STUDENTS' PERCEPTION ON THE USE OF PICTORIAL STORYTELLING TO IMPROVE STUDENTS' SPEAKING SKILLS

A *SARJANA PENDIDIKAN* THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain The *Sarjana Pendidikan* Degree
in the English Language Education

By

Nurul Gusnita

Student Number: 141214019

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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on 11 July 2018

and Declared Acceptable

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 July 2018

The Writer

Nurul Gusnita

141214019

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ABSTRACT

Gusnita, Nurul (2018). *Students' Perceptions on the Use of Pictorial Storytelling to Improve Students' Speaking Skills.*English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Speaking is very important in the process of learning and thinking development. However, there are some problems encountered by the students when they are trying to master this skill. Pictorial storytelling is known as one of the media that increases students speaking ability. This study tries to reveal students' perception on the use of pictorial storytelling to improve students' speaking skills.

Based on the research background, there are two research questions: (1) How is pictorial storytelling implemented to improve student's speaking skill? (2) What is the students' perception on the use of pictorial storytelling increase students' motivation to speak?. In order to answer the research questions, a mixed-method research was employed. The respondents of this research were thirty-nine students of the seventh grade in SMP Pangudi Luhur 1 Yogyakarta. There were four instruments used in this research, namely questionnaires, interview, field note and observation.

The implementing of the pictorial storytelling was divided into two steps which were step 1 or teacher presentation and step 2 or students' collaboration.Step 1 explained the reasons for the implementation of pictorial storytelling, which were to make the explanation of the topic became more interesting, to allow the students improved their speakingskill, and to make the examples of recount texts became more interesting. Step 2 explained about how the students did collaboration in the learning process.

The major finding of the study is the students had a positive perception on the use of pictorial storytelling. It could be proved by the mean of pre-teaching score was achieving 51.21 which higher than t-Value 51.5.In addition, the mean of post-teaching score also was achieving 49.69 which higher than t-Value 49.5.Pictorial storytelling also brings some benefits to the students; it improves students' motivation by making a story based on their experience using the lesson materials. It can also improve their ability in speaking. It can be concluded that the use of pictorial storytelling can improve students' speaking skill. It is recommended that pictorial storytelling be implemented using the strategies in other subjects.

Keywords: Pictorial storytelling, students' perception, mixed-method, SMP Pangudi Luhur 1 Yogyakarta

ABSTRAK

Gusnita, Nurul. (2018). *Students' Perception on the Use of Pictorial Storytelling to Improve Students' Speaking Skills.* Program Studi Pendidikan Bahasa Inggris. JPSB. FKIP. Yogyakarta: Universitas Sanata Dharma.

Berbicara sangat penting dalam proses pembelajaran dan pengembangan berpikir. Namun, ada beberapa masalah yang dihadapi oleh para siswa ketika mereka mencoba untuk menguasai keterampilan ini. Cerita bergambar dikenal sebagai salah satu media yang meningkatkan kemampuan berbicara siswa. Penelitian ini mencoba untuk mengungkapkan persepsi siswa tentang penggunaan cerita bergambar untuk meningkatkan kemampuan berbicara siswa.

Berdasarkan latar belakang, ada dua pertanyaan dalam penelitian ini: (1) Bagaimana cerita bergambar yang diterapkan untuk meningkatkan kemampuan berbicara siswa? (2) Apakah persepsi siswa-siswa tentang penggunaan cerita bergambar meningkatkan motivasi siswa untuk berbicara? Untuk menjawab dua pertanyaan tersebut, peneliti menggunakan tehnik *mixed-method*. Selain itu, untuk tehnik pengumpulan data, peneliti menggunakan lembar kuesioner, wawancara, catatan lapangan, dan lembar observasi.

Penerapan cerita bergambar dibagi menjadi dua langkah, yaitu, presentasi oleh guru, dan kolaborasi murid-murid. Pada langkah pertama, terdapat tiga alasan untuk penerapan cerita bergambar dalam pengajaran teks recount: supaya penjelasan teks recount menjadi lebih menarik, supaya murid-murid dapat meningkatkan kemampuan berbicara mereka, dan supaya contoh dari teks recount menjadi menarik. Langkah kedua menjelaskan bagaimana proses kolaborasi yang dilakukan oleh siswa pada saat proses belajar belangsung.

Penemuan utama dalam penelitian ini adalah murid-murid mempunyai persepsi yang positif terhadap penggunaan cerita bergambar. Itu terbukti dari nilai rata-rata sebelum penerapan yang mencapai 51,21 lebih tinggi dari t-Value 51,5. Selain itu, terbukti juga dari nilai rata-rata sesudah penerapan yang mencapai 49,69 lebih tinggi dari t-Value 49,5 Cerita bergambar juga membawa beberapa manfaat bagi siswa. Hal ini dapat meningkatkan motivasi siswa dengan membuat sebuah cerita berdasarkan pengalaman mereka menggunakan media pembelajaran yang diberikan. Hal ini juga dapat meningkatkan keterampilan berbicara siswa. Dianjurkan bahwa cerita bergambar akan diimplementasikan menggunakan strategi dalam mata pelajaran lain.

Keywords: Pictorial storytelling, students' perception, mixed-method, SMP Pangudi Luhur 1 Yogyakarta

Success Needs a Process

I dedicated this Thesis to:

My father Mulyadi and my mother Tati Harnani

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CHAPTER I

INTRODUCTION

This chapter gives the introduction of the research. The research background explains the problems that happen in schools. This chapter also formulates the research problems, determines the research objectives, explains the research significance, and describes specific terms on the research.

1.1 Research Background

In Indonesia, English is one of the compulsory subjects to be taught in secondary schools. Actually, there are four skills that should be mastered in learning a language, there are listening, speaking, reading, and writing. Speaking is one of important skills to be acquired by students. Speaking is an interactive processing information (Brown, 1994; Burns & Joyce 1997).As a language is used as a means of communication, the ability of speaking or communicating with others is important. Everyone should know how to give the opinion and express what they feel through language.

Furthermore, Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of student's learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experience, they learn to organize their mind and to focus their ideas. There are many ways to develop their skill in

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speaking. As ateacher, we can use the media, regardless of which the media that the researcher use traditional or modern. The students can start from the small things, such as they talk about themselves, they talk about their experience, and also they talking about the media that they used. From the media that they use, they can explain it to improve their speaking skill through story telling or giving description based on the media. In fact, speaking skills remain essential for communication of ideas and intelligent conversation. Based on the experience in school, students are expected to develop communicative competence in spoken to achieve the functions. In speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices.

Based on my experience when I was senior high school, the students had problems in speaking English. In terms of speaking skill, the students' performance in that school was relatively low. They were still afraid of speaking in English. They had difficulties in expressing ideas and opinion orally as they were afraid of making mistakes. They were not confident to speak in English and pronunciation well because they still had difficulties in pronouncing certain English words. In addition to pronunciation, the richness of vocabulary was important. However, most students lacked vocabulary mastery and only few students who understood what the teacher said and only few of them looked up to the dictionary when they did not know the meaning of that word. It was not only poor vocabulary and grammar, but also the score. The minimum mastery criteria

were 68. The students' score still below the minimum mastery criteria. Therefore, they choose to be silent and not to participate actively in the classroom activities. It means they were more passive in class or the classroom activities were less motivating the students in learning. The classroom learning activity was monotonous and less fun. Based on the condition above, it could be concluded that the student's speaking skills were low.

In order to engage the students' interest to learn English, many English teachers develop the teaching method using technology and media which have been common in this era such as using pictures in teaching. The use of media can help the students to understand the learning topic deeper.

Based on the problem above, the researcher wants to make students feel brave when they speak in English. In this research study, the researcher employed the approach of Action Research.Mills (2003, p.1) that argue action research is the research conducted by teacher and researcher to gathering of information about how the school work, how the students learning and how the teachers teach. The researcher conducted the research to 39 students of SMP Pangudi Luhur 1 Yogyakarta grade VII.The researcher did the observation while teaching recount texts. Based on the observation, some students got problems when they used the pictorial storytelling. The first problem was that they did not really understand the content in the pictorial storytelling. It was difficult for the students to understand the content of the pictures. The second problem was the students were not really interested with the pictorial storytelling. It happened because the design of the

pictures was not really interesting for the students. Therefore, it was important to make or find a picture which could attract the students' interest.

The researcher wants to use the media as the facility to speak in English. It means they can improve their vocabulary and their ability in speaking skills. The media that the researcher uses are pictures. Actually, pictorial storytelling can be the media to guide them to speak in English and pictorial storytelling was believed to be able to stimulate the students to speak. Pictorial storytelling can develop student's imaginations, accommodate their interests, stimulate them to express ideas and also make the learning process more interesting and entertaining. Wright (1989, p.2) says that 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 the teachers must help their students to cope.

The purpose of this research is to find out the reasons for the implementation of picture in teaching recount texts and to figure out students' perceptions on the use of pictorial storytelling and whether or not it helps them in learning recount texts topic. The result of this research can be a reference for the teachers who want to develop the teaching methods.

1.2 Research Questions

1. How is pictorial story telling implemented to improve student's speaking skill?

2. What is the students' perception on the use of pictorial storytelling increase students' motivation to speak ?

1.3 Objectives of the Study

According to the problems statement above, the objective of the researcher is to know the implementation of the pictorial storytelling can improve the students speaking skills at the VII grade students of SMP Pangudi Luhur 1 Yogyakarta.

1.4 Research Significance

In this research, the teachers did not only teach the students to be more active in speaking skills, but also teach the teachers to be more creative in the learning process to improve student's speaking skill.

This research provides the benefits for the researcher and the students. The researcher can improve the speaking skills of the seventh grade students of SMP Pangudi Luhur 1 Yogyakarta. The result of the study can be beneficial for English teachers, especially in SMP Pangudi Luhur 1 Yogyakarta, to enrich the knowledge of the ways in improving student's speaking skills.

