AN UNDERGRADUATED THESIS

**USING OF BEAMED IMAGES MEDIA TO IMPROVE STUDENTS' SPEAKING
PERFORMANCE AMONG THE FOURTH GRADE STUDENTS'
OF SD N 11 METRO PUSAT**

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1434 H/2013 M**

USING OF BEAMED IMAGES MEDIA TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE FOURTH GRADE STUDENTS' OFSD N 11 METRO PUSAT

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PENGGUNAAN MEDIA GAMBAR BERSERI UNTUK MENINGKATKAN BICARA SISWA KELAS 4 SDN 11 METRO PUSAT

ABSTRAK

OLEH :
INTAN SARI DEWI

Berbicara merupakan salah satu kemampuan yang harus dikuasai oleh setiap siswa. Dengan menguasainya, siswa dapat melakukan percakapan, memberikan ide dan bertukar informasi dengan orang lain. Pada kenyataannya, siswa mengalami kesulitan untuk berbicara bahasa inggris. Rendahnya motivasi membuat mereka tidak antusias dan tidak cukup berani untuk terlibat dalam proses pembelajaran. Siswa tidak tertarik dalam materi bahasa inggris khususnya dalam berbicara. Oleh karena itu, peneliti ini berfokus pada penggunaan media gambar berseri dalam meningkatkan kemampuan berbicara siswa.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini diterapkan pada siswa kelas IV SD N 11 Metro Pusat. Dalam penelitian ini, peneliti menggunakan test, ebservasi, catatan lapangan, dokumentasi untuk mengumpulkan data, penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Intikator keberhasilan proses dari penelitian ini adalah proses belajar menjadi menarik dan menyenangkan dan siswa dapat mengikuti proses pembelajaran secara aktif. Indikator keberhasilan produk dari penelitian ini adalah pembelajaran berbicara dikuasai oleh siswa, siswa dapat meningkatkan kemampuan berbicara mereka, dan 75% siswa mencapa nilai KKM, yakni 70.

Hasil nilai rata-rata dari pre-test dan post-test menunjukan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 56, dan di post-tes I = 68.29, telah terjadi peningkatan sebesar 12.29 poin. Kemudian, nilai rata-rata pada post-tes II = 75. juga telah terjadi peningkatan sebesar 6.71 poin dari pada pos-test I. Sedangkan, persentase siswa yang lulus pada pre-test = 28.57 % dari total keseluruhan siswa, dan pada post-test I = 53.57 %, dan kemudian, pada post-test II = 7.2 % siswa yang mampu lulus ujian. Berdasarkan hasil diatas, itu dapat disimpulkan bahwa media gambar berseri dapat meningkatkan keterampilan berbicara. Teknik ini membuat siswa tertarik dan termotivasi dalam proses pembelajaran. Sehingga, mereka merasa santai dalam mengerjakan tugas. Dan, ini juga membuat mereka lebih mudah dalam mengerti materi pembelajaran.

USING OF BEAMED IMAGES MEDIA TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE FOURTH GRADERS IN SD N 11 OF METRO PUSAT

ABSTRACT

BY
INTAN SARI DEWI

Speaking is one of the abilities which must be mastered by every student. By mastering speaking, students can carry out conversation with other, give the ideas and exchange the information with others. In fact, the students have difficulties to speaking english. Low motivation make them not enthusiastict and not courage enough to invlove in the speaking learning process. Students are not interested in speaking material, and etc. Therefore, this research focuses on beamed imges media .usage in increasing the students speaking ability.

This research is Classroom Action Research (CAR). This research was conducted at the fourth grader of SD N 11 Metro Pusat. In this research, the research used test, observation, field note, and documentation to collect the data. This research was done in two cycle. Each cycle consisted of planning, acting, observation and reflecting. The indicator of success of the product of this research is the learning process becomes interesting and fun and the students follow the learning process actively. The indicator of success of the product of this research is the speaking learning is liked by the students, the students can increase their speaking ability, and 75% of students can achieve the gade of MMC, 70.

The average result score of pre-test and post-test shows that there is progressing score. The average score at pre-test = 56, and in post-test I = 68.29, it increased 12.29 point. And then, the average score at post-test II = 75. It increased 6.71 point better than post-test I. While, the percentages of the student's pass at pre-test = 28.57 % of total students, and at post-test I = 53.57 %, and then, at post-test II = 75 % students who are able passed the exam. Based on the result above, It can be said that beamed images media can increase speaking skills. This technique makes the students are interested and motivated in the class. So, they are felt so enjoy to doing the task. And, it also makes them easier in studying the materials.

STATEMENT OF RESEARCH ORIGINALITY

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Metro,   Juli 2013

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DEDICATION PAGE

This piece of works is sincerely and affectionately
Dedication to:

**My beloved parents, (Ayahanda Sogol Sukirno, S. Pd. and
Ibunda DewiSetiyowato, S. Pd); thanks for incessant pray,
everlasting love and guiding me to find my own self for
finishing my study.**
**My beloved Brothhers (Achmad Galih Zatmico & Achmad Zayka
Zizapabizio), thanks for great paying, your loving, support and
care.**
**My soul mate, (Dwi Sugito, S. Pd), thanks for sincere love,
support and motivation, you're my inspiration to be better.**
I do love you all very much until finished this thesis.

**My the first sponsor and the second sponsor (Prof. Dr.
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thanks for guiding to finish my under graduate thesis.**
**All of friends, especially in class D that I cannot be mentioned
one by one**
You know that I can do anything without you.
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**The Teachers of Elementary Schools' 11 Metro Pusat, especially
to my beloved collaborator Mr. Danu Imam S. S.Pd
My beloved Almamater State Islamic College (STAIN)
Jurai Siwo Metro.**
MOTTO

Surat al –arad

……." Allah will not change the Condition of

people up to they change their Condition

themselves ".

Praying without doing is the same as lie; doing

without praying is the same as Proud

(Doa tanpa usaha sama saja bohong, Usaha Tanpa doa sama saja sombong)

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful, the lord of the world who has given the writer blessing and mercies, so she could accomplish this research proposal. May peace will not stop to be upon our Prophet Muhammad SAW, his family and his companions.

This research proposal entitles "using of beamed images media to improve students' speaking performance among the fourth grade students' At elementary school's 11 metro pusat". The research will be conducted in the fourth graders of SD N 11 Metro Pusat. In this research the writer focus to using of beamed images media to improve student's speaking performance among the fourth grade student at elementary schools' 11 Metro Pusat.

There are many persons who contributed their meaningful supports in accomplishing this research proposal that the writer could not mention one by one.

The writer would like to extend her gratitude to the sponsor, Prof. Dr. Syaripudin, M.Ag, and Co-sponsor Johan Wibowo, M.Pd, M.Si, MM, who have constantly given their endorsement, time, and guidance during the research proposal writing process.

Her deepest gratitude goes to her parents, all family, and all friends who are never tired to empower her spirit.

Finally, the writer welcomes any suggestion and criticism for the improvement for this proposal and hopefully this research proposal can be a meaningful benefit for the writer especially and for our campus and all the readers generally.

Metro, May   21th 2013
The Writer,

Intan Sari Dewi
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a means of communication. People communicate through spoken and written language. Non-verbal communication and written language also help to understand each other. English is used in most part to word. English is an international language that is most wides pread medium of international communcation an has been taught from elementary school up to university as the compulsory subject. English is very important for us, because they need to communicate with order, for sharing, education, business and much more.

In Indonesia English as the first foreign language. It means that Indonesian people have their language it's self. However English is step important for Indonesia. Because they need to know world development, communicate with order country get information of technology and much more.

Education is effort to achieve deliberate of planed stabilize because the objective education give direction activity and it is one of human resource to increase by learning process in school. As one of the four performance in language learning, writing performance enable language learner to understand the language which is used orally, so the English materials especially in speaking because speaking gets more

emphasis than the other espects in language learning . By speaking, we can convey information and ideas, and maintain social relationship by communicating with other.

At the school as one of formal education, that must be learned by all students in Indonesia. The four performances of the language that must be mastered by all language learners are listening, speaking, reading, and writing. Speaking is very important for our life because if we comincation with other people need speak. Spoken language is considered primary because people learn to speak their native language several years before they learn to read and write it.

Considering problem, relating to speaking activities in class and helping student to improve their performance is part of the teacher job. He or she expected to have right to teching media to provide student with approprite teaching materials and to create a positive classroom environment. The teaching learning process should not only happen between teacher and students but also between students and students.

It means that all of students must practice their speaking by communicate with other. They not only can interact and use language to express their idea but also can share information to other people trough communication.

In this case, they just luck confidence in their speaking performance to participate successfully in oral interaction. The students also deem that speaking is one of the difficult subject to be applied, because learning speaking English in the class not enough. Morever the teacher teching speaking English in the class comes only a day in a week, and luck teaching media. Teacher still using media yet in teach inovative, creative, and make students fun and interest to learn in the classrom. Teacher just focuss in book so the learner it really will not be effective to increase their speaking.

In the classroom, the teacher must create the situation that can give the spirit in real communication. Many activities can be designed to make major's elementlively. Beamed images is one of the media that can be applied in teaching speaking bacause beamed media in one potential activity that give students feelling of freedom to express themselves and make the student interest to close mean. Beacause the beamed images is the illustration pictures and in a series. Beamed images also potentially useful to encourage students of interact with each other orally.

