and clear so, the listener could understood well the meaning even though only one or two still errors. So the writer gave her score 4

Vocabulary

Based on her oral explanation student number 8 in vocabulary was” adequate to cope with complex practical problems and varied social situation” it means that although she gave short explanation, but the word selection was related to test given. So the writer gave her score 4

STUDENT 15

He described about the activity of Waitress

Content

Student number 15 on his explanation, he tried to make a good sentences, even it were very simple. So the writer gave his score 4

Grammar

Student number 15 based on the point of grammar in his explanation was occasional error showing imperfect control of some patterns but no weakness that causes misunderstanding. So the writer gave his score 4

Pronunciation

Student number 15 on her oral explanation based on the point of pronunciation was” Marked foreign accent and occasional mispronunciations that do not

interfere with understanding”. It means that although her pronounced still errors but the listener could understand the meaning. So the writer gave his score 4

Vocabulary

Student number 15 on her oral explanation based on the point of vocabulary was” Professional vocabulary adequate to discuss special interests; general permits discussion of any non-technical subject with some circumlocutions”. It means that the word diction was enough for the test being given. So the writer gave his score 4

STUDENT 16

She described about the activity of Actor

Content

Student number 16 on his explanation, the content of her sentences was understandable, good in grammar although there was one error. So the writer gave her score 4

Grammar

Student number 16 from his explanation based on the point of grammar was”few errors with no patterns of failure. It means that were just few errors appeared during the test that didn’t interfere the meaning. Example: the sentence “she have body goals and long hair and skin white” should be she has body goals, long hair, and she has white skin. So the writer gave her score 3

Pronunciation

Student

number 16 on her oral explanation based on the point of pronunciation was” Marked foreign accent and occasional mispronunciations that do not interfere with understanding”. It means that when she pronounced she made the mistake in her

pronounced but the listener could understand the meaning. So the writer gave her score 4

Vocabulary

Based on the point of vocabulary student number 16 was got a significance in her vocabulary. So the writer gave her score 5

STUDENT 17

She described about activity of Dentist

Content

Based on her explanation on pre test, he didn't produce any sentence, but after taught by using picture as media, he had try to make the sentences, even it was very simple. So the writer gave her score 4

Grammar

Student number 17 based on grammar point, her sentence occasional errors showing imperfect control of some patterns but no weakness that misunderstanding. So the writer gave her score 3

Pronunciation

Based on the point of pronunciation on his explanation, he still make mistakes in his pronoun, the point was frequent gross errors and a very heavy accent causing difficult understanding and his pronoun still same with the pre-test. So the writer gave her score 2

Vocabulary

Based on the Point of vocabulary, student 5 had professional vocabulary adequate

to discuss special interest; general permits discussion of any non-technical subject with some circumlocution. For example: “Doctor” should be “Dentist. So the writer gave her score 2

STUDENT 18

He described about the activity of Pilot

Content

Based on her explanation on pre test he got good score and he more interest when he explanation used picture and he make good sentences in his explanation. So the writer gave his score 6

Grammar

Student number 18 in his explanation based on point of grammar was “ no more one error during the interview” it means that there were errors at all. So the writer gave his score 6

Pronunciation

Student number 18 has good pronunciation and make the sentence clear.

So the writer gave his score 6

Vocabulary

Based on pre test student number 18 got high score in their class because he make the sentences clear, and he showed again to researcher when he used picture as media on his explanation he could make the sentences very clear. So the writer gave his score

TABLE 2
The Post-Test 1 Scores

SN	SCORE OF (C)	SCORE OF (G)	SCORE OF (P)	SCORE OF (V)	TOTAL SCORE	FINAL SCORE
1	6	6	5	6	23	5.75
2	5	6	5	5	21	5.25
3	5	5	5	4	19	4.75
4	6	5	6	5	22	5.5
5	5	6	5	5	21	5.25
6	4	5	4	4	17	4.25
7	6	5	4	4	19	4.75
8	5	5	6	5	21	5.25
9	5	5	5	5	20	4.5
10	5	5	4	4	18	4.5
11	5	5	5	4	19	4.75
12	5	5	4	4	18	4.5
13	5	4	5	5	19	4.75
14	4	6	5	5	20	5
15	4	4	4	4	16	4
16	4	3	3	3	13	3.25
17	4	4	3	3	14	3.5
18	6	6	6	6	24	6.0
						85.5
Class Average						85.5/18 =4.75

4.2.1.3 Post-test

To make sure that the student really understand and their speaking ability is proved, the writer the second post-test

