STIMULATING STUDENTS' IDEAS
TO TELL THEIR PAST EXPERIENCES
THROUGH PERSONAL PHOTOES
(A CLASSROOM ACTION RESEARCH AT THE SECOND
GRADE OF MTs AL FALAH WUJIL
(IN THE ACADEMIC YEAR OF 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor
in English Language Education

By :

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2015

A THESIS PROJECT STATEMENT

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other reseacher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, May 13th, 2015

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ADVISOR NOTE

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Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title	:	**STIMULATING STUDENTS' IDEAS TO TELL THEIR PAST EXPERIENCES THROUGH PERSONAL PHOTOES (A CLASSROOM ACTION RESEARCH AT THE SECOND GRADE OF MTs AL FALAH WUJIL(IN THE ACADEMIC YEAR OF 2014/2015)**
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Wassalamu'alaikum. wr. wb.

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MOTTO

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ .....

Allah will raise the dedicated and belief people for the higher level
(QS. Al-Mujadalah: 11)

"Experience is the best teacher and it will make you more mature"
"Don't be afaraid of making mistakes, from mistakes we'll get better"
(Suri Haryati)

DEDICATION

This thesis is dedicated to :

- The reseacher's husband Moch. Ircham who always gives support emottionally and materially with prayer , love, and patience to finish this project.
- The reseacher's children Aulia Syifa Annisa, Muhammad Ghifari, and Wildan Ahmad Faiz who always support to finish this project.
- All my big family members.

ACKNOWLEDGMENT

In The Name of Allah, the Most Gracious the Most Merciful

Firts,Peace is upon to the king of life, Allah SWT. The mercy and blessing until this final project (thesis) can be completely finished.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad PUBH, the last prophet and the prophet who had brought us from the darkness to the lightness.

I realize that I cannot complete this thesis without support, cooperation, and help encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed.St., as the Dean of Education Faculty

2. Dr. Muslih, M.A., as the Head of English Department, thanks for all his supports and permission to write this paper.

3. Siti Tarwiyah,SS.M.Hum, as the thesis supervisor, has given a great motivation, help, and suggestions to improve this thesis. There is no single word that I can say except, "Thank you very much for guiding and consulting me as good as my parent."

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6. My beloved Husband Moch. Ircham and my children; Aulia Aulia Syifa Annisa, Muhammad Ghifari and Wildan AhmadFaiz

whom always loves me and give spirit to me to finished this thesis.

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8. All of my friends at English Department of Tarbiyah faculty Islamic State University Semarang 2011 (Bu Sri Supa'asih, Bu lilik, bu shofie, Bu Fitri, Bu Nining, Bu Tsien, Bu Faizah, Mbak Ladnah, Mbak Rini, Mbak Devi, Bu Siti, Pak Sutrimo, Pak Rozikun, Pak Andri, Pak Shodiqin, Pak Aris, Pak Ro'uf, pak Wardani, Pak huda, Pak Surodal, Pak Darmanto, Pak Maftuhin, Pak Seneng, Pak Maftukhin B, Pak Amin, Pak Iskhi, Pak Hilman, Pak Abdullah, Pak Eny,Pak Samsul, Pak Murtadlo,Pak Tri Agus, pak Fadli)

9. Last but not least, for those who can not be mentioned one by one, and had supported to optain my dream.

Finally, the reseacher realizes that there are so many mistakes in this study. Therefore, the reseacher would be very grateful if you could give anycorrections for any corrections, comments, and developing criticisms, from all readers to improve this thesis.

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The researcher,

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ABSTRACT

Title   : STIMULATING STUDENTS' IDEAS TO TELL THEIR PAST EXPERIENCES THROUGH PERSONAL PHOTOES (A CLASSROOM ACTION RESEARCH AT THE SECOND GRADE OF MTs AL FALAH WUJIL (IN THE ACADEMIC YEAR OF 2014/2015)
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The background of this study is based on phenomenon that students of second grade of MTs Al-Falah Wujil in the academic year of 2014/2015 their ability in speaking is still low and it needs to be improved. Some of them were still reluctant or even discourage to speak English because they didn't have ideas to tell their past experiences. The use of photoes as media in teaching recount is expected to stimulate students' ideas in speaking. They will be more interested, and also they get illustrationto express their idea in English. The questions of this study can be stated as follow:

1. How is the implementation of personal photoes to stimulate students' idea to tell their past experiences?
2. Can personal photoes stimulate students' idea to tell their past experiences?
3. How is the improvement of students' ability to tell their past experiences after being stimulated by personal photoes.

The result of this study shows that in the pre cycle, the students' average score is 62.50. In the first cycle, the students' average score is 70.36. From pre-cycle, first-cycle, and second-cycle the average of students' score is always increasing. It means that there is an improvement of students' recount speaking ability after being taught using photo. In conclusion, photo as media in teaching speaking can improve students' recount speaking ability.

The use of photo as media to improve students recount speaking ability is also able to make students interested and motivated in learning process. The pictures made them more attracted give their attention, in edition,they unconsciously learn recount text.

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CHAPTER 1
INTRODUCTION

A. Background of The Study

Language is an important part in human life. We can express our thought and idea with language. To conclude, language has high value in our life.

English is an international language, People around the world speak English to communicate with other. In the globalization era, English is a vital linguistic tool for many business people, academics, tourist, and citizens who want to communicate easily across nationalities.

In Indonesia, English is considered as the first foreign language. English is also compulsory lesson for students. More over English is one of lessons which will be tested for national examination in the ninth grade of Junior High School and twelfth grade of Senior High School. It's also even taught at university. English should be mastered by the students because it is very important to enrich knowledge of science that develops fast today.

There are four skills required in English teaching learning program. They are reading, writing, listening and speaking. Speaking is one of the most important skills in language learning. By speaking we can share our idea to other people and communicate with others. Through communication we can not only express idea but also get information.

Speaking is one of four language skills that is needed in human life. Speaking and human being can not be separated from each other.

A large percentage of world's language learners study English in order to be able to communicate fluently.So the ability of speaking is the important product of language learning. They assume that speaking is a part of language learning process. That's why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard English as the most important skill, they can acquire and assess their progress in terms of their accomplishments in speaking.

In Oxford Advance Learners' Dictionary, speaking is making use of language in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself, in words, making a speech[1].

Speaking plays an important role in communication It is used to express and translate thought., ideas, and feeling into language in spoken form. But, many Indonesian learners are usually afraid of speaking English. Speaking is considered as difficult subject for students. This is caused by students' limitation in mastering the component of speaking. Besides that, students practice speaking English rarely. They only have a little chance to

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[1]A.S Hornby,*Oxford Advanced Learners' Dictionary Of Current English*,(NY, Oxford university Press, 1987), 25th Ed, p827.

practice speaking out of class because most of their friends speak Indonesian.

Teaching speaking in the classroom shouldn't be boring and should be interesting with appropriate technique in order to make students' speaking ability improved and the process of learning enjoyable.

There are many ways to make fun activity in teaching speaking in the classroom. Using pictures, cards and other visual aids usually adds a great joy to the class. Language teachers use them as a meaningful teaching aids in order to attract students' attention and facility them to understand the lesson better.

There are some reasons to teach speaking by retelling their past experience through photo. One of these reasons said that story telling is one of teaching technique that will improve the motivation of beginner students to learn English well because in story telling shows their emotions, physic, thinking and attitude based on the content of the story

Some problems in learning English process are the teacher teaches the students by using English rarely, the lesson is intended to the grammatical aspects not the conversation, and the students do not get the function and the element of the grammar they learn, so they do not know when they should use the grammar and how to apply it in daily life.

The students of MTs Al Falah Wujil have difficulties in learning English especially in speaking and their speaking

achievement is low. They are afraid of making mistakes and feel unconfident when they speak English., of course it will become obstacles for students in speaking.

In MTs Al Falah Wujil , the students' speaking achievement is low. The first data of the students' achievement is there are 16 students (44%) that are not successful and 20 students (56%) that are successful with the minimum passing criterion is 65 .

Based on the result of observation in the preliminary research, the researcher needs to have effort to look for solution to improve students' speaking achievement by doing the action research.

A personal photo is a medium that may be interesting for students to stimulate their idea to retell their past experience. So they can engage in English language class . Photo can inspire them to express what they want to say.

In this research, personal photoes are offered as teaching media which are regarded powerful to stimulate students' ideas so that their speaking ability will get progress.

B. Reason for choosing the topic

The reason for choosing the topic are as follow :

1. Personal photo is a medium that really engages English language learners. This medium holds all students for having something to say

2. Students often find that it is difficult for them to speak in English. As English is very important in international communication, it is a must for students to master English.

3. Teacher tends to use conventional method like rhetorical method in teaching speaking, in which teacher explains, and students listen.

C. Research Question

The questions of this research are as follow:

1. How is the implementation of personal photoes to stimulate students' idea to tell their past experiences?

2. Can personal photoes stimulate students' idea to tell their past experiences?

3. How is the improvement of students' ability to tell their past experiences after being stimulated by personal photoes.

D. Objectives of The Study

1. To implement personal photoes as media to improve students' speaking skill.

2. To identify whether personal photoes can stimulate students' idea to tell their past experience.

3. To identify students' ability improvement of telling their experience after being taugh using personal photoes.

E. Scope of the Study

The writer limits this research as the follows:

1. This study is about the use of personal photoes media to stimulate students' idea to retell their past experiences.
2. This study is a classroom action research.
3. The population is limited to eighth grade students of MTs Al Falah Wujil.

F. Significance of the Study

The result of the study in the field of education may give some advantages to students, readers and language teachers as the following:

1. For teacher
   a. To give contribution to the English teacher that teaching speaking using personal photoes media is more interesting and requires all students to be active in speaking.
   b. To find out an interesting way of teaching as students need.
2. For students
   a. To improve students' ability in speaking.
   b. To motivate students to learn with fun.
   c. To make students enjoying the lesson using media of personal photoes.
   d. Train the students to speak in front of public using communicative language.

3. For readers

This research brings a new method to teach speaking skill. By reading this research, the reader can get any other way in teaching speaking using media of personal photoes.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Media

   a. Definition of Media

   The world media is plural form of medium derived from Latin Medium that means middles or mediators. In Arabic, media is intermediary or mediator of a message from sender to receive message. [1]Media is a tool which used as a channel to send a message or delivers the information from resources to receiver.[2]

   Media are very help full for teacher to transmit knowledge effectively. Frau states, there is the fact that all teachers use media for different kinds as "teaching aids" not only audio visual, but also textbook, and other print materials.[3]Meanwhile, according to Patel there are three kinds of teaching aids, they are: visual aids, audio aids, and audio visual.[4]

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[1]Arsyad Azhar, *Media Pembelajaran*, (Jakarta : PT Grafindo Persada, 2003), P3

[2]Soeparno, *Media Pembelajaran Bahasa*, (Jakarta: Intan Pariwara, 1988) lth Ed. P.1

[3]M.F. Patel and Praveen, Jain, *English Language Teaching,* (Jaipur: Sunrise, 2008) P. 56

[4]M.F. Patel and Praveen, Jain, *English Language Teaching*, P. 58

b. The Importance of Media in Learning Teaching

Picture as teaching media, it has an important role tocreate student's creativity. Teaching media is part of integral in theeducational system. There are many kinds of media that is usedduring the teaching learning process. The use of media must bebased on most appropriate choice. Consequently, it can increasemeaning and function to support the effectiveness and efficient inlearning process.

c. Photo as one of Media in Teaching speaking

The word media are derived from Latin "medium" that means between or mediator. In Arabic media is "wasaaila" intermediary of mediator.[5] Picture as visual aid is medium that can be used in teaching and learning process which helps the students to understand the material.

As Harmer stated, we use variety of teaching aids to explain language meaning of construction, engange students in a topic or as the basis of the whole activity.[6] To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Harmer said that teachers method in teaching

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[5]Arsyad Azhar, *Media Pembelajaran*, (Jakarta: PT Grafinda Persada, 2003), P.3

[6]Jeremy Harmer, *The Practice of Language Teaching*, P.134

could be instrinsic motivation which motivates the studentsto learn.[7]

Based on the explanation above, using picture in teaching learning process is one of an alternatives medium that can be used in the class. Students will be interested in understanding the material. And the existence of medium is absolutely needed.Media are kinds of substances that are used by a teacher during teaching and learning process. Students' motivation can be increased by usinf media in teaching.

2. Speaking

   a. Definition of speaking

   Speaking is productive skill consist of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning, speaking also requires some skills like pronunciation, word order, intonation, stress and structure. In order to understand speaker's meaning.

   Speaking requires both knowledge and skill. It means that not only knowing how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in here and now situation. This means to make decision rapidly, implementing them smoothly and adjusting speech as unexpected problems might appear.

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[7]Jeremy Harmer, *The Practice of Language Teaching*, P.134

b. Basic type of speaking

First, Imitative; H. Douglas Brown defines imitative as the ability to repeat a word or a phrase or a sentence. This is very simple assessment of speaking. Some aspect like prosodic, lexical, and grammatical properties are included in the performance criterion. Pronunciation is also emphasized in this type of speaking.[8]

Second, Intensive; This type of speaking focuses on the short stretches of oral language production like demonstrating competence in narrow band of grammatical ,phrasal, lexical or phonological relationships(suchas prosodic elements-intonation,stress,rhythm,juncture. In this type of speaking,interaction is less emphasized. The example tests of this speaking type are directed response tasks ,reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences;and translation up to the simple sentence level.[9]

Third, Responsive; Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations,

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[8]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), p,141.

[9]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p,141.

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standard greetings and small talk, simple requests and comments. The stimulus is almost always a spoken prompt (in order to example of this speaking type are questions and answer, giving instructions and paraphrasing.[10]

Fourth, Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interactive can take the two forms of transactional language which has the purpose of maintaining social relationships. The sample assessment of interactive speaking are interview, role play, discussion and conversation, games, etc.[11]

Fifth, Extensive (Monolog); Extensive oral production tasks include speeches, oral presentations and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we can

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[10]H. Douglas Brown*, Language Assessment: Principles and Classroom Practices*, p,141.

[11]H. Douglas Brown*, Language Assessment: Principles and Classroom Practices*, p,142

notrule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie) the examples of extensive monologues are oral presentation. Picture-Cued Story- Telling, retelling story, or news events etc.[12]

To sum up, the five basic speaking are gradually arranged. Accordingly in teaching speaking, teacher should consider the basic students' knowledge or ability in order for students can learn the speaking much more easy.

3. Recount Text

   a. **Definition of recount**

   Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense.

   Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[13]

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[12]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p,142.

[13]Ken Hyland, *Genre and Second Language Writing,*(The United State of America: The University of Michigan Press, 2004), p.29

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b. Generic Structure and Language Features

There are three generic structure of recount. They are:[14]

1. Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.

2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3. Re-orientation: optional-closure of events. It is 'rounds off' the sequence of events.

   In recount text, besides generic structure, there is also language features.

Common grammatical features of recount include:[15]

1. Use of nouns and pronouns to identify people, animals or things involved

2. Use of actions verbs to refer to events

3. Use of past tense to locate events in relation to speaker's or writer's time

4. Use of conjunctions and time connectives to sequence of events

5. Use of adverb and adverbial phrase to indicate place and time

6. Use of adjective to describe noun

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[14]Ken Hyland, *Genre and Second Language Writing,* p.135

[15] Ken Hyland, *Genre and Second Language Writing,* p.29.
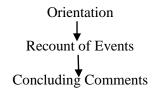
Types of recount text:

1) Personal recount, which retelling of an activity that the writer / speaker has been personally involved (e.g. oral anecdote, diary entry)

2) Actual recount, the particular of an incident (e.g. report of science experiment, police report, news report, history account)

3) Imaginative recount, taking part on an imaginary role and giving details of events (e.g. day in the life of roman slave, how I invented).

Language Feature:

1) Use of nouns and pronouns to identify people, animal and things,

2) Use of action verb to refers the events

3) Use of past tense to locate events in the relation of the writers time

4) Use of conjunction and connective to sequence the events.

5) Use of adverb and adverbial phrases to indicate place and time.

6) Use of adjective to describe nouns.

From the descriptions above, we learn description of recount paragraph construction. The basic structure of recount, consist of three parts, which can be illustrated in the diagram below:

Orientation

↓

Recount of Events

↓

Concluding Comments

Orientation or setting provides information about situation. It is background information answering who?, where?, and why?. The second part is record events in temporal sequence. In this stage events are identified and described in chronological order. While the last part expresses a personal opinion about the events described.

B. Previous Research

There are two researches that have been conducted related to study:

Firstly, from Murwati (073411053), The Effectiveness of Using Guessing Game to improve Students' Speaking Skill. (An Experimental Research at Eighth Grade Students of MTs NU Nurul Huda Mangkang in the Academic Year 2010/2011).

The main objective of this study is to find out whether there is or not significance difference of speaking skill improvement between students who were taught speaking by using guessing game and students who were taught without guessing game (conventional method).

The hypothesis of this study is if there is significant difference speaking skill improvement of students who were

taught by using guessing game and who were taught without guessing game.

In this study, the population was the eighth grade students MTs Nurul Huda, Mangkang in the academic year 2010/2011. In taking the sample, the writer used random sampling. Class VIII A was chosen as control class who were taught without guessing game and VIII B who were taught by using guessing game.

The result of this research shown that the students who were taught by using guessing game can speak fluently and appropriately. Second, students who were taught using conventional method can not speak fluently and appropriately. There is significance between students who were taught by using guessing game and students who were taught by using conventional method. It can be proved that students who were taught by using guessing game speak more fluently and appropriately than the students who were taught without guessing game.

Based on the result above, the writer suggests that guessing game can be an alternative media to teach speaking descriptive text. So that, students enjoy and interest to follow the English lesson especially in speaking session.[16]

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[16]Murwati (073411053), *The Effectiveness of Using Guessing Game to Improve Students' Speaking Skill on Descriptive Text (An Experimental Research at Eighth Grade Students of MTs NU Nurul Huda Mangkang in the Academic Year 2010/2011)*, (English Education Departement Program of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies 2011)

Secondly, LailiArofatunNi'mah. 08420067. 2012. The Use of Talking Stick to improve the Students'Speaking Ability at Tenth Grade Students of SMA 1 Batangan Pati in Academic Year 2011/2012. Final Project, English Department, faculty of Language and Arts Education (FPBS) IKIP PGRISemarang.The main objectives of this study are:

a. To find out speaking ability of the tenth grade students of SMA 1Batangan Pati before being taught by talking stick.

b. To find out the speaking ability of the tenth grade students of SMA 1 Batangan Pati after being taught by talking stick

c. To find out whether or not there is any significant difference of students' speaking ability of the students before and after being taught by talking stick.

This study is an experimental research is the tenth grade students of SMA 1 Batangan Pati 2011/2012.The writer takes 32 students in X 6 as a sample.

The instrument of this research is an oral test. The writer gives the stick to one student. Then the stick must be moved one student and goes to the other student. After the student gets the stick being given by chance to answer the question from the teacher. In this case the writer analyzes the speaking components containing pronunciation, grammar, vocabulary, fluency and comprehension. The mean score of the students' pre test in speaking is 57,375. After the writer gives a treatment, the students are given a post test. And the mean score of students' post test in

speaking is 66,125. According to the mean of post test is higher than the pre test, so teaching speaking by using talking stick is better than before using talking stick. The writer uses T-test formula to know the differences of pre test and post test. The result of T-test is 17.864 and the t-table of 32 students is 2,04. The value of T-table is lower than T-test, so it can be concluded that there is a significant improvement of the students' speaking ability of SMA 01 Batangan Pati after being taught by using talking stick.[17]

This research was an Action Research, the writer was conducted the research with 8th grade students of MTs Al Falah Wujil in academic year of 2014/2015. So the differences between theprevious research and my research are experimental and action research method, the participants of the research are the students of SMA 01 Batangan Pati, and this research's participants are the students of MTs Al Falah Wujil, research methodology, setting and participants. In those studies, my research will be further research of those studies in other to teach students' speaking skill.

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[17]Laili Arofatun Ni'mah 08420067.2012. *The Use of Talking Stick to Improving The Students' Speaking Ability at Tenth Grade Students of SMA 01 Batangan Pati in Academic Year 2011/2012*. Final Project, English Departement, Faculty of Language and Arts Education (FPBS) IKIP PGRI Semarang.

C. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research which has weak correctness so that it needs empirical experiment The word of hypotheses is from the word "hypo" that has meaning under and "thesa" that has meaning correctness

Based on the description above, the researcher proposes the hypotheses that the personal photo can stimulate students' idea to tell their past experiences at the second grade of MTs Al Falah Wujil in the Academic Year of 2014/2015.

CHAPTER III
RESEARCH METHOD

A. Research Design

Research design plays an important role in a research because the quality of research greatly depends on the design. Graham and David state research is "'systematic inquiry', inquiry that is characterized by sets of principles, guidelines, for procedures and which is subject to evaluation in terms of criteria such as validity, reliability and representativeness".[19] In this research, the researcher used the form of action research, as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[20] It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research. Action research is the name given a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and

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[19] Graham Hitchcock and David Hughes, *Research and The Teacher,* (London and New York: Routledge, 1995), *second edition* , p. 5.

[20] Michael J Wallace, *Action Research For Language Teachers,* (New York : Cambridge University, Press, 1998), p. 17

procedures.[21] Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. As stated by Grabe and Stoller :

> Classroom Action Research is the type of structured teacher reflection in which teacher looks critically at their own classrooms for the purpose of improving their own teaching and enhancing the quality of learning that place there."[22]

The researcher intended to elaborate Classroom Action Research it is a kind of research to be used in his research and it hadbeen done by a teacher in which involve a group of students to improve the teaching and learning process.

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing(analyze and interpret data), reflecting (develop an action). All these aspects are made a cycle, as stated by Kemmis and Mc Taggart: [23]:

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[21] Jeremy Harmer, *The Practice Of English Language Teaching,* (New York :Longman, 2002), p. 344

[22] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 156

[23]Suharsimi Arikunto, et. al. , *Penelitian Tindakan Kelas,*(Jakarta: PT Bumi Aksara, 2008), 6th ed., p.16.
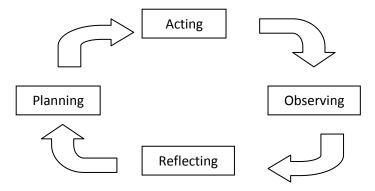
Figure 1 Action Research Cycle

Classroom action research has several characteristics which will be elaborated as follows:

1) On the job problem oriented

Problem which is being investigated appears from the authority of the researcher herself. The problem is the real problem faced by students everyday.

2) Problem solving oriented

This research is oriented in the problem solving. This short of research puts the researcher as the agent of change.

3) Improvement Oriented

This research gives emphasizes on the improvement of quality. This concept is according to the principle of critical research has to construct product oriented.

4) Multiple Data Collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test and interview.

5) Cyclic

The sequences of the classroom action research are identify of a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting).[24] Classroom action research usually conducted cyclic in which seeks to unit. Its two central concerns, improvement in practice and increased knowledge and understanding by linking them into an integrated cycle of activities in which each phase learns from the previous one and shapes the next.

B. Research Setting

The writer conducted the classroom action research at MTs Al Falah Wujill which is located on Bustanul Ulum street kec. Bergas, kab. Semarang. The writer chose this setting because the geographical location is near from the writer's home, and it's a place where the researher teach. Besides, the students who become population come from different intelligence.

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[24]Geoffrey E. Mills, *Action Research; A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

C. Participant of the Study

In this research, the population was all students in VIII A of MTs Al Falah Wujil, in the academic year of 2014/2015. It consists of 35 students (16 males) and (19 females).

D. Research Procedure

This research is Classroom Action Research conducted in three cycles. There was pre cycle before the researcher doing an action, it used to know students' achievement in monologue of telling experience (recount text). After pre cycle, the researcher implemented photoes technique in every cycle.

1. PreTest

In pre cycle, the teacher taught speaking of recount text to the students use non photoes as a medium, the teacher teach students with convensional methode, the teacher explains and the students listent carefully . After the activity finished, the teacher gave speaking test. The students were asked to retell the story given through the questions "where, when, what and why"The instruction is Please retell the story based on the text given.

After the researcher got the data from the test, and then the researcher interviewed the students to know the problems faced by them in speaking of recount text. The result used to make a plan in cycle 1.

2. Cycle 1
   a. Planning
      1) Prepared the material of study about recount text and the instructional tools.
      2) Arranged a lesson plan based on the teaching material
      3) Prepared observation checklist.
   b. Acting

      Steps

      1) Told the material in this meeting.
      2) Showed some sad photoes such as falling down from a bicycle, being hospitalized, flood in our village etc.
      3) The writer asked students some questions about the photo shown using question words where, when,why, who, what etc.
      4) Write all the students' answers on a whiteboard.
      5) Giving feedback from their answers to make conclution what recount text is.
      6) Asked the students to choose one of the sad experiences given, then try to retell the story through the photo they owned.
      7) The writer asked the students to do the individual speaking test of making monologue.
   c. Observing

      The writer observed student's activities during one of the students tell the story of his/her photo. The writer

helped the students who found difficulties in telling his/her photo (recount text).

   d. Reflecting

   Evaluated and concluded the result in the first cycle.

3. Cycle2

   a. Planning

      1) Prepared the material of study about recount text and the instructional tools.

      2) Arranged a lesson plan based on the teaching material

      3) Prepared observation checklist.

   b. Acting

      1) Told the material in this meeting.

      2) The writer asked some students to mention the generic structure of recount text.

      3) The writer and the students discussed the students' work.

      4) The writer explained the generic structure of recount text.

      5) The writer showed some photoes of sad or happy experiences of recount text.

      6) The students, and the writer discussed the work together, or giving feedback from the exercise given.

      7) The writer asked the students to do the individual work.

   c. Observing

      The writer observed student's activities during teaching learning process and while they worked in group.

Teacher helped the students who found difficulties in understanding recount text.

d. Reflecting

Evaluated and concluded the result of the first cycle.

E. Variable and Indicator

Suharsimi states variable is "the object of research or something that becomes the concern of research".[25]Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences.[26]In this research,there are two variables:

1. Independent variable

Suharsimi states independent variable is "a variable that influences or causes of change or emergence of the dependent variable".[27]Independent variable in this research is the use of photoes as a medium in teaching recount text writing with the following indicators:

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[25]Suharsimi Arikunto, *Prosedur Penelitian Suatu PenelitianPraktik*, (Jakarta: PT Rineka Cipta, 2006), *6th revised* , p. 118.

[26]Christopher L. Heffner,*(http://allpsych. com/ researchmethods /definingvariables.html), accessed on 27-1- 2013.*

[27]Suharsimi Arikunto, *Prosedur Penelitian Suatu PenelitianPraktik*, (Jakarta: PT Rineka Cipta, 2006), *6th revised* , p. 119.

Students use photo to stimulate or remind their past experiences

2. Dependent variable

   a. Students are able to make simple monologue of telling story through photo.

   b. Students are able to retell their past experiences fluently.

   It is an affected variable because of the existance of the independent variable.[28]Dependent variable in this research is the student's achievement in learning recount text with the indicator that the students are able to retell their experiences or doing monologue through personal photoes (recount text).

F. Technique of Data Collection

1. Source of Data

   The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

   a. Data from the school involves and students' name.

   b. Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

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[28]MuchammadFauzi, *Metode Penelitian Kuantitatif*, (Semarang: Walisongo Press, 2009), p. 150.

2. Data Collection Method

The methods hadbeen used by the researcher to get the data in this research is as follows:

a. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.[29] In this research, held in two speaking test the first,second,and third were three evaluation of speaking tests that had been given in the end of each treatment to know the result of the students after they were treated by using photoes as media in the action and the last one was Post- test. These tests used to measure the students' progress in speaking material. The researcher used oral test. They can freely expressed and organized their ideas in speaking test.

b. Observation

Observation is the activity of giving total concern to research object of the sense.[30] The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation

[29]Suharsimi Arikunto, *Suatu Pendekatan Praktik,* (Jakarta : PT Rineka Cipta, 2006, p. 158.

[30]Suharsimi Arikunto, *Suatu Pendekatan Praktik,* (Jakarta : PT Rineka Cipta, 2006).p.149

between situation, activity, and individual.[31] In conducting the observation, the researcher used the observation scheme to make it more systematic, containing list of activity or happening which might happen.[32]In this research observation was used to know the condition of class and the obstacles appeared during teaching learning process and was also used to see students'activities in teaching learning process.

G. Data Analysis Technique

The writer analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps were taken by the writer:

1. Technique of scoring test

In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the speaking test the writer used the analysis method.

To analyze the students' test in speaking of recount text, the writer focussed on the items in the elements of speaking.

[31]Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 239.

[32] Suharsimi Arikunto, *Suatu Pendekatan Praktik,* (Jakarta : PT Rineka Cipta, 2006), p. 157.

After classifying the test items, the writer gave score for each item with focused on organization of the content. Photoes helped students to arrange a story recount. The percentage of the elements of speaking can be seen in table 1.

Table 1

Item analysis	Score criteria
Pronunciation	27-30 excellent 22-26 good 17-21 fair 13-16 very poor
Grammar	18-20 excellent 14-17 good 10-13 fair 7-9 very poor
Vocabulary	18-20 excellent 14- 17 good 10-13 fair 7-9 very poor
Fluency	22-25 excellent 18-21 good 11 - 17 fair 5-10 very poor
Comprehension	5 excellent 4 good 3 fair 2 very poor
Total of score	I -100

Explanation of criterion[33]

Explanation:

a. Fluency : Telling experience withouth pause and obstacles

b. Pronunciation : The way of good intonation and stressing,

c. Vocabulary : The choice of words, structure and lexical items to give particular tone a flavor the writing.

d. Grammar : The employing grammatical and syntactic forms.

c. Comprehension : The use of graphic convention of the language.

In scoring the writing test, the writer processed the result of the students' test .The writer gave the score for each element of writing as follows:

a. Fluency : The lowest score is 13 and the highest score is 30

b. Pronunciation : The lowest score is 7 and the highest score is 20

c. Vocabulary : The lowest score is 7 and the highest score is 20

d. Grammar : The lowest score is 5 and the highest score is 25

e. Comprehension: The lowest score is 2 and the highest score is 5

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[33] Taken from BurhanNurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra* by Modification,(Yogyakarta: BPFE Yogyakarta,2001),p.307-308.

Then the writer formulated to get the mean of each element of speaking researched by the formula. Sutrisno Hadi explains the mean of each speaking element researched as follows:[34]

e.g. content

$$Mxc = \frac{\sum xc}{S_{max}} \times 100 \%$$

Where

Mxc : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

After getting the mean of each element in writing recount text, the writer formulated the result to get the total mean score as follow:

$$Mxt = \frac{\sum xt}{s_{max}} \times 100 \%$$

Where

Mxt : The mean of total score

$\sum xt$: The number of total

S_{max} : Maximum score for writing elements

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[34]Sutrisno Hadi, *Statistic Second series*,(Yogyakarta: Andi off set,2004),p.230

34

Then the result of percentage of each component in speaking recount text was consulted to the following criterion. According to BurhanNurgiyantoro, the criterions are as follow:[35]

Table 2
The criterion of speaking ability
(Scale change of five)

The students' score	Scale change of five		Criteria
85-100	4	A	Excellent
75-84	3	B	Good
65-74	2	C	Fair
40-59	1	D	Poor
0-39	0	E	Fail

Based on the table above, the writer determined the level of the students' achievement in speaking recount text.

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[35]Sutrisno Hadi, *Statistic Second series*,(Yogyakarta: Andi off set,2004),p.228

CHAPTER IV
RESEARCH FINDING

A. Research Finding

This study is classroom action research on the use of personal photoes technique in teaching speaking (retelling their past experience) monologue of recount text. In this chapter, the researcher wanted to describe the use of photoes and analysis the result that was conducted in two cycles. Those were explained as follows:

1. Pre-cycle

This activity was done on Wednesday 20th Mey 2015. In this activity, students were taught speaking (recount text) used technique as usual. Teacherexplained and the students listened. The teacher asked students to retell the story from the text book that they read aloud (recount text) one by one and then translated it into Indonesian. In the last activity, the researcher gave speaking test of telling the story. The test was followed by 35 students as the participants of the study and they were given 30 minutes to do it. The purpose of the test was to measure students' achievement before given an action.

After giving the speaking test, the researcher found the results.

$$M = \frac{\sum X}{n}$$

$$= \frac{2295,5}{35}$$

$$= 63,7$$

From the result above, the mean of speaking test was low. After giving test, the researcher interviewed students to know the problem that faced by students in speaking of recount text, the result was used to decide the next action and arranged a set of treatment.

Based on the interview which was done after the test, most of students got the difficulties in retelling of recount text. Some new vocabularies words also made them had difficulties in understanding a passage. Those problems used to decide the treatment in teaching learning process. So, the researcher intended to use personal photoes as a medium in the next activity.

2. Cycle 1

This activity was done on Thursday, Mei 20th 2015. Based on the result of pre-test that not satisfy enough, the researcher decided to use personal photoes technique. The treatment was focused on the key words from the answers of the questions; where, when, why, who and wha,t the teacher asked the students to choose one of sad experiences ; falling from a bicycle, being hospitalized, flood in my village.

When teacher explained in front of class, most of students paid attention to the teacher, there were only students in the backside that talked with their pair. In the last of

explanation, teacher gave questions to the students related to the material in order to make students think and memorized the lesson that had been learned.Students seemed to easily absorb in the material given, but then a little bit noisy when they had to retell the story from the text given.

Recognizing the students' problem, the teacher started to give some treatment usingl photoes technique as stated in the plan. The teacher asked students to concentrate on the text and found the keywords by answering questions who, what, where, and when. After that, students were asked to construct the monologue of retelling the story through the picture given using the keywords they had found. From those keywords the teacher asked students to construct sentences which can inspire them to retell the story through the picture.

For about 30 minutes, students seemed a little bit confused did their own monologue of their experience. The researcher paid attention more to the explanation in purpose of made students easily connected with photo of recount text.

After students finished their works, teacher discussed the result together with students. During the treatment, there were only three students asked for explanation and most of the other students were quiet.

After implementing personal photos to teach students' how to tell past experience in the first cycle, the researcher got the data of students' achievement as follow:

$$M = \frac{\sum X}{n}$$
$$= \frac{2408}{35}$$
$$= 68.8$$

From the result above which the students' average was 68.8, the researcher and the teacher wanted to do the second cycle to make students' writing of recount text better.

3. Cycle 2

This activity was done on Friday, Mey 27th 2015. In this activity, teacher told his experience through some photoes shown. Teacher oversaw students by walking around them. These made students felt they paid attention to the teacher's story. Most of students paidattention to the teacher and it made class quite, class became noisy when one of students faced difficult words (new vocab) and asked it to the teacher. The teacher asked them to look up in the dictionary because it could make them independently and did not depend on the teacher.

After student finished listening to the teacher, teacher showed some photoes of sad and happy experiences. Then the teacher asked them to choose one of them to retell their experience using the example of photoes given. Students started to discuss to arrange the jumbled sentences become good simple passage together with their group, it made class crowded, for the teacher it was good activity because students

could express their feeling and wanted to do the best for their work.

According to the observation, the teaching learning process ran well and so the students' discussion. They were active in work and shared together to solve the problems in group. The students did retelling their experience, after finishing the arrangement of jumbled sentences of the photo given.

After implementing personal photos to teach students' how to tell past experience in the first cycle, the researcher got the data of students' achievement as follow:

$$M = \frac{\sum X}{n}$$

$$= \frac{2840}{39}$$

$$= 72.8$$

The average score of this cycle was 72.8, it meant that there was improvement in students' ability in speaking of recount text.

4. Post-test

This activity was done on Friday, 28th 2015. In the post test, teacher used conventional way in teaching speaking of recount text. Teacher showed the photoes as amedium to the students. Teacher explained the meaning of difficult words related to the photo of some happy or sad experiences and asked students

to retell the story. Then students were asked to retell the story of recount text using some photoes given that they chosed.

In the last activity, teacher gave monologue of recount text. This was used to know the final score of students after they were taught using personal photoes as media. The result of Post-test was as follows:

$$M = \frac{\sum X}{n}$$
$$= \frac{3165}{39}$$
$$= 81.2$$

The result of the post-test was 81.2. The post-test compared with the pre-test and 2 cycles, there were differences on the score average. The score of post test had improved, it meant that the use of photoes as a medium helped students in retelling their past experiences (recount text)

After the researcher implemented the use personal photoes as amedium in teaching speaking, the researcher got the data, it was analyzed of pre cycle, second cycle and post cycle, the researcher got the result of Classroom Action Research.

1. First Cycle

In this cycle, the teacher taught speaking as usual. In the last activity, teacher gave speaking test to measure students' ability in retelling their past experience of recount text. After implementing the speaking test, the teacher gave

score. In giving score, the researcher used the following formula:

$$score = \frac{\sum right\,answer}{\sum items} x100\%$$

The score of all students that had been counted as follow

Table 1
The test score of the pre cycle

No	Students' Code	Score
1	A-1	68
2	A-2	73
3	A-3	63
4	A-4	73
5	A-5	68
6	A-6	59,5
7	A-7	65
8	A-8	50
9	A-9	70
10	A-10	70
11	A-11	60
12	A-12	60
13	A-13	70
14	A-14	70
15	A-15	65
16	A-16	65
17	A-17	70
18	A-18	70
19	A-19	75
20	A-20	55
21	A-21	70
22	A-22	80
23	A-23	55
24	A-24	60
25	A-25	70

No	Students' Code	Score
26	A-26	65
27	A-27	55
28	A-28	70
29	A-29	65
30	A-30	65
31	A-31	60
32	A-32	60
33	A-33	65
34	A-34	75
35	**A-35**	**65**
Total Score		**2299,5**

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

$$M = \frac{\sum X}{n}$$

Where: M : The average of students' score

$\sum x$: Total score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{2299.5}{35}$$

$$= 65.7$$

The average score of students in pre test is 65. 7. It meant that the students score was low.

2. Cycle 1

In this cycle, the teacher used personal photoes as a medium in teaching speaking of recount text. Teacher asked students to find the keywords of story and gave personal photoes . In the last activity, the teacher asked the students to tell their experience of the photo they have.

Table 2

Score of observation in first cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			V			3
2	Students are active in participating the class.				V		4
3	The students show curiosity by asking the questions		v				2
4	Students enthusiasm in teaching learning			V			3
5	Students are active to present the material			V			3
6	The students are enthusiastic doing the monologue		v				2
7	Students enjoy in doing emonologue			V			3
	Total score	0	4	12	4	0	20

Score $\quad = \dfrac{Total\ score}{\max imal\ score} x100\%$

$= \dfrac{20}{35} \times 100\%$

$= 57.1\ \%$

Based on the results of observation above it can be concluded that only half of the students active and enthusiastic, a half of students needed more attention from the teacher in teaching learning process. The researcher saw during teaching learning process taking place, students were not given maximum response, especially students who sit in the backside of the class. They still like to talk with their peers, students looked bored and felt sleepy.

After the students' telling experience, the researcher found the result.

Table 3
The test score of cycle 1

No.	Students' code	Score
1	A-1	70
2	A-2	70
3	A-3	65
4	A-4	70
5	A-5	70
6	A-6	60
7	A-7	70
8	A-8	60
9	A-9	70
10	A-10	70
11	A-11	60
12	A-12	65

No.	Students' code	Score
13	A-13	70
14	A-14	75
15	A-15	70
16	A-16	65
17	A-17	75
18	A-18	70
19	A-19	75
20	A-20	65
21	A-21	65
22	A-22	80
23	A-23	75
24	A-24	65
25	A-25	70
26	A-26	65
27	A-27	70
28	A-28	61
29	A-29	71
30	A-30	61
31	A-31	71
32	A-32	71
33	A-33	76
34	A-34	76
35	A-35	66
Total Score		2408

$$M = \frac{\sum X}{n}$$

$$= \frac{2408}{35}$$

$$= 68.8$$

The average score of cycle 1 is 68.8. It meant that the students' score has improved but not satisfy enough. So, the

teacher and the researcher decided to implement the next cycle.

3. Cycle 2

In this cycle, the teachers focussed more to the lowest students who get low score in the previous score. According to the observer, it couldmotivate to the students because the teacher gave more attention. When they finished, the teacher and students discussed the result to assist them their difficulties. Then the teacher asked them to write their experience. After that, the teacher gave a test to measure the students' ability in speaking monologue and the success of the goal of the process.

Table 4
Score of observation in second cycle

No	Indicators	None (0%) 1	A few (< 20%) 2	Half (20-49%) 3	Many (50%-69%) 4	Majority (>70%) 5	Total of Score
1	The students are enthusiastic in listening to teachers' explanation				V		4
2	Students are active in understanding the material				V		4
3	The students show curiosity by asking the questions			V			3
4	Students enthusiasm in teaching learning				V		4
5	Students are active to present the material			V			3
6	The students ar enthusiastic doing the test				V		4
7	Students enjoy in doing evaluation			V			3

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Total score		0	0	9	16	0	25

$$Score \quad = \frac{Total \ score}{\max imal \ score} x100\%$$

$$= \frac{25}{35} \times 100\%$$

$$= 71.4 \ \%$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, but in the last time in the lesson, the bell made students did not concentrate to the lesson as they wanted to go back home soon. The researcher said that they will went back home soon after did the test.After implementing the test, the researcher examined the answer sheet and found the result.

Table 5
Score test of the second cycle

No	Students' Code	Score
1	A-1	70
2	A-2	80
3	A-3	65
4	A-4	75
5	A-5	70
6	A-6	65
7	A-7	75
8	A-8	75
9	A-9	75
10	A-10	75
11	A-11	65
12	A-12	70
13	A-13	75
14	A-14	75

No	Students' Code	Score
15	A-15	70
16	A-16	70
17	A-17	70
18	A-18	75
19	A-19	80
20	A-20	70
21	A-21	75
22	A-22	80
23	A-23	70
24	A-24	75
25	A-25	75
26	A-26	70
27	A-27	75
28	A-28	65
29	A-29	75
30	A-30	65
31	A-31	70
32	A-32	80
33	A-33	75
34	A-34	80
35	A-35	70
Total Score		**2548**

$$M = \frac{\sum X}{n}$$
$$= \frac{2548}{35}$$
$$= 72.8$$

The average score of cycle 2 is 72.8. It meant that students score in writing recount text had improved, but the teacher and the researcher wanted to implement the technique better. So, the third cycle was done.

4. The Whole Test Analysis

The result of the test from the pre-test until post test can be seen briefly as follow:

Table 9
Comparison between cycle I & Cycle II

No.	Students' code	Score	No	Students' Code	Score
1	A-1	70	1	A-1	70
2	A-2	70	2	A-2	80
3	A-3	65	3	A-3	65
4	A-4	70	4	A-4	75
5	A-5	70	5	A-5	70
6	A-6	60	6	A-6	65
7	A-7	70	7	A-7	75
8	A-8	60	8	A-8	75
9	A-9	70	9	A-9	75
10	A-10	70	10	A-10	75
11	A-11	60	11	A-11	65
12	A-12	65	12	A-12	70
13	A-13	70	13	A-13	75
14	A-14	75	14	A-14	75
15	A-15	70	15	A-15	70
16	A-16	65	16	A-16	70
17	A-17	75	17	A-17	70
18	A-18	70	18	A-18	75
19	A-19	75	19	A-19	80
20	A-20	65	20	A-20	70
21	A-21	65	21	A-21	75
22	A-22	80	22	A-22	80
23	A-23	75	23	A-23	70
24	A-24	65	24	A-24	75
25	A-25	70	25	A-25	75
26	A-26	65	26	A-26	70

27	A-27	70		27	A-27	75
28	A-28	61		28	A-28	65
29	A-29	71		29	A-29	75
30	A-30	61		30	A-30	65
31	A-31	71		31	A-31	70
32	A-32	71		32	A-32	80
33	A-33	76		33	A-33	75
34	A-34	76		34	A-34	80
35	A-35	66		35	A-35	70
Total Score		2408		**Total Score**		2548

Table 10
The Test Result of the Whole Test

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1	A-1	65	70	70
2	A-2	70	70	80
3	A-3	60	65	65
4	A-4	70	70	75
5	A-5	65	70	70
6	A-6	55	60	65
7	A-7	65	70	75
8	A-8	50	60	75
9	A-9	70	70	75
10	A-10	70	70	75
11	A-11	60	60	65
12	A-12	60	65	70
13	A-13	70	70	75
14	A-14	70	75	75
15	A-15	65	70	70
16	A-16	65	65	70
17	A-17	70	75	70
18	A-18	70	70	75
19	A-19	75	75	80
20	A-20	55	65	70
21	A-21	70	65	75

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No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
22	A-22	80	80	80
23	A-23	75	75	70
24	A-24	60	65	75
25	A-25	70	70	75
26	A-26	65	65	70
27	A-27	65	70	75
28	A-28	55	60	65
29	A-29	70	70	75
30	A-30	65	60	65
31	A-31	60	70	70
32	A-32	60	70	80
33	A-33	65	75	75
34	A-34	75	75	80
35	A-35	65	65	70
Sum		2565	2685	2840
Average mean		65.7	68.8	72.8
Low score		50	60	65
High score		80	80	80

From the table above, the use of mind mapping technique can improve students' writing of text. So, this classroom action research of the implementation of mind mapping was successful. It can be seen from the result in each cycle.

The improvement of students' achievement in speaking recount text hadbeen seen by the diagram as follow:
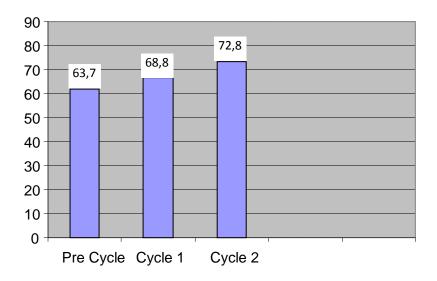
Figure 3 the Diagram of the Whole Test

From the diagram above, the research concluded that there was an improvement on students' speaking of recount text using photoes as a medium. Pre-cycle showed that students' average was 65.7, it meant that students' speaking was low because of score for KKM is 65.

In cycle 1 showed that there was improvement up to 68. 8. in cycle 2 was 72. 8. It means that there was improvement in every cycle after using photoes as a medium.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapters. From all the data analysis about the use of photoes as a medium to improve students' speaking of recount text with second grades students of MTs Al Falah Wujil Bustanul Ulum street kec. Bergas, kab. Semarang in academic year of 2014/2015 can be concluded that:

1. The implementation of photoes as media to stimulate student's ideas to tell their past experience was done in two cycles. The teacher used different recount text in each cycle, in the first cycle used "My sad experience", second cycle used "My happy experience". Teacher taught the students by retell her experience, then showed some photoes and the student arranged the story using the photo given. It was used by researcher to know the base score and final score after taught using personal photoes as a medium.

2. This research shows that the use of photoes as mediato stimulate students' ideas to tell their past experience can help student come up with ideas so that they can tell past experence.

3. The improvement of students' achievement in speaking after being taught by using photoes as media can be seen from the

average score of students from each cycle. In the first cycle, the average score of students was 68. 8. In the second cycle, the average of students score achievement was 72.8. Students' speaking increased as well as their understanding in recount text.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students' speaking interest by giving interesting way of material.

2. Teacher should use time allocation effectively, so the teaching learning process can be used maximally.

3. Personal photo as a medium in teaching speaking can help students to stimulate them to speak out and express what they wanted to say in doing monologue. The researcher suggests that the teacher uses this technique, because students may feel bored if the teacher always uses conventional way.

C. Closing

Praise to Allah, which has been giving protection and guidance. So the thesis can be finished.

The writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin

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Appendix 1

LIST OF THE STUDENTS OF THE SECOND GRADE MTs AL FALAH WUJIL

NO	NAMA	CODE
1.	Abdul Malik Al Baihaqi	A 01
2.	Ahmad Aji Mas Said	A 02
3.	Ahmad Miftahfudin	A 03
4.	Ahmad Nur Khalim	A 04
5.	Amad Nur Wakhid	A 05
6.	Alan Auliyaul Viky Ulya	A 06
7.	Dwi Kumorowati Puji Wijayanti	A 07
8.	Eka Setyaningrum	A 08
9.	Faisal Amri Ma'ruf	A 09
10.	Farah Putri Salsabila	A10
11.	Fitriani Mauliya Asyahara	A 11
12.	Indigo Serevie	A 12
13.	Kafi Nadifah	A 13
14.	Khairunnisa Citra Amalia	A 14
15.	Lulu Dewi Liana	A 15
16.	Muhammad Ainun Naim	A 16
17.	Mhammad Azhar	A 17
18.	Muhammad Fatkur Rozik	A 18
19.	Muhammad Hamid Khasruri	A 18
20.	Nevi Aditia Mardiyani	A 20
21.	Nur Shoimah	A 21
22.	Nurul Alfiah	A 22
23.	Nurul Bashiroh	A 23
24.	Rifki Rizal Fadholi	A 24
25.	Rizki Agung Nugroho	A 25
26.	Santi Fitria Sari	A 26
27.	Siti Musyarofah Maulidiyah	A 27
28.	Sri Handayani	A 28
29.	Suci Widyaningsih	A 29
30.	Vika Damayanti	A 30
31.	Windarsih	A 31
32.	Muntarno	A 32
33.	Riky Mardian Syah	A 33
34.	Firdaus Erka	A 34
35.	Zahid	A 35

Appendix 2

<p style="text-align:center">INSTRUMENT THE FIRST CYCLE OF SPEAKING
ON RECOUNT TEXT</p>

Material   : Recount text (telling experience through photo)

Instruction   : Please tell your sad experiences of the photo you have!

You may open your dictionary if it is needed.

<p style="text-align:center">Good Luck</p>

Appendix 3

INSTRUMENT THE SECOND CYCLE SPEAKING
ON RECOUNT TEXT

Material   :   Recount text (telling experience through photo)

Instruction   :   Please tell your happy experience of the photo you have!

You may open your dictionary if it is needed.

Good Luck

Appendix 4

SILABUS PEMBELAJARAN

Sekolah : MTs Al Falah

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1.Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	1. *Give suitable notices based on the pictures* 2. *Make simple advertisments based on the pictures*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Ungkapan baku - attention, please	membeli / menggun-akan produk terten-tu 3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 4. Membuat secara lisan: - Notice - Iklan 1. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dngan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount dan narrative - *simple past* - *past*						
10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk	1.Teks monolog berbentuk recount dan *narrative*. 2.Ciri-ciri kebahasaan teks narrative dan		- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	1. *Tell us briefly what you did yesterday* 2. *Retell a story that you know very well.* 3. *Tell a story based on the*	8 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	recount. 3.Langkah retorika teks narrative dan recount. 4. Tata Bahasa - Simple Past tense - Past continuous tense - temporal conjuntions - Connective words - Adverbs - Adjectives 5.Kosa kata - kata terkait tema dan jenis teks 6.Ungkapan baku - Really? - That's terrible - How Then ?	*continuous* - *temporal conjunctions* - *connective words* - *adverbs* - *adjective*s 3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then...., finally...* 4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.				*series of a pictures given*.		Inggris

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Kepala Madrasah

Kurniawan Wibowo, S.PdI

NIP. -

Semarang, Juli 2014
Guru Mapel Bahasa Inggris,

(Suri Haryati)
NIP /NIK :

SILABUS PEMBELAJARAN

Sekolah   : MTs Al Falah

Kelas   : VIII (Delapan)

Mata Pelajaran   : Bahasa Inggris

Semester   : 2 (Dua)

Standar Kompetensi : Berbicara

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -.A: *Do you mind lending me some money?* B: *No, problems* -.A: *Can I have a bit?* B: *Sure, here you are.* -.A: *Here is some money for you.* B: *Sorry, I can't take this.*	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pillih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya dan menjawab menggunakan	1. Bertanya dan menjawab tentang meminta,memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi, menolak barang 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat	Unjuk kerja	Uji petik berbicara, Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	-.A: Do you like it ? B: Yes, I do. -.A: Have you done it? B:No, I haven't. -.A: Do you think it's good? B: I think it is / Sorry I can't say any thing -.A: Would you like some .....? B: Yes, please / No, Thanks 2.Tata Bahasa - Do you mind .... - Present perfect tense 3. Kosa kata - Kata terkait tema dan jenis teks	ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan	5. Bertanya dan menjawab tentang menawarkan,menerima,menolak sesuatu					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang,	4. Ungkapan Baku - No Problem - Sorry - No, thanks - Yes, Please 1. Teks percakapan memuat ungkapan berikut: Contoh : - *A: what if I do it again?* *B: Fine with me.* - *A: I Must go now* *B: Do you have to?* ● *Right.* ● *I see.* ● *Hm...m yeah* ● *Hello,excuse me* ● *Did you? / Were you?* ● *Thanks/ Bye / see you* ● *Could I speak to ..?* ● *Well,I'm calling to ...?* ● *Nice talking to you.*	1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran mengunakan ungkapan yang telah dipelajari	1. Bertanya dan menjawab tentang meminta,memberi persetujuan 2. Bertanya dan menjawab tentang merespon pernyataan 3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara 4. Mengawali,memper panjang menutup percakapan 5. Mengawali,memper panjang menutup percakapan telepon	Unjuk kerja	Uji petik berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	2 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Kartu peran

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan menutup percakapan telepon	2. Tata Bahasa - Past form of be 3. Kosa kata - Kata terkait tema dan jenis teks 4. Spelling and intonation							
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								4.

Kepala Madrasah

Kurniawan Wibowo, S.PdI

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Sekolah   : MTs Al Falah

Kelas   : VIII (Delapan)

Mata Pelajaran   : Bahasa Inggris

Semester   : 2 (Dua)

Standar Kompetensi : Berbicara

3. Mengungkapkan   makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.3 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1.Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan baku	5. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 6. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang membeli / menggun-akan	3. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 4. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	3. *Give suitable notices based on the pictures* 4. *Make simple advertisments based on the pictures*	4 x 40 menit	5. Buku teks yang relevan 6. Gambar terkait materi dan topik 7. Benda sekitar 8. Teks bentuk khusus: - undangan - pengumuman - pesan singkat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- attention, please	produk terten-tu 7. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 8. Membuat secara lisan: - Notice - Iklan 5. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dngan tema yang dipilih 6. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount dan narrative						
10.4 Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi	1.Teks monolog berbentuk recount dan *narrative*. 2.Ciri-ciri kebahasaan teks narrative dan recount.	- simple past - past continuous - temporal	- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	3. *Tell us briefly what you did yesterday* 4. *Retell a story that you know very well.* 3. *Tell a story based on the series of a pictures given.*	8 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa Inggris

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	3.Langkah retorika teks narrative dan recount. 4. Tata Bahasa - Simple Past tense - Past continuous tense - temporal conjuntions - Connective words - Adverbs - Adjectives 5.Kosa kata - kata terkait tema dan jenis teks 6.Ungkapan baku - Really? - That's terrible - How Then ?	*conjunctions* - *connective words* - *adverbs* - *adjective*s 7. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then...., finally...* 8. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	Tekun (*diligence*)							

Semarang, Juli 2014
Guru Mapel Bahasa Inggris,

Kepala Madrasah

Kurniawan Wibowo, S.PdI

NIP. -

(Suri Haryati)
NIP /NIK :

Appendix 5
LESSON PLAN OF THE FIRST CYCLE

School   :MTs Al-Falah Wujil
Class/Semester   :VIII/II
Subject   :English
Topic   :My Sad Experience
Skill   :Speaking
Time Allotment   :4x40 minutes

A. Standard of Competency

To communicate orally and use transactional discourses, fluently and accurately, especially in recount text.

B. Basic Competence

Expressing meaning in short-simple monolog by using spoken language accurately,fluently, and understandably to interact with surrounding in the form of descriptive or report text

C. Indicators

The Studens are able to:

1. Identify the definition of recount text
2. Identify the purpose, generic structure, language feature of recount text
3. Tell sad experience of the photo they have.

D. Learning Outcome

Students are able to answer the teacher's questions of the sad experience photoes shown.

Students are able to tell their sad experience of the photo they have.

E. Character Building

In this learning activity, students are expected to be:

1. Creative
2. Confidence

F. Learning Material

Genre of text: Recount

- Social function : To retell event for purpose of informing or entertaining. The tense that used in recount text is past tense.
- Generic structure :
  1) Use of nouns and pronouns to identify people, animal and things.
  2) Use of action verb to refers the events.
  3) Use of past tense to locate events in the relation of the writers time
  4) Use of conjuction and connective to sequence the events
  5) Use of adverb and adverbial phrases to indicate place and time
  6) Use of adjective to describe nouns

- Sample of Recount text

Last week I was scolded by my teacher, She was angry with me because I forgot to do my homework. She asked me not to join a lesson. I had to go out of the class/ I was really sad and I promised to myself not to forget my homework anymore.

Method

Questions and answers

G. Learning Activities

Meeting I

Activities	Time	Interaction Pattern	Samples of Instruction
PRE ACTIVITY			
• Teacher greets students • Teacher ask	10 *minutes*	• T-Ss • T-Ss	• Assalamu'alaikum • Good morning class... • How are you today? • Let's pray together

the students to pray together • Teacher checks students' attendance		• T-Ss	before checking your attendance • I'll check your attendance, so please raise your hand if I call your name!
MAIN ACTIVITY			
Exploration	5 *Minutes*		
• Teacher shows some sad and happy experience of photoes then give some questions		• T-Ss	• Do you know recount text? • Have you ever got sad experience? • Where,when, What and why that experience occured?
Elaboration	50 *Minutes*		
• Teacher introduces and explain the material that will be learn today • Teacher gives the example • Teacher asks student toanswer where, what,		• T-Ss • T-Ss • T-Ss	• Today, we will continue the material last meeting • I will give example of recount text • Please answer orally some questions about recount text briefly!

when, who and why based of the text from the photo given. Then teacher writes all answer on the whiteboard			
Confirmation	5 *Minutes*		
• Teacher asks the students impression recount text • The teacher gives the positive feedback to the students by asking some questions and finishes their problems orally		• T-Ss • T-Ss	• How do you feel after studying recount text • Do you have the problems in speaking? • Please tell me your problem?
POST ACTIVITY			
• Teacher reviews the material of the day • Teacher gives	10 *minutes*	• T-Ss • T-Ss	• What is recount text? • What is the purpose, etc • Please, practice the material you got in your home and study

Activities	Time	Interaction Pattern	Samples of Instruction
motivation to practice the lesson of today • Teacher closing the meeting today		• T-Ss	more the material of recount text • Finally, I would like to say Wassalamu'alaikum

Meeting 2

Activities	Time	Interaction Pattern	Samples of Instruction
PRE ACTIVITY			
• Teacher greets students • Teacher ask the students to pray together • Teacher checks students' attendance	10 *minutes*	• T-Ss • T-Ss • T-Ss	• Assalamu'alaikum • Good morning class... • How are you today? • Let's pray together before checking your attendance • I'll check your attendance, so please raise your hand if I call your name!
MAIN ACTIVITY			
Exploration	5 *Minutes*		
• Teacher gives the students'		• T-Ss	• Asks some questions; Have you ever
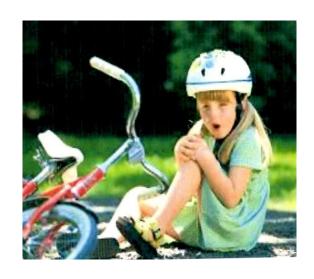
stimulating question			got happy experience, where, when, what and why was it happened? • What thing that you can remember about that ocation ?
Elaboration	50 *Minutes*		
• Teacher shows some sad and happy experience. • Teacher is/asks some questions deal with the picture shown. • Teacher asks some questions. • Teacher writes the students'answers on the whitboard. • Teacher asks one of the students to show hiss his photo,		• T-Ss • T-Ss • T-Ss	• Today, we will continue the material last meeting • I will give example of recount text • Please tell your experience of the photo you have.

and tell his experience she/he has, in front of class. • The teacher asks other students to find out their photo and tell their experience.			
Confirmation	5 *Minutes*		
• Teacher asks the students impression after studying recount text • The teacher gives the positive feedback to the students by asking some questions and finishes their problems orally		• T-Ss • T-Ss	• How do you feel after studying recount text • Do you have the problems in speaking? • Please tell me your problem?
POST ACTIVITY			
• Teacher reviews the material of the day	10 *minutes*	• T-Ss	• What is recount text? • What is the purpose, etc

• Teacher gives motivation to practice the lesson of today • Teacher closing the meeting today		• T-Ss • T-Ss	• Please, practice the material you got in your home and study more the material of recount text • Finally, I would like to say Wassalamu'al aikum

H. Media

Photoesof some experiences and text book; English competence

for eight grade penerbit Erlangga page 85.

I. **Source of Material**

Practice Your English Competence 2 for SMP/MTs eightth grade penerbit Erlangga, unit 13 page 85.

J. **Assesment**

Form : Oral test

Rubric of assesment

Aspect	Score	Descriptive
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems, so severe as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order

		so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition

	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetition.
	1	Can not be said to understand even simple conversation virtually impossible.

K. EVALUATION

Indicator of Competence Achievements	Scoring Technique	Instrument Form	Instrument/ Duty
- Doing monologue of simple recount	Performence Test	Speaking Test	Please tell your sad experience of the photo you have! You may open your dictionary if it is needed.

Bergas,19th May2015

Guru Mata Pelajaran

Kepala Madrasah

Kurniawan Wibowo, S.PdI

SURI HARYATI

NIP. -

Appendix 6

LESSON PLAN OF THE SECOND CYCLE

School : MTs Al-Falah Wujil
Class/Semester : VIII/II
Subject : English
Topic : My Happy Experience
Skill : Speaking
Time Allotment : 4x40 minutes

A. Standard of Competency

To communicate orally and use transactional discourses, fluently and accurately, especially in recount text.

B. Basic Competence

Expressing meaning in short-simple monolog by using spoken language accurately,fluently, and understandably to interact with surrounding in the form of recount text

C. Indicators

The Studens are able to:
1. Identify the definition of recount text
2. Identify the purpose, generic structure, language feature of recount text
3. Tell happy experience of the photo they have.

D. Learning Outcome

Students are able to answer the teacher's questions of the sad experience photoes shown.

Students are able to tell their sad experience of the photo they have.

E. Character Building

In this learning activity, students are expected to be:
1. Creative
2. Confidence

F. Learning Material

Genre of text: Recount

- Social function : To retell event for purpose of informing or entertaining. The tense that used in recount text is past tense.
- Generic structure :
  1) Use of nouns and pronouns to identify people, animal and things.
  2) Use of action verb to refers the events.
  3) Use of past tense to locate events in the relation of the writers time
  4) Use of conjuction and connective to sequence the events
  5) Use of adverb and adverbial phrases to indicate place and time
  6) Use of adjective to describe nouns
- Sample of Recount text

Last week Rehan's class had a field trip to Taman Lele (catfish park). There were twenty five students and two teachers visiting the park. They went there by bus.

At the Taman Lele Rehan and his friends saw many kinds of animals. