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ABSTRACT

Hakim, Luqman, 2010, *the implementation of teaching speaking using pictures at the second class of MAN Denanyar Jombang*. Advisor: Dr. M. Salik M.Ag.

Using pictures in teaching speaking is the most important way to make students become more interest and focus to the subject. Therefore, the teacher often applies this technique in the teaching learning process especially in speaking in order to increase students' speaking ability. When the teacher applied this technique most of the students interested, and they more confident to take apart in speaking activities.

The research design used was descriptive qualitative design. The research subjects of this study were the second grade and the English teacher at the second class of language program of MAN Denanyar Jombang. In this research, the researcher used three instruments namely; observation checklist, questionnaire, and interview. They were done by the writer because he wanted to obtain the data in order to know what kinds of pictures are used by teacher in teaching speaking, how those pictures were presented to make students speak in the classroom, and how are the students' responses to the use of pictures in teaching speaking.

The result of the study showed that the teacher often used pictures in teaching learning. When the students feel bored with the lesson and difficult to understand the material, the teacher uses pictures to make the students interested and help the students understand the material easily. And the students' responses are very good, they feel enjoyed and easy to understand the material, and also, they more active to speak English in the class although they still use mother tongue. The pictures that used are: individual picture, series picture, and composite picture.

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BIBLIOGRAPHY**APPENDIXS****SURAT KETERANGAN PENELITIAN****PERNYATAAN KEASLIAN PENULISAN**

Teaching speaking in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as speaking is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen or to speech only. The teachers need to give the students' activities to practice the new speech among the four basic skills of language. Having a good skill at speaking in language learning is very essential.

Teaching speaking at Senior High School in Indonesia is one of the main focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have life skill for communication to meet the need for job opportunity, besides they can continue their study to the higher level. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase the students' ability to speak English.

A person whether he can interact and communicate in his community or not will depend much on his speaking ability¹. Practice speaking needs much time to fulfill the requirements of the mastery of spoken English, either from school or the environment. In the classroom, the students are reluctance and passive when asked to speak. They prefer to keep silent and just listen to what the teacher is explaining.

¹ Jack C Richard and Theodore S Rodger, *Approach and Method in Language*, (New York: Cambridge University Press, 2000) page: 78

They are often found afraid of making mistakes, especially in grammar and pronunciation. For the students, make mistakes as a laughing stuff. They do not like make a mistake or seem to be stupid in front of their friends. Quite often, the students are afraid of failure, laughter and ridiculed².

Mastering speaking ability is not easy, since it has something to do with the mental factors of the students, such as their mood, motivation and readiness. Speaking ability is a complicated skill that include several factors namely readiness to study, readiness to think, readiness to practice, motivation, guidance. If the students do not have these factors, they will not quickly learn the language and the result is in low quality of speaking. Besides, the environment in Indonesia shows less support to the students to learn English, since English is not communicates in the community. And it becomes the most difficult skill to develop.

To improve the student's foreign language, we should encourage them by making innovation, diversification variations of approach, new alliance and recognition the validity of variety objectives, or to motivate the students to speak in speaking class activities.³ English teachers should be able to encourage and facilitate the students in order to speak English as much as possible. Teachers need to create a conducive of learning atmosphere for the students to participate more in using the target language.

² Kenneth Chastain, *Developing Second Language Theory of Practice*, (Virginia: University of Virginia, 1978)page; 336

³ M. Wilga Rivers, *The Teaching Foreign Language Skill*, (Chicago: University of Chicago Press, 1990) page; 85

By doing this strategy, their oral communication skill can be developed optimally. In the process of language learning, students should be encouraged to express their feeling, thoughts, and opinions using the target language. They should be brought to the world they love, this is very important in order to avoid the feeling of boredom and loss of motivation.

Regarding the explanation above, the teacher must be able to use strategies and technique in teaching and learning process. There are some techniques that can be used by the English teachers in teaching their speaking class. They can use guessing games, dialogues, story retelling, small group discussion, debate or role play, and pictures. In selecting and applying the technique, the teachers should be aware of what the students like to do, their needs or their favorite things. Additionally, the teachers should be good motivators toward their students, so that they will freely and confidently express themselves. Providing and introducing the alternative topics related to the current issues, which are relevant to the given topics in syllabus can be the best way in encouraging the students to participate more in class. The interesting topic can increase the students' participation in the classroom activities. It will bring them to the real situation and motivate them to speak.

A proper media such as picture can make teachers to presenting a material in class easier. Pictures in classroom are appropriate for triggering ideas; turn the difficult subject or lesson to understand become easier and understandable, and to holding

- (2) To describe how pictures presented to make students speak in the classroom.
- (3) To describe the students' responses to the use of pictures in teaching speaking.

D. Significance of the study

This study was expected to give contribution to the teachers, learners, and the following researchers.

- ### 1. For the teachers

the result of this study was expected to give information and description as a feedback in order to improve the quality of teaching and learning process for learners.

- ## 2. For the learners

the result of this study was hoped to give information in order to improve their skill in giving response to teacher's instruction in the class.

3. For the following researchers

the result of this study was expected to be used as a reference for their research.

E. Scope and Limitation

This study limited on the one teacher who teaches English at the second class of language program of MAN Denanyar Jombang. The writer focused on the teachers' technique in teaching English which using pictures to improve the students' speaking

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some literatures which are related to speaking, speaking ability, teaching speaking, pictures, pictures in teaching learning, types of pictures, selecting pictures, teaching speaking using pictures, and the advantages of using pictures.

A. Speaking

Speaking is the ability to produce words in language practicing. Speaking is the important skill that students have to master. It is because in speaking we can know students ability to produce the target language, or English. Speaking is a complex set of abilities that involves many components including vocabulary, grammar, and pronunciation. A student uses a language to communicate with another not only to receive a message but also to express his feeling or idea. Speaking ability is an important thing in the process of language learning, we communicate through speaking to gain much more information, both teachers and students should realize the role of speaking ability for their success in language learning.

Speaking ability is important in the process of language learning, most learners think that speaking is a difficult language skill. The teacher should be aware of the students' speaking ability because it influences much of to their students' success in language learning. In situation outside, the language approach speaking means someone's ability to express himself in daily life by using words. It is also an ability

to express a systematized idea in accordance with the context fluently in real life communication. While in the elements of language approach speaking is seen as an ability to use the language elements such as pronunciation, stress, intonation, grammatical structure and vocabulary of the target language. From those definitions can be concluded that speaking ability is a complex skill that includes pronunciation, stress, intonation, grammar, vocabulary, fluency, and comprehension.

B. Teaching speaking

In learning a foreign language, speaking is very important. The goal of teaching a foreign or second language is to gain the ability to communicate the target language. Therefore, the teacher should give the students opportunities to use the target language to communicate with others. This means that the setting of class activities must be a lot communicative. The students should be made aware that the language they are studying is a vehicle of communication. Very often, they do not truly realize that second language is even spoken and exist outside the classroom. It is a prime of importance for the teacher to be aware that making the students able to use and speak the target language is essential.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by

(3) They have nothing to say.¹⁰

And the other sources mentioned about problems with speaking activities, these are:

1. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivate to express them beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to

¹⁰ Wilga M. Rivers, *The Teaching Foreign Language Skill*, page; 192

they are speaking their mother tongue¹¹.

Therefore, the teachers should have techniques which are able to encourage the students to speak.

First, the teachers should be able to develop a warm and friendly atmosphere. The teachers should encourage the students to speak and be able to throw away their fears of making mistakes. The teacher should not ask the students to speak English perfectly. The most important thing is that they feel free to participate and to speak English.

Second, the teachers should require the materials which the students know well, such as; the students daily life, their personal experiences, their social community, etc. if the materials are known well by the students, it will be easier for them to express what they want to say.

Third, the teacher should provide a technique which has much opportunity to the students to speak. The one of technique is by using media to motivate the students to speak; it will encourage the students to participate in speaking class. Media promote understanding, assist in the transfer of training, and assist the assessment. Media can

¹¹ Penny Ur, *A course in language teaching*, (Cambridge : Cambridge University Press, 1996), p. 121

visual aids for the learner. Using visual aids will make teaching more effective, communicative and interesting.¹⁴



F. Selecting of Pictures

There are some criteria that the teacher should into consideration to select pictures which are used in learning English. They are

Appeal: the content of the pictures should capture interest and imagination of the situations.

Relevance: pictures that are going to be presented should be appropriate and relevance to purpose of the lesson.

Recognition: the significant feature of the pictures should be within the students' knowledge and culture understanding.

Clarity: the picture must clear since a crowded picture make students confused, students should be able to see the relevant detail clearly. Strong outline and contrast in tone and color are important to avoid ambiguity.

Size: a picture to be held before the class should be large enough to be seen clearly by all. The detail of the pictures should be visible from the back of the room.

The choice and use of pictures is very much matter of personal taste, but we should bear in mind three qualities they need to possess if they are to engage students and be linguistically useful. In the first place they need to be appropriate not only for the purpose in hand but also for the classes they are being used for. The most important thing for pictures in the end is that they should be visible. They have to be

Finochiario that picture will be found invaluable in reducing learning and teaching time by attracting the immediate attention of the pupil and by making possible fewer and shorter explanation of words and concept.²⁹

4) Pictures are effective

According to Kreidler, pictures are one recognized way of representing real situation that would be impossible to create in any other way. It is impossible to bring out a various kinds of animal, hospital, park, or plane, but by using pictures that thing will easy to be explained.³⁰

In other sources, Gerlach and Ely states the advantages of using picture are:

1. The pictures are inexpensive and widely available
2. They provide common experience for an entire group
3. The visual detail makes it possible to study subjects which would otherwise be impossible.
4. Picture can help to prevent and correct misconception
5. Picture offer a stimulus to further study of speaking, visual evidence is a powerful tool
6. They help to focus attention and help develop critical judgment.³¹

²⁹ Mary, finnochiaro. *Teaching English As a Foreign Language*. (New York: Haper and Row, 1969)Page: 186

³⁰ J Carol, Kreidler. *Visual Aids for Teaching English to Speaker of Other Language*. Page; 1711

³¹ Gerlach, Vernon and P. Ely. *Teaching Media, a Systematic Approach*. (New Jersey: Prentice Hall, 1980) Page: 218

RESEARCH METHODOLOGY

This chapter consists of research design, research subject, setting of the study, the data of the study, research instruments, and data analysis.

A. Research Design

Research design is used in research in order to know how to proceed the data. It means that it is a plan for collecting and analyzing the data in order to answer the research questions.¹

This study used descriptive qualitative research design. Descriptive qualitative is to gain an understanding of some groups or some phenomena in its natural setting. It include of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers.²

The description based on the observation, teacher interview, and questionnaire on the subject. By doing this, the writer found out what kinds of pictures could be used as teaching strategy to practice speaking, described how those pictures were presented in the classroom.

¹ Robert C Bogdan and Sari knopp biklen. *Qualitative Research for Education*, (Boston. Syracuse University1992) page. 58

² Donald Ary. *Introduction to Research in Education*, (USA: Wadsworth Group a Division of Thompson Learning Inc.2002).page. 426

C. The Setting of Study

The setting of the study is MAN Denanyar Jombang, this school located on Jl. Imam Bonjol No. 21 Denanyar Jombang. The researcher have choose this place because he know well this school, the situation of this school is comfortable, because near from farm and river, of course those make the teaching learning activities fresh. The facilities of this school are complete; there are laboratories, library, canteen, mosque, etc.

D. The Data of the Study

The data of the research are the information obtained through the observation checklist whose indicator comprised the material used, the pictures, the teaching learning process, and the result of questionnaire (to supports the data obtained through the other instruments) whose indicator consisted of the students' opinion about speaking English, the technique of teaching speaking using pictures, the teacher's role and general evaluation. The data from the observation is needed to find out how those pictures were presented in the classroom and the kinds of pictures which are mostly used by the teacher in English teaching learning process to the second grade of MAN Denanyar Jombang. In addition, to complete the data and avoid misinterpretation while analyzing them, the researcher also conducted teacher interview, the data will be obtained in the form of field notes and presented descriptively in the form of paragraph.

E. Research instrument

Research instrument is a means to collect the data. The researcher can also call it as an instrument. It means that he had a big role in doing the research. In other words, the success of the research greatly depended on his role. In this research, the writer used three instruments in collecting the data. The instruments were observation checklist, questionnaire, and interview.

(1) Observation Checklist

Observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation was to determine a particular behavior which is present. The observation is usually which is done namely identifying of behavior of interest and devising a systematic procedure for identifying categorizing and recording the behavior in either a natural or a contrived situation.³⁴

The observation research is divided into three types. There are non-participant observation, participant observation, and ethnography. The first is non-participant observation; the observer does not directly interact with the object of observation. In other words, the observer is not involved in the situation that is to be observed. The second is participant observation, the observer follows a participant in the situation that is to be observed. The last is ethnography; it involves data collection of data on

³⁴ Donal Ary. *Introduction to Research in Education*, page.233

many variables over an extended period of time, in a naturalistic setting.³⁵

In this research, the writer use non-participant because the writer observed without participating or taking any active part in the situation. In this case, the writer just sit down on the back row of the classroom, pay attention more detail about all activities that happen in the classroom, and write down some notes in order to get the data, which focused on teacher's strategy to improve the students' speaking ability by using pictures. The indicators being measured in the checklist were:

- The kinds of pictures
- The technique of using picture
- The teaching learning process

(2) Questionnaire

The questionnaire is meant to find out the students responses toward the suggest technique. This technique was used to support the data from the other instruments, the writer sets a close question type, it means that he give the students some questions followed by some possible answers. They are asked to choose an appropriate answer from the options provided about the use of picture to improve speaking according to their opinion.

³⁵ L.R. Gay. *Educational research (third edition)*, (New York: Merrill Publishing, 1990) page. 206

The indicators measured and elaborated in questionnaire were:

- The students opinion about the speaking of English
- The students' opinion on the use of pictures to teach speaking
- The teacher' role in the application of using pictures to improve the students' speaking skill
- The general evaluation

(3) Interview

Interview is one of way to obtain the data. Interview is used to gather data on subjects' opinions, beliefs and feelings about the situation in their own words. The interview can be divided into two things namely, structure and unstructured or semi structure interview. Structure interview is used for specific purpose of getting certain information from the subjects. And, the questions which are asked by observer to the respondents often in the same of set question. One characteristic of structure interview is close-ended because this interview includes formal interview. Meanwhile, unstructured or semi structure is the questions which become asked to the respondents include informal interview, where the questions allow freedom of response from the subject.³⁶ Therefore, the interview is not planned a head of time; the researcher asks questions as the opportunity arises and then listens closely toward subject's response to obtain some information in collecting the data.

³⁶ Donal Ary. *Introduction to Research in Education*, page.434

Furthermore, the writer will use unstructured or semi structure interview because the writer will ask the questions freely and use informal situation. The writer used Indonesian language in interview, it aims to avoid misinterpretation.

F. Data Analysis

The writer analyzed the data obtained from observation through classroom research analyzed in a descriptive way. He describes the data of the classroom interaction when the teacher applied the technique of speaking by using pictures. After collecting the data, the writer analyzed them by describing the kinds of pictures used by the teacher in practicing English and describing the classroom atmosphere when pictures were presented to practice English in the classroom.

The data from the observation checklist, the writer were calculated in term of number “Yes” and “No” answer. Based on the students’ answer to the questionnaire, the writer analysis the data by using percentage technique, the sum of the students’ responses of one item (questions) is divided by number of the students and multiplied by 100%.

CHAPTER IV

RESULT AND DISCUSSION

This chapter focuses on presenting the research findings on the basis of the result of the data analysis. In other words, it presents the result of first observation, the result of second observation, the result of third observation, the result of questionnaire, the students' opinion about the teaching of English, the students' opinion about the teaching of speaking using picture, the teacher's role in application, the result of general evaluations, the result of interview, and the last is Discussion.

A. The kinds of pictures used in teaching speaking

The kinds of pictures that used by the teacher to teach speaking in the classroom were individual picture, series picture, and composite or situational picture. The researcher gets this data from the result of interview, but actually the researcher gets this data from the observation checklist also.

When the teacher asked about the teaching of English in the classroom, He answered that the second grade students of MAN Denanyar Jombang were eager to learn English a lot. It is happened because he and his students had a good relationship. He always made the situation of the class more relax. Talking about speaking he suggested that students even had some difficulties to practice

When the teacher asked about the kinds of pictures that used in teaching English especially in speaking, he explain that there were three kinds of pictures that be used to practice speaking, there were;

- By using pictures, he hoped that the students would be interested, relaxed and free, and also they could enjoy the class without being afraid of making some mistakes. This activities could be done in pairs, individually, group and class work as well. He added, that the pictures could translate abstract concept into a more realistic or concrete items and also we can get the

This technique was expected to help the students to come into a comfortable and enjoyable condition in which they would actively interacted with others in class without worrying of making mistakes, because all the members of the class would take them together and not he himself or she herself. In addition, students would be able to communicate with each other. Moreover, in the using of pictures to practice English here the students tended to use the language closer to their real life so that the learning would be naturally as they did in their mother tongue.

B. The Implementation of Teaching Using Picture

When the researcher conducted the observation he did not take a part in the activities; he just observed the teaching learning process; the teacher's action including the students' activities and the responses that given by students toward the technique. By doing four times of observations, he found out some phenomena that appeared from start until the end of the lesson. To make the data easier to analyze, the researcher use checklist.

1. The result of the first observation

The first observation was conducted on December 9th 2009. The students of MAN Denanyar Jombang were eager to learn English. It could be seen when the English's teacher said salam and entered the classroom most of the students shouted to welcome their teacher. The first phenomena appeared when the class began, the teacher tries to have some talks with the students through greetings.

Students : “good morning, Sir”

Teacher : “good morning students, how are you today?”

Students : "I'm fine, thank you, and you?"

Teacher : “I’m fine to, and thanks”

“Ok, now! I want to ask some questions!”

According to the teacher it was done as a bridge to start create conducive atmosphere, then, so the students will enjoy the lesson and feel more relax in the class. The teacher start whit the first topic, the topic is about “how to expressing permission”. Teacher asks the students to read and practice the dialogue in the textbook. Each student had a chance to practice or read the material in front of the class. After several minutes, the students feel bored about the lesson; they could not understand the meaning of the material.

Denying permission

- Sorry, but...
- I'd rather you don't (do that)
- I'm afraid you may not.

The topic discussed was quiet understandable (based on the students' level) because it gave the idea of activities happen in progress. He gave five minutes for this activity to let the students build understanding toward the topic that will be discussed. Then teacher asks the students to practice or describe what the pictures' means with their friend. After that, the teacher asks the students to practice with their friend in front of the class.

T : “ok! Sekarang kalian coba maju ke depan, describes what the picture means using your own words by using ‘Expressing permission’ “(the teacher pointing two students)

S : “ lho... kok saya sih, Sir?”

T : “it’s okay, kalian Cuma menggambarkan atau menjelaskan apa yang dimaksud gambar ini dengan menggunakan kata-kata kalian sendiri dengan menggunakan “expression of permission”

S : “owh...like that!!”

From the phenomena above, the researcher found that the students still using mother tongue in the teaching learning process. And we can see from the conversation above that the teacher repeat his instructions using the Indonesian language, it was done to avoid misunderstanding.

Most of the students seemed doubtful in practicing speaking according to the pictures. They still made some grammatical errors, Mispronunciation.

The grammatical error:

“Can I going to the movies with my friends?”

The correct is:

"Can I go to the movies with my friends?"

Mispronunciation:

“No, you may not, you have been twice to the movies this week”

Twice was pronounced "twis" it be "twais"

Cute was pronounced “syuwt” it must be”kyuwt”

Facing this problem, the teacher keep encouraging them by saying “yeah, that’s good”, never mind”, it’s ok” or corrected their mistakes by giving chance to another students or giving choices of answers, and ask them to remember about the grammatical errors. These would help them to find the

correct answer. These activities were done until the allocated time was over. Finally, teacher closed the class by asked the students to pray first. And he said see you to the next meeting.

2. The Result of the Second Observation

The researcher did the second observation on November, 13th 2009. The second observation was conducted when the teacher schedule with the topic of “daily activity. The teacher began the lesson by saying salam and then shouted to welcome their teacher. Firstly, the teacher asks some questions to the students, the questions are related to the students’ daily activity. After that, the teacher said to the students that the topic today is daily activity. After some minutes passed, the teacher distributes the copies of the pictures to each student and asks students to describe what the picture’s mean with their own word in the form of paragraph. After several minutes, the teacher asks student to practice in front of the class. In this case, the students seemed enthusiast to practice their picture in front of the class. After several minutes the teacher asks two students that seemed more active in the class than others to make conversation about their daily activities with their own words. Here, those students look likes easy to make conversation.

Error pronunciation:

“whale” was pronounced “wæl” it must be “hwæil”

When the students practiced in front of the class based on their picture, teacher always correct their mistake whether that the grammatical errors, mispronunciation or errors on words usage. In this case the all of the students pay attention to their friend and they focus on what their friend was presented. After this session were over. Then teacher asked them about the difficulties of this work. Some of the students said that they have no difficulties because they can be freely to express their opinion about anything.

C. The student's response of using pictures in teaching speaking

The result of questionnaire was used to support the data through the observation and teacher interview. This technique was used to find out the students' responses in class which conducting teaching speaking by using pictures. The researcher set closed question type. It means that he gave students questions followed by some possible answer. After classifying the questionnaire result, the frequency of occurrence of each opinion was counted to know the proportion of each type of proportion. It was calculated by

2. The Students' Opinion about the Teaching of speaking using picture

From the students' responses, as the application of how the use of pictures to practice speaking 99% of the students agreed that the pictures helped the students to speak and practicing in front of class. It was because the pictures were fit students interest. Moreover, 90% of the students said that the pictures to practice speaking concerned with the students' daily activities. It means, directly the students felt more enjoyable in practicing the speaking by using pictures. It was proven that 100% students said that they felt interested in joining the class.

About the implementation of pictures to practice speaking, it appeared at the first and second observation. Most of the students were easy to practice speaking when the teacher showed the pictures, and during the application of these techniques. Most students stated that their friend were enthusiastic in class. The result of the questionnaire said that more than a half of total students participate actively in speaking activities. Moreover, 100% of the students said that by using pictures to practice speaking, they were more motivated and interested, which are needed to produce high achievement in learning English.

3. The Teacher's Role in Application

Based on the result of questionnaire, most students said that their teacher was helpful in the teaching and learning. Teacher also motivated the students who reluctant to speak and he always observed the students activity, 100% agreed that their teacher corrected the grammatical errors but still 100%students said that he did not dominate the class. This revealed that the teacher gave a chance to the students to get involved or participate actively in teaching learning process. In other words, the students will be more actively and interested to take a part on the speaking activities.

4. The General Evaluations

Most of students 100% agreed that the use of pictures to practice English was very useful and made their anxiety reduced in class so that they could speak although in simple way. Finally, all the students said that it was very important to implement pictures as teaching strategy to improve students' speaking skill.

Of the pictures, the students will be understood the lesson easier. It means that, they could to speak although in simple way, and they will always remember what they have got or learned. Therefore, they can make better progress. However the most important thing was that the students have to give some responses whenever teacher shows pictures to learn.

According to the data obtained, the material was prepared well. It should be practice in daily lives, insist the students to read and memorize. Teacher chooses pictures which most of the pictures were fit students interests and enable students to see places, people, thing etc. The pictures also helped the students to practice English although in simple way. But, there were still made some errors in grammatical errors, mispronunciation, and errors on word usage. In general, teacher began the lesson through greeting and what he was doing.

The first phenomena stated that most of the students felt bored and did not understand about the meaning of the word. Then he showed the pictures and put it on the blackboard or distributed it. At the first time, he did some talks with the students according to the pictures and always put the students answer on the blackboard. He did so because he intended to practice speaking inductively. He explain the meaning of words, corrected the students' pronunciation, the grammatical and the word usage. After that, he showed another pictures and ask students to make dialogue and check it by themselves. To make them more enjoyable to practice English, he ordered them to

play the game by answering question based on the pictures. The writer could see that students were enthusiastic in taking part in class activities; it was proven from how they practice the dialogue and always answered the teacher questions.

Selecting a proper technique to practice English was not easy. That was way were still weakness in practicing English by using pictures. When pictures showed the students at first, the students complained that the pictures were too small to see and they were not contains of color. So there were some of students still bored in practicing English. In addition, the teacher only focused on individual pictures. This of course, interrupted teaching learning process because teacher must selected which the best and the most suitable pictures are according with their characteristics before start to teach the materials.

CHAPTER V

CONCLUSION AND SUGGESTION

After doing the analysis, the writer will presented the conclusion and give some suggestions for the teacher, students, and the other writer who are going to take the same field.

A. CONCLUSION

1. Based on the analysis in the previous chapter, the writer concluded that the pictures which are used to make the second grade students of MAN Denanyar Jombang more active in the class activities were;
 - a. individual pictures (pictures of person, objects, activities, etc),
 - b. pictures of situation which show scene (bus station, street, hospital, supermarket) in which a number of people can be seen “doing something”,
 - c. pictures of series (sequence of events on one chart),

the writer has explained this founding in chapter IV (the kinds of pictures used in teaching speaking) and you can see in the APPENDIX (Observation Checklist....)

2. In practicing speaking by using pictures, the teacher first, prepared the pictures which were going to be showed to the students. Then he offered some questions about the pictures and always put their answer on the blackboard. He did so because he intended to practice speaking inductively. After that he ask the students to make some conversation based on the pictures whit their partner or

B. SUGGESTION

Based on the research finding above, the suggestions are presented in order to give contribution to the teacher, students, and the following researcher. The suggestions are:

1. For the teacher

The teacher has to be creative in teaching English to the students especially in speaking skill. They also select an interesting technique to throw out the boredom of the class. First, in designing the material and the teaching strategies, the teacher should think over the students' prior knowledge and the readiness of the students to absorb the lesson one time. Second, the English teacher has the challenging tasks of finding ways to create a relax atmosphere English class and providing support and encouragement. By realizing students' characteristics, it will be easier for the teacher to set up classroom situation as he/she wants.

Picture has been used by many teachers of English, but they seem not to be used optimally as one of the alternative technique in learning English. So, it is important to take into consideration in choosing pictures for learning English especially in speaking. First, the pictures in the form drawing should be seen clearly by the students. Second, the scenes of object must be represented unambiguously. It means that they represent what the teacher wants them to represent. Besides, each picture should convey a simple and direct message. Finally, the pictures that will be used in practicing speaking should recall reality. It should be pleasing and attractive for the students.

To make the use of pictures successfully be done by the students in practicing speaking, the writer has formulated five suggestions to be considered by English teacher. Those five suggestions are:

- a. Opening session should be made interesting. It is done to create conducive atmosphere in the class.
 - b. Topic must not neither too simple nor too difficult so that it can facilitate the cleaver and slow learner students to learn.
 - c. Colors in the pictures are needed to make the pictures more interest and clearly
 - d. Students' interaction should be given more attention to make the students seriously learn but still feel relaxed.
 - e. Students' discussion should not forbid although the topic is not English material.
2. For the students; the students have always tried to practice English with their friend or teacher although in simple word. It is to make their speaking fluently. And also the students need more attention and many strategies from their teacher to improve their speaking ability.
3. The writer suggests for the next researcher that this study can be used a source of information for future researchers who wants to study about techniques or strategies in teaching learning especially in speaking skill.

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