The following is the description of the student' oral production

STUDENT 1**She described about the activity of Nurse****Content**

Based on her explanation, her sentences are understandable, good in grammar without any error. So the writer gave her score 6

Grammar

Student on her oral explanation produced” no more two errors during the test” it means that the use of grammar during the interview was really good and make the researcher interested to listen. So the writer gave her score 6

Pronunciation

Student number 1 on her oral explanation when she pronounced the words only one or two errors appear. So the writer gave her score 5

Vocabulary

There was an improvement on her vocabulary it can be seen on her oral explanation. She told more about the activities of nurse. So the writer gave her score 6

STUDENT 2**She described about the activity of Teacher****Content**

Based on her explanation, the sentence was understandable and good in grammar So the writer gave her score 6

Grammar

If in pre-test and post test 1 she make the mistakes on her sentence she” Teacher teach the students at school well” in post-test 2 she did not put the word well again. she made some improvement on her explanation she adds two sentences in her explanation. She said” Teacher is smart and excellent. She teaches students about knowledge to the student. It means that her ability in grammar was improved exam.

So the writer gave her score 6

Pronunciation

Based on the point of pronunciation, her oral explanation when she pronounced the words only one error appear, it is make the researcher interested to listen .so the writer gave her score 6

Vocabulary

She added more explanation on her sentences, so her vocabulary stock was increase.

So the writer gave her score5

STUDENT 3

Student

Content

Based on her explanation, the sentences were understandable and more complete than in post test 1. So the writer gave her score 6

Grammar

Student number 3 based on her explanation there were no more than two errors during communication. So the writer gave her score 6

Pronunciation

Student number 3 in her oral explanation based on the point of pronunciation was "Native pronunciation, with no trace of foreign accent" it means that his pronounced over all was clear and make the listener understand well the meaning. So the writer gave her score 5

Vocabulary

Her stock of vocabulary was increase. Student number 3 based on the vocabulary point her vocabulary apparently as accurate and extensive as that of an educated native speaker, for the clearer it can be seen in appendix 5. So the writer gave her score 6

STUDENT 4

Police

Content

Based on his oral explanation the sentence was understandable and more complete. He was tried to make good sentences. So the writer gave her score 6

Grammar

His sentences was more in a good structure, she describe about what is in the picture first than he describe the activity. It means that his grammar was improved. So the writer her score 6

Pronunciation

Student number 4 on her oral explanation about the activity of police when he pronounced the words only one or two errors appear. So the writer gave her score 6

Vocabulary

He added more explanation on his sentences, so his vocabulary stock was increase.

So the writer gave her score 6

STUDENT 5**Judge****Content**

Based on her explanation, the sentences were understandable and more complete than in post-test 1. So the writer gave her score 6

Grammar

Student number 5 based on explanation there were no more than two errors during the communication. So the writer gave her score 6

Pronunciation

Student number 5 on her oral explanation when she pronounced the words only one

or two errors appear. So the writer gave her score 5

Vocabulary

The stock her vocabulary was increase. She added more explanation about the judge. So the writer gave her score 6

STUDENT 6**Postman****Content**

Based on her oral explanation the sentence was understandable and more complete. She was tried to make good sentences. So the writer gave her score 6

Grammar

She was correct the mistakes in post-test 1. It means that her grammar was improved. So the writer gave her score 6

Pronunciation

Based on the point of pronunciation was “No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced was correct and clear so, the listener could understood well the meaning even though only one or two still errors. So the writer gave her score 5

Vocabulary

She added more explanation on her sentences, so her vocabulary stock was increase. So the writer gave her score 5

STUDENT 7**Gardener****Content**

Based on her explanation, the sentences were good, understandable and interest to listen. So the writer gave her score 6

Grammar

Still same with the post-test 1, the grammar of her sentences were good. There is no error occurred on her sentences. So the writer gave her score 6

Pronunciation

Student number 7 on her oral explanation based on the point of pronunciation was” No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced of the words was good. So the writer gave her score 6

Vocabulary

Her stock of vocabulary was increase it can be seen on her original data. So the writer gave her score 6

STUDENT 8**Chef****Content**

Based on her explanation, her sentences is not really different from post-test 1. The sentence were good and understandable, the structure of sentences was in good arrange. So the writer gave her score 6

Grammar

Her grammar was improved there is no error her sentences. So the writer gave her score 6

Pronunciation

from student number 8 on her oral explanation based on the point of pronunciation her pronunciation was correct and the research interested to listen. So the writer gave her score 6