Nevertheless, the processes of teaching and learning have the components for developing education quality. They are teacher, students, method, course material, technique, and also media. Beside those all media are important one to improve process of teaching and learning because if the media is appropriate, the students will be interested in learning process. Thus, the students will motivate to learn English more. Those are the important component that must be balance each other.

Media is defined as the ways or specific activities of teacher in teaching and learning process. Media is the important component in teaching and learning process to improve the instructional process. Actually, teacher uses the different media for the different subject. In fact, there are several kinds of media in teaching speaking. However, they should use one of the effective media in teaching speking.

Based on the explanation above, speaking in English may be handled in different ways for different purpose. English speaking process has many factors that should be recognized, such as vocabulary, good pronounciation, attitude of learning and one of the most important factors is media. Therefore a beamed image is one of the media in teaching speaking. It is

clear that the students must have media of speaking. Without media they will not be able to have a good speaking performance.

The problem in this research student have low ability in speaking performance, they uninterested in learning process, the teacher lack of teaching technique and media in that they cannot make their students' study English enthusiastically.

In this research, the writer has pocused on teaching English learning speaking considering that speaking consist the knowledge of meaning which is one the language components. Studying English language cannot be sparated from studying speaking.

It is very essential to improve the four language performance that are very useful in conducting communication and studying other language.

The strengthen the problem above when pre-survey at the fourth grade of elementary school's 11 Metro Pusat The writer did the first action was giving the test of speaking syllabus. (January 17th 2013)

Table 1.

The Data of Students' Speaking Test at fourth grade of Elementary school's 11

Metro Pusat

No	Grade	Explanation	Frequencies	Percentage
1	< 70	Failed	24	85.71 %
2	≥ 70	Passed	4	14.28 %
		Total	**28**	**100 %**

Sources: The teachers' graded book of English at the first semester of the Eight graders of

Elementary school's 11 Metro Pusat in Academic Year of 2012/2013.

Refers the table above, from the 28 students of the IV of Elementary schools' 11

Metro Pusat, it can be seen that the level of the student speaking performances were low.

The total subject of the research was 28 students, only 4 students with percentage 14.28 %

who passed and 24 student with the percentage 85.71 % because the students' failed with

the highest grade 94 and the lowest grade 17 grade with the minimum mastery criteria

(MMC) for English is 70.

In this research, the writer has investigate whether applyng the beamed images media

give the positive effect in students' speaking performance.

B. **Problem Identification**

Referring to the background above, the research focused the study at the speaking.

The writer would like to assume that there are some problems as follow:

1. The students' have low ability in speaking English and not familiar to use the spoken

English yet, so they still difficult to practice in speaking English.

2. Many students' still use their mother language in learning process.

3.   There is no approprite strategy or media to teach English subject for elementary

students'.

4. The teacher still using media yet in teach inovative, creative and make students' fun to learn in the classroom.

5. Teacher have low motivation to look for attracting media to teach their children.

C. Problem Formulation

The problem that will be investigated are formulated as follows:

Can use of beamed images media to improve the students' " speaking performance at elementary school's 11 Metro Pusat"?

D. Problem Limitation

The writers has limited the problem on using beamed images media (in a series) to impove students' speaking performance among the fourth grade at elementary school's 11 Metro Pusat. The writer choose this theme becuse the students' have low ability in speaking English, so they still difficult to practice in speaking English. The writer assumed hat when the speaking is taught clearly, it can be easier to make the students' master the new vocabulary.

E. Objectives and Benefits of The Study

1. Objective of The Study

The objective of this study is to know after using beamed images media can to improve the students' speaking performance.

2. Benefit of The Study

Generally, the result of this research is expected to be useful to improve the speaking performance. More over, the benefits of this research are:

a. **For The Students.**

1) To motivate the students' in learning English, especially in speaking English.

2) To enable the students' can enjoy expressing their felling, ideas, and opinion in speaking English by using beamed images media.

b. **For The Teacher**

1) To give information about media in learning English, especially Beamed Images Media for teacher.

2) To help the teacher to choose the approprite media in teaching speaking.

c. **For Elementary School's 11 Metro Pusat**

The result of the research are give information to the teacher and can to improve the qualityof English teaching and learning. Especially in using the media of teaching speaking in elementary school's 11 Metro Pusat.

d. **For The Institution**

The result of the research can give some information to English teacher of elementary school's 11 Metro Pusat about teaching speaking trough beamed images media and hopefully the English teacher can use this media to improve the students' speakng performance.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. **Theoretical Review**

1. **The Young Learner**

a. **The Concept of Young Learner**

The word of young learners' is from by young and learners'. Based Oxford Advanced Learner's dictionary, "young" is consisting of children.[1] And "learner" is person who is finding out about a subject or to do something.[2] According to Kasihani's book the young learners are the students at elementary school which is have age betwen 6-12 years old.[3] In the www.cambridgeesol.org the young learners also know as young learners' English, giving a consistent measure of how well 7-12 years-old are doing in the skills of listening, speaking, reading, and writing.[4]

Actually one of the purpose in teaching English in elementary school is to grow up interesting in learning. Based that to know English to the children the first is the something concrete and than abstract.[5] It means that the students of

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[1] Advanced Learner's Dictionary, Third Edition, Cambridge University Press, New York: : 2008, p.1695

[2] A.S. Hornby, *oxford advanced learners' dictionary*, Sixth Edition, oxford press, 2010, p.763

[3] Kasihani K.E. Suyanto, *English for young Learners*, Bumi aksara, Jakarta: 2007, p.15

[4] http:///www.cambridgeesol.org/examslyle/index.htm (Februari 10, 2013)

[5] Kasihani K.E. Suyanto, Loc. cit

elementary school are called by young learners. In some of source said that 2 years old as young learners too.

b. Characteristics of Young Learner

There are some characteristics of young learners' or children, according to Scott and Lisbeth based on each of group.[6]

1) Five to seven years old, general characteristics

Children of five are little children. Children of ten are relatevely mature children with an adult side and childish side. Many of characteristics listed above will be things of the past:

a) They can talk what they have done or heard.

b) They can talk about what they are doing.

c) They understand situation more quickly than they understand the language used.

d) They own understanding come through, ear, eye and hands.

e) They will seldom admit that they don't know something either.

f) They have very short attention and concentration span.

g) They have difficulty in knowing what is the fact and what is fiction.

h) They are often happy playing and working alone.[7]

2) Eight to ten years old, general characteristics

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[6] Wendy A. Scott and Lisbeth. H. Ythberg,*Teaching English to children*, Logman, London New York: p.2

[7] Ibid, p. 2-4

a) Are have very decide views of the world, because their basic concept are formed.

b) They can tell differences between fact and fiction.

c) They as question all the time.

d) The rely on the spoken word as well as the physical world to convey and understand meaning.

e) They are able to make some decisions about their own learning.

f) They have definite views about what they like and don't like doing.

g) They are able to work with others and learn from others.[8]

From the characteristics above it illustrates that the understanding of young learners is necessary so that the teacher can choose the method, technique, media and approprite learning materials for children. Finally the purpose of learning can achieve.

c. Teaching Children

In language learning context it is believed that children will learn a foreign language more efectively under certain conditions. There are some assumptions about language learning that should be considered when teaching English as foreign language to children:

1) Learning should be fun and natural for children.

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[8] Ibid, p.3-4

2) The language should be first presented through sounds, not written symbols.

3) Children are more sensitive to anything that touches the senses; they react easily to physical object.

4) Meaning should be made perceptible through concrete object or by presentation of experience.

5) Teaching should start from what the students already know to study.[9]

d. Factor That Effect Learning English for Young Learner

According to Kasihani K.E. Suyanto there are some factors that can be effect learning for young learners include: (a) Mother tongue: Mother tongue influences children in learning new language, and any differences between of them such as spelling, pronounciation and intonation, structure and vocabulary; (b) Teaching materials: Teaching material have big fluence in students' learning to success learning language, because of that, teaching materials have to interest and stimulate childrens' learning actively; (c) Social interaction: A good communication between the teacher and students will give comfortable and increase their self-confidence; (d) Media learning: The selection and use of appropriate learning media will facilitate the children to understand the lesson that presented by teacher; (e) Family background: The background of their family and social can support or hinder children's succcess in english learning.[10]

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[9] Setiyadi A.g Bambang, *Teaching English As a Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p.179-180

[10] Kisihani K.E. Suyanto, *Op. Cit*, p.21-22

e. **The Stage for Young Learner**

The stages of the young learners can divided in two stages. They are lower classes and upper classs. (1) In the lower classes are 1, 2, 3 grades and; (2) in the upper classes are 4, 5, 6 graders.[11]

There are several definitions of speaking according to the experts as follow: meanwhile Wendy Scott and Lisbeth divided the young learners in two main group, at the level one is five to seven years old and level two is eight to ten years old.[12] Jeremy Harmer states to teaching young learner teachers need to speed time understanding how their students think and operate.[13] Because they need to be able to pick up on their students'current interests so that they can use them to motivate the children.

Based on the explanation above the researcher knows that the stage of young learners at the fifth graders is upper class in level two of eight to ten years old and we can also draw some conclusions about what classroom for young children and make them interest to our classroom.

2. **Speaking Performance**

a. **The Concept Of Speaking**

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[11] http://www.cambridgeesol.org/exams/yle/index.html.(febuary 10, 2013)

[12] Wendy A. Scott and Lisbeth H. Ythberg, op.cit, p.1

[13] Harmer. Jeremy, *The Practice of English Language Teaching,* Fourth Edition, Longman: Pearson, 2001, p.83

The meaning of speaking in Marinne Celce-Murcia books' is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker to the listener.[14] Acording to Lynne Cameroon speaking is the active language to express meaning to other people can make understand of them.[15] It means speak is any process in which people share information, ideas and feeling, it involves all of body language.