1.5 Definition of Terms

In this research, the researcher defines three terms. They are, speaking skills and pictures, and storytelling.

1. **Speaking Skill**

Speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

2. **Pictures**

Picture is a part of media in the teaching and learning process. Picture has some definition based on some experts. Sadiman (1990) in Wulandari (2012:29) states that picture is a general verbal communication that can be understood and available everywhere. Picture gives a real description of an object. Using pictures, can be used every time, and everywhere to help understanding.

3. **Storytelling**

According to Royanti (2007), storytelling is an effective teaching and assessment tool that enables readers to focus on specific elements of story structure. In this research, storytelling is defined as an activity that enables the students to understand the story and the pictures as the media to tell the story with their own language development.

4. **Perception**

Perception is defined as an individual's process of organizing and interpreting impressions of the environment, so that the impressions will be meaningful (Robbins, 2001). Perception can also be defined as how the stimuli are selected and grouped by a particular person to be interpreted so that they can understand the environment which they live (Altman et al., 1985).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories as the basis of the discussion that supports the study. It mainly covers the topic of the research study. This chapter discusses some relevant theories of the study, a conceptual framework focusing on the problem and solution of improving student's speaking skill through pictures, and the figure of framework.

2.1   Theoretical Description

2.1.1   Speaking Skill

2.1.1.1 The Nature of Speaking Skill

There are some definitions and perspectives of speaking proposed by some experts. According to Thornburry (2005) states that speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that they want to achieve in the interaction. While, Chaney (1998) argues that speaking is the process of building and sharing meaning through use of verbal and non verbal symbols, in a variety of context.

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Speaking is transitory and must be processed in real time. To be able to communicate, both speaker and listener need to be present during the activity. In speaking, the formality usually depends on the occasions and the audience.

Based on the terms of speaking above, speaking is one of the skills that used to deliver our ideas, opinions, thoughts also showing the author's feeling to the public in a particular language. According to Brown (2000) asserts other characteristic of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduce forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. The first characteristic is *clustering*. It means that fluent speech is phrasal, not word by word. The students as a speaker can do such clustering or joining some sounds to organized their output cognitively and physically. The second is that the speakers have an *oppotunity*. It means that the students can make the meaning be clearer through the redundancy of language. The next is the use of *reduce* forms, meaning that instead of producing a bookish speech, the students as a speaker tent to develop constrations, elisions, reduce vowels, etc. Colloquial language is one of the characteristic of spoken language that the students should be familiar with the words, idiom, and phrase. Another characteristic of fluency is *rate of delivery*. Teachers should help the students to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm and intonation are the most important characteristic of English pronunciaton as the stress rhythm of speaking English and it is intonation pattern convey important

messages. The last is *interaction*. Learning to produce waves of language without interlocutors will rob speaking skill component.

For the speakers, there are some difficulties during the performance, especially when the speakers do not know some vocabularies to memorize, they can employ some strategies proposed by Harmer. The strategies can be in the forms of improvising, discarding, foreignizing, and pharaphrasing. Improvising means that the students try to use any word or phrase which is expected to be about right. While in discarding, the students can simply leave the vocabularies which are difficult to mention or to say. The next strategy is forenignising. The students have to choosing a word or some vocabularies that easier to them. It means, they can be more understood to express. The last is pharaphrasing in which the students use such lexical substitution about the word they do not know through giving explanations or examples to pharaphrase it.

A spoken language has a number of forms which is also important to be covered in the language course. Nunan (1991) divides spoken language into two types that is monologue and dialogue. The first type is monologues, in which the students as a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, and so on. Dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

Speaking is a productive language skill. The activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal language. Furthermore, the students as a speaker needs to

use the most appropriate word and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand. Actually, speaking is considered difficult, so speaking should be well learnt by the learners from the very basic.

2.1.1.2 Micro-Macro Skills of Speaking

To succeed in oral communication, the students as speakers need to consider some aspects namely micro skills and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004).

In conclusion, both micro and macro skills are needed by the speaker to succeed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements.

2.1.2   Teaching Speaking

According to (Brown, 2007), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating the students to speaking English, enabling the students to learn speaking, and setting the conditions for learning speaking.

The teacher is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed.

After the activity is started, the teacher monitors the process and also the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language that students used, but also the content. In addition, students get positive feedback of their achievement.

2.1.2.1 Teacher's Roles

As mentioned earlier that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning, so it can be said that teachers' duties are to guide and facilitate to enable the students to learn, and also to set the conditions for learning.The teacher needs to play in different roles during different speaking activities, like some roles such as prompter, and participant.

Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situation teachers may not be quiet. Some encouragements are needed to help the students to think creatively rather than always depend on the teacher's words. Teachers may prompt them by offering words or phrases to suggest that the students say something or to suggest.

2.1.2.2 Classroom Speaking Activities

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001) lists six categories that students are expected to carry out in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

In the imitative activity, the students focus on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound.

In the intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher or student initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation.

The next types are transactional and interpersonal. They are similar as in the performance the students deal with a dialogue. The functions are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships.

The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu.

Furthermore, there are some activities that can be implemented to promote speaking skill. The teacher should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language.

Harmer (2007)proposed several classroom speaking activities namely acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. The first is acting from a script. The activity can be in the forms of acting out scenes from plays or their course book and acting out dialogues that they have written themselves.

The second is communication games. There are two particular categories of communication games, information gap games and television and radio games. In the information gap activities, students with their partners solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. Meanwhile, television and radio games provide fluency activities for the students.

The third is discussion. It can be done through buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

The fourth is prepared talks, as the students cannot make an oral presentation or talk spontaneously because they need to prepare. In the preparation time, the teacher may help them by giving feedback and giving example, and then give opportunities to them to rehearse their presentation.

The next is questionnaires. This is an interactive activity between questioner and respondent in this activity, have related to information that should be gained based on the list of questions that already prepared.

The last is simulation and role play. From simulation and role play, students get great benefit as they simulate a real life. Kayi (2006) also promotes some speaking activities, such as discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, describing and find the difference.

2.1.3   Recount Text in the Teaching of Speaking

Recount text is a text that tells the readers or listeners about one's story, action or activity. Anderson (1997) defined recount as a piece of text that retells past event usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Other experts, Feez and Joyce (1998, p.89), state that recounts are the simplest of any other text types because, in recount, events are recounted after the other in the order in which they happened.

A recount has three main parts. The first part gives background information about who, what, where, and when. The next part consists of a sequence of events that real in the order in which they happened. The last is conclusion that may include a personal comment (not always necessary). In other terms, the structures of a recount text are orientation events, and reorientation. Besides, a recount text also has some significant language features. They are

simple clauses some linked with *and*, simple noun groups, action verbs in the past tense, personal pronouns, expressions of time and location (adverbs, phrases), and necessary vocabulary (Feez and Joyce, 1998, p.93). Recount texts can be found in the forms of newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

In conclusion, to teach recount text in speaking. Text-Based Approach is chosen to be applied. The process of the text-based lesson is able to scaffold the students in learning genre, especially recount text which will be the focus on the material. Before the students produce a monologue, they will be helped to acquire the knowledge of the structures and the language features of the recount text.

2.1.3.1 Instructional Media

A medium, broadly conceived is any person, material or event that establishes conditions which enable the learner to acrquire knowledge, skills and attitudes (Gerlach and Ely, 1980, p.241). That defines media as the graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information.

Teaching aids are useful to be used in teaching and learning process as it is used to explain language meaning contructions, to engage students in a topic, or as the basis of the whole activity (Harmer, 2004, pp.134-136). In addition, Harmer mentions some media which can be used to support the teaching and learning process, such as pictures and images, overhead projector, board, and videos.

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Sugeng (2010, pp.159-164) states that certain types of media are frequently used in school. They are printed media, audio media, still media, visual media, audio-visual media, real object media, and simulated media.

Similar to Sugeng, (Gerlach and Ely, 1980, p.242) classify the media to teach into six general categories, such as still media, audio recording, motion picture, TV, real things, simulation, and model. Still pictures consist of photographs or any object or events, which may be larger or smaller than the object or event it represent. In audio recording media, the recording is made on magnetic tape, disc, motion picture, and soundtrack. They are reproductions of actual event or soundtrack. Unlike still picture, a motion picture is a moving image in color or black and white produced from live action or from graphic representation. While TV includes all types of audio video electronic distribution system which eventually appear on TV monitor. The last is real things, simulation, and model. They include people, events, objects, and demonstration real things as constructed with other media.

To conclude, teaching media is any supporting materials, tools, equipment, or techniques used to facilitate the student's learning and to enable them to acquire the knowledge or understand the contents of the teaching and easily.

2.1.4 Pictures

As explained in the previous discussion, picture is a part of media in the teaching and learning process. According to (Wright, 1989, p.2), pictures are not just an aspect of method but through their representation of places, objects, and

people they are an essensial part of the overall experiences that the teacher must help the student to cope with

Actually, when we use pictures, there are some ways that can be used to improve our speaking skill. Using pictures to tell stories can improve imagination. Besides that, create a new way from pictures such as make a flashcard to make learning process become interesting.

Pictures are helpful to support the teaching and learning process. There are many advantages of using picture in teaching English. All levels can use picture to improve their speaking skill, such as kids, and teenagers. Not only teaching and learning process in school, but in general or business courses. Using picture stories in class, the key point is not to limit teacher to typical class activities and speaking exercises. Students need as much speak English practice as they can get. Furthermore, pictures serve for illustration, develop student's imagination, make the learning process more interesting and entertain at the same time.

According to Kemp and Snellie (1989) in Burden (1994, p.138), uses of pictures as instructional media have several purposes. They are to motivate an interest or a degree of action to present information, and to provide instruction.Wright (1989)lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching.

A check chart for pictures is used to stimulate ideas for particular ways of using pictures we have found. Next, pictures of single objects have a role in the teaching of meaning and in creating contexts. They establish meaning, bring the outside world into the classroom, and contribute to the world of the classroom.

