IMPROVING STUDENTS' SPEAKING PROFICIENCY THROUGH DAILY ACTIVITIES PICTURE AT SMP NEGERI 35 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teachership and Educational Science in Partial Fulifillment of the Requirements For the Sarjana Degree

By

ROS GABRIEL
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FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
ENGLISH EDUCATION DEPARTMENT
UNIVERSITY 45 MAKASSAR
2012

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2012

PAGE OF ACCEPTANCE

Day / Date : Monday, February 20, 2012

Skripsi on behalf of : Ros Gabriel

Register Number : 45 08 101 005

Has been accepted by committee of the skripsi examination of Faculty of Teachership and Educational Science University "45" Makassar in partial fulfillment of the requirements for S1 degree at English Education Department.
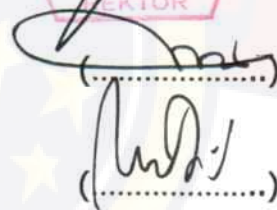
COMMITTEE OF THE SKRIPSI EXAMINATION
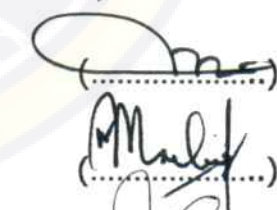
General Supervisor : Prof. Dr. Abd. Rahman, S.H, M.H (..............)
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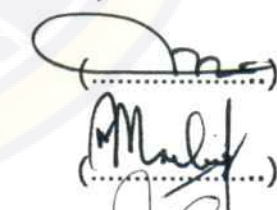Chairman : Drs. H. Herman Mustafa, M.Pd (..............)
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Examiners : 1. Drs. H. Herman Mustafa, M.Pd (..............)

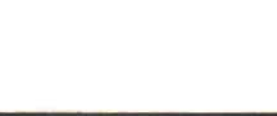2. Dra. Dahlia D. Moelier, M.Hum (..............)

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4. Rampeng, S.Pd, M.Pd (..............)

ABSTRAK

ROS GABRIEL 2012. *Improving Students Speaking Proficiency through Daily Activities Picture at SMP Negeri 35 Makassar Reading.* (Dibimbing oleh Hj.St.HaliaBatau S.S, M. Hum dan Rampeng S.Pd, M. Pd).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan gambar kegiatan sehari-hari dapat meningkatkan kefasihan berbicara siswa kelas VIII 1 pada SMP Negeri 35 Makassar.

Metode yang digunakan dalam penelitian ini adalah metode pre–experiment dengan satu kelompok desain pre-test dan post-test. Populasi penelitian ini adalah siswa siswi kelas VIII 1.Sebanyak 20 siswa dari 31 siswa dipilih sebagai sampel penelitian. Teknik sampling yang digunakan adalah random sampling.

Data diperoleh melalui pemberian pre-test dan post-test dengan menggunakan instrumen berupa gambar kegiatan sehari-hari. Pre-test digunakan untuk mengetahui kemampuan pengucapan / pelafalan sebelum diberikan perlakuan, dan post-test diberikan setelah diberikan perlakuan. Analisis data penelitian menggunakan uji-t.

Hasil penelitian ini menunjukkan bahwa penggunaan gambar kegiatan sehari-hari dapat meningkatkan kefasihan berbicara siswa. Hal ini dapat dibuktikan dengan skor nilai rata-rata pre-test 6.75 lebih rendah dar inilai rata-rata post-test 8.1. Data hasil nilai uji-t juga menunjukan bahwa nilai uji-t adalah 14.0 lebih besar dari table (2.539). Hal ini menunjukan penggunaan metode gambar kegiatan sehari-hari dalam meningkatkan kefasihan berbicara siswa sangat aktif dalam memotivasi siswa kelas VIII 1 SMP Negeri 35 Makassar.

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil Aalamin, the writer expresses her highest gratitude to Allah SWT, who has given his love, blessing, mercy, and good health to finish this skripsi. Peace and blessing on the messager of Allah, Muhammad the prophet.

In writing and finishing of this skripsi, many people provided their motivation, support, advice, and even remark helped the writer. Therefore, the writer would like to express her appreciation to all of them.

1. Drs. H. Herman Mustafa, M.pd. the Dean of Faculty of Teachership and Educational Science.

2. Hj.St. Haliah Batau, S.S, M.Hum as the first supervisor and the academic advisor who has given material support, to finish this skripsi.

3. Rampeng S.Pd. M.Pd as the second supervisor and the head of English Education Department, who always provided direction and guidance with full sincerity and patience until the completion of writing of this skripsi.

4. All lecturers and staffs of Faculty of Teachership and Educational Science who have provided education and science that are very useful for the writer and will not be forgotten.

Makassar, December 2011

The writer

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CHAPTER I

INTRODUCTION

A. Background

One of the aims of the teaching of English as a second or foreign language is to make the learners able to communicate information affectively in spoken English (Brown and Yule, 1983 : 25). In pursuing this aim, therefore, the teacher may wish to be able to asses the students or learners' ability to communicate effectively in the spoken mode because it is one of the most important aspects of an overall evaluation of their language performance.

The assessment of the spoken language (speaking skill) has traditionally been a problem for the teachers of English, since speaking, as Heaton (1988 : 19) states, is far too complex skill to permit any reliable analysis to be made for the purpose of objective testing (Brown and Yule, 1983 : 20).

Many language teachers are as concerned to help their students to develop as people and in their ability to relate to others as they are to help them to develop their ability to use the foreign language. For

example, it is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion. In this sense, language teachers have a role as a communication teachers and, indeed, as teachers in the broadest sense.

It is important for teacher to have as wide a range of resources as possible in the classroom or teaching and learning process, so that the students can have a rich base and stimulus and high motivation in learning speaking for this development. One of the resources must include pictures. After all, verbal language is only a part of the way we usually we get meaning from contexts. Things we see play an enormous part in affecting us and giving us information. We predict, deduce, and infer, not only from what we hear and read but from what we see around us and from what we remember having seen (Wright, 2005 : 15).

It is very common to hear people say that pictures are all right to be used in learning speaking, particularly in improving speaking proficiency. There are some reasons of it, there are some roles for pictures in speaking why picture is used in teaching and learning speaking skill, they are:

1. Pictures can motivate the student and make him or her want to pay attention and want to take a part.

2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).

3. The pictures can be described in an objective way (this is a train) or interpreted (it is probably a local train) or responded to the subjectively (I like travelling by train).

4. Pictures can cue responses to questions or clue substitutions through controlled practice.

5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling (Wright, 2005 : 17).

In this case, in improving the proficiency of speaking there are two aspects that must be concerned, namely fluency and accuracy. Fluency in this context refers to the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community. Accuracy, on the other hand is the ability to speak properly – that is selecting the selecting the correct words and expressions to convey the Intended meaning, as well as using the grammatical patterns of English. An important concept for teachers to understand is that while they are still

developing their proficiency, fluency, and accuracy often works against each other (Nunan in Hidayat, 2005 : 28).

It can be concluded that the role of picture is needed to stimulate and motivate the students to be interested in speaking English. Therefore, it is expected they can improve their English speaking skill.

Based on the reason above, we need an effective way or method to reach one of the aims of teaching English. Through pictures based activities, it is expected that it can improve the students' proficiency of speaking.

B. Problem Statements

Picture Based Activities is considered as an effective method in improving the students' speaking proficiency.In this case, researcher focused on the fluency and accuracy of speaking. In order to be able to examine such problem, the researcher asked the following research questions :

1. Can the use of daily activities picture improve the students' speaking proficiency at SMP Negeri 35 Makassar or not ?

2. What are the students' attitude toward the use of daily activities picture in teaching and learning speaking?

C. Objective and Significance of the Research

1. Objective of the Research

By the title "Improving Students' Speaking Proficiency Through Daily Activities Picture at SMP Negeri 35 Makassar" the study aims to find out some specific objectives, namely:

a. To find out the use of daily activities Picture in improving students speaking proficiency at SMP Negeri 35 Makassar.

b. To find out the students' attitude toward the use of daily activities Picture in teaching and learning speaking.

2. Significance of the Research

The research significance is expected to be a good sample for students and teachers in improving their proficiency of speaking by attempting daily activities picture in teaching and learning process.

CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAME WORK

A. Some Related Findings

There are some efforts that have been done in learning and mastering English. In learning English, the learners or students are important to have proficiency in four skills of English. There are some methods that can be used for reaching this goal. Picture Based On Daily Activities for learning speaking is a method that has been used that showed success. Some studies below are what have been found in this field.

Akbar (2003 : 9) conducted a study on the method of picture in writing. In this case, the use of picture in writing and speaking are significant. He concludes that picture is very effective to be used in learning English because picture can motivate the students to learn seriously.

On the other hand, Hidayat (2008 : 18) has done research of the students' speaking proficiency by using self – assessment technique. He used picture as one of his instrument in this technique. He said that

picture cued to confirm the students' progress after four weeks treatment, and the result of it was the technique affects the students' speaking fluency.

B. Some Pertinent Ideas

1. Definitions of Picture

a. What is Picture

Picture is still in terms of information it carries. One theory assumes that a picture is an illustration which look enough like original object to communicate the image of the original to the reader. Harmer (2003:11) state that the picture can board drawing, magazine picture and any other non technical visual representation. Picture can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring some easy picture like fruits, human body, etc.

Picture includes the enter range of two dimensional visual representation of people, place, and thing which do not reproduce motion. Another assumption of picture stated that is a record or a copy of real object or even which may large or smaller than the object or even which may large or smaller than the object or even it represent.

The following are some definitions of picture:

1. Picture consist of a self light arrays, coming to point or perceiver each corresponding to a sport of color on the picture surface this claims that picture can represent a real object as far as the light rays from the original to order.

2. Picture is set symbol less like a words it claims that a picture or drawing is comparable to writing text. A picture can stand for real object in so far as the language of picture understand.

3. Picture On Based Daily Activities

   Wright (2002 : 14) stated that it is important to have as wide of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the resources must include pictures.

b. Type of Picture

It is undeniable that there are a large number of objects in this world that cannot be directly experienced by most us because they are thousand miles away for our environment or even they had disappeared some years ago. Those things can only be seen through the picture. There is an abundance of pictures that can be

found in books, newspaper, magazine, brochures, etc. Wright proposes type of picture, namely:

1. Picture of single object
2. Picture Based On Daily Activities
3. Picture of person
4. Picture of place
5. Picture of fantasies
6. Picture of maps and symbols
7. Cartoon pictures
8. Ambiguous pictures
9. Explanatory pictures

c. Understanding Picture Based On Activities

1. The concept of Picture Based On Activities

Wright (2005 : 16) stated that important to have as wide a range of resources as possible in the classroom, so that the students can have a rich base and stimulus for this development and the resources must include pictures.

Picture Based On Daily Activities means that all the activities of learning speaking are based on the picture. Picture is used as a media of learning with expectation through using

picture it can motivate and stimulate students to learn speaking more seriously.

a. Why Use Picture

There are some reasons for using picture in language lessons, theyare:

1. Pictures provide something to talk about. They can take the focus of the language learned and put it on the picture being discussed.

2. Pictures can introduce and illustrate topics to the class which are not dealt with in the textbook, as well as topics beyond the teacher's own expertise (e.g.,engineering problems computer technology, soccer agriculture).

3. Pictures provide social support for learning, as they activate mental images that can help the language learner remember a particular structure or vocabulary item.

4. Pictures are more convenient that some real to bring into the classroom (e.g., pictures of animals, burning buildings, outdoor activities, and others).

5. Pictures add color and interest to discussion and writing exercise without being expensive or top heavy.

6. Pictures can be used in many ways different teachers for various lessons. They are not tied to any particular teaching method, class size, or proficiency level. The same photograph can evoke many different kinds of language use in different context.

7. Pictures are convenient. They are easily transportable, lightweight, flat, and long lasting.

8. Pictures are very adaptable to the technology of the teaching environment.

9. Pictures can promote creative and critical thinking.

10. Pictures are not limited to use with a particular language.

Wright (2005 : 17) said that many language teachers are as concerned to help their students to develop as people and in their ability to relate to others as they are to help them to develop their ability to use the foreign language. For example, it is not enough for students to have a competent ability in a language if they cannot develop their

conversation or discussion. In this sense, language teachers have a role as a communication teachers and, indeed, as teachers in the broadest sense.

After all, verbal language is only a part of the way we usually get meaning from the context. In this case picture is included. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with. Specifically, pictures contribute to; interest and motivation; a sense of the context of the language; a specific reference point or stimulus.

b. Five Basic Question

It is very common to hear people say that picture is all right for beginners and for young people but not for advance students or exam classes. This generalization is unhelpful and untrue. Any activities done in classroom must be efficient an achieving its purpose. Pictures should certainly be subjected to some practical criteria should apply

to all actives whether they involve picture or not. The five criteria below provide a way deciding whether to use an activity or not, whether the activity is a conventional drill or a game making use of pictures.

1. Easy to prepare

   It is easy for us to prepare? If difficult to prepare in relation to what will we get out of it, then don't do it. If it takes us an hour two prepare an activity which we can then use many times with different classes, then it is worth it. Once we have built up a picture library it is usually not difficult to prepare the activities.

2. Easy to organize

   Is it easy to organize in the classroom? If it is difficult to organize in the classroom, then don't do it. Opening a textbook is not difficult to organize, but most other activities do require organizational time and energy. The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in terms of the three points which below.

3. Interesting

Is it interesting to the students? If the interesting to us? If the activity we are considering is unlikely to interest us and students, then we will question whether it is doing.

4. Meaningful and authentic

Will the language and the way we want the students to use it be authentic and intrinsic to the activity? Students are going to gain more if the language they language they use is vital to the situation. There should be some reaction or result if they use a language appropriately, or indeed inappropriately. Many conventional language teaching techniques fall down heavily at this point.

5. Sufficient amount of Language

Will the activity give rise to a sufficient amount of language in order to justify its inclusion in the language lessons? If not, don't do it, unless point 3 above is sufficient justification for us.

2. Roles of Picture in Speaking

According to Andrew Wright there are some roles of pictures in speaking and writing. The roles of some reasons why pictures is selected as one of good media in teaching and learning process. The roles are:

a. Picture can motivate the student and make him or her want to pay attention and want to take part.

b. Picture contributes to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).

c. The pictures can be described in an objective way (this is a train) or interpreted (it is probably a local train) or responded to subjectively (I like traveling by train).

d. Pictures can cue responses to questions or cue substitutions through controlled practice.

e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

2. Definitions of Speaking

a. What is speaking

Speaking has become the special part in English. It, of all skills of English, is interest to learn. It can help the people who want to communicate to each other by using Interactional Language, understand what the interlocutors say, and share any other opinion raised. People, who want to study English and master it well, must know the speaking. In the following are some explanations of specialist about speaking.

1. As Hornby (1995:140) explain "speaking is talk or to say about something mentioned". It means, to speak well, all expressions will be said or mentioned in speaking activities.

2. Teosol in Yahya (2001 : 126) asserts that speaking is the oral skills of language expressed from mouth. It can be said, to speaking, people have to involve the mouth to speak.

3. Byrne (1987: 10) states that speaking is oral communication expressed by the speaker and the listener that involve the productive skill.

Based on same of the definition above, it can be concluded that speaking is an activity involving the listener and

the speaker to express something by mouth. Besides that, speaking is also an oral communication done by the speaker and listeners.

Brown and Yule (1983 : 55) distinguish spoken from written mode by emphasizing that written is characterized by well formed sentence which are integrated into highly structure paragraphs while spoken mode consists of short often fragmentary utterance, and in a range of pronunciation.

The ability to speak is concerned with knowledge and skill that are used to convey meaning in certain communications. As an oral mode of communication, speaking can occur in a number of situations. In the interactive situation, the learners have to learn how to negotiate meanings, the way to introduce or change topics, and the method to open and close conversation with various participants.

Brown and Yule (1983 : 72) claimed that language is mainly functioned as a tool of transaction and socialization. Transactional functional are related to exchanging of information about ideas, facts, events, needs, opinions, attitudes, and feeling. For interpersonal relationship, language

is used to maintain personal relationship with others in the community. Greeting, leave taking, introduction, thanking, expressing love and affection, and apologizing are the examples of language functional as maintaining personal relationship.

Heaton (1988 : 45) explained that speaking is the ability to communicate ideas appropriately and effectively. Speaking can be defined as delivering an address to public audience, "people come to see the candidate and hear the speechmaking or capable of or involving speech or speaking. In short, speaking ability is oral communication in expressing ideas to other people as partner of conversation.

Speaking is the productive skill in oral mode. Like other skill, speaking is more complicated that it seems at first and involves more than just pronunciation and the word. Speaking skill is known as oral skill that plays essential role in human interaction and communication. As cited in Widdowson in Aloysius in Hidayat (2008 : 81) states that an act of communication through speaking is commonly performance in face − to − face interaction and occur as part of dialogue or rather forms of verbal exchange. He also states that the act of

speaking involve not only from the production of the sound but also from the use of our gesture, the muscle of face movement and even the whole of our body.

Byrne (1986 : 33), on the other hand defines speaking as the ability to express oneself intelligibility, reasonably, accurately, and without too much hesitation. Speaking is very useful when we want to tell something or state something, give instruction or even giving order. Besides that, speaking can also used to sharing a personal experience.

b. Element of Speaking

According to the concept above about speaking, we can conclude that there are some of linguistic elements and nonlinguistic element of speaking. In linguistic elements there are vocabulary, pronunciation, accuracy, and fluently. And in nonlinguistic elements are concerned with some affective factors involve in speaking.

1. Linguistic Element

a. Vocabulary

Vocabulary is the first thing that we have to have in learning language. Vocabulary must be an important thing to

be concerned. It should be mastered when a student need to develop his speaking ability. This statement is supported by a statement cited Samad in Hidayat (2008 : 22) stated that vocabulary is the important thing to be mastered for those who want to be in speaking. Furthermore, Berlin in Hidayat also says :

> "vocabulary is one of the significant components of learning. Vocabulary building is very important in any foreign language learning, not only because it has a close relationship with intellectual maturity of the learners but also because the fact that it can improve the four language skills of the students, without grammar, very little can be conveyed."

In learning English, vocabulary is the most important that must be priority before going to other subjects. Not only in learning English, in the first time when a child wants to speak they will study about vocabulary from their environment. Why vocabulary is important? Because lack of vocabulary will caused the students will be lazy and do not have spirit or motivation in learning English. So, in expectation of the capability of student in speaking, vocabulary must be the matter than have to be mastered.

Vocabulary of any language can be classified into certain types. Schail, for example, cited by Aminullahin Hidayat (2008 : 10) classified vocabulary three different types :

1. Active vocabulary or the words that are commonly used.

2. Reserved vocabulary or the words people know but rarely used in ordinary speech.

3. Passive vocabulary or the words people recognize vaguely but do not sure about the meaning.

Wallance (1982 : 10) distinguished five types of vocabulary :

1. Active vocabulary is the content and function words of language, which are learned so thoroughly that they become of a never used in a person speaking or writing but she or he readily to understand in reading or listening.

2. Potential vocabulary is a word that individual does not know but he can interpreter from their context or by reason of this background of knowledge.

3. Recognizing vocabulary is those word which a person can recognize but he may not be able use his own speech and writing.

4. Basic vocabulary is the words that instantly recognize as whole in the early stages of learning to read and before the analysis of words is attempted.

b. Pronunciation

The teaching and correcting of pronunciation to learners who are past the age of puberty is often a difficult task. Audiolingualism method argues that native like pronunciation is one of the most important aspects of language proficiency. Ueno in Brown and Nation (1997 : 22)stated that the research of this issue is inconclusive. In a recent survey, almost half of the recent experiments on this subjects show improvement in students' production of target language sounds. There is some hope that specific pronunciation instruction may be effective in improving students' perception.

c. Accuracy

Accuracy is the study of a piece of grammar, a pronunciation exercise, an accurate using language or some vocabulary work for example (Harmer, 1991 : 27).

Accuracy is the ability to speak properly – that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English. Nunan (2005 : 5)

Not only fluently but also accuracy that needed in improving the proficiency of speaking. This accuracy focuses on the appropriate of students or learners in speaking.

Accuracy refers to the preciseness of language or the use of structure or grammar. One is able to speak English well if he has capacity in using structure. But until nowadays, mastering structure is usually the main handicap of the learners in speaking English. They ate afraid of making structural mistakes in their speaking. In developing communicative competence, Gautam (1998 : 8) states that accuracy and fluency should be blended to developed students' communicative competence. Furthermore, he

affirmed that the quality of students' speaking ability will be better if they have good structure.

d. Fluency

In fluency of speaking, we are asking the students to speak or use the language as fluency as possible. The way in which we respond to students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future (Harner,1991 : 19).Brown in Teaching the Spoken Language says :

"fluency in speaking is the aim of many language learners. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses of "ums" and "ers".

These sign indicate that the speakers does not have to spend a lot of time searching for the language items needed to express the message.

Fluency refers to the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community (Nunan (2005 : 24).

In testing the fluency capability of speaking, we may asking these question "when you speak in English, do you..."

a. Always construct the whole sentence in your head first?

b. Sometimes have to pause to think of the right words to use in English?

c. Speak with only occasionally hesitation?

d. Frequently have to think about what you are going to say?

Fluency is the ability of students to use the language as fluency as possible is the first thing that people see to value the capability of speaking.

2. Nonlinguistic Elements

a. Motivation and Attitude

Motivation is another factor that may lead to confidence and one of the most important in learning. Motivation can lead students to learn seriously and focus on their lessons. Without motivation, the students will not reach a good achievement because they do not too interested to learn.

Attitude and motivation in learning (EFL) is crucial and the best predictor of learners' 1 success in language learning (Gardner and Smythe, 1985 : 11) as " a mental and neutral state of readiness, organized through experiences,

exciting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Motivation is defined as "internal driver that encourages somebody to pursue a courses of action" (Harner, 1991 : 38).

b. Self Confidence

In Webster's Dictionary in Hidayat (2008 : 20), self confidence is defined as the state or feelings sure, when people or students are able to do things well; self confidence is a faith in one's own judgment, ability.

Self confidence can help students to speak fluently and appropriately. The students will not hesitate in making mistake and it will help them to learn seriously.

c. Anxiety

Anxiety is the dread of something nameless. It represent as internal conflict and as forward looking. Anxiety level can be inferred in varied of ways. One of them is to elicit the child's feeling about a particular situation or task. Students will likely to be reluctant to speak English and afraid to make mistake.

C. Conceptual Framework

The conceptual framework of this research is presented in the following diagram.

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                    │   CURRICULUM (COMPETENCY)     │
                    └──────────────┬───────────────┘
                                   │
                                   ▼
                          ┌─────────────────┐
                          │     SKILLS       │
                          └────────┬─────────┘
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        ┌──────────────┬───────────┴───────────┬──────────────┐
        ▼              ▼                        ▼              ▼
  ┌───────────┐  ┌───────────┐           ┌───────────┐  ┌───────────┐
  │ LISTENING │  │ SPEAKING  │           │  READING  │  │  WRITING  │
  └───────────┘  └─────┬─────┘           └───────────┘  └───────────┘
                       │
                       ▼
               ┌─────────────────┐
               │    SPEAKING      │
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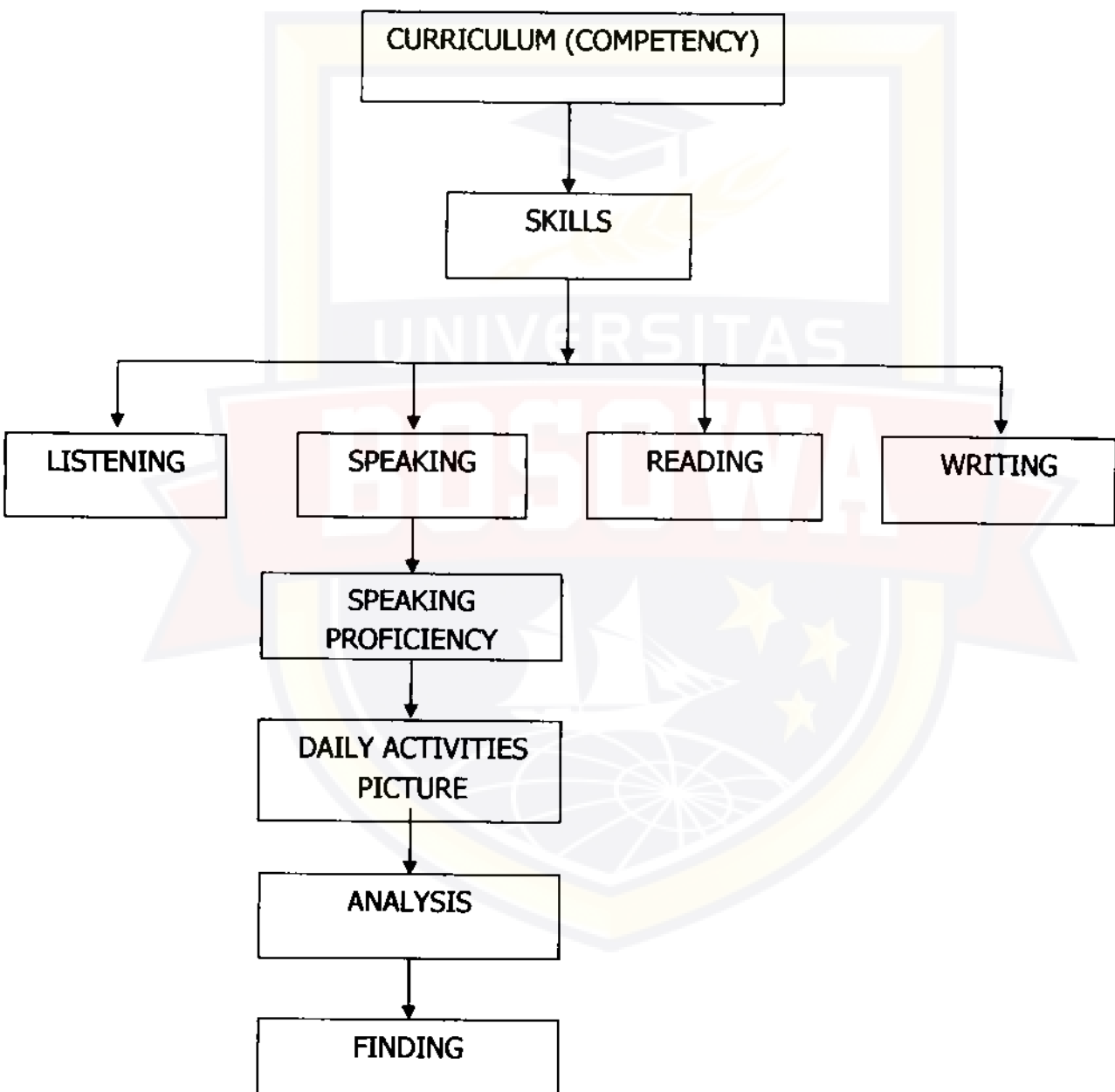
There are four skill in curiculum. They are listening, speaking, reading, writing. To improve students' speaking ability, writer use media. After giving treatmeant, writer conducted test and analyze the data and get the finding.

D. Hypothesis

The hypothesis of this research are:

a. Daily Activities Picture can improve the students' speaking fluency of SMP Negeri 35 Makassar.

b. Daily Activities Picture can improve the students' speaking accuracy of SMP Negeri 35 Makassar.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Location of the Research

This research was conducted at SMP Negeri 35 Makassar, on Jalan Telegraf Utama No.1 Komp. Telkomas.

B. Research Design and Variable

1. Research Design

This study was to explain the used of picture in improving the students' proficiency of speaking. Since daily activities picture is a method, the research applied pre–test and post–test design and giving questionnaire after post–test.

This design is presented as follows:

Pretest	Treatment	Posttest
O	X	O

2. Variables and Operational Definition of Variables

a. Variables

The independent variable of this researchwas the used of daily activities picture (X) and the dependent variable of this

D. Technique Of Collecting Data

1. Instrument of the Research

Pre – test is to know the students prior knowledge of their English speaking proficiency. It was done to get a basic data of students before treatment.

Treatment is given to the students after doing pretest. The treatment of this study is students were given some treatments of learning speaking. Treatments are given for 3 times.

In the first treatment, the students were given daily activities picture and the students observe the picture. In the second treatment, the students were given picture daily activities and students were telling according to the picture. In the third treatment the students were given different picture daily activities then they were telling about the activities in the picture.

Post – test the last procedure of this study. It was given to the students after treatment. The objective of this posttest was to find out the result of the treatment. The objective of this posttest was to find out the result of the treatment. It is the same test with the pretest. After posttest the students were given a questionnaire. Questionnaire

is used to get information about the students' attitude of the method and to know the significant differences of students' proficiency before and after treatment. The questionnaire consisted of 10 items.

2. Data Collection Procedures

In collecting the data, this research was carried out from 12[th]December 2011 until 20[th]December 2011. The procedures of collecting data performed as follows:

a. Pre–test : it was given for about 30 minutes. The writerwould to know the students prior knowledge of their English speaking.

b. Treatment: the writerare takenin three meetings .Each meeting would run out for 30 minutes until 45 minutes.

c. Post – test: it was done to examine the result of the treatment.

d. Questionnaire used to get information of respondents.

3. Technique Of Data Analysis

The data analyzed by using the following procedures:

1. Accuracy

Classification ability	score	Criteria
(1)	(2)	(3)
Excellent	6	Pronunciation is only very slightly influced by the mother - tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influced by mother – tongue. A few minor grammatical and lexical errors but most utterance correct.
Good	4	Pronunciation is still moderately influenced by the mother – tongue. But no seriuos phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. The words are good.

(1)	(2)	(3)
Avarange	3	Pronunciation is fluenced by the mother – tongue but only the few serious phonological errors, some of which cause confiusion. The words are reasonably correct but awkward.
Poor	2	Pronunciation seriously influnced by the mother – tongue with errors causing a break down in communication. Many basic grammatical and lexical errors. The vocabulary is inadequate.
Very Poor	1	Serious pronunciation errors as well as many " basic " grammatical and lexical errors. No evidence of having master any of the language skills and areas pratice in the course the vocabulary is incoherent.

2. Fluency

Classification ability	score	Criteria
(1)	(2)	(3)
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make and effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, they are not fairly smooth deliveries mostly. There are too many unnatural pauses. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of Expression
Avarange	3	Has to make an effort for much of time often has to search for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the efforts at times. Limited range expression.

(1)	(2)	(3)
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses, very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3. Comprehensibility

Classification ability	score	Criteria
(1)	(2)	(3)
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning, very few interruption or classification required.
Very Good	5	The speaker attention and general meaning are fairly clear. A view interruption by the listener for the sake of the clarification is necessary.
Good	4	Most of what speaker says is easy to follow. His intention is almost clear but several interruptions are necessary to help him to convey the message or to seek clarification
Avarange	3	The listener can understand much of what is said, but he must constantly seek clarification. Can not understand many of the speaker's more complex or longer sentences.

Continuation

(1)	(2)	(3)
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
Very Poor	1	Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton,1989)

a. Calculating data by using the formula:

$$\overline{X} = \frac{\Sigma}{N}$$

Where:

$\overline{X}$ = Mean score

X = Sum of all scores

N = Number of students

b. Finding out a significant difference between students pre-test and post-test by using formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D^2)}{N}}{N(N-1)}}}$$

Notation :

t	: Test of signification differences
D	: The difference between two sources compared
D	: The mean of different score
$\sum D$	: The sum of D score
$(\sum D^2)$	: The square of D score
N	: The total number of cases
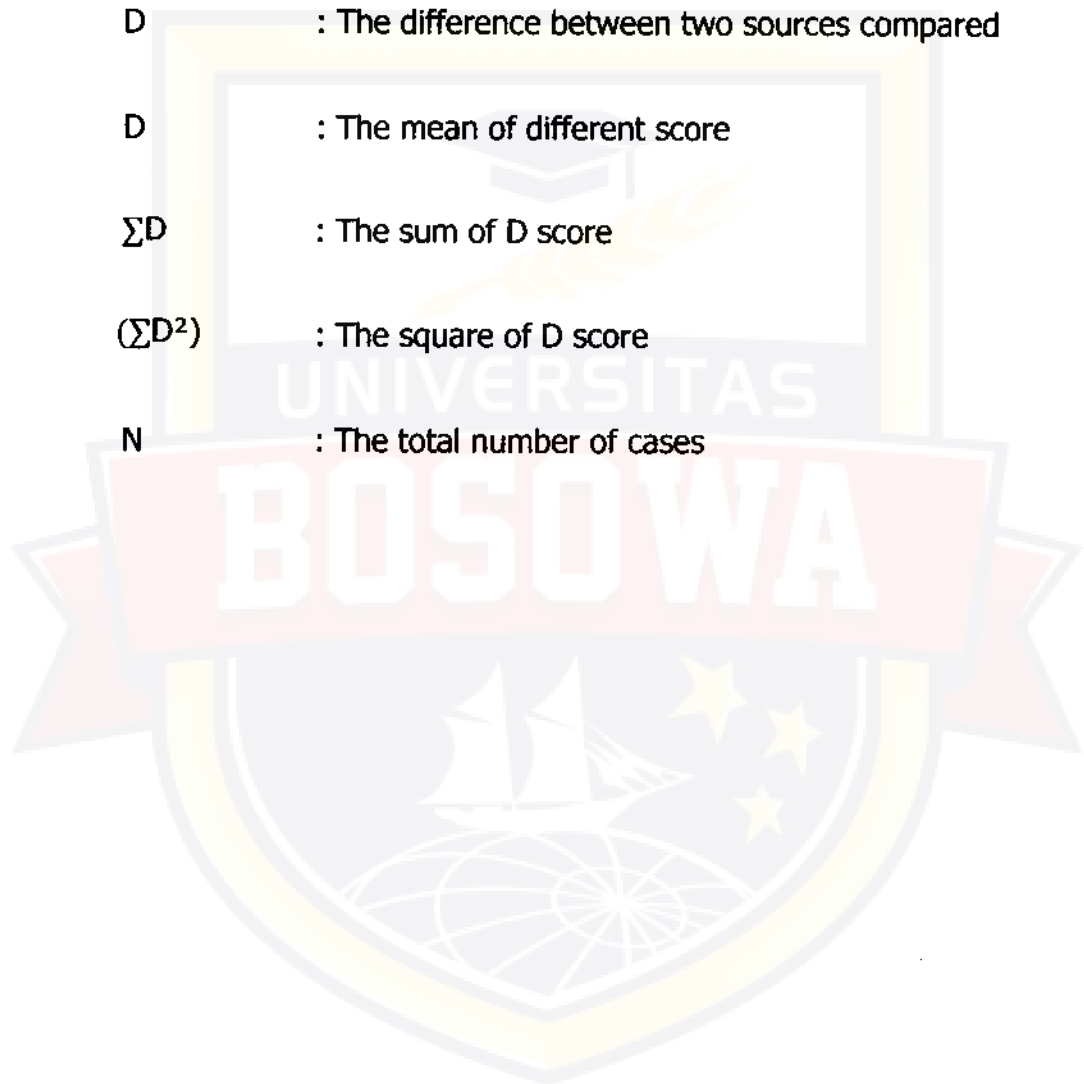
CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The findings of this research deal with the rate percentage of the students' score obtained through test, mean score, and standard deviation.

1. The rate percentage of the students score obtained through test.

a. The classification of the students' score before they were given treatment (pre-test) can be seen as follows :

Table 2 : The Rate Percentage of the Students' Score Before They Were Given Treatment in Speaking Fluency (Y1)

No	Classification	Score	Pretest	
			F	%
1	Excellent	9,6 – 10	-	0%
2	Very good	8,6 – 9,5	4	20%
3	Good	7,6 – 8,5	6	30%
4	Fairly Good	6,6 – 7,5	6	30%
5	Fair	5,6 – 6,5	3	15%
6	Poor	3,6 – 5,5	1	5%
7	Very Poor	0 – 3,5	-	-
	Total		20	100%

Table 2 shows the rate percentage of the students' pre-test in speaking. From this table, it can be seen that none of students got excellent, 4 students (20%) got very good, 6students (30%)got good, 6 students (30%) got fairly good, 3 students (15%) got fair, and1 student (5%) got poor classification.

Table 3 : The Rate Percentage of the Students' Score Before They Were Given Treatment in Speaking Accuracy (Y2)

No	Classification	Score	Pretest	
			F	%
1	Excellent	9.6 – 10	-	0%
2	Very good	8.6 – 9.5	5	25%
3	Good	7.6 – 8.5	5	25%
4	Fairly Good	6.6 – 7.5	6	30%
5	Fair	5.6 – 6.5	4	20%
6	Poor	3.6 – 5.5	-	0%
7	Very Poor	0 – 3.5	-	0%
	Total		20	100%

Table 3 shows the rate percentage of the students' after treatment by using daily activities picture. From this table, it can be seen that none of students got excellent. 5 students (25%) got very good, 5 students (25%) got good, 6 students (30%) got fairly good and 4 students (20%) got fair classification.

b. The classification of the students' score after they were given treatment (post-test) can be seen in the table 4 below :

Table 4 : The Rate Percentage of the Students' Score after They Were Given Treatment in Speaking Fluency (Y1)

No	Classification	Score	Pretest	
			F	%
1	Excellent	9,6 – 10	-	0%
2	Very good	8,6 – 9,5	6	30%
3	Good	7,6 – 8,5	5	25%
4	Fairly Good	6,6 – 7,5	6	30%
5	Fair	5,6 – 6,5	3	15%
6	Poor	3,6 – 5,5	-	0%
7	Very Poor	0 – 3,5	-	0%
	Total		20	100%

Table 4 showed that in post-test of speaking, no students were in poor and very poor classification. The highest rate percentage 6 students (30 %) got very good, 5 students (25%) got good. 6 students (30%) got fairly good and 3 students (15%) got fair classification. None of the students were in poor and very poor classification.

Table 5 : The Rate Percentage of the Students' Score After They Were
Given Treatment in Speaking Accuracy (Y2)

No	Classification	Score	Pretest	
			F	%
1	Excellent	9.6 – 10	-	0%
2	Very good	8.6 – 9.5	6	30%
3	Good	7.6 – 8.5	6	30%
4	Fairly Good	6.6 – 7.5	4	20%
5	Fair	5.6 – 6.5	4	20%
6	Poor	3.6 – 5.5	-	0%
7	Very Poor	0 – 3.5	-	0%
	Total		20	100%

Table 5 showed that, none of the students were in poor and
very poor classification. The highest rate percentage 6 students
(30%) got very good, 6 students (30%) at good, 4 students (20%)
got fairly good and 4 students (20%) got fair classification.

2. Mean score and Standard Deviation

Having calculated the result of the students' pre-test and post-
test, the mean score and standard deviation of the students' speaking
through daily activities picture are presented as in the following table:

Table 6 : Mean score and standard deviation of the students' in pre-test and post-test

Test	Mean score	Standard Deviation
Pre-test	6.75	1.09
Post-test	8.1	0.83

In the table 6 indicated that the value of t-test was higher that the value of t-table. The table showed that there was a tendency of improvement, but the significance has a slight difference. It means that is speaking accuracy of the first year students of SMP Negeri 35 Makassar did not show an excellent significance different in pre-test and post-test.

B. Discussion

1. The Use of Picture Daily Activities to Improve the Students' Speaking Proficiency.

The data above shows that the students' mean score in speaking fluency before the treatment was 6.75 and after giving treatment was 8.1. In the significance between pre-test and post-test (table 6) shows that there was a significant different that showed by t-test which compared with t-value, namely 14.0 (t-test) and 2.539 (t-value).

This significant describe that pictures daily activities was good to be used in learning speaking. The picture helped them to express what they wanted to say, help them to think and could describe a situation about what they learn. In the application of this method have been found a motivation, attention, and spirit from students. Students can feel relax but still serious and it helps them to absorb the learning better.

Although this method is considered affective to improve the students' speaking fluency, but the teacher must give attention to the students' vocabulary first. During this research, there were motivation and spirit from the students. They showed their improvement, but sometimes they could not speak because they do not have enough vocabularies.

2. The Use of Daily Activities Picture to Improve the Students' Speaking Accuracy

By the same way of collecting data with speaking fluency, the data showed that the speaking accuracy of students was slightly significant. There was an improvement and the significance of value that significant, namely t-test 14.0 and t-value 2.539.

From this slightly significance, it can be concluded that the use of daily activities picture did not show a success of this research in line with the speaking accuracy. The students could speak fluency, but to speak with an appropriate grammar or structure was far from what was expected as a good speaker accuracy. The students could speak fluently, but to speak with an appropriate grammar or structure was far from what was expected as a good speaker.

As the conclusion, the speaking accuracy of students did not too appear by using picture based activities.

3. **The Students' Attitude Toward the Use of picture daily activities in teaching and learning speaking.**

After giving pre-test, treatment, and post-test, the last step of this research was given questionnaire to the students. The questionnaire consisted of questions which related to the students' attitude about the method of this research. There is the respon of the students according to the questionaire.

Table 7 : The responses of the students in questionaire

Number of questionaire	Responses				
	a	b	c	d	Total
1.	10	5	3	2	20
2.	5	10	3	2	20
3.	10	5	3	2	20
4.	15	3	2	0	20
5.	2	3	10	0	20
6.	15	5	0	0	20
7.	5	5	0	10	20
8.	5	5	10	0	20
9.	5	5	5	5	20
10.	20	0	0	0	20

Table 7 above showed that responses of the students in questionaire, with the used of daily activities picture in learning speaking the question **number 1** showed that there are 10 students (50%) that choosed very agree, 5 students (25%) choosed agree, 3 students (15%) choosed less agree and 2 students (10%) choosed disagree.

The methode of daily activities picture is good in learning speaking the question **number 2** showed that there are 5 students (25%) that choosed very agree, 10 students (50%) choosed agree, 3

students (15%) choosed less agree and 2 students (10%) choosed disagree.

The skill of the students more good after used the methode of daily activities picture. The question **number 3** showed that there are 10 students (50%) that choosed very agree, 5 students (25%) choosed agree, 2 students (10%) choosed less agree and 3 students (15%) choosed disagree.

The students have a good responses with the methode of daily activities picture. The question **number 4** showed that there are 15 students (75%) that choosed very agree, 3 students (15%) choosed agree, 2 students (10%) choosed less agree and none students (0%) choosed disagree.

The students need the methode of daily activities picture apply at theire school in speaking subject. The question **number 5** showed that there are 2 students (10%) that choosed very agree, 3 students (15%) choosed agree, 10 students (50%) choosed less agree and none students (0%) choosed disagree.

The students can speaking used the of daily activities picture. The question **number 6** showed that there are 15 students (75%)

that choosed very agree, 5 students (25%) choosed agree, and (0%) none students choosed less agree and disagree.

The students can speaking English well after the daily activities picturewas apply. The question **number 7** showed that there are 5 students (25%) that choosed very agree, 5 students (25%) choosed agree, none students (0%) choosed less agree and 10 students (50%) choosed disagree.

Students can speaking English exact after the daily activities picture was apply. The question **number 8** showed that there are 5 students (25%) that choosed very agree, 5 students (25%) choosed agree, 10 students (50%) choosed less agree and none students (0%) choosed disagree.

The students more motivation to learning speaking used daily activities picture. The question **number 9** showed that there are 5 students (25%) that choosed very agree, 5 students (25%) choosed agree, 5 students (25%) choosed less agree and 5 students (25%) choosed disagree.

Learning speaking with picture daily actiities is very intersting.The question **number 10** showed that there are all the students of the class (100%) choosed very agree.

Most of them agree that using picture in learning speaking was good and comfortable. From this questionnaire, the writer can found concluded that most of students have gotten this method before and they have good attitude and respond to apply this method in their learning speaking.

Based on the research finding of the speaking test in the previous chapter, showed that the use of daily picture activities can improve students' speaking ability. It can be seen from their mean score in pre-test (6,75) which is greater than post-test (8,1). It has correlation with the result of students' questioner which is showed that mayority of students enjoyed speaking using daily picture activities. It can be seen from students' answer in the questioner.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this chapter the writer presents the conclusion and suggestion of the research as follows :

1. The use of daily activities picture can to improve students' speaking accuracy of SMP Negeri 35 Makassar.

2. The use of daily activities picture can improve the students' speaking fluency of SMP Negeri 35 Makassaralthough did not give a maximal result.

3. The students of SMP Negeri 35 Makassar have different about this research, but most of them have good attitude. Most of them agreed if this method is applied in their school.

B. Suggestions

1. Before teaching speaking by using daily activities picture, the teacher is better to improve the students' vocabulary first because vocabulary is the most important in language learning.

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appendixes

APPENDIX 1. Instrument of the Research

INSTRUMEN PENELITIAN

IMPROVING STUDENTS' SPEAKING PROFICIENCY THROUGH

DAILY ACTIVITIES PICTURE AT SMP NEGERI 35 MAKASSAR

PETUNJUK

1. Tes ini bertujuan untuk mengukur kemampuan pengucapan siswa dalam mengembangkan kemampuan / kefasihan berbicara siswa dalam bahasa Inggris.

2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makkassar.

3. Penulis mengharapkan agar siswa fasih dalam berbicara secara mandiri dengan menggunakan metode daily activities picture.

4. Atas kerja sama dari para siswa, penulis mengucapkan terima kasih.

PICTURE DAILY ACTIVITIES

Picture 1. Brushing teeth

Picture 2. Sport

Picture 3. Getting dress

Picture 4. Going to school

Picture 5. Sleeping

Picture 6. Cooking

Picture 7. Playing cards

Picture 8. Playing football

Picture 9. Playing recorder

Picture 10. Runing

Picture 11. Sleeping

Picture 12. Taking a bath

Picture 13. Showering

Picture 14. Taking all the garbage

Picture 15. Having a phone

**Picture 16. Throwing
the garbage with dog**

Picture 17. Creambathing hair

Picture 18. Washing hand

PICTURE DAILY ACTIVITIES

Picture 1. Getting up

Picture 2. Showering

Picture 3. Brushing teeth

Picture 4. **Flossing teeth**

Picture 5. **Shaving**

Picture 6. **Getting dresse**

Picture 7. Washing face

Picture 8. Putting on make up

Picture 9. Brushing hair

Picture 10. Combing hair

Picture 11. Making the bed

Picture 12. Getting undressed

Picture 13. Taking a bath

Picture 14. Going to bed

Picture 15. Sleeping

Picture 16. Making breakfast

Picture 17. Making lunch
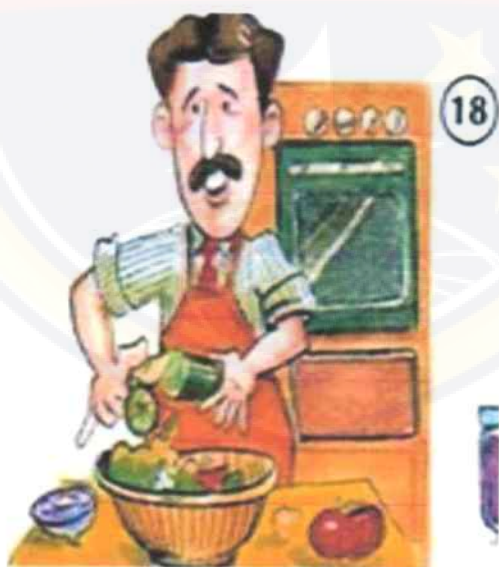
Picture 18. Cooking for dinner

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Picture 19. Eating / having breakfast

Picture 20. Eating / having lunch

Picture 21. Eating / having dinner

APPENDIX 2. The Raw Score of the Students' Pre-test and Post-test

No.	Initial of Students	Pretest (01)	Posttest (02)	Gain (D)	D^2
(1)	(2)	(3)	(4)	(5)	(6)
1	NHS	5	7	2	4
2	AD	7	8	1	1
3	BAS	5	7	2	4
4	SAS	5	8	3	9
5	YM	9	10	1	1
6	VCH	8	9	1	1
7	VFR	7	8	1	1
8	F	7	8	1	1
9	NH	7	8	1	1
10	MZL	6	8	2	4
11	DLS	7	8	1	1
12	NAR	5	7	2	4
13	CD	9	10	1	1
14	LA	7	8	1	1
5	ALP	7	9	2	4
16	ADP	8	9	1	1
17	RG	7	8	1	1
18	GS	7	8	1	1
19	PT	6	8	2	4
20	GR	6	8	2	4
	Total	$\Sigma x1 = 135$	$\Sigma x2 = 164$	$\Sigma D = 32$	$\Sigma D^2 = 49$

Source : SMP Negeri 35 Makassar

APPENDIX 3.

1. Students' mean score pre-test and post-test

a. Mean score of the students' pre-test :

$$\overline{X} = \frac{\Sigma X1}{N} = \frac{135}{20} = 6.75$$

b. Mean score of the student's post-test :

$$\overline{X} = \frac{\Sigma X}{N} = \frac{164}{20} = 8.1$$

2. The student's standard deviation in pre-test and post-test

a. Standard deviation of students' in pre-test

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{939 - \frac{(135)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{939 - \frac{18225}{20}}{19}}$$

$$= \sqrt{\frac{939 - 911.25}{19}}$$

$$= \sqrt{\frac{27.75}{19}}$$

$$= \sqrt{1,5}$$

$$= 1.09$$

b. Standard deviation of student's in post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{1358 - \frac{(164)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{1358 - \frac{26896}{20}}{19}}$$

$$= \sqrt{\frac{1358 - 1344.8}{19}}$$

$$= \sqrt{\frac{13.2}{19}}$$

$$= \sqrt{0.69}$$

$$= 0.83$$

c. The t-test Analysis

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \qquad \text{Where } \bar{D} = \frac{\sum D}{N} = \frac{28}{20} = 1,4$$

$$t = \frac{1,4}{\sqrt{\frac{49 - \frac{(28)^2}{20}}{20(20-1)}}}$$

$$= \frac{1,4}{\sqrt{\frac{49 - \frac{784}{20}}{20\,(19)}}}$$

$$= \frac{1,4}{\sqrt{\frac{49 - 39.2}{380}}}$$

$$= \frac{1,4}{\sqrt{\frac{9.8}{380}}}$$

$$= \frac{1,4}{\sqrt{0,02}}$$

$$= \frac{1,4}{0,1}$$

$$= 14.0$$

APPENDIX4. Accuracy score of the Students' Pre-test and .

No.	Initial	Accuracy Pre – test	Accuracy Post – test
1	NHS	3	3
2	AD	4	5
3	BAS	4	5
4	SAS	3	4
5	YM	4	5
6	VCH	5	6
7	VFR	4	5
8	F	3	4
9	NH	4	4
10	MZL	4	5
11	DLS	4	5
12	NAR	4	5
13	CD	5	6
14	LA	3	3
15	ALP	4	5
16	ADP	3	5
17	RG	4	5
18	GS	3	5
19	PT	3	4
20	GR	3	3

Source :SMP Negeri 35 Makassar

APPENDIX 5. The Classification of Students' in Pre-test

No.	Initial of the students	Score	Classification
1	NHS	5	Poor
2	AD	7	Fairly Good
3	BAS	7	Fairly Good
4	SAS	7	Fairly Good
5	YM	6	Fair
6	VCH	5	Poor
7	VFR	6	Fair
8	F	7	Fairly Good
9	NH	8	Good
10	MZL	6	Fair
11	DLS	7	Fairly Good
12	NAR	6	Fair
13	CD	7	Fairly Good
14	LA	5	Poor
15	ALP	6	Fair
16	ADP	5	Poor
17	RG	5	Poor
18	GS	7	Fairly Good
19	PT	6	Fair
20	GR	5	Poor

Source :SMP Negeri 35 Makassar

APPENDIX 6. The Classification of Students' in Post-test

No.	Initial of the students	Score	Classification
1	NHS	8	Good
2	AD	8	Good
3	BAS	9	Very Good
4	SAS	8	Very Good
5	YM	7	Fairly Good
6	VCH	10	Excellent
7	VFR	8	Good
8	F	10	Excellent
9	NH	10	Excellent
10	MZL	7	Fairly Good
11	DLS	9	Very Good
12	NAR	7	Fairly good
13	CD	10	Excellent
14	LA	7	Fairly good
15	ALP	7	Fairly good
16	ADP	8	Good
17	RG	6	Fairly
18	GS	10	Excellent
19	PT	9	Very Good
20	GR	7	Fairly Good

Source :SMP Negeri 35 Makassar

APPENDIX 7. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No.	Initial of Students	Pretest (01)	X^2	Posttest (02)	X^2	Gain (D)	D^2
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	NHS	5	25	7	49	2	4
2	AD	7	49	8	64	1	1
3	BAS	5	25	7	49	2	4
4	SAS	5	25	8	64	3	9
5	YM	9	81	10	100	1	1
6	VCH	8	64	9	81	1	1
7	VFR	7	49	8	64	1	1
8	F	7	49	8	64	1	1
9	NH	7	49	8	64	1	1
10	MZL	6	36	8	64	2	4
11	DLS	7	49	8	64	1	1
12	NAR	5	25	7	49	2	4
13	CD	9	81	10	100	1	1
14	LA	7	49	8	64	1	1
15	ALP	7	49	9	81	2	4
16	ADP	8	64	9	81	1	1
17	RG	7	49	8	64	1	1
18	GS	7	49	8	64	1	1
19	PT	6	36	8	64	2	4
20	GR	6	36	8	64	2	4
	TOTAL	$\sum x1= 135$	$\sum X^2= 939$	$\sum X2= 164$	$\sum X^2= 1358$	$\sum D= 28$	$\sum D^2= 49$

Source :SMP Negeri 35 Makassar

APPENDIX 8. The Distribution Critical Values-t

Df	Levels of Significance					
	.20	.10	-.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.134	3.707	5.959
7	1.415	1.895	2.365	2.908	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.786	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1761	2.145	2,624	2.977	4,140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.927
19.	1.328	1.729	2.093	**2.539**	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850

APPENDIX 9.

Berikut ini diberikan beberapa pertanyaan yang menyangkut hasil atau respon yang diperoleh atau dirasakan oleh siswa setelah diberikan pembelajaran speaking dengan metode *Daily Activities Picture.*

Anda diminta untuk memberikan respon yang sesuai dengan pendapat anda secara jujur.

1. Saya sering mendapatkan pengajaran speaking dengan menggunakan metode Daily Activities Picture.
   a. Sangat setuju (10)
   b. Setuju (5)
   c. Kurang setuju (3)
   d. Tidak setuju (2)

2. Saya menilai pengajaran speaking denganmenggunakan metode daily activities picture bagus.
   a. Sangat setuju (5)
   b. Setuju(10)
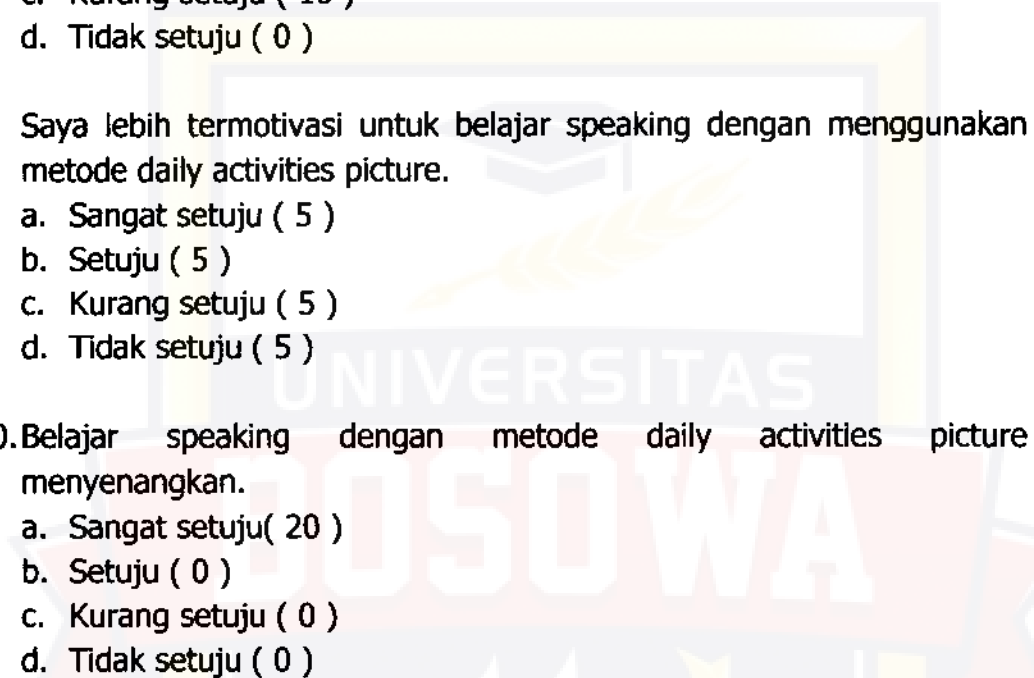   c. Kurang setuju (3)
   d. Tidak setuju (2)

3. Saya menilai kemampuan speaking saya lebih baik setelah diterapkan metode daily activities picture.
   a. Sangat setuju (10)
   b. Setuju (5)
   c. Kurang setuju (2)
   d. Tidak setuju (3)

4. Saya merespon dengan baik metode daily activities picture.
   a. Sangat setuju (15)
   b. Setuju (3)
   c. Kurang setuju (2)
   d. Tidak setuju (0)

5. Saya menginginkan metode daily activities picture diterapkan dalam pembelajaran speaking di sekolah sayaa tau di perguruan tinggi nanti.
   a. Sangat setuju (2)
   b. Setuju (3)
   c. Kurang setuju (10)
   d. Tidak setuju (0)

6. Saya lebih mampu untuk speaking dengan menggunakan gambar dan metode daily activities picture .
   a. Sangat setuju (15)
   b. Setuju (5)
   c. Kurang setuju (0)
   d. Tidak setuju (0)

7. Saya sekarang telah mampu untuk berbicara bahasa Inggris dengan lancar setelah diterapkan metode daily activities picture.
   a. Sangat setuju (5)
   b. Setuju (5)
   c. Kurang setuju (0)
   d. Tidak setuju (10)

8. Saya sekarang telah mampu untuk berbicara Bahasa Inggris dengan lebih tepat setelah diterapkan metode daily activities picture.
   a. Sangat setuju (5)
   b. Setuju (5)
   c. Kurang setuju (10)
   d. Tidak setuju (0)

9. Saya lebih termotivasi untuk belajar speaking dengan menggunakan metode daily activities picture.
   a. Sangat setuju (5)
   b. Setuju (5)
   c. Kurang setuju (5)
   d. Tidak setuju (5)

10. Belajar speaking dengan metode daily activities picture menyenangkan.
   a. Sangat setuju(20)
   b. Setuju (0)
   c. Kurang setuju (0)
   d. Tidak setuju (0)

APPENDIX 10. Transcript of Students' Speaking In Pre-test

Name : Cathrina Desiana M

Efri moning ai wek ap siks oklok. After ded, ai tek e bat en bras mai ti en go tu skul. In de ifning, ai laik tu pelai sport. En den, ai tek e bat en stadi. En den go tu slip.

Name : Vriskha Ch . S

Ai wek ap siks oklok in de moning. After ded, ai bras mai ti en tek a bat en preper mai self go tu skul. In de ifning, ai en mai fren go tu plei futbol in te fil. After ded, ai bek tu hum tek a bat en stadi en ten go tu slip.

Name : Aprilia Lisa P

Ai wek ap faif oklok in de moning. After wek ap, ai pray en tek e bat en preper to skul. In de nait, ai stadi en ten go tu slip.

APPENDIX 11. Transcript of Students' Speaking In Post-test

Name : Cathrina Desiana M

Efri moning ai wek ap siks oklok. After ded, ai tek e bat en bras mai ti en go tu skul. Et skul, ai elweis plei wit mai fren. Et wan oklok, ai bek to hum. In de ifning, ai laik tu pelai sport. En den, ai tek e bat en stadi. En den go tu slip.

Name : Vriskha Ch . S

Ai wek ap siks oklok in de moning. After ded, ai bras mai ti en tek a bat en preper mai self go tu skul. Et wan oklok ai bek tu hum en tek e res. Et tri oklok, ai wek ap en help mai mader. En den, ai en mai fren go tu plei futbol in te fil. After ded, ai bek tu hum tek a bat en stadi en ten go tu slip.

Name : Aprilia Lisa P

Ai wek ap faif oklok in de moning. After wek ap, ai pray en tek e bat en preper to skul. Et seven oklok ai em ridi et skul antil wan oklok. In ifning, ai help mai mader in de kicen. In de nait, ai stadi en ten go tu slip.

SURAT KETERANGAN PENELITIAN
No : 800/053/SMP 35/II/2012

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

|		
N a m a	:	**Ros Gabriel**
N I M	:	45 08 101 005
FAK/PROG/Jurusan	:	FKIP / Bahasa Inggris

Benar yang bersangkutan tersebut diatas telah selesai melakukan penelitian di SMP Negeri

35 Makassar dari tanggal 12 Desember s.d. 20 Desember 2011 dengan judul skripsi :

" IMPROVING STUDENTS SPEAKING PROFICIENCY THROUGH DAILY

ACTIVITIES PICTURE AT SMP NEGERI 35 MAKASSAR ' "

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan

sebagaimana mestinya.

Makassar, 13 Februari 2012

Kepala Sekolah
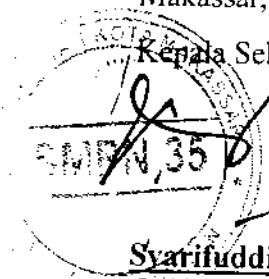
Syarifuddin, S.Pd., M.Pd.

Pangkat : Pembina

N I P : 19700627 199803 1 014

BIOGRAPHY

Ros Gabriel, S.Pd. was born on September 07, 1989 in Lahad Datu Malaysia, from the marriage of her parents Gabriel Manik and Ruhinna Jazuli. She has one brother. She is the oldest in her family. In 1996, she started her first education in SJK (C) SIN WAH, Lahad Datu, Malaysia. In 2001, she graduated from Elementary School and at 2002. She continued her study in SMP St. Pius X Lewoleba. After graduating from Junior High School, she continued her study on SMAN 2 Nubatukan. She finished her study in Senior High School in 2008. In 2008 she decided to continue her study at English Education Department, Faculty of Teachership and Education Science University of 45 Makassar.