Terminologically, There are several definitions of speaking according to the experts as follow: O'Grady in Sanggam states that speaking is a mental process.[16] It means speaking is the process making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. According to Sanggam states that speaking is a productive language skill.[17] It means speaking is the capability to product a language skill.

b. Type of Classroom Speaking Performance

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[14] Celce- Murcia. Marinne, *Discourse and context in language teaching*, Cambridge University Press, 2000, p. 166

[15] Lynne Cameron, Teaching Languages to Young Learners, cambridge University Press, 2001, P. 40

[16] Sanggam Siahaan, *Issues in Linguistics,* (Yogyakarta: Graha Ilmu, 2008), p.95.

[17] *Ibid*.

In the classroom speaking activity is to provide an authentic for the students' to get individual meanings and they always keeping the communication to participate by producing a word, a term, an expression or a clause.[18]

Some of the components in type of classroom speaking are as follows:

1) Imitative

According to Brown " in this type, students very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder"speech".[19] The teachers should be sure that students have limited practice through repetition and they give one to focus on one element of language.

2) Intensive

Brown states that in "intensive speaking goes one step beyond imitative to include any speaking that is designed to practice some phonological and grammatical aspect of language".[20] But can be self-initiated or it can even form part of some pair work activity.

3) Responesive

Brown states that in responesive "short replies to teacher or student-initiated question or coments".[21] Usually sufficient and do next extend into dialogue.

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[18] Celce- Murcia. Marinne, Op. Cit, p.176

[19] Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* (Longman: San Fransisco State University, 2001), Second Edition, p.271

[20] *Ibid,* p.273.

[21] *Ibid.*

4) Transactional (Dialogue)

Brown states that in transactional language "carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language".[22]

5) Interpersonal (Dialogue)

Brown states that in "interpersonal is a conversation mentioned in the previous was personal dialogue, maintaining social relationship than for the transmission of fact and information".[23] They can involve some or all of the following factors.

6) Extensive (Monologue)

Brown states that in "Extensive is finally students at intermediated to advanced levels to give extended monologues in the form of oral reports, summaries, or perhaps short speeches".[24] Make the students can be planned or impromptu.

c. The Concept of Speaking Performance

Acording to oxford's dictionary, performance is the act of performing a play; how well or badly you something; the act of performing a task, an action,

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[22] *Ibid.*

[23] *Ibid*, p.274.

[24] *Ibid.*

etc.[25] Acording to Brown's book defines that performance is concrete manifestation and can be observed, or the realization of competence.[26] Even in relatively communication oriented methodologies, speaking activities often simply ways of rehearsing pre-selected grammar items or functional expression.[27] It means that the performance is a way that can be done or performed by people or students to show up themselves to other people then they will given a concrete assesment by others.

From the definition has explained, the researcher can get the conclusion that speaking performance is an ability to convers, to express, to demonstrate and send our language meaning sense fluently and well by the real action. They are understand toward they are doing speak or any feedback to other speakers without have miscommunication. It functions to express one idea, feeling, thought and needs orally. Speaking is one of language arts that are most frequently used by people all over world.

d. Teaching Speaking

Theaching speaking is very important part of languge learning. A speaking lesson is kind of bridge for learners between a classroom and the world outside. According to Bambang that the aim of teaching speaking is the students are able to

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[25] A.S. Hornby, oxford Advanced Learner's Dictionary,Sixth Edition, Oxford university press, New york, 2010, p. 978

[26] H. Dougles Brown, *Principles of language learning and teaching*, Fourth edition, San francisco State University, Pearson ducation, 2000, p. 35

[27] Thornbury, Scott. How to Teach Speaking, England: Longman, 2005.p.28

use the language accurately, fluently, and appropriately with the content of situation then the students must be actively to speak.[28]

Some of the components in teaching speaking are as follows:

1) Types of spoken language

     According to Brown, "in this type, plan and implement technique in our interactive class by using the form of conversation or dialogue."[29] The teacher make sure that our students can deal with interpersonal and transactional dialogue and they will able to converse with stranger people as well as someone whom they are quite familiar.

2) What makes speaking difficult?

     Brown states that spoken language can make oral performance easy as well as, in some cases difficult. These difficulties may arise in clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation, and also interaction.[30]

3) Microskills of oral communication

     Brown states that in teaching oral communication, we do not limit the students' attention to the whole picture is important.[31] But, we should help students to see the small parts of language that make up the whole.

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[28] Bambang setiyadi, DKK, TEFL2, Jakarta, Universitas Terbuka, 2007, p.6.29

[29] Brown Douglas, *Teaching by Principles an interactive Approach to language pedagogy*, *Loc.cit* p.269.

[30]   *Ibid,* p. 270.

[31] *Ibid*, p. 271.

e. Function of Speaking

Some of the components in function of speaking are: Talk as interaction, talk as transaction, and talk as performance.

1) Talk as interaction

Interactional functions of speaking, in which it serves to establish and maintain social relations.[32] It means normally by "conversation" and describes interaction which serves a primarily social function. It use When people meet, they exchange greetings, engage in small talk, recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. This is focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Transactional functions, which focus on the exchange of information or refers to situations where the focus is on what is said or done.[33] The teacher get students to be engaged in activities to explore concepts associated with floating and sinking. Usually Students focus on meaning or on talking their way to understanding

3) Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance.[34] The students refers to public talk, this talk transmits information

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[32] Richards, Jack. C. *Teaching Listening and Speaking from theory and practice,* (Cambridge: University Press, 2008), First Edition, p. 21

[33] *Ibid, p. 24*

[34] *Ibid*, p. 27

before an audience such as Classroom persentations, public announcements and speeches.

3. Beamed Images Media

a. The concept images Media

The meaning of Media in Oxford Advanced Learner's Dictionary is: 1) a method or way of expressing something. 2) a person who say that they can receive message from people who are dead.[35]

Sadiman states that media is anything that can be used to deliver the message and delivery to the receiver so that it can stimulate the thoughts, feelings and interests as well as the attention of students in such a way that the student occurs.[36] Gerlach & Ely in Arsyad state that if the media is understood broadly human, material, or events that establish conditions that enable the pupils to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and school environment is a medium.[37] It means media is one of tool or medium which serves as an intermediary or channel, or bridge the communication activities between communicators (messenger) and a communicant (receiver) to inform the teaching and learning situation.

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[35] *Cambridge advanced Learner's Dictionary, Third Edition.* p.889

[36] Sadiman. Arief*, Media Pendidikan,* Raja Grafindo Persada, Jakarta: 2003. p.7

[37] Arsyad. Azhar , Media Pembelajaran, PT raja Grafindo Persada, Jakarta:2010, p. 3

Acording to oxford dictionary images is a picture in your mind or an idea of how someone or something.[38] It means the images media is one of the methods or tools used to inform a teacher in the teaching-learning situation through an image associated with the material.

b. Kinds of Media in Teaching

There are several types of media used in the study are:

1) Visual or grafic media

Based on visual media (images) holds a very important role in the learning process.[39] Visual or graphic media serves to distribute messages from source to receiver. It means visual media is to attract the attention of students so that they can follow the lessons well.

In visual media have some form that is: a) image representations such as drawings, paintings or photographs showing how an object appears. b) diagram which describes the relationships of concepts, organization, and structure of the content. c) the map is showing the space relationships between the elements in the content. d) graphs such as tables, graphs, and charts depicting figures.

2) Audio-visual media

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[38] *Cambridge advanced Learner's Dictionary, Third Edition., Op. Cit,* p.717

[39] Arsyad Azhar, *Op. Cit*, p. 91

Audio-visual media is related to the sense of hearing.[40] Arsyad Azhar states audio-visual media is writing a script and storyboard that requires a lot of preparation, design and research.[41] It means a medium in which to teach using tools associated with hearing. In this media have some form such as: radio, magnetic tape recording equipment, links films.

3) Transparency Media

Transparency media or overhead tranparency (OHT) is often called by the name of the hardware overhead is OHP (overhead projector). Transparency media is a visual medium projection, made on transparent material, usually a film acetate or plastic measuring $8_{1/2}$" x 11"cm.[42] it means OHP is a tool designed so that transparency can project upwards toward the screen through the side of the head or the person using it.

c. **Function of Media in Study**

In a learning process, two very important elements is the method of teaching and learning media. These two aspects are inter-related. The selection of one of the methods of teaching course very influential.

Terminologically, there are several definitions of media according to the experts as follow:

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[40] Sadiman, Dr. Arief, M.Sc, Op. Cit, p. 49

[41] Arsyad Azhar, *Op. Cit*, p. 94

[42] Sadiman. Arief S, M.Sc, *Op. Cit*, p. 61

Arsyad Azhar states that the main function of learning media is as a teaching aid that also affect climate, conditions and learning environment organized and created by the teacher.[43] Hamalik (19986) in Arsyad Azhar states use of instructional media in teaching and learning can generate new desires and

interests, motivational and stimulating learning activities, and even bring the psychological effects on students.[44] It means that the function of media in the learning teaching, besides it has given students' motivation and interest, it can also help students improve the comprehension, presents interesting data and reliable to facilitate students in interpreting the data.

Bambang setiyadi states that more specifically, fourth function of media as follows:[45]

1) Making the massage of the topic much learner.