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Pictures can tell more about the person, while pictures of famous people ask us more to identify their fame, achievement, and experiences. In the contexts of conversations, pictures of several people are used to help the students to imagine what the people may say and think. The ideas about the experiences and activities done by the people were captured in pictures of people in action.

Besides, the representations of places require the students to be able to describe particular places, such as a hole, landscape, townscapes, single building, and view.

Figure2.1: Pictures of an object, person, and place

Students also can learn history through pictures. Pictures from history invite the use of past tense forms since they illustrate scenes, costumes, and objects from history.

A complex pictures which serve a lot of information makes them particularly suitable for some activities, such as describe and identify, matching, and memory activity. Pairs of pictures consist of two pictures. Sometimes they are used in matching activities or describing differences.

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A type of picture which can be found in cartoons, newspaper pictures, and advertisements is pictures and texts. The text is used for reading for gist. In mini dialogues activity, students can be helped by the use of related pictures which are treated as separate pictures or kept together to provide a basis for a topic work.

Sequence of pictures can be in the forms of cartoon strips and instruction strips. They serve a description of a process or a sequence of a story.

Figure 2.2: Sequence of pictures

Single stimulating pictures stimulate speculations and the expression of experiences and feelings. This type of pictures can lead to storytelling. The other types of pictures are pictures of the news which invite identification of an incident, pictures of fantasies which illustrate everyday activities and maps and symbols which can be found in road traffic booklets, holiday brochures, and etc.The last type of pictures is student and teacher drawings. Teachers and students can use their creativity since they can create their own drawings as the media.

There are some sources of pictures. Teachers can adapt pictures from any sources like newspaper, magazines, brochures, catalogues, calendars, greetings cards, postcards, posters, comics and cartoon, photographs, stamps, playing cards and, course book. Besides, teachers can be an artist in the class. They can create their own pictures that can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or collage sheets. It is also very possible if teacher uses students' own drawings as the media. Pictures accommodate students' interest and stimulate students to speak.

2.1.5 Storytelling

There are some experts who discuss of storytelling in English language. Harmer (2007) gives some terms, which the researcher's belief related to storytelling activity. These activities have same basic as the storytelling which is presenting something orally in front of the class.

According to Handayani (2013, p.1), storytelling activity can encourage students to explore their unique expressiveness and can intensify a student's aptitude to communicate thoughts and feelings in an articulate, lucid manner. It means students could be more confident.

Storytelling has been recognized as a good technique of teaching. When students are engaged in the process of storytelling, they get several benefits in the cognitive, social, and emotional aspect (Boltman, 2001). These benefits are:

a. Storytelling rebuilds authenticity

b. Storytelling enhances the verbal skill

c. Storytelling develops student's imagination

d. Storytelling guides students towards constructive personal values

e. Storytelling can encourage students to explore their uniqueness and expressiveness. It can heighten a student's ability to communicate thought, ideas, and feeling, in an articulate, lucid manner

f. Storytelling is accessible to all ages and abilities

Furthermore, Boltman (2001) lists many more storytelling benefits from several sources. They are:

a. Storytelling provides familiarity with events beyond one's personal

b. Storytelling aids in critical thinking

c. Storytelling develops listening skills and concentration skill/attentiveness

d. Storytelling assists in comprehension

e. Storytelling facilitates recall of content and facts

f. Storytelling fosters vocabulary development

g. Stortytelling enriches the general curriculum

h. Storytelling nurtures a sense of mind

i. Storytelling contributes to mental health and sense of well-being

j. Storytelling reveals an intimate classroom atmosphere

k. Storytelling provides enjoyment and entertainment

2.1.6   Perception

The way people see, view and perceived something may be different. The way people see, view, and perceived is called perception. Some scientists define perceptions as follow.

2.1.6.1 Definition of Perception

Perception is defined as something that is being observed and what he/she said about it. George and Jones (2005) state that perception is the process when people select, organize and interpret the input from their sense (p.105). In addition, Cook, Hunsaker and Coffey (1197) define perception as a selection, organization and interpretation process of sensory data helps people define their words and guide their behavior (p.105).

Vermon's (1963, p.100) theory found the following: Thus if perception is affected not only by interests but also by other motives and desires, it is important to distinguish between the perception of something which actually exists in the environment which might appeal to these motives and satisfy these desires, and the incorrect or fanciful perception of something which does not exist there, which can lead only to disappointment.

In summary, perception is defined as the process of making interferences. Through interferences, people can construct their own vision of reality which may be distorted by past experience, education, cultural values, and role requirements

(Sari, 2013, p.45). Thus, before someone can learn anything, perception must take place, they must become aware of it.

2.1.6.2 Factors Influencing Perception

There are three factors that affect perception according to Altman, Valenzi, Hodgetts (1985, p. 86):

1.   Selection of Stimuli

In our surrounding there are a lot of stimuli that will come up. Thus, we need to focus only on a small number among all of the stimuli. This process is known as selection. In this process, people will select different stimuli and filter out the others. This will cause people to perceive things differently.

2.   Organizational of Stimuli

The second factor that can influence perception is organization of stimuli. The stimuli that are selected must be arranged. In order to make those stimuli meaningful, it must be arranged into a sceening process.

3.   The Situation

A person familiarities, expectation, and experience in the past might affect what the person perceived about a certain thing. The accuracy of perceiving a situation depends on how well someone adjusts his/her behavior to the situation.

4.   Self-concept

The last factor of perception is self-concept. The way people see and perceive themselves can affect their perspectives on this around them. Thus, self-

concept is influential. It is influential because someone's personal mental picture defines what he/she perceives.

In this research, those factors of perception are important as the basic information of implemented toward student's perception on the use of pictorial storytelling.

2.2   Theoretical Framework

In this section, the researcher will show all major relevant theories mentioned in the previous section to answer the research questions. Thereare two research questions to be answered by implementing the theories which have been described in the theoretical description. The first research question was about the implementation of pictorial storytelling to improve student's speaking skill.In addition, the researcher used the theory of storytelling in order to explain how pictorial storytelling is implemented. Pictorial storytelling is a medium to teach students that might lead to improve students' speaking skills. According toHandayani (2013) storytelling activity can encourage students to explore their unique expressiveness and can intensify student's aptitude to communicate thoughts and feelings in an articulate, lucid manner. Therefore, storytelling gives several benefits to the students such as storytelling can develop student's imagination to improve their speaking skill and storytelling also encourage students in critical thinking.

The second research question was about students' perception on the use of pictorial storytelling to increase student's motivation to speak.The theory of perception is used to see the students' response. George and Jones (2005) state that perception is the process when people select, organize and interpret the input from their sense (p.105). The theory of perception is used to see the students' response to the use of pictorial storytelling in teaching and learning process. Moreover, the factors in perceptions are also used as a theory that guides the researcher developing the material. According to Altman (1985, p.86), there are some factors influencing perceptions. The factors are selection of stimuli, the organization of stimuli, the situation and self-concept.

Usually, the speakers have some difficulties during the performance, especially when the speakers do not know some vocabularies to memorize. The speakers can employ some strategies proposed by Harmer. The strategies can be in the forms of improvising, discarding, foreignizing, and paraphrasing.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the method of this research in order to answer the research question as mentioned in chapter 1. This chapter covers six parts. They are research method, research setting, research participants, research instruments and data gathering technique, data analysis technique and research procedure.

3.1 Research Method

This research aimed to find students' perception on the use of pictorial storytelling, in order to find out the result the researcher used mixed method approach. Mixed-method approach is an inquiry that involves collecting data either simultaneously or sequentially to understand the research problem. The data collection involves both numeric information as well as information (Creswell, 2003, p. 18-20). In addition, Tashakkori and Teddlie (1988), "mixed-method studies are those that combine the qualitative and quantitative approaches into the research methodology of a single study or multiphase study" (p. 17 - 18).

Creswell (2003, p.217) states that mixed-method is advantageous because it can result well-validated and sub-stunted findings. Therefore, the researcher used this approach to reveal the students' perception on the use of pictorial storytelling to improve students' speaking skills.

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3.2   Research Setting

The research took place in SMP Pangudi Luhur 1 Yogyakarta. SMP Pangudi Luhur 1 Yogyakarta is located in Jalan Timoho II, Muja Muju, Umbulharjo, Yogyakarta, Special Region of Yogyakarta.

The research study was conducted in the second semester of the academic year of 2017/2018.The data collection was divided into two sections. The first section was done on April 11, 2018 and the second section was held on April12, 2018.

3.3   Subject of the Research

The research study involved students of Grade VII G students of SMP Pangudi Luhur 1 Yogyakarta as the subject of the research. There were 39 students that were chosen as the research participants. The participants consisted of 18 males and 21 females. Furthermore, the researcher employed purposive sampling. Singleton and Staits (1999, p. 158) mention that purposive sampling happens when the researcher selects the units that become the representative or the typical of the population based on their judgment. The researcher selected the participants as the sample because on their judgment. The researcher selected the participants as the sample because most of the participants in this classs had difficulties in speaking skills. Five out of thirty nine repondents who had filled the questionnaire were chosen to be interviewed by the researcher.

3.4   Research Instrument and Data Gathering Techniques

In order to obtain the data in this research, the researcher used fourparts instruments, namely questionnaire, interview, field note, andobservation checklist. The combination between those three parts was called triangulation techniques. "Triangulation with respect to research is the process combining several different methodologies, measurement techniques, and data analysis procedures to confirm and enhance confidence in the results obtained from individual studies" (O'Hair and Kreps, 1990, p. 50). Campbell and Fiske (1959) also stated that "triangulation is a process whereby hypotheses or research questions can withstand the injection of several methodological techniques" (as cited in O'Hair and Kreps, 1990, p. 50).

The triangulation techniques were needed to gain data deeply so that it could support the idea of the researcher to answer the research questions. The researcher also collected the data not only from the students, but also from the English teacher.

3.4.1   Interview

The researcher conducted interview as one of the data collection techniques. The interview was used to big deeper information about student's perception on the use of pictorial story telling to improve students' speaking skills. Ary, Jacobs and Sorensen (2010) mentioned three advantages of interview namely supplying large volumes of in depth data quickly, providing insights on paticipants' perspective and allowing immediate follow up and clarification of

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participants' response (p.439). The interview transcript can be seen in Appendix E.

3.4.2 Observation

To gather the information about the teaching and learning process, the researcher conducted classroom observation. Observation sheets and checklist were used to collect the data. The researcher put marks on the activities which had been done. The technique was conducted in reconnaissance and also during the action and observation steps of the research. There were 10 points to be observed during the research.

Table 3.1 The Sample of Observation Checklist

No	Observation Statements	Yes	No
1	The students are ready to learn		
2	The students pay attention to the teacher		
3	The students respond to the teacher's question		

In addition, the research observed the learning activities during the lesson by making a check sign (√) in the observation sheet. The whole observation checklist can be seen in Appendix F.

3.4.3   Questionnaires

Questionnaire is a self-report data collection instrument that each research participant fill out (Johnson and Christensen, 2012 p.197) while interview is a data collection method in which an interviewer asks an interview questions (Johnson and Christensen, 2012 p.198) the questionnaire were given to all 7[th]grade students at SMP Pangudi Luhur 1 Yogyakarta. They were given on the first day and on the last day of the research. On the first day of the research the researcher distributed the questionnaire before the lesson begins. There are two questionnaires in this research. The first is questionnaire was designed to see students' perception before using recount text in pictorial stroytelling to increas speaking skill. The pre questionnaire was used as a guide to develop the recount text material. There were 15 statements in the first questionnaire. It consisted of three perception, namely perception on speaking, perception on learning and teaching process, and perception on the use of pictorial storytelling. Meanwhile, the second questionnaire were 15 questionnaires were given at the end the research. The same aspect were also asked in the post questionnaire perceptions on speaking, perception on teaching and learning process and perception on the use of pictorial storytelling.

The statements in the pre-questionnaire and in the post-questionnaire were similar. They were at the same aspect; perceptions on speaking, perception on teaching and learning process and perception on the use of pictorial storytelling, but not all of the statements in the questionnaire were exactly the same. Some of

them were modified and some of them were added with the similar aspect. In order to avoid misunderstanding in answering the questionnaire, the researcher, guided the parcipants by explaining some number that were unclear. There were five options in each statement, that were; strongly agree, agree, neutral, disagree and strongly disangree. Participants chose one of these options by ticking in the available space. The whole form of questionnaire can be seen in Appendix C.

Table 3.2 The Sample of Questionnaire Form

No	Statements	SA 1	A 2	N 3	D 4	SD 5
1	I like to learn English.					
2	My teacher has an interesting method to teach English.					
3	I still find difficulties to speak in English.					

In this technique, the researcher distribute questionnaires to the students to get the supportive data about their opinions toward their interest, feelings, responses, about the teaching and learning process and the implementation of the media, and their abilities in speaking English as well.

3.4.4 Field Note

The last instrument for gathering the data was field note. Field note was used to note how the situation and condition while the researcher observed the participants. According to Ary et al (2002), in field notes, "the researcher may

make brief notes during the observation but then later expands his or her account of the observation as field notes. They contain what the researcher has seen or heard" (p. 431).

In addition, Ary et al (2002) states that field notes include two components, descriptive part and reflective part. Descriptive part is a part about description of the setting, the people and their reactions, interpersonal relationships, and accounts of events. Relative part is a part about the observer's feelings and impressions about the event, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis (p. 431).

3.5   Data Analysis Techniques

There were three main parts of analyzing the data. The first step was analyzing the quatitative data using frequency distribution and histogram in order to find the central tendency of the data. The second step was the researcher analyzes the observation checklist and make a description of the observation. The next was analyzing the questionnaire. There were five degree of agreements. After that the researcher counted the raw data into percentages and made an interpretation. The result of the central tendency ahowed the comparative variables between pre-teaching and post-teaching scores.

3.5.1   Criteria for Perception

There were two criteria to analyze the students' perceptions and to figure out whether the students had positive perceptions or not. The first criterion was positive perception and the second criterion was negative perception. The researcher considered positive perceptions if the mean score of the pre-teaching questionnaire result was more than fifty-one($\bar{x}$ =51). The mean score was calculated from the lowest point and the highest point of the pre-teaching questionnaire result. The lowest point was forty and the highest point was sixty-three. Hence, the mean score was fifty-one. On the other side, the perception would be considered as negative perception if the mean score was equal or less than fifty-one ($\bar{x} = 51$). It was presented in the following table:

Table 3.3 Criteria for the Result of Pre-teaching Questionnaire

Mean Score	Criteria
>51	Positive
≤ 51	Negative

For the post-teaching questionnaire result, the perception would be considered as positive perception if the mean score of the result was higher than forty-nine ($\bar{x} = 49$). The lowest point of post-teaching result was thirty-eight and the highest point was sixty-one. Hence, the mean score was forty-nine. Otherwise, the perception would be considered as negative perception if the mean score of the result was equal or less than forty-nine ($\bar{x} = 49$). It was presented in the following table:

Table 3.4 Criteria for the Result of Post-teaching Questionnaire

Mean Score	Criteria
> 49	Positive
≤ 49	Negative

Afterward, in order to count the mean score for each result of the questionnaire, Ary et al (2002) provided this following formula:

$$\bar{x} = \frac{\sum X}{N}$$

Note :

$\bar{x}$: Mean score

$\sum X$: The sum of raw score

N : Number of cases

The result of the questionnaires was included in the following table:

Table 3.5 The Table for the Result of Questionnaires

Respondents	Statements														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
R1															
R2															
R3															
R4															
R5															
Total Points															

Table 3.4 showed the scores of each respondent about their perception toward the use of pictorial storytelling in learning recount texts. From the table above, the researcher could find the frequency distribution which was used to make the histogram and central tendency of the data. It was also used to find One sample t-Test. In this research, One Sample t-Test was used to compare the mean score of pre-teaching and post-teaching data result.

3.5.2 Frequency Distribution

Frequency distribution is one of the techniques to present the quantitative data. According to Allen (2017), "frequency distributions are descriptive statistics that provide informative and summarized data sets. A frequency distribution provides categorical information on number of occurrences" (p. 594). In addition, Rajamanickam (2001), frequency distribution is an arrangement of scores in column. The presentation of frequency distribution can be in the form of table. (p. 30). It can be concluded that frequency distribution is a statistic data presentation that provide informative and summarized data sets which can be in the form of table.

In order to find the result of frequency distribution, Rajamanickam (2001) notes that the scores should be arranged from highest to lowest in a vertical column. If the range of score is very large, it is desirable to condense the frequency distribution by grouping individual scores into intervals.

3.5.3 Histogram

The second technique to present the quantitative data is histogram. Histogram can be presented in the form of chart. Rajamanickam (2001) states the significance of histogram as the following:

> A visual picture of a frequency distribution can be obtained by drawing a histogram to the distribution of scores. The histogram is also called column chart. This is done by placing the scores (grouped in the class interval) along the horizontal axis (X axis or abscissa) and placing the frequency numbers on the vertical axis (Y axis or ordinate) (p. 32).

It can be concluded that histogram is a visual picture to present frequency distribution and it is made in the form of graphic.

3.5.4 Central Tendency

Central tendency is another requirement to present the quantitative data. Central tendency includes the mean, median, and mode of the data. According to Allen (2017), "central tendencies represent the center of the data: mean, median, and mode" (p. 597). In addition, Allen (2017) notes that mean is the average of the data, median represents the number in the middle of the sample, and mode represents the most frequently occurring number (p. 597). The researcher uses the mean score of each data result in order to be compared using One Sample t-Test to figure out whether the students' perception toward the use of videos in learning recount texts is positive or negative.

3.5.5 Operational Hypothesis

In order to analyze the students' perceptions based on the questionnaire results, the researcher used *SPSS* to find the result of One Sample t-Test. According to Danarwati (2018), "One Sample t-Test was used to compare the total of mean score and the cut-off point" (p. 24). The researcher decided the operational hypothesis to find the result of One Sample t-Test. The researcher used the significance value at the 0.05 level. It was used to analyze whether the alternative hypothesis was acceptable or not. If the p-value of the data was equal or less than 0.05, the data was significant. There were two operational hypothesis which were used to analyze the result of One Sample t-Test, that is:

H_0 : The students' perceptions on the learning process about topic recount texts without using pictorial storytelling are not positive.

H_Δ : The students' perceptions on the learning process about topic recount texts without using pictorial storytelling are positive.

$H_0 = \bar{x} \leq 51$

$H_\Delta = \bar{x} > 51$

H_0 : The students' perceptions on the use of pictorial storytelling in learning recount texts are not positive.

H_Δ : The students' perceptions on the use of pictorial storytelling in learning recount texts are positive.

$H_0 = \bar{x} \leq 49$

$H_\Delta = \bar{x} > 49$

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents and analyzes the result of the questionnaire, interview, observation checklist and reflection. There are two parts presented to answer the research questions. The part is the data presentation and the part is the discussion.

4.1   Research Results

There are two data which will be presented in this section. The first data is the data presentation about the implementation of pictorial storytelling in teaching recount texts. The second one is the data presentation of the students' perceptions on the use of pictorial storytelling in learning recount texts.

4.1.1   Data Presentation

4.1.1.1 The Reason for the Implementation of Pictorial Storytelling in Teaching Recount Texts

This part would explain the implementation of the pictorial storytelling in teaching recount texts. The implementation of pictorial storytelling in teaching recount texts was done in two steps, step 1 or teacher presentation and step 2 or students' collaboration. The research data in this part was obtained from field note, the researcher's reflection, and survey.

1. **Step 1: Teacher Presentation**

The second day of data collection started with the teaching learning activity. The topic was about recount texts which focused more on the pictures. In this step, there were two reasons for the implementation of the pictorial storytelling in teaching recount texts, which were:

a. **To make the explanation of the topic became more interesting**

The researcher started the lesson by showing a pictorial storytelling about the explanation of recount text. In detail, the pictorial storytelling explained three areas, in which about the definition of recount text, the generic structures of recount text, and the example of recount text. In the pictorial storytelling, it was said that recount text was a story with the past experience. In the material also in said that the generic structures were orientation, event, and re-orientation.

The pictorial storytelling explained that the orientation of the recount texts was the introduction of the information, the place, and the time. Event was said the events or chronological in the past, and re-orientation was a personal comment about the event or what happened in the end.

After the picture was showed, the researcher reviewed the topic by asking questions. Based on the observation, the first picture was not interesting for the students. The students also found difficulties in understanding the pictures

b. **To make the examples of recount text became more interesting**

The researcher provided the pictorial storytelling as an example of recount texts. The use of pictorial storytelling could be more interesting for the students.

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The students could imagine how the story happened. It was proven with the answers from some students about their interest to the pictorial storytelling. S02 said that:

> Iya, gambar gambar dapat membatu saya dalam memahami pelajaran dan dapat membantu saya dalam meningkatkan kemampuan berbicara bahasa inggris saya
> *(Yes, pictures could help me to understand the lesson and could improve my speaking skill).*

From the answer of S02, it could be concluded that the pictorial storytelling could make the students thought imaginatively.

2. Step 2: Students' Collaboration

In this step, the researcher asked the students to form groups consisted of 5 or 6 students. After the groups were formed, the researcher distributed handouts of exercise based on the pictures.There were three pictures on the handouts. Then, the researcher asked them to gather with their groups. Before explained the pictures, some groups discussed the story and the students were collaborating together by conveying their opinions. They also combined their opinions and they tell the story based on their decisions and the pictures.

On the other hand, some groups found difficulties in explaining the questions such as about the re-orientation of the story. However, the researcher helped them to explain the story by giving them a clue so that they could find the re-orientation of the story and they could explain the story.

4.1.1.2 The Students' Perceptions

This section shows the data presentation of the students' perceptions on the use pictorial storytelling in learning recount texts and explains further the perceptions of the students based on the questionnaire results.

1. Frequency Distribution

This part presents the frequency distribution of the data in the pre-teaching result and post-teaching result. This part also shows the scores from the respondents and the mean score of the data. The researcher used the table of frequency distribution to make the histogram of the data.

Table 4.1 Frequency Distribution of Pre-teaching Result

No.	Score	Frequency	Percentage
1.	40-43	3	7,7%
2.	44-47	7	17,9%
3.	48-51	11	28,2%
4.	52-55	8	20,5%
5.	56-59	6	15,4
6.	60-63	4	10,3%
Total		39	100%
$\overline{x} = 51.2, n = 39, SD = 5.7$			

Table 4.1 presented the frequency distribution of the data. It could be seen that range score number three between 48 up to 51, had the highest frequency which was 11 respondents. On the other side, the lowest frequency was in range

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score number 40 up to 43 which 3 respondents got score in range 30 up to 43. The

mean score of the data was fifty-one ($\bar{x} = 51$). As it already explained in Chapter

III, the perception was considered as negative perception if the mean score was

equal or less than fifty-one($\bar{x} = 51$). It could be concluded that the students' early

perception about the teaching-learning activity before using pictorial storytelling

was negative. Furthermore, the standard deviation of the data was 5.7. It could be

concluded that the standard score of the data was 5.7.

Table 4.2 Frequency Distribution of Post-teaching Result

No.	Score	Frequency	Percentage
1.	38-41	2	5.1%
2.	42-45	8	20.5%
3.	46-49	11	28.2%
4.	50-53	10	25.6%
6.	54-47	4	10.3%
7.	58-51	4	10.3%
Total		39	100%
$\bar{x} = 49.7, n = 39, SD = 5.4$			

Table 4.2 showed that the highest frequency was in range score number 3

and the lowest frequency was in range score number 1. In range between 46 and

49, the frequency was eleven which made this range had the highest frequency.

While in range between 38 and 41, the frequency was two. Moreover, the mean

score of the data was forty-nine ($\bar{x} = 49$). As it described in Chapter III, the

perception was considered as positive perception if the mean score was higher

than forty ($\bar{x} = 49$). It could be concluded that the students' perceptions toward the use of pictorial storytelling in learning recount texts was positive. In addition, the standard deviation of the data was 5.4.

2. Histogram

This part presented the distribution of the frequency in the form of graphic. The histogram gave the clearer picture of the frequency distribution. Rajamanickam (2001) stated that "this is done by placing the scores (grouped in the class intervals) along the horizontal axis (X axis or abscissa) and placing the frequency numbers on the vertical axis (Y axis or ordinate)" (p. 32). There were two histograms explained in this part, histogram of pre-teaching result and post-teaching result.

Fig 4.1 Histogram of Pre-teaching Result

Fig 4.1 showed that the data set was non-symmetric which the shape of the data was skewed right. It could be seen in the histogram that the respondents

mostly had score in range between 44 and 55. The highest frequency was at range between 48 and 51. On the other side, there were only three respondents who got the score in range between 50 and 57. The last two bars on the right side showed that the data shape was skewed right.

Fig 4.2 Histogram of Post-teaching Result

Fig 4.2 indicated the frequency distribution of post-teaching result. It showed that the shape of the data was also non-symmetric. The first two bars on the left side showed that the shape was skewed left. It could be seen that the respondents mostly got score in range 38 up to 45 which the highest score was in range between 46 and49.

3. **Data Analysis Using One Sample t-Test**

This part explained the result of One Sample t-Test which had been counted using *SPSS*. As it explained in Chapter III, One Sample t-Test was used

to compare the total of mean score. It was also used to measure whether the data was significant or not. The researcher did two tests using *SPSS*, the first one was testing the mean score of pre-teaching result, and the second was testing the mean score of post-teaching result.

a. Pre-teaching Result

Table 4.3 Significance Test (One Sample t-Test)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre_Score	39	51.21	5.699	.913

One-Sample Test

	Test Value = 51.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre_Score	-.323	38	.748	-.295	-2.14	1.55

Based on Table 4.3, the researcher concludes that the data of the students' perception on the learning process about topic recount texts without using pictorial storytelling is not significant ($\bar{x} = 51.21$, $n = 39$, $df = 38$, p > 0.05). As it already explained in Chapter III, the data was significant if the p-value of the data

was equal or less than 0.05. Since the p-value of the data is higher than 0.05, so the data is not significant. It can be concluded that it fails to reject the null hypothesis.

b. Post-teaching Result

Table 4.4 Significance Test (One Sample t-Test)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Post_Score	39	49.69	5.415	.867

One-Sample Test

	Test Value = 49.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post_Score	.222	38	.826	.192	-1.56	1.95

Based on Table 4.4, the researcher concludes that the data of the students' perception on the use of pictorial storytelling in learning recount texts is also not significant ($\bar{x} = 49.69$, $n = 39$, $df = 38$, p > 0.05). Since the p-value of the data is higher than 0.05, so the data is not significant. It can be concluded that it fails to reject the null hypothesis.

4.2   Discussion

The discussion section focuses on answering the research questions. As the researcher mentioned in chapter 1, there are two research questions in this research: the reasons for the implementation of pictorial storytelling in teaching recount texts, and the perceptions of SMPPangudiLuhur 1 Yogyakarta students on the use of pictorial storytelling in learning recount texts.

4.2.1   The reasons for the implementation of pictorial storytelling in teaching recount texts

The implementation of the pictorial storytelling in teaching recount texts could be explained in two steps, which were step 1 or teacher presentation, and step 2 or students' collaboration.

In step 1, there were three reasons for the implementation of pictorial storytelling in teaching recount texts. First, the researcher wanted to make the explanation of recount texts became more interesting. In fact, the pictures could engage the students' interest. However, the students still found some difficulties in understanding the lesson which was delivered by the pictures. Therefore, the teacher should be more interactive so that the students were not bored during the teaching-learning activity.

Musai (2014, p. 3) said that "we usually employ the term teacher for persons who have a main, functional and professional task to help others in gaining knowledge and acquiring habits as well as new ways of conduct" (as cited in IJCRSEE, 2016, p. 32). In this way, the teacher had a big role in helping the

students to gain knowledge from the materials which were explained in the picture.

The second reason was to allow the students improved their speakingskill. Speaking skill was important to be improved for the students. Therefore, speakingskill was needed so that the students could gain more vocabulary, and idea.

Third, by using pictorial storytelling, the examples of recount text could be more intersting. Pictorial storytelling can increase students' motivation by making a story based on their experience using the material which is given by the researcher also can improve their ability in speaking.

The second step was the students' collaboration. In this step, the students were gathering and working with their groups, and they were asked to discuss the picture which had been showed in the third picture.The researcher provided a theory about collaboration Friend & Cook (2010). They stated that "interpersonal collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 7).The students did the interpersonal collaboration when they gathered with their friends in groups and worked together to discuss their own story.

4.2.2 The Students' Perception on the Use of Pictorial StorytellingIncrease Students' Motivation to Speak

There were two data presented in Data Presentation part. The first data was the result of the students' perceptions on the learning process before the pictorial

storytelling were used in teaching-learning activity, and the students' perceptions on the use of pictorial storytelling in learning activity. In order to answer the second research questions. This part only focused on the second data result.

From the data presentation, it could be concluded that the use of pictorial storytelling in teaching-learning activity made the students had positive perceptions. Table 4.2 showed that the mean score of the data was forty-nine ($\bar{x} = 49$).As it already explained in Chapter III, the perception was considered as positive perception if the mean score was higher than forty-nine ($\bar{x} = 40$). Since the mean score of the post-teaching result was higher than forty, it could be concluded that the students had positive perceptions on the use of pictorial storytelling in learning recount texts could increase students' motivation to speak in English.

In order to support the data analysis, the researcher also shows the result of interview. The answer was:

"Bagus, menarik, tidak membosankan, karna tidak hanya mempelajari melalui tulisan saja".
(Good, interesting, not boring, because not only learn through writing course).