Vocabulary

The stock of her vocabulary was increase it can be seen on her original data. So the writer gave her score 5

STUDENT 9**Mechanic****Content**

The content of her sentences was good and understandable even there is one error. So the writer gave his score 6

Grammar

Grammatically her sentences were good but there is one error occurred, she did not suffix-s on the word serve it should be “motorcycles”. So the writer gave his score 6

Pronunciation

Her pronunciation was good and the researcher felt happy to hear when she described the picture. So the writer gave his score 6

Vocabulary

Based on point of vocabulary she got vocabulary apparently as accurate and extensive as that of an education native speaker, her word selection was good. So the writer gave his score 6

STUDENT 10

Driver

Content

Student 10 on pre-test did not pronounce any sentences, in post-test 1 he tried to make sentences and it was good even it was very simple. In post-test he had a significant change, he made good sentences and understandable. So the writer gave his score 6

Grammar

There is one error occurred on his sentences, he forgot to put suffix-s on word bring it should be brings because the subject is he. So the writer gave his score 6

Pronunciation

From post-test he had a significant change, he made good pronoun and the researcher could understand his sentences. So the writer gave his score 6.

Vocabulary

His stock of vocabulary was increased. So the writer gave his score 6.

STUDENT 11**Carpenter****Content**

Based on her explanation, the sentence were good, understandable and interest to listen. So the writer gave her score 6.

Grammar

Still some with post test 1, the grammar of her sentences were good. There is no error occurred on her sentences. So the writer gave her score 6.

Pronunciation

Her pronunciation was good and the researcher felt happy to hear when she described the picture. So the writer gave her score 6.

Vocabulary

From the pre-test until post-test 2 the stock of her vocabulary was more and more increase and it was really good. So the writer gave her score 6.

STUDENT 12**Photographer****Content**

Based on her explanation, the sentence was understandable and good in grammar. So the writer gave her score 6.

Grammar

If in post test 1 she make the mistake on her sentence” she have long hair” on post test 2 she correct the sentences” she has”. It means that their ability in grammar was improved. So the writer gave her score 6.

Pronounced

Based on her explanation, her sentences is not really different from post test 1, she produced the word was good and clear the researcher could understand her sentences. So the writer gave her score 5.

Vocabulary

There was an improvement on her vocabulary it can be seen on her oral explanation. she told more about the activity of photographer. So the writer gave her score 6.

STUDENT 13

Doctor

Content

Based on her explanation in post test 2 the sentences were understandable and interest to listen. The content of her sentence were really good. So the writer gave her score 6

Grammar

Same with student number 12, student number 13 make mistakes on sentences in post test 1 "she have brown skin" on post test 2 she correct the sentences and tried to make good sentence. So the writer gave her score 6

Pronunciation

Student number 13 on her oral explanation about the activity of doctor when he pronounced the words only one or two errors appear. So the writer gave her score 5

Vocabulary

His stock of vocabulary was increased. So the writer gave her score 6

STUDENT 14

Soldier

Content

Based on her explanation, her sentence was still understandable but there was an improvement, she add more about the soldier. So the writer gave her score 6

Grammar

On her explanation in post-test 1 student 10 was correct her mistakes on her sentence "Soldier work is place "with"soldier works in place". So the writer gave her score 6

Pronunciation

Her pronunciation was good and the researcher felt happy to hear when she described the picture. So the writer gave her score 6

Vocabulary

She add more explanation on her sentences, it means that her vocabulary stock was increase. So the writer gave her score 5

STUDENT 15

Waitress

Content

Student 15 was really good in make the sentences. Event it was very simple but it was clear and good in grammar. So the writer gave her score 6

Grammar

Student 15 from his explanation based on the point of grammar was" no more than two errors during the test". It means that the use of grammar during the test

was really good and make the researcher interested to listen. So the writer gave her score 6

Pronunciation

Student number 15 on his oral explanation based on the point of pronunciation was” No conspicuous mispronunciation, but would not be taken for a native speaker”. It means that her pronounced of words was clear. So the writer gave her score 6

Vocabulary

He was tried to add more explanation on his explanation, it means his stock of vocabulary was improved. So the writer gave her score 6

STUDENT 16

Actor

Content

Based on her explanation student 16 sentences were good, clear and understandable. She explained about the mechanic completely .. So the writer gave her score 6

Grammar

Her grammar was good there is no error on her sentences .So the writer gave her score 6

Pronunciation

Based on the point of pronunciation, her oral explanation when she pronounced the words only one error appear, it is make the researcher interested to listen. So the writer gave her score 6