2) Helping the teacher overcome the limitation of the classroom, time, and imagination.

3) Making the teaching learning process more enjoyable so that make the students' more active.

4) Helping the teacher make the students' have similar perception, experience, stimulus or respond for they have different backgrounds of live.

d. The Concept Of Beamed Images Media

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[43] Arsyad Azhar, *Op. Cit*, p. 15
[44] Ibid
[45] Bambang Setiyadi DKK, Op.Cit, p. 6.25

Acording to Sudjana and Rivai in Angkowo Kosasih books beamed Images Media is a number of images to describe the situation is being told and refers to the continuity between one of images to another.[46] Beamed images media can help students' in expand the our imagination to connected between one of images to another. Images media are a simple media, easy to production and inexpensive media.

It means tht beamed images media can be sides help students' to expand imagination, beamed images media can makes students' interest to material until the students' can be respect and fun to studied and good result for students'.

The main purpose of the use beamed images media is the readers to take the results from a sequence of refer to images. Images will be interest our imagination and students can express to sentences or story until the students' desire and interest to complette speak.

e. Advantages and disadvantages image media

In a images media have some advantages and disadvantages are:

1) The advantages

   a) It's concrete and more realistic in revealing the underlying problems, compared with verbal language.

   b) Can overcome the limitations of space and time.

   c) Can overcome the limitations of our observations.

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[46] Arum (2010). *Peningkatan Keterampilan Menulis Deskripsi melalui penggunaan media gambar berseri di kelas Kelas IV SD Negeri 01 Daya Asri Kabupaten Tulang Bawang.* (Februari 17, 2013)

d) Clarify the problem in any field and for all regardless of age so as to prevent or correct the misunderstanding.

e) It's cheap and easy to obtain and use (Sadiman, 1996:31).

2) The Disadvantages

a) Only showing perception vision, limited in size can only be seen by a group of students.

b) Interpret pictures on personal and subjective.

c) Images are presented in a very small size, so less effective in learning.[47]

It means that the advantages and disadvantages in the use of media, namely Its concrete picture, in accordance with reality and can overcome the limitations of space, time and observations, in addition to cheap price and it is, size is very limited for large groups, because the media image is one techniques media effective learning by combining facts and ideas in a clear, strong and unified through the disclosure of words and pictures.

B. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follow: By using beamed images media in learning process, the students will be able to increase their speaking performance at the elementary schools' 11 Metro Pusat.

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[47]http://mahmudsapsalbrg.wordpress.com/efektifitas-penggunaan-media-gambar-dalam-meningkatkan-keaktifan-siswa-kelas-iii-pada-pembelajaran-ips-sekolah-dasar-negeri-176-duampanua-kabupaten-pinrang/(Februari 17, 2013)

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the study

The object in this research is using the beamed images media to improve the students speaking performance at the fourth class state elementary school 11 Metro Pusat. The writer has chosen this object because speaking is one of the diffucult aspect in learning English especially for elementary students.

B. Setting and subject of the study

   1. Setting

        This research and the research did at the fourth grade of state elementary school 11 Metro Pusat. The research was conducted in state elementary school 11 Metro Pusat in the academic years 2012/2013, the fourth grade consist of clases.

        This research is a classroom action research design and include in a classroom action research.because that the writer needs a collaborator to help has in this action research. He is Mr Danu Imam, he has helped the writer when the research is conducted. Collaborate is aimed to share participation in the research process. As a shared educational process. Additionally the aim of classroom action research here is to increase the students speaking performance.

   2. Subject of The Study

        The subject of classroom action is the students' of the fourth class because the students have low score in speaking. The students' were low in English class both in processing and product score especially for speaking performance.

Table 2.
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	IV	15	13	28
Total		**15**	**13**	**28**

C. Classroom Action Research (CAR)

Acording to Robert P. Pelton action research, in the school setting, is a system approach to improve teaching practice to the student in the class.[48] In this classroom action research would like to conducted the research into two cycles. There is relationship in every cycle. Each cycle consist of : Planning, action, observation, and reflection.

Here are step classroom action research designs:

Figure 1.

Sequences of action-reflection cycles.[49]

Planning
Reflecting	Cycle I	Acting
Observing

| Planning |
| Reflecting | Cycle II | Acting |
| Observing |

Classroom Action Research (CAR) Cycles are:
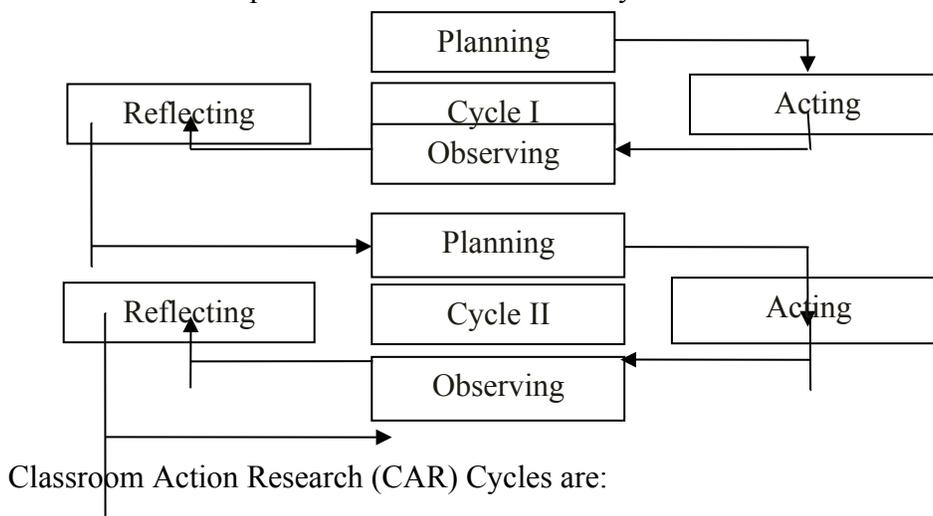
a. Cycle 1

1) Planning

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[48] Robert P. Pelton, *action research for teacher candidates*, New york: united states of america, 2010, P.3

[49] Suharsini Arikunto, *Penelitian Tindakan Kelas* (Jakarta:PT. Bumi Aksara, 2007).*, p.16

Planning is the first step in each activity. Arikunto states that in this step the researcher explain about what, why, when, where, who, and how doing action.[50] Without the planning, the activity that the researcher will be reference in doing action. Here the step that the researcher is able to make in the plan the research:

a) Preparing the lesson and suitable material are appropriate with the sylabus.

b) The research prepared the source of learning.

c) The research prepared observation sheet.

d) The research prepared to give task and format to evaliation.

e) The research identities the problem and found the causes of the problem.

2) Acting

According to Arikunto "the second step from research is action as the implementation or applying the content of planning, that is action.[51]

It means doing action is the second step in activity. It is the realization from planning that research has made. Without the action the planning is just imagination that several is real.

a) The research prepared the lesson plan.

b) The research explained the teachers role and the students' role in teaching learning by using beamed images media.

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[50] Ibid, p.17

[51] *Ibid,* p.18

c) The research by using beamed images media.

3) Observing

Observation is the activity recording the event and action. Mahmud states that observation is controlling the result or effect from the action which done for the students.[52] It means in the third step in CAR is observation, in this step the collaborator observed the process of teaching learning by using format observation. The outlines of observation in this step as: repetition, command, speaking and using beamed images media, students' ability in question-answer, students' good participant.

After doing these there stage the research and teacher evaluated all of the data that was found, wich consist of evaluation of process and evaluation of process and evaluation of product. Evaluation of process is about the result of interview to the students'. Evaluation of product is about the increase their performance.

4) Reflecting

The reflection is the fourth step that the researcher done. Mahmud states that in this step, the researcher tries to learn, to see, and to consider the result or effect of the action from some criteria.[53] It means this step is reflection of acting. By reflection, the research and the collaborator would compare the score distribution of pre-test and post-test, the writer reviewed and reflect on students' attitude and their performance.

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[52] Mahmud, *Metode Penelitian Pendidikan,* (Bandung: Pustaka Setia, 2011), p.220

[53] *Ibid*

b. Cycle 2

1) Planning

The planning in the second cycle will be reference in doing action. Here are steps that the research can make in planning:

a) Study of the reflection result in the action.

b) Discuss about the action that will be done cycle 2.

c) Arrange the detail plan about the action on cycle 2.

d) Collect the subject material and the learning media.

e) Prepare the subject material.

2) Acting

a) Give the second pre-test which is different with the first pre-test.

b) Do the treatment.

c) Giving the post-test for two meeting.

3) Observing

The collaborator will observe and collet the data when the learning process will be doing.

4) Reflecting

The reflection is the fourth steps that the something that has done. The research analyze the result of the action. In this step the researcher will compare the score distribution of pre-test and post-test, the resarcher reviews and reflect on the students' attitude wether it is positive or negative, enough in second cycle or need for next cycle.

D. Data collection method

The important of part of planning is to formulate the instrument of collecting the data based on the problem which is research.[54] The researcher would administer test (*pre-test and post test*), observation, documantation and file note. In collecting data, the writer uses following technique:

1. Observation

Zeltis in Edi states observation can be defined as election, alteration, registration, and coding series, action and situation connecting with organism which is suitable with empiric purpose.[55] In this research, the observation will do in learning process related as the schedule. The observation will do to collect the data by observing directly to the object that examined. In this observation, the researcher made some notes and check list to recheck the students' activity and also the teacher's contribution in learning. It aims to know the activity and the progress of the students' learning.