The response above showed that the respondents were interested with the use of pictorial storytelling in learning recount texts. Since the students were interested with the use of pictorial storytelling in learning recount texts, it could be concluded that it made the students had positive perceptions. It was supported

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by Vermon's (1963) theory, which was stated that interests, motives, and desires could affect someone's perception.

The second question which was related to positive perception was: how was the students' opinion about the use of pictorial storytelling in explaining recount texts?

"Gambar-gambar dapat membantu saya dalam memahami pelajaran dan dapat membantu saya dalam meningkatkan kemampuan berbicara bahasa Inggris saya".
(Pictures could help me to understand the lesson and could improve my speaking skill).

The answers above indicated that using pictorial storytelling in explaining the topic was clearer and more understandable for the students. It was appropriated with Arsyad's theory about media in learning Arsyad (1997) stated that the use of media in learning could help the students in improving their understanding (p. 20). The improvement of the students' understanding made the students had positive perceptions.Since it was easier for the students to understand the topic, it was also easier for them to understand content. The result of this interview showed that the interviewee became more motivated in learning English. They felt pictures could help them to learn English, especially in speaking skill.

From the answers above, the researcher concluded that the use pictorial storytelling could make the process of understanding the material became easier for the students. It appeared positive perceptions from the students. As Arsyad (1997) mentioned that media in learning could make the interpretation became

easier. The researcher connected Arsyad's theory, which had been explained before, with the theory about perception from Forgus. Forgus (1966) stated that "the process of receiving information is received by the perception of the surrounding information" (as cited in Febrianara, 2015, p. 14). It meant that if the students could interpret the picture easily, their perception would be positive, because they could improve their speaking skill.

In conclusion, most of the students had positive perceptions toward the use of pictorial storytelling in learning recoun texts could improve their speaking skill. It could be seen from the data presentation that the mean score of post-teaching result was higher than forty-nine. The interview result also supported the idea that most of the students had positive perceptions. The use of pictorial storytelling in learning recount texts appeared three main positive perceptions of the students; the use of pictorial storytelling could attract their interest to learn the topic, the use of pictorial storytelling could make the explanation became clearer and more understandable, and the use of pictorial storytelling increase students' motivation to speak in English.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the research findings and the recommendations. There are two parts in this chapter. The first is conclusion related to the research question and the second is the recommendations for teachers, students, and further researchers.

5.1   Conclusions

The aims of this research were to reveal the students's perception on the use of pictorial storytelling and to reveal how the pictorial storytelling can be implemented in SMP Pangudi Luhur 1 Yogyakarta. The researcher drew two conclusions based on research findings and analysis.

The first conclusion were implemented in two steps, step 1 or teacher presentation and step 2 or students' collaboration. There were three reasons for the implementation of pictorial storytelling which were explained in step 1; to make the explanation of the topic became more interesting, to allow the students improved their speaking skill, and to make the examples of recounttext became more interesting. In step 2, the students also found difficulties in speaking English. They had difficulties in expressing ideas an opinion orally because most of students lacked vocabulary mastery.

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The second conclusion was the students' perceptions on the use of pictorial storytelling in learning recount texts increase students' motivation to speak in English. The use of pictorial storytelling in learning recount texts brought positive side of students' perceptions. There were three main perceptions which had been explained in the previous chapter which were the students thought that the use of pictorial storytelling could attract their interest, the use of pictorial storytelling could make the explanation became clearer and more understandable, and the students were motivated and the speaking class ran well.

5.2   Recommendations

Based on the research findings, there are some recommendations intended for English teachers, students, and other researchers.

5.2.1   For English Teachers

It is important for the English teachers to improve the teaching and learning process, not only in Reading, Writing, and Listening but also in Speaking. It can be done by applying appropriate media so that the students will be motivated and interested in the teaching and learning process of speaking. Teachers should be able to find sources of material, in the form of authentic picture, to offer meaningful activities to students. Since several students did not enjoyed speaking activities through the use of pictorial storytelling. Teacher should place much effort on arranging interesting activities to convey students' needs on spaking activities. It is also important for teachers to provide students with chance to practice their pronunciation ability. If the students are motivated

and interested in the teaching and learning process of speaking, they can experience speaking practices joyfully.

5.2.2   For the Students

The students need to realize the importance of learning English. They need some ways that interesting to build their motivation to learn English. Moreover, the students need to motivate themselves practicing their speaking ability inside and outside of classroom.

The students should take the good use of their experience on learning through pictures. Based on the experience, students can learn the vocabulary and pronunciation well. As a result, students can experience valuable knowledge and input.

5.2.3   To other Researchers

This research study is aimed at improving students' speaking skills. This research basically investigates the seventh grade students' perceptions towards the use of pictorial storytelling in teaching and learning activities. However, there were still some problems which were not yet solved. Related to the focus on the study, it is advisable that the results of the study can be used as one of the references for other researchers who conduct similar studies related to the development of the students' speaking skills. The future researcher also need to conduct further researcher on the use of pictorial storytelling in students' learning activities as a means to enhance students' motivation.

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APPENDICES

APPENDIX A
LETTER OF PERMISSION

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Y O G Y A K A R T A

Nomor : 027 /Pnlt/Kajur/JPBS/IV/2018
Hal   : Permohonan izin Penelitian

Kepada
Yth. Kepala Sekolah SMP Pangudi Luhur 1 Yogyakarta

Dengan hormat,

Denganini kami memohonkan ijin bagi mahasiswa kami,

Nama	:	Nurul Gusnita
No. Mahasiswa	:	141214019
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
Fakultas	:	Keguruan dan Ilmu Pendidikan
Semester	:	8 (delapan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi	:	SMP Pangudi Luhur 1 Yogyakarta
Waktu	:	Rabu & Kamis, 11-12 April 2018
Topik/Judul	:	STUDENTS' PERCEPTION ON THE USE OF PICTORIAL STORYTELLING TO IMPROVE STUDENTS' SPEAKING SKILLS

Atas perhatian dan ijin yang diberikan, kami ucapkan terimakasih.

Yogyakarta, 10 April 2018
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Dr. R. Kunjana Rahardi, M.Hum.
NPP: 2312

Tembusan Yth.:
1. Dekan FKIP

Mrican, Tromol Pos 29 Yogyakarta 55002 Telp. (0274) 513301, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usd.ac.id.   email: fkip@usd.ac.id.

APPENDIX B
QUESTIONNAIRES
BLUEPRINT

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NO	THEORIES	CITATION	INDICATORS	STATEMENTS
1	Theory of Speaking Skills	- Lyle (1993) states that oral language is a very important link in the process of student's learning and thinking development.	The importance of improving students' speaking skill.	Kemampuan berbicara bahasa inggris itu penting
		- Chaney (1998) argues that speaking is the process of building and sharing meaning through use of verbal and non verbal symbols, in a variety of context.	Building and developing students motivated through pictorial story telling.	- Gambar dapat membantu saya dalam meningkatkan kemampuan berbicara bahasa inggris. - Gambar dapat membantu saya menjadi lebih berani berbicara dalam bahasa inggris. - Dengan menggunakan gambar saya dapat mengekspresikan ide-ide saya. - Saya dapat memperkaya kosa-kata saya melalui media gambar ketika berbicara dalam bahasa inggris. - Dengan gambar saya dapat meningkatkan kemampuan berbicara bahasa inggris menggunakan lafal dan pengucapan yang baik dan benar.

2	Theory of Media in Learning	- Sadiman (1990) states that picture is a general verbal communication that can be understood and available everywhere	Easily to understand the context of the picture	- Penggunaan gambar merupakan media yang paling mudah digunakan untuk berlajar bahasa inggris - Penggunaan gambar merupakan media yang menarik untuk belajar bahasa inggris
3	Theory of Recount Text	- Anderson (1997) define recount as a piece of text that retells past event usually in the order in which they happened. The purpose is to give the audience a description of what occured and when it occured. - Thomas (2011) presents several techniques that involve storytelling. Students are asked to tell stories based on their experience, childhood recollection, jokes, or stories based on an input such as text. They can tell stories using visual materials.	Understanding the content of recount text	- Penggunaan gambar dapat memudahkan saya untuk bercerita tentang pengalaman, atau kisah dimasa lampau. - Saya dapat memahami materi recount text dengan mudah menggunakan media gambar.
4	Theory of teaching and learning process	- (Brown, 2007) that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.	Perception on the teaching and learning process	- Guru sering menggunakan media gambar dalam belajar bahasa inggris untuk memudahkan

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				siswa dalam meningkatkan kemampuan berbicara bahasa inggris.
				- Guru saya sering memiliki metode yang menarik dalam mengajar bahasa inggris tentang recount text.
5	Theory of perception	- Cook, Hunsaker and Coffey (1197) define perception as a selection, organization and interpretation process of sensory data helps people define their words and guide their behavior (p.105).	Students' perception	- Saya senang belajar bahasa inggris. - Saya belajar bahasa inggris karena keinginan saya sendiri. - Belajar bahasa inggris itu sulit dikarenakan kurangnya penguasaan kosa-kata. - Dengan menggunakan gambar saya dapat memotivasi diri saya dalam berbicara bahasa inggris. - Menurut saya, penggunaan gambar dalam

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				mempelajari materi recount text akan terasa lebih mudah.
				- Saya mampu memotivasi diri saya untuk meningkatkan kemampuan berbicara saya dalam bahasa inggris.
				- Saya masih bisa fokus ke pelajaran meskipun keadaan kelas kurang kondusif.

APPENDIX C
THE QUESTIONNAIRES

PRE-KUESIONER

Nama   :

Nomor absen   :

       Kuesioner ini digunakan untuk mengetahui "Persepsi siswa dalam penggunaan cerita bergambar untuk meningkatkan kemampuan berbicara" "*Students's Perception on the use of Pictorial Storytelling to Improve Speaking Skill*". Mohon diisi dengan sejujur-jujurnya. Kuesioner ini bersifat rahasia dan hanya akan digunakan untuk kepentingan penelitian semata. Hasil dari kuesioner ini tidak akan mempengaruhi penilaian pribadi apapun. Berikan tanda (√) pada salah satu kolom pilihan jawaban.

SS   **(Sangat Setuju)**
S   **(Setuju)**
N   **(Netral)**
TS   **(Tidak Setuju)**
STS   **(Sangat Tidak Setuju)**

NO	PERNYATAAN	SS 5	S 4	N 3	TS 2	STS 1
1	Saya senang belajar berbahasa inggris					
2	Saya masih sulit mengungkapkan sesuatu ketika berbicara dalam bahasa inggris dikarenakan kurangnya penguasaan kosa-kata					
3	Saya dapat memahami materi teks recount dengan mudah menggunakan media gambar					
4	Gambar dapat membantu saya menjadi lebih berani berbicara dalam bahasa inggris					
5	Dengan menggunakan gambar saya dapat mengekspresikan ide-ide saya					
6	Dengan menggunakan gambar saya dapat memotivasi diri saya dalam berbicara bahasa inggris					
7	Saya dapat memperkaya kosa-kata saya melalui media gambar ketika berbicara dalam bahasa inggris					
8	Dengan gambar saya dapat meningkatkan kemampuan berbicara bahasa inggris dengan pronunciation yang baik dan benar					

9	Dengan gambar saya dapat meningkatkan kemampuan berbicara bahasa inggris dengan grammar yang baik dan benar				
10	Penggunaan gambar merupakan media yang paling mudah digunakan untuk berlajar bahasa inggris				
11	Penggunaan gambar merupakan media yang menarik untuk belajar bahasa inggris				
12	Penggunaan gambar dapat memudahkan saya untuk bercerita tentang pengalaman, atau kisah dimasa lampau				
13	Guru sering menggunakan media gambar dalam belajar bahasa inggris untuk memudahkan siswa dalam meningkatkan kemampuan berbicara bahasa inggris				
14	Guru saya memiliki metode yang menarik dalam mengajar bahasa inggris tentang text recount				
15	Saya mampu memotivasi diri saya untuk meningkatkan kemampuan berbicara dalam bahasa inggris				

POST-KUESIONER

Nama　　　　：

Nomor absen　：

　　　　Kuesioner ini digunakan untuk mengetahui "Persepsi siswa dalam penggunaan cerita bergambar untuk meningkatkan kemampuan berbicara" "*Students's Perception on the use of Pictorial Storytelling to Improve Speaking Skill*". Mohon diisi dengan sejujur-jujurnya. Kuesioner ini bersifat rahasia dan hanya akan digunakan untuk kepentingan penelitian semata. Hasil dari kuesioner ini tidak akan mempengaruhi penilaian pribadi apapun. Berikan tanda (√) pada salah satu kolom pilihan jawaban.

SS　　　**(Sangat Setuju)**
S　　　　**(Setuju)**
N　　　　**(Netral)**
TS　　　**(Tidak Setuju)**
STS　　**(Sangat Tidak Setuju)**

No	Statements	SS 5	S 4	N 3	TS 2	STS 1
1	Saya senang belajar bahasa inggris menggunakan gambar					
2	Saya lebih termotivasi untuk belajar bahasa inggris dengan menggunakan gambar					
3	Kemampuan berbahasa inggris saya menjadi meningkat dengan menggunakan media gambar					
4	Gambar adalah salah satu media yang mempermudah saya dalam memahami pelajaran bahasa inggris					
5	Penggunaan gambar dapat menunjang situasi kegiatan belajar di kelas menjadi lebih menyenangkan					
6	Penggunaan gambar dalam pelajaran dapat meningkatkan minat saya untuk mempelajari teks recount lebih dalam					
7	Penggunaan gambar merupakan salah satu metode belajar yang baik					
8	Penggunaan gambar membuat saya lebih berani dalam berbicara bahasa inggris					

9	Penggunaan gambar membantu saya dalam meningkatkan penguasaan kosa kata saya					
10	Gambar dapat membantu saya dalam meningkatkan kemampuan pronunciation saya ketika berbicara bahasa inggris					
11	Gambar dapat membantu saya dalam meningkatkan pengetahuan grammar saya dalam bahasa inggris ketika berbicara bahasa inggris					
12	Gambar dapat membantu saya dalam mengekspresikan ide-ide saya					
13	Dengan gambar saya dapat dengan mudah bercerita tentang pengalaman saya atau kisah dimasa lampau					
14	Guru saya memiliki metode yang lebih menarik dengan menggunakan gambar dalam mengajar teks recount					
15	Guru saya sering menggunakan media gambar untuk memudahkan siswa dalam meningkatan kemampuan berbicara bahasa inggris					

APPENDIX D

RESULT OF THE

QUESTIONNAIRE

PRE-KUESIONER

NO	PERNYATAAN	SS 5	S 4	N 3	TS 2	STS 1
1	Saya senang belajar berbahasa inggris	4 (11%)	**20** **(51%)**	14 (36%)	1 (3%)	0 (-)
2	Saya belajar bahasa inggris karena keinginan saya sendiri	7 (19%)	**14** **(36%)**	**14** **(36%)**	4 (11%)	0 (-)
3	Kemampuan berbicara bahasa inggris itu penting	**20** **(51%)**	13 (34%)	6 (16%)	0 (-)	0 (-)
4	Saya masih sulit mengungkapkan sesuatu ketika berbicara dalam bahasa inggris dikarenakan kurangnya penguasaan kosa-kata	5 (12%)	**16** **(41%)**	14 (36%)	3 (9%)	1 (3%)
5	Saya dapat memahami materi teks recount dengan mudah menggunakan media gambar	5 (12%)	**19** **(49%)**	16 (41%)	0 (-)	0 (-)
6	Gambar dapat membantu saya dalam meningkatkan kemampuan berbicara bahasa inggris	3 (9%)	**17** **(44%)**	**17** **(44%)**	2 (6%)	0 (-)
7	Gambar dapat membantu saya menjadi lebih berani berbicara dalam bahasa inggris	1 (3%)	8 (20%)	23 (59%)	7 (19%)	0 (-)
8	Dengan menggunakan gambar saya dapat mengekspresikan ide-ide saya	6 (16%)	13 (34%)	**19** **(49%)**	1 (3%)	0 (-)
9	Dengan menggunakan gambar saya dapat memotivasi diri saya dalam berbicara bahasa inggris	3 (9%)	4 (11%)	**28** **(72%)**	4 (11%)	0 (-)
10	Saya dapat memperkaya kosa-kata saya melalui media gambar ketika berbicara dalam bahasa inggris	1 (3%)	10 (26%)	**25** **(64%)**	3 (9%)	0 (-)
11	Dengan gambar saya dapat meningkatkan kemampuan berbicara bahasa inggris dengan pronunciation yang baik dan benar	2 (6%)	7 (17%)	**26** **(67%)**	4 (10%)	0 (-)
12	Dengan gambar saya dapat meningkatkan kemampuan berbicara bahasa inggris dengan grammar yang baik dan benar	2 (6%)	7 (17%)	**26** **(67%)**	4 (11%)	0 (-)
13	Penggunaan gambar merupakan media yang paling mudah digunakan untuk berlajar bahasa inggris	9 (23%)	**14** **(36%)**	**14** **(36%)**	2 (6%)	0 (-)
14	Penggunaan gambar merupakan media yang menarik untuk belajar bahasa inggris	6	**16**	12	0	0

		(16%)	**(41%)**	(31%)	(-)	(-)
15	Penggunaan gambar dapat memudahkan saya untuk bercerita tentang pengalaman, atau kisah dimasa lampau	2 (6%)	9 (23%)	**27** **(69%)**	1 (3%)	0 (-)
16	Guru sering menggunakan media gambar dalam belajar bahasa inggris untuk memudahkan siswa dalam meningkatkan kemampuan berbicara bahasa inggris	3 (9%)	12 (31%)	**22** **(56%)**	2 (6%)	0 (-)
17	Guru saya memiliki metode yang menarik dalam mengajar bahasa inggris tentang text recount	2 (6%)	12 (31%)	**23** **(59%)**	2 (6%)	0 (-)
18	Saya masih bisa fokus ke pelajaran meskipun keadaan kelas kurang kondusif	1 (2%)	6 (16%)	**25** **(64%)**	7 (19%)	0 (-)
19	Saya mampu memotivasi diri saya untuk meningkatkan kemampuan berbicara dalam bahasa inggris	4 (11%)	12 (31%)	**20** **(51%)**	3 (9%)	0 (-)
20	Menurut saya, penggunaan gambar dalam mempelajari materi teks recount akan terasa lebih mudah	4 (11%)	11 (28%)	**23** **(59%)**	1 (3%)	0 (-)

POST-KUESIONER

No	Statements	SS 5	S 4	N 3	TS 2	STS 1
1	Saya senang belajar bahasa inggris menggunakan gambar	9 (23%)	**15** **(38%)**	12 (31%)	3 (9%)	0 (-)
2	Saya lebih termotivasi untuk belajar bahasa inggris dengan menggunakan gambar	5 (13%)	10 (26%)	**17** **(44%)**	7 (19%)	0 (-)
3	Kemampuan berbahasa inggris saya menjadi meningkat dengan menggunakan media gambar	4 (11%)	**17** **(44%)**	15 (38%)	3 (9%)	0 (-)
4	Gambar adalah salah satu media yang mempermudah saya dalam memahami pelajaran bahasa inggris	8 (20%)	**14** **(36%)**	10 (26%)	7 (19%)	0 (-)
5	Penggunaan gambar dapat menunjang situasi kegiatan belajar di kelas menjadi lebih menyenangkan	10 (26%)	**13** **(33%)**	11 (28%)	5 (13%)	0 (-)
6	Penggunaan gambar dalam pelajaran dapat meningkatkan minat saya untuk mempelajari teks recount lebih dalam	3 (9%)	10 (26%)	10 (26%)	**12** **(31%)**	4 (11%)
7	Penggunaan gambar merupakan salah satu metode belajar yang baik	6 (16%)	**17** **(44%)**	12 (31%)	4 (10%)	0 (-)
8	Penggunaan gambar membuat saya lebih berani dalam berbicara bahasa inggris	6 (16%)	**18** **(46%)**	9 (23%)	6 (16%)	0 (-)
9	Penggunaan gambar membantu saya dalam meningkatkan penguasaan kosa kata saya	7 (19%)	**16** **(41%)**	12 (31%)	4 (11%)	0 (-)
10	Gambar dapat membantu saya dalam meningkatkan kemampuan pronunciation saya ketika berbicara bahasa inggris	5 (13%)	12 (31%)	**18** **(46%)**	4 (11%)	0 (-)
11	Gambar dapat membantu saya dalam meningkatkan pengetahuan grammar saya dalam bahasa inggris ketika berbicara bahasa inggris	3 (9%)	10 (26%)	**20** **(51%)**	6 (16%)	0 (-)
12	Gambar dapat membantu saya dalam mengekspresikan ide-ide saya	4 (11%)	10 (26%)	**16** **(41%)**	9 (23%)	0 (-)
13	Dengan gambar saya dapat dengan mudah bercerita tentang pengalaman saya atau kisah dimasa lampau	4 (11%)	20 (51%)	12 (31%)	3 (9%)	0 (-)

14	Guru saya memiliki metode yang lebih menarik dengan menggunakan gambar dalam mengajar teks recount	5 (12%)	9 (16%)	23 (59%)	2 (6%)	0 (-)
15	Guru saya sering menggunakan media gambar untuk memudahkan siswa dalam meningkatan kemampuan berbicara bahasa inggris	3 (9%)	8 (20%)	25 (64%)	3 (9%)	0 (-)

APPENDIX E

THE TRANSCRIPT OF

THE INTERVIEW

The Transcript of the Interview

Student (S01)

1. Apakah anda suka dengan pelajaran bahasa Inggris ?

   - Suka, dari SD sudah suka dengan bahasa inggris.

2. Bagaimana cara guru mengajar bahasa inggris, apakah guru menggunakan media pembelajaran seperti gambar, video atau flashcard ?

   - Terkadang guru langsung memberi kertas dan meminta kita untuk membaca dari kertas tersebut sehingga materi yang dibahas berdasarkan kertas yang dibagikan. Jarang sekali guru menggunakan alat pembelajaran yang sedikit menarik.

3. Apakah cara guru anda mengajar berpengaruh terhadap pemahaman anda belajar ?

   - Ya, berpengaruh. Apalagi pelajaran bahasa inggris, kalau kurang menarik akan sangat membosankan

4. Adakah kesulitan dalam pelajaran bahasa inggris ?

   - Ada, kesulitan dalam berbicara. Terkadang kita takut salah. Terkadang juga kita tidak tau kata-kata apa yang harus diucapkan dalam bahasa inggris, padahal kadang-kadang kita mengerti guru berbicara apa walaupun dalam bahasa inggris.

5. Bagaimana cara mengatasi kesulitan itu ?

   - Saya biasanya lebih sering mendengarkan musik atau menonton film berbahasa inggris, dan kadang saya mencoba mendeskripsikan benda disekitar saya.

6. Apakah anda pernah diajar menggunakan gambar untuk meningkatkan kreatifitas anda dalam berbahasa inggris ?

   - Jarang sekali, lebih sering belajar menggunakan kertas yang sudah lengkap isi materinya.

7. Apakah gambar dapat membantu anda dalam meningkatkan kemampuan anda dalam berbicara bahasa inggris ?

- Membantu, karna kalau ada medianya kita bisa tau apa aja yang harus kita jelaskan mengenai gambar tersebut, walaupun tidak semua kata kita tau.

8. Apa pendapat anda mengenai metode belajar bahasa inggris dengan menggunakan gambar ?

- Bagus, menarik, tidak membosankan, karna tidak hanya terpaku sama tulisan saja.

9. Apakah gambar dapat membantu anda dalam memperbanyak kosa kata?

- Netral, tapi gambar cukup membantu dalam meningkatkan kemampuan berbicara bahasa inggris.

10. Apakah penggunaan gambar dapat memotivasi anda dalam belajar bahasa inggris ?

- Iya memotivasi. Biar cepat bisa berbahasa inggris. Biar bisa menjelaskan sesuatu dalam bahasa inggris.

Student 2 (S02)

1. Apakah anda suka dengan pelajaran bahasa Inggris ?
   - Suka, saya suka pelajaran bahasa inggris karena kalau mau keluar negeri, harus bisa bahasa inggris. lebih suka lagi kalau gurunya mengajar tidak membosankan. Jadi pelajarannya lebih menarik.
2. Bagaimana cara guru mengajar bahasa inggris, apakah guru menggunakan media pembelajaran seperti gambar, video atau flashcard ?
   - Jarang sekali, lebih sering menggunakan kertas yang sudah berisikan materi.
3. Apakah cara guru anda mengajar berpengaruh terhadap pemahaman anda belajar ?
   - Berpengaruh, apalagi penyampaian materinya kurang menarik, hanya melalui kertas yang berisikan rangkuman materi.
4. Adakah kesulitan dalam pelajaran bahasa inggris ?
   - Ada, kesulitan kata-kata yang tidak tahu sehingga sulit memahami.
5. Bagaimana cara mengatasi kesulitan itu ?
   - Tanya guru, buka kamus, tanya teman.
6. Apakah anda pernah diajar menggunakan gambar untuk meningkatkan kreatifitas anda dalam berbahasa inggris ?
   - Kadang-kadang, tapi lebih sering menggunakan PPT atau dibagikan kertas yang sudah berisikan rangkuman materi.
7. Apakah gambar dapat membantu anda dalam meningkatkan kemampuan anda dalam berbicara bahasa inggris ?
   - Mambantu, lebih mudah mengimajinasikan.
8. Apa pendapat anda mengenai metode belajar bahasa inggris dengan menggunakan gambar ?
   - Menarik, tapi terkadang membingungkan dalam mendeskripsikannya, soalnya kurang menguasai kosakata.
9. Apakah gambar dapat membantu anda dalam memperbanyak kosa kata?

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- Membantu, karna saya dapat berimajinasi melalui gambar walaupun kosakata saya kurang, tapi saya langsung cari tahu.

10. Apakah penggunaan gambar dapat memotivasi anda dalam belajar bahasa inggris ?

- Memotivasi saya kalau saya untuk menambah kosakata saya.

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Student 3 (S03)

1. Apakah anda suka dengan pelajaran bahasa Inggris ?
   - Suka, karena saya mau jadi dokter, kalau jadi dokter harus pinter, dan bahasa inggrisnya juga harus pinter.
2. Bagaimana cara guru mengajar bahasa inggris, apakah guru menggunakan media pembelajaran seperti gambar, video atau flashcard ?
   - Kadang-kadang, tapi lebih sering menyampaikan materi menggunakan kertas yang isinya rangkuman materi.
3. Apakah cara guru anda mengajar berpengaruh terhadap pemahaman anda belajar ?
   - Berpengaruh, kalau gurunya enak menjelaskan saya bisa langsung paham.
4. Adakah kesulitan dalam pelajaran bahasa inggris ?
   - Kesulitan kata-kata yang saya kurang tahu. Jadi saya bingung ketika memahami materi.
5. Bagaimana cara mengatasi kesulitan itu ?
   - Buka kamus.
6. Apakah anda pernah diajar menggunakan gambar untuk meningkatkan kreatifitas anda dalam berbahasa inggris ?
   - Tidak pernah, biasanya pake PPT yang isinya materi.
7. Apakah gambar dapat membantu anda dalam meningkatkan kemampuan anda dalam berbicara bahasa inggris ?
   - Cukup membantu, walaupun kadang saya lebih suka dengan menggunakan video, tapi gambar cukup membantu saya.
8. Apa pendapat anda mengenai metode belajar bahasa inggris dengan menggunakan gambar ?
   - Cara ini cukup membantu, tapi alangkah lebih menarik lagi cara pengajarannya juga seimbang ketika menggunakan gambar, supaya tidak membosankan.
9. Apakah gambar dapat membantu anda dalam memperbanyak kosa kata?

- Kurang, soalnya kadang saya bingung gimana cara menjelaskannya karna saya kurang dalam penguasaan kosakata.

10. Apakah penggunaan gambar dapat memotivasi anda dalam belajar bahasa inggris ?

- Memotivasi untuk menambah pengetahuan kosakata, dan lafal ketika menjelaskan.

APPENDIX F

OBSERVATION SHEET

OBSERVATION SHEET

Date   : Wednesday, 11 April 2018

Class   : VII G

Participants   : 39 students

No.	Observation Statement	Yes	No
1	The students are ready to learn.	√	
2	The students pay attention to the teacher explanation.	√	
3	The students respond to the teacher's questions.		√
4	The students ask about the unclear parts of the teacher explanation.	√	
5	The students try to apply the pictures during teaching and learning process.	√	
6	The teacher and students are discussing the material.	√	
7	The students make a sentence about their experience.	√	
8	The students are active during the teaching and learning process.		√
9	The students are confident when they share their idea in front of the class.		√
10	The students are enthusiastically sharing in group	√	

OBSERVATION SHEET

Date   : Thursday, 12 April 2018

Class   : VII G

Participants   : 39 students

No.	Observation Statement	Yes	No
1	The students are ready to learn.	√	
2	The students pay attention to the teacher explanation.		√
3	The students respond to the teacher's questions.		√
4	The students ask about the unclear parts of the teacher explanation.	√	
5	The students try to apply the pictures during teaching and learning process.		√
6	The teacher and students are discussing the material.	√	
7	The students make a sentence about their experience.	√	
8	The students are active during the teaching and learning process.		√
9	The students are confident when they share their idea in front of the class.		√
10	The students are enthusiastically sharing in group	√	