Vocabulary

Based on the points of vocabulary she got vocabulary apparently as accurate and extensive as that of an educated native speaker, her word selection was good. So the writer gave her score 6

STUDENT 17

Dentist

Content

Based on her explanation, her sentences really different from pre-test and post-test

1. The sentence were good and understandable, she could repair the structure of sentence was in good arrange. So the writer gave her score 6

Grammar

If in post-test 1 she made than more two errors on her sentences, in post-test 2 her grammar was improved. It can ne seen on her sentences which just one error occurred. So the writer gave her score 6

Pronunciation

From the post-test 1 she was significance change in produced the word it is very good for her to improve her speaking ability. So the writer gave her score 5

Vocabulary

From the pre test until post test 2 the stock of her vocabulary was more increase and it was really good. So the writer gave her score 6

STIUDENT 18

Pilot

Content

Based on her explanation, the sentences were good, understandable and interest to listen. So the writer gave his score 6

Grammar

Still same with the post-test 1 the grammar of her sentences were good. There is no error occurred on her sentence. So the writer gave his score 6

Pronunciation

From post-test he had a significant change, he made good pronoun and the researcher could understand his sentences. So the writer gave his score 6

Vocabulary

The stock of her vocabulary was increase it can be seen on her original data. So the writer gave his score 6

TABLE 3
The post-Test 2 Scores

SN	SCORE OF (C)	SCORE OF (G)	SCORE OF (P)	SCORE OF (P)	TOTAL SCORE	FINAL SCORE
1	6	6	5	6	23	5.75
2	6	6	6	5	23	5.75
3	6	6	5	6	23	5.75
4	6	6	6	6	24	6
5	6	6	5	6	23	5.75
6	6	6	5	6	23	5.75
7	6	6	6	6	24	6
8	6	6	6	5	23	5.75
9	6	6	6	6	24	6
10	6	6	6	6	24	6
11	6	6	6	6	24	6
12	6	6	5	6	23	5.75
13	6	6	6	5	23	5.75
14	6	6	6	5	23	5.75
15	6	6	6	6	24	6
16	6	6	6	6	24	6
17	6	6	5	6	23	5.75
18	6	6	6	6	24	6
					422	105
Class Average						105. 5/18 =5.86

4.2.2 The Comparison between the Result of Pre-Test and Post-Test 1 and Post-Test 2

- Comparison of Scores

Based on the table 1 the scores of Pre-Test total score of student is **2.19** while in the Post-Test after taught by using picture as media the total scores of student is **4.75**, it is more clear when the writer make the second post-test the total scores 5.86. It showed that there are significant differences in scoring between the Pre-Test, post-test 1 and post -test 2. For the clearer, it can be seen on the table presentation below.

TABLE 4

The improvement score from pre-test and post-test 1

sSN	PRE-TEST	POST-TEST 1	IMPROVEMENT
1	1.25	5.75	4.5
2	2.5	5.25	3.25
3	1.25	4.75	3.5
4	2.0	5.5	3.5
5	1.0	5.25	4.25
6	3.5	4.25	0.75
7	1.25	4.75	3.5
8	1.25	5.25	4.0
9	1.5	4.5	3
10	1.25	4.5	3.25
11	1.25	4.75	3.5
12	1.5	4.5	3
13	4.0	4.75	0.75
14	2.0	5	3
15	3.5	4	0.5
16	2.75	3.25	0.5
17	2.25	3.5	1.25
18	5.5	6.0	0.5

TABLE 5
The improvement score between post-test 1 to post-test 2

SN	POST-TEST 1	POST-TEST 2		
1	5.75	5.75	-	
2	5.25	5.75	0.5	
3	4.75	5.75	1.0	
4	5.5	6.0	0.5	
5	5.25	5.75	0.5	
6	4.25	5.75	0.5	
7	4.75	6.0	1.25	
8	5.25	5.75	0.5	
9	4.5	6.0	1.5	
10	4.5	6.0	1.5	
11	4.75	6.0	1.25	
12	4.5	5.74	1.25	
13	4.75	5.75	1.0	
14	5	5.75	0.75	
15	4	6.0	2	
16	3.25	6.0	2.75	
17	3.5	5.75	2.25	
18	6.0	6.0	-	

a. The Comparison of Students Performance

- In the first cycle students were afraid to speak when the pre-test given but when the teacher used describing picture they were daring to speak.
- In the frits cycle student had low motivation in classroom interaction but when the teacher used describing picture they had higher motivation in learning English.
- The classroom atmosphere in the cycle one was not conductive but when the teacher used describing picture the situation and condition was more conductive.

4.3 Discussion

After being some procedures in analyzing the data collected during the researcher, the writer will be discussed the result of data analyzing. They are follows:

Pre-Test

1. Student 1 got the final score : 1.25
2. Student 2 got the final score : 2.5
3. Student 3 got the final score : 2.5
4. Student 4 got the final score : 2.0
5. Student 5 got the final score : 1.0
6. Student 6 got the final score : 3.5
7. Student 7 got the final score : 1.25
8. Student 8 got the final score : 1.25
9. Student 9 got the final score : 1.5
10. Student 10 got the final score : 1.25
11. Student 11 got the final score : 1.25
12. Student 12 got the final score : 1.5
13. Student 13 got the final score : 4.0
14. Student 14 got the final score : 2.0
15. Student 15 got the final score : 3.5
16. Student 16 got the final score : 2.75
17. Student 17 got the final score : 2.75
18. Student 18 got the final score : 5.5

This personal score was get from the total of the four main aspects being compared. The collective score of the eighteen student above is 2.19. Based on the scoring given, *the score 2.19 are below average.*

So the students' speaking ability level in pre-test is **below average**.

Post- Test 1

1. Student 1 got the final score : 5.75
2. Student 2 got the final score : 5.25
3. Student 3 got the final score : 4.75
4. Student 4 got the final score : 5.5
5. Student 5 got the final score : 5.25
6. Student 6 got the final score : 4.25
7. Student 7 got the final score : 4.75
8. Student 8 got the final score : 5.25
9. Student 9 got the final score : 4.5
10. Student 10 got the final score: 4.5
11. Student 11 got the final score : 4.75
12. Student 12 got the final score : 4.5
13. Student 13 got the final score : 4.75
14. Student 14 got the final score : 5
15. Student 15 got the final score : 4
16. Student 16 got the final score : 3.25
17. Student 17 got the final score : 3.5
18. Student 18 got the final score : 5.5

This personal score was get from the total of the four main aspects being compare. The collective score of the eighteen students is 4.75. Based on the scoring given, the *score 4.75 are above average*.

So,the students speaking ability level in post-test is **above average**.

Post-Test 2

1. Student 1 got the final score : 5.75
2. Student 2 got the final score : 5.75
3. Student 3 got the final score : 5.75
4. Student 4 got the final score : 6.0
5. Student 5 got the final score : 5.75
6. Student 6 got the final score : 5.75
7. Student 7 got the final score : 6.0
8. Student 8 got the final score : 5.75
9. Student 9 got the final score : 6.0
10. Student 10 got the final score: 6.0
11. Student 11 got the final score : 6.0
12. Student 12 got the final score : 5.74
13. Student 13 got the final score : 5.75
14. Student 14 got the final score : 5.75
15. Student 15 got the final score: 6.0
16. Student 16 got the final score:6.0
17. Student 17 got the final score: 5.75
18. Student 18 got the final score: 6.0

The personal score was get from the total of the four main aspects being compare. The collective score of eighteen students above is 5.87. based on the scoring give, the score 5.87 *are above average*.

So, the students speaking ability level in post-test is **above average**.

1. **The result of pre-test, post-test 1 and post-test 2.**

Based on the pre-test result generally the student were got the score below average. The content of their sentences were almost unclear and confusing. Many difficults in grammar and vocabulary also occurred. Meanwhile, in post-test 1, most of the students were score above average. The students were more relaxed and confident in grammar and vocabulary also occurred. Meanwhile, in post-test 1, most of the students were got score above average. The students were more relaxed and confident in producing words. Even the students who rarely spoke in the class could perform their speaking performance quite well. However, there were still some problems related to the students' speaking performance. Sometimes they still forgot to use the correct tenses when they were speaking in front of the class. Some of them still could not pronounce English words correctly. However, in post-test 2, the student ability in speaking was improved. It was proved by the post- test 2 score. All the students were got the score above average. The improvement happened because there was some increasing on the teaching and learning process. The writer prepared the explanation of the tenses before coming into the teaching materials. Besides that, a list of vocabularies was also prepared to help students in describing pictures. Those thing were help them and students' had done well in their performance.

2. The result of observation shows that:
 1. Before applying picture as media in teaching speaking students are afraid to speak but after implementing pictures as media student were daring to speak.
 2. Before applying pictures as media in teaching speaking students had low motivation in classroom in learning English.
 3. Before applying picture as media in teaching speaking the classroom atmosphere was not conducive but after using picture as media the situation and condition was more conducive.