2. Test

Since this research is a true experimental design research with applying pretest-posttest control group design, the researcher used tests for the instrument. In this research, the observation will do in learning process related as the schedule. Test is some questions or exercise and other tools used to measure the skill,

[54] Edi kusnadi, Methodologi penelitian, (sekolah tinggi agama islam negeri, Metro), Ramayana Press, p.84

[55] Ibid, p.98

knowledge, intelligent, capability or talent is had by individual or group.[56] The test which was used by the researcher is pretest and posttest. The material of pre-test and post-test is different. But, have the same difficulties.

a. Pre-test

The pretest was given to the students in the first meeting in order to find out students' performance in the beginning before using beamed images media in speaking activity.

b. Post-test

The posttest was given in the last meeting after the treatments in order to find out whether the statements give any contribution to the students' achievement in the class. The improvement can be seen if the average score of the pre-test is higher than the post-test.

3. **Documentation**

Documentation is method that used to get information from wrritten source or documents like books, magazines, regulations, notes, of meeting and daily report and etc.[57] The researcher used the documentation as the data collection method to get detail information from the written source or document in the class (example: books, magazine, rule, note and other). The researcher used these techniques to get the data about them, the sum of the teachers and students at Elementary schools' 11 Metro Pusat.

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[56] Ibid, p.90

[57] Ibid, p.102

4. **Field Note**

   To collected data more accurately the researcher used field note to make easy when analyzed data. In many profession, it is a manner of good practice to make field note while actually engaged in professional. The researcher used this method to know the students' activities and to record all the data during teaching processs. It is done after finishing the teaching and learning process.

E. **Data Analysis Method**

 1. **Formula of this Research**

   Data analysis Method was conducted step by step the average score of the pre-test and post-test. The data kuantitative of the research will be analyzed by statistic descriptive. It is used the compare, the result of the pre-test and post-test. The result is matched by minimum standard in this school at least 70 and the KKM target at least 80% of students' go score , > 70 if from cycle 1, there are same students not successful, so we must conduct cycle 2, the minimum cycle in the classsroom researcher (CAR) is two cycle, if from cycle 2 at least 80% at the students' were successful, the cycle able to stop until cycle 2 only.

   The formula to get the average of pre-test and post-test as follow:

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

Note:

$\bar{x}$ = Average score

$\sum x$ = The total number of student's score

N   = Total of Students[58]

2. Validity and Reliability

a. Validity

Mahmud said that, "Validity is measurement that indicates the step propriety of the instrument."[59] From the quotation, it can be conclude that a test can be called that is a good test had has validity.

Based on the explanation above, the expert has stated that the content of the test has depicted the indicator and the basic competence that involved into curriculum. It means that the test has been made is valid.

b. Reliability

Reliability is a research instrument which can be said to have a high reliability value, if the tests are made to have accurate results.[60]

Based on the explanation above, it means reliability is a research instrument indicates a value that does not change from time to time so as to produce something consistent or accurate.

3. The Indicator of the Success

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[58] BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

[59] Mahmud, *Op Cit*,p.167

[60] Sukardi, Ph. D, Metodology Penelitian Pendidikan, PT Bumi Aksara, Jakarta: 2003, p.127

The indicator of the process and the result of the action research. The students are called success if 80 % students get referring to MMC 70. Indicator of the students activity that will be observe that the student can success in speaking especially in Beamed images media if they have of the criteria as follows:

a. The student can answer question from the teacher about the images.

b. The students can speak up in front of the class.

c. The student can retell the story in a series of images from teacher.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research Description

1. Research Setting and Object of the Study

a. The History of the Research School

The research has conducted in SDN 11 Metro Pusat, which is located on state Vetran No. 50 Hadimulyo Barat, Metro Pusat. This school was established in 1975 with large land 3.106 m^2. since built until now, this school have 6th experienced of the headmaster, with the details of as follows:

1. Mr. P. Ngadiyo   (1975-1982)

2. Mr. K. Sudiyo   (1983-2000)

3. Mr. Daman Huri. HA   (2001-2003)

4. Mr. Nur Syahriyanto   (2003-2004)

5. Mrs. Lusia Srining Lestari, S.Pd   (2005-2010)

6. Mr. Basiran, S.Pd.SD   (2011-now)

b. Building Condition of state Elementary School 11 Metro Pusat

Table 3

Building Condition of State Elementary School 11 Metro Pusat

No	Name of Building	Total of Room
1	The Headmaster Room	1
2	The Teacher Officer Room	1
3	The Class Room	11
4	The Religious Room	1
5	The Library Room	1
6	The UKS Room	1
7	Computer Room	1
8	Parking Area	2
9	Canteen	2
10	Cooperation	1
11	Toilet	20

Figure 2

The Location Sketch of State Elementary School 11 Metro Pusat

c. The School Organization

The school organization of State Elementary School 11 Metro Pusat can be seen through this figure 3 as follow:

Figure 3

The School's Structural of State Elementary School 11 Metro Pusat

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                    ┌─────────────────────┐
                    │     Headmaster      │
                    │   Basiran, S.Pd. SD │
                    └─────────────────────┘
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| Deputy Head Of Curriculum Wasim,S.Pd | Deputy Head of Student Danu Imam S, S.Pd | Deputy Head of Finance Widyadari, S.Pd.Sd | Deputy Head of BK Astuti, A.Ma.Pd |

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                    ┌─────────────────────┐
                    │       Teacher       │
                    └─────────────────────┘
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| Treasurer of Salary Farida, A. Ma | | Treasurer of BOS Atag Sujana, S. Pd. SD |

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                    ┌─────────────────────┐
                    │      Students       │
                    └─────────────────────┘
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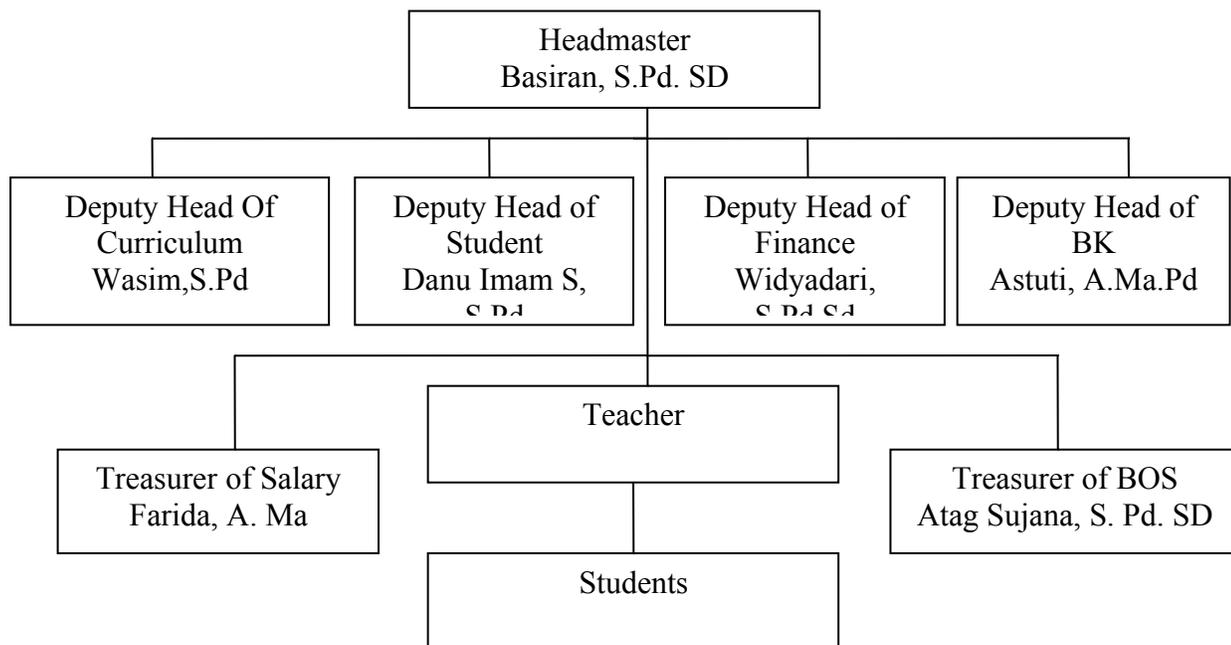
d. Condition of the Teacher and Official

Condition of the teacher and official of the school can be seen through this table 4 as follow:

Table 4

The list of the Teachers and afficials based on the occupation

No	Name	Sex	Occupation
1	BASIRAN,S.Pd.SD	Male	Headmaster

2	WASIM,S.Pd	Male	Deputy Headmaster
3	JUMMAI HERI S, A.Ma	Male	TU
4	ATANG SUJANA,S.Pd.SD	Male	Treasurer of BOS and Deputy of 5c
5	FARIDA, A.Ma	Female	Treasurer of salary and Teacher relegion
6	SUGIYEM,S.Pd.SD	Female	Teacher (1a)
7	YULIA A, A.Ma	Female	Teacher (1b)
8	MUFIDAH, S.Pd.SD	Female	Teacher (1c)
9	DEWI APRIYANI, S.Pd	Female	Teacher (2a)
10	ROMKHIYAH, S.Pd	Female	Teacher (2b)
11	RENI KURNIA.S, S.Pd	Female	Teacher (2c)
12	DARUYAH, S.Pd	Female	Teacher (3a)
13	EMI MAYA S, A.Ma	Female	Teacher (3b)
14	ELIYARTI, S.Pd	Female	Teacher (3c)
15	INDAH M, S. Pd. SD	Female	Teacher (4a)
16	Dra. SRI SUNARNIATI	Female	Teacher (4b)
17	ASTUTI, A. Ma.Pd	Female	Teacher (4c)
18	YUSNIATI, S.Pd	Female	Teacher (5a)
19	Dra. PONIRAH	Female	Teacher (5b)
21	WIDYADARI, S.Pd.SD	Female	Teacher (6a)
23	SULAICHA, A. Ma.	Female	Teacher Religion
24	WASIM,S.Pd	Male	Sport Teacher
25	SRI DWI A, Ama.	Female	Sport Teacher
26	DANU IMAM SAPUTRA,S.Pd	Male	English Teacher
27	KATARINA YULIAN.W.,SE	Female	English Teacher
28	FEFRI EKA M,A.Ma	Female	Teacher
29	MEY S, Ama.Pd	Female	Teacher Lampung language
30	P A I J O	Male	Attendant school or security

From the table above can be concluded that there is one male headmaster. The teacher for general subject consist of 1 men and 16 women teacher. The teacher for specific subject consist of 2 men and 5 women teacher. The security is one men. The librarian consist of one women.

The official consist of two men. That's all sufficing enough to support the teaching and learning process.

e. Students Quantity of State Elementary School 11 Metro Pusat

Table 5

Students Quantity of State Elementary School 11 Metro Pusat Academic

Years of 2012/2013

No	Class	Male	Female	Total
1	I	51	41	92
2	II	40	36	76
3	III	33	41	74
4	IV	44	40	84
5	V	35	28	63
6	VI	36	49	85
Total		239	235	474

2. The Description of Finding

This rsearch used action research approach. That has purpose to increase the activity and the study result of state elementary school 11 Metro Pusat conducted in 2 Cycle. The students result was gotten through test that was given to the students in the begin research and in the end of every cycle. While the activity data was gotten from the observation the learning activity was happened.

a. The Learning Action and Learning Result on Cycle 1

1) The Learning Action Research

    a) Planning

In this stage the research and collaborator planed to give material about excuse me, what's your name. The research and the collaborator prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the media that used in beamed images media, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the research planed to give evaluation to measure how far the material that have been taught can be accepted by the students.

    b) Action

The action in the cycle 1 consisted of 2 meetings. The first meeting was used to pre-test and action. The second meeting was used to next action and the second meeting as the last meeting in the cycle 1 was used to post-test. The explanation of every meeting will be explained below:

    (1) The First Meeting

The first meeting was conducted on Wednesday, May 8th 2013 for 3x35 minutes. This meeting was used as the pre-test before the students were given action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition.

Then, the researcher gave pre-test and treatment to the students about excuse me, whats' your name?. The kind of test is oral face-to-face assessment using script and list of question. The teacher gives some question use conversation to the students.

The pre-test was done for 30 minutes to measure how far the students have mastered the material which has given. The result of pre-test can be seen on table 6.

Table 6

Frequency of Students' Pre-Test Score

No	Students' Name	Score	Target >70
1	Akbar Sanjaya	60	Failed
2	Amar Malilha	40	Failed
3	Ari Hardian	56	Failed
4	Ashil Muti Muafa	32	Failed
5	Arya Panji Saputra	72	Pass
6	Bima Akar Setiawan	48	Failed
7	Cristianto	52	Failed
8	Dian Puspita	36	Failed
9	Dina Afrilia	80	Pass
10	Dinda Salsa bila	44	Failed
11	Dwi Septi Nur'aini	64	Failed
12	Faisal Antiga	32	Failed
13	Fitri Amelia	60	Failed
14	Ilham Pamungkas	80	Pass
15	Intan Qhori Janati	52	Failed
16	M. Gatra Saputra	56	Failed
17	Muhammad iqbal	64	Failed
18	Nabila Azzahra Putri	36	Failed
19	Nadila Maharani	80	Pass
20	Nella Armada	80	Pass
21	Primawan Wiratama	76	Pass
22	Radela Tiara Putri	32	Failed
23	Riko Aditya Pratama	40	Failed
24	Riva Olivia Agustina	44	Failed

25	Sonya Hening Tyas	80	Pass
26	Tegar Rayhan Arto W	80	Pass
27	Tiara Rahma Wati	52	Failed
28	Yessy Nadila	40	Failed
Total		1568	Failed
Average		56	

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 80 and the lowest score is 32. The average score of pre-test is 56 . From the table 6, we know that there are 20 students who got the score below the target (under the MMC) and 8 students got score above the MMC. So based on the result of pre-test, it can be seen that the target of teaching based on MMC has not been achieved yet.

(2) The Second Meeting

The second meeting was used as the next implementation and used to post-test after the students given the action in the cycle 1.
The second meeting was conducted on Wednesday, May 15th 2013 for 3x35 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher ask the students to mention kinds of a spelling some words. Then they students to mention how to spell some words about the material in a for apple that they know. The research write the kinds of spelling some words that was mentioned by the students on the white board. Then, the research read the kind of spelling some words and ask the

students' to repeat after her. After that, the researcher gave example conversation by used beamed images media. Then, the researcher gave the example how to read conversation and ask the students to repeat after her. Many students' didn't gave attention and there some students' chat with other friends. The researcher explain the material and give the meaning of the conversation that relate with spelling some words. Then, the researcher ask the students' one by one practice the conversation with their partner. Then, after that the researcher gave post-test to the students. Kinds of test is oral face-to-face assesment using script and list of question. In the cycle 1 only 20 students who got good score, but the result of the students test was better than the students' test before giving treatment.

In this stage, the condition of the class effective there are many students who were noisy, but students was active in teaching and learning process. In the end meeting, the researcher gave motivation to the students' and stimulating the students' to conclude the material. Then, greeting to closing the meeting.

c) **Observation**

At this stage the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observation on the students activities, teacher note, and observation on the result of evaluation.

(1) Students' activities

In observing, the researher presented in one meeting in cycle 1 of learning speaking that relate with excus me, whats your name. In this meeting the researcher gave the material to the students still have difficulties in learning English conversation. The students still confuse to read correctly because there is streetching when they say English word.

The observation that was conducted on he students' activities are; give an attention to the teacher' explanation 50%, ask the question and answer the question 57.14%, understand the material and make the note 53.57%, give example of material 46.42%, do the assignment and active in group 67.86% from all students.

(2) Teachers' note

At this stage the researher made a note of students activities. From the observation on cycle 1 in the begining of learning before the researcher used beamed images media. Most of the students still seemed confused in the class, most of students who difficulty to do the test was given. And most of students are not active in the learning process.

(3) Evaluation

Evaliation was given in cycle 1 are pre-test in begining of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained that result: the higest score

80 and the lowest score was 32. The average at the pre-test was 56. the the result of post-test 1 that was given the researcher obtained the result:

The higest score 84 and the lowest score was 52. The average score of post-test 1 was 68.29.

d) Reflection

Based on the result of the meeting, the researcher analyze the difficult in speaking learning process. In the one meeting, the students got many difficulties to remember and pronounce the new words in conversation especially about excuse me, whats your name and a for apple with the spelling some words because the researcher doesn't use beamed images media as the teachnique in learning process. So that the students have to imagine first befor they practice the conversation. Occasionally in practice the conversation from the researcher, they didn't do correctly because they didn't understand how pronounce the word in converastion.

In this meeting, there are many students felt borring in thr class because the researcher toughy manually or didn't use a media, and only used spech strategy.

In the second meeting and the end of cycle, the student can were remember and pronounce the new words in conversation especially about excuse me, whats your name and a for apple with the spelling some words because the researcher use beamed images media as the teachnique in learning process. So the students easy to practice the conversation from

the reseracher. Then, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that accurred in the cycle 1. As for deficiencies in the first cycle,there are ;when explaining the materialthe reseacher less attention to the students' are less active in the group and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

(1) the researcher should be more assertive and praying more attention in order that the students can pray attention to the researcher when explaining the material.

(2) The researcher should in arround to monitor the students one by one.

(3) The researcher should give more attention to the students who are less responsive.

2) The Post-tes Result at Cycle 1

The post-test 1 was conducted on Wednesday, May 15th 2013. The post-test 1 was done far 3x35 minutes to measure how far the students have mastered the speaking. The result of post-test 1 can be seen on table 7.

Table 7.

The students score post-test Cycle 1

No	Students' Name	Test		Target < 70
		Pre-test May 8th, 2013	Post-test May 15th,2013	
1	AS	60	72	Pass
2	AM	40	56	Failed
3	AH	56	72	Pass
4	AMM	32	56	Failed
5	AP	72	76	Pass
6	BAS	48	64	Failed
7	C	52	68	Failed
8	DPS	36	72	Pass
9	DA	80	80	Pass
10	DS	44	60	Failed
11	DSN	64	72	Pass
12	FSB	32	56	Failed
13	FA	60	72	Pass
14	IP	80	80	Pass
15	IQJ	52	64	Failed
16	MGS	56	68	Failed
17	MI	64	72	Pass
18	NAY	36	64	Failed
19	NM	80	84	Pass
20	NA	80	80	Pass
21	PW	76	76	Pass
22	RTP	32	52	Failed
23	RAP	40	56	Failed
24	ROA	44	52	Failed
25	SHT	80	80	Pass
26	TRAW	80	84	Pass
27	TRW	52	72	Pass
28	YN	40	56	Failed
	Total Average	1568 56	1912 68.29	Failed

From the result of post-test 1, it be can seen that the score of students is various. The highest score is 84 and the lowest score is 52.

The average score of post-test 1 is 68.29. From the table we know that there are 13 students who got the score below the target (under MMC) and 15 students got score above the MMC.

b. The Learning Action and Learning Result on Cycle II

1) the Learning Action on Cycle II

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

a) Planning

Based on the observationand reflection in cycle I, it showed failure. So, we try to received it and arrange the planning for cycle II. In this meeting the researcher and collaborator would gave the material that relate with describing things. The researcher prepare the lesson plan, prepare the material, prepare the media that used in beamed images media, prepare the observation sheet of the student activity 2, and identified the problems and find cause of the problems and try to overcome the problems.

The researcher also plans give evaluation to measure the level of speaking that they have been master.

b) Action

The action in cycle II consist of two meeting, one meeting for the action and one meeting for post-test. The explanation of every meeting will be explained below:

(1) The first Meeting

The first meeting was done on Wednesday, May 22th 2013, for 3 x 35 minutes. This meeting was opened by praying, greeting, asking the student condition and checking the atendance list. While teacing and learning process using beamed images media the class to be more enthusiastic, interst and the student give full attention to the teacher because she has used beamed images media, so it can make the students interest in learning English, especially speaking about things.

After that, the teacher was explain the material about describing things by using picture and gave examlpe. The next stage, the researcher ask the student look the pictures. The researcher asked the students to made a litle group. The student divided into 8 groups consist of 4 students.

Then the researcher described and gave the clue about something and asked every group to guess what is it. After that, the researcher showed the pictures of things that had been described. If some groups could guess it correctly the researcher gave some question to practice the students speaking performance. And then the researcher mention all the things that have described with correct pronounciation and the researcher asked the students to repeat after her. It made the students

more active and interest. There are many groups could guess it well and correctly.

In this meeting, the condition of the class more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by students.

(2) The Second Meeting

The second meeting was coducted on Wednesday, May 29th 2013. this meeting used as implementation and gave the post-test for the students' in the end of cycle II for 3 x 35 minutes. The researcher gave post-test to the student. In this meeting, most of the student could answer well. It can been seen from the result of post-test II. There are 21 0f 28 students got score above MMC.

c) Observation

At this stage the observation was done by researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students activities, teacher's note, and observations on the result of the evaluation.

(1) Student's activities

Observation was done on the cycle II was similiar to the observation of the cycle I. From the observation of the students activities on cycle II, can be seen that give an attention to the teachers' explanation 67.71%, ask the question and answer question 71.43%, understand the material and make the note 67.86%, give example of material 75%, do the assignment and active in group 82.14% from all students.

(2) Teacher's Note

From the observation of cycle II, most of the students were interesterd in following the lesson, most of the students could do the assignment easily, most of the students were active and answering the question during the teaching learning process.

(3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 88 and the lowest score was the average score of post-tes2 is 75.6.

d) Reflection

With the end of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be infered that most of the students pay attention the teacher. The student were also active did asignment in a group than before. From the test result, it can be said that the teaching learning process was

successfull, because the students who got score under the minimum standart competensy only 7 students. it means that teacinglearning process using beamed images media as a technique have positive effect and beamed images media can improve the students speaking performance because after the teacher taught using beamed images media, the students score was always better than meeting before that didn't use beamed images media as technique when teaching and learning process.

Table 8

The students score at cycle II

NO	Name	Test		Target >70
		Post-tst 1	Post-test 2	
1	AS	72	80	Pass
2	AM	56	72	Pass
3	AH	72	76	Pass
4	AMM	56	68	Failed
5	AP	76	84	Pass
6	BAS	64	72	Pass
7	C	68	76	Pass
8	DPS	72	68	Failed
9	DA	80	84	Pass
10	DS	60	72	Pass
11	DSN	72	76	Pass
12	FAB	56	64	Failed
13	FA	72	76	Pass
14	IP	80	84	Pass
15	IQJ	64	72	Pass
16	MGS	68	72	Pass
17	MI	72	80	Pass
18	NAY	64	68	Failed
19	NM	84	88	Pass
20	NA	80	84	Pass
21	PW	76	80	Pass
22	RTP	52	64	Failed
23	RAP	56	68	Failed

24	ROA	52	64	Failed
25	SHT	80	84	Pass
26	TRAW	84	88	Pass
27	TRW	72	76	Pass
28	YN	56	76	Pass
Total Average		1912 68.29	2116 75.67	Pass

From the table above, it can be seen that the score of the students is various. The highest score is 88 and the lowest score is 64 . The average score of post-test 2 is 75.57 from the table we know that there are 7 students who got the score below the target (under MMC) and 21 students got score above the MMC. So based on the result of post-test 2, it can be seen that the target of teaching based on MMC has been achieved.

B. Discussion

Speaking would be easier to teach when supported with the technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interesting in teaching and learning speaking. They were enthusiastic the learning process.

The researcher assume that teaching by using beamed images media can improve the students' speaking performance. By using beamed images media the students learn speaking easier because the students could practice how to speak in English language more easily and effectively.

So, it has proved that the beamed images media can be one the interesting strategy in learning English speaking, especially for the students at the fourth of State Elemntary School 11 Metro Pusat.

1. **The Result Of Student Learning**

   a. **The Result of the Students Pre-Test**

   The researcher conducted the pre-test to know the students' speaking performance before implementing the treatment. It was done on Wednesday, 8th 2013 from the result of pre-test shown that most of the students difficult for doing the test. Based on the table 9 the students average 56 it shows that most of the students have not passed yet in achieving the standard minimum score (MMC) 70. In this stage, only 8 students (28.57%) out of 28 students passed of the standard minimum score.

   b. **The Result of the Students Post-Test 1**

   In this researcher, to knoe the students' speaking performance after implementing the treatment the researcher conducted the post-test 1. It was done on Wednesday, 15th 2013 based on the table 9 the students' average were 68.29. It shown that most of students have not passed yet in achieving the standard minimum score 70. In this stage are 15 students (53.57%) out of 28 students passed of the standard minimum score. It can be seen that most of the students failed in achieving materials.

c. The Result of the Students Post-Test 2

The researcher conducted the post-test 2 to know the students' speaking performance after implementing treatment. It was done on Wednesday, 29th 2013based on table 9 it can be seen that the students' average was 75.57 it shown that most of students have passed in achieving the standard minimum score 70. In this stage are 21 students (75%) of 28 students passed of the standard minimum score. It can be seen that most of the students passed in achieving materials.

d. The Comparison of Pre-test and Post-Test

The score from implementation of cycle I and II can be seen in the table result of students' learning below.

Table 9

The Average of The Test Result

	Test		
	Pre-Action (Pre-Test)	Cycle I (Post-Test 1)	Cycle II (Post-Test 2)
Total	1568	1912	2116
Average	56	68.29	75.57

Based on the table 9 above, it can be describe in the graph 1 as follow:

Graph 1
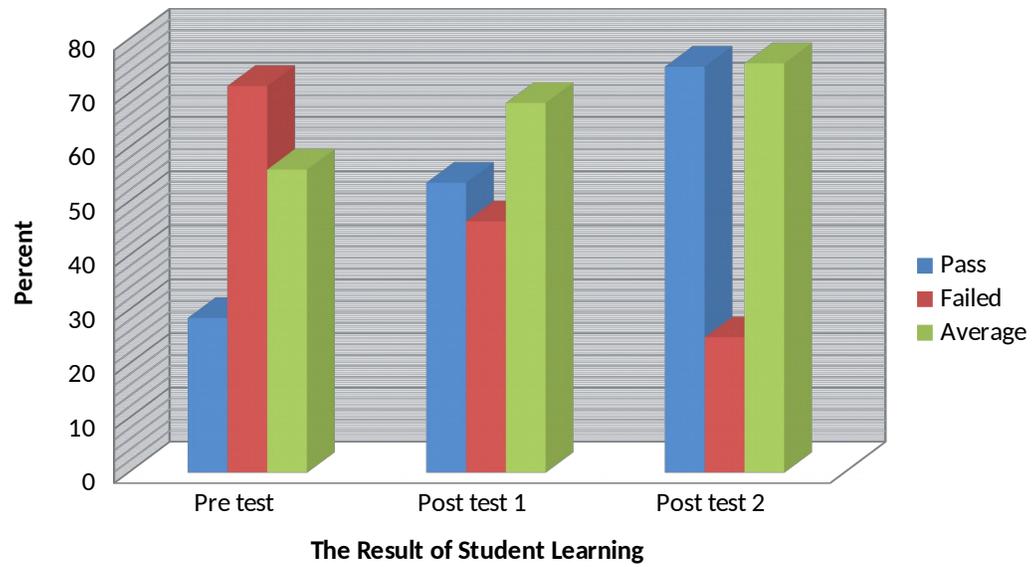
The Average Score of the Test

Based on the table an graph above, in te cycle I from the pre –test to

the post-test have progress average score from 56 to 68.29, there increasing

about 12.29 points, then from cycle I to the cycle II have progress average

score from 68.29 to 75.67, there is increasing about 7.28 points.

The increasing is caused by using beamed images media in the

learning process wich the students is direct related and to do the activity in

the learning process. Therefore, it effected to understanding the level of the

students. It can be concluded that beamed images media has effective effect

in teacing learning process especially in learning speaking. Those are good

to help students solves their problem in speaking.

2. The Result Observation of Students' Activity

This observation result was gotten when the learning process

happened by collaborator. The result of the students' learning activity.

observation can be seen in this table 10 as follow:

Table 10

The Result of The Students' Activity

No	The Aspect that Observed	Cycle I	Cycle II	Increasing
1	Giving attention to the teachers' explanation.	50%	60.71%	10.71%
2	Ask the question and answer the question.	57.14%	71.43%	14.29%
3	Understand the material and make the note.	53.57%	67.86%	14.29%
4	Give example of material	46.42%	75%	28.58%
5	Do the assignment and active in the group.	67.86%	82.14%	14.28%
	Average	54.99%	71.43%	16.44%

Source: Table of the result of Observation Sheet

Based on the table, it could be concluded that there was an increasing of students' activity during study time came through Beamed Images Media in improving the students' speaking performance. It can look on the result of observation sheet when cycle 1 that is 54.99%. In addition, the result of observation sheet when cycle 2 that are 71.43%. It means that Beamed Images media have positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

Based on the table above, it can be described in the graph 2 as follow:

Graph 2

Result of Students' Activity
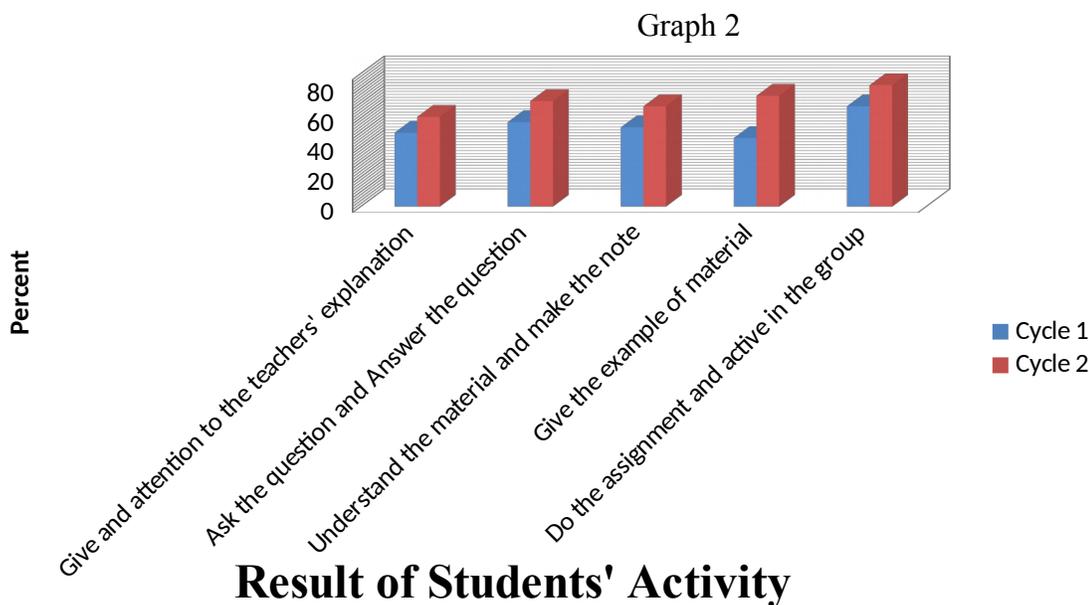
The Result of The Students' Activity

Based on the table and the graph above, from the cycle I to the cycle II have progress average score in every aspect of students' activity. There is increasing about 10.71 points in the activity student give an attention to the teacher' explanation, from the cycle I to cycle II have progress average score from 50 to 60.71. Then from the cycle 1 to the cycle 2 in activity student ask the question and answer the question have progress average score from 57.14 to 71.43, there is increasing about 14.29 points. In the activity student understand the material and make the note from cycle 1 to the cycle 2 have progress average score from 53.57 to 67.86 there is increasing 14.29 point. Then there is increasing about 28.58 Point in the activity students give example of material, from the cycle 1 to cycle 2 have progress average score from 46.42 to 75. Also in the activity student do the assignment and active in the group from the cycle 1 to the cycle 2 have progress average score from 67.86 to 82.14 there is increasing 14.28 point.

a. Give an Attention to the Teachers' Explanation

In this research, to know the students attention to the teacher' explanation before and after using beamed images media, teacher prepare the observation sheet. It was done in every cycle. Base on the table 10 there is increasing about 10.17 point in this activity, from the cycle 1 to the cycle 2 have progress average score from 50 to 60.71.

b. Ask the Question and Answer the Question

From the observation in every cycle, most of the students were interested in following the lesson. Most of the students were active asking and answering the question during the teaching learning process. Based on the table 10 from the cycle 1 to the cycle 2 in this activity have progress average score from 57.14 to 71.43 there is increasing about 14.29 point.

c. Understand the Material and Make the Note

Most of the student could understand the material easily and they make the note after teacher explain the material. In this activity from cycle 1 to the cycle 2 have progress average score from 53.57 to 67.86 there is increasing 14.29 point.

d. Give example of Material

From the observation in every cycle, there is increasing about 28.58 point in the activity students give example of material, from the cycle 1 to the cycle 2 have progress average score from 46.24 to 75. It's because after

using beamed images media the students can be more creative to give the example of material.

e. **Do the assignment and Active in the Group**

Most of the students' could the assignment easily and active in the group after using beamed images media. It can be seen on table 10, in the activity students do the assignment and active in the group from cycle 1 to the cycle 2 have progress average 67.86 to 82.14 there is increasing 14.28 point.

C. **Interpretation**

In this research, pre-test have done individually. It is aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test cycle 1 we know that there was increasing from the students result score. It can be seen from the average 56 become 68.29.

It means the increase of pre-test and post-test was 12.29%. From the teaching learning activities the writer and her collaborator found that in learning activities students more active and they were looked and enjoy in learning English using beamed images media. It motivates to improve the teaching activities.

From the theory, before using beamed images media the researcher must make sure that the players know all the words and structures necessary for the picture. But in fact from the research, the result of observation found some problems. They are the different capability of the

students it caused they were afraid to practice in speaking English, whereas they knoe many words and the structures that used. So the teacher need more energy to teach the students, and spend a lot of time in teaching learning activities at cycle 2, the plan has aim to improve their performance in speaking English.

From the increase of pre-test and post-test cycle 1, it can be seen that the use beamed images media can improve the students' speaking performance. In addition, because the result of the students' score couldn't achieve the target, the teacher decided to give treatment for cycle 2 was still using beamed images media to teach English. The students were motivated by the teacher to be brave in asking and answering the question. For example, by saying that making a mistake is not a sin. On the other hand, the researcher said that she should put the name of students who are actively involved in class.

The result of post-test cycle 1 and post-test cycle 2 shows that beamed images media has improved the students speaking performance in English. Their average scores increases from 68.29 up to 75.57. And the increase of post-test 1 and post-test 2 was 7.28%. It means that the students could achieve the target. The target is 75% students gained score 70. It means that the students could achieve the target.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussions of the study, the researcher concluded this research as follows:

1. The students' activities in cycle 1 can be described as follow, giving attention to the teachers' explanation are 50%, Ask the question and answer the question 57.14%, Understand the material and make the note 53.57%, Give example of material 46.42%, doing the assignment and active in the group 67.86%. The students participation in cycle 2 can be described as follow, giving attention to the teachers' explanation are 60.71%, Ask the question and answer the question 71.43%, Understand the material and make the note 67.86%, Give example of material 75%, doing the assignment and active in the group 82.14%.

2. The average of the students score in pre-test are 56 (28.57%), pos-test 1 are 68.29 (53.57%) and post-test 2 are 75.57 (75%). So between in the cycle 1 and 2 have progress. In cycle 1 from the pre-test to the post-test 1 have progress average score from 56 to 68.29, there increasing about 12.29 points, then from cycle 1 to the cycle 2 have progress average score from 68.29 to 75.67, there is increasing about 7.28 points. . it means that the students could achieve the target. The target is 75% students gained score 70. As a result, through Beamed Images Media can improve students' speaking English at elementary school 11 Metro Pusat.

B. Suggestion

Through this research, the researcher would like constructively give suggestions are as follows:

1. For the Student

   This technique can increase their motivation in English learning process especially in English speaking performance. The students are suggested to learn speaking English by using beamed images media. It can interest their thinking to produce some new words. So, the students' are confident to speak in front of the class. They feel enjoy and happy during speaking English learning process in the class.

2. For the English Teacher

   The English teacher can use this media in English learning process. It can also conduct as one of the technique that will make the students active. The teacher can give more motivation to the students to create new ideas in teaching speaking English. And the teacher of English to be more creative in applying beamed images media.

3. For the Principle

   The principle should take positive side of this media as the new method or strategy in English learning that can improve the students' speaking performance.

The principle also should facilitate education media that can increase speaking by applying suitable strategy or technique. The students are hoped to understand the material easily and clearly.

4. For the Researcher

It suggested for the researcher to develop this research with new innovations more attractively and the researcher wishes that it can be used as the reference.

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CURRICULUM VITAE

The writer, Intan Sari Dewi was born on 09ᵗʰ June 1991 in Tangerang Banten, she is the first daughter of three children of happy couple, Mr. Sogol Sukirno, S.Pd and Mrs. Dewi Setyowat, S.Pd. She has two younger brother, Achmad Galih Zatmico and Achmad Zayka Zizapabizio.

She was enrolled her study in State elementary school in 01 Bungkuk 1997 and graduated in 2003. And then, she continued her study at State Junior High School 02 Jabung on 2003 and graduated in 2006. Further she continued still in SMA Kartikatama Metro on 2006 and graduated in 2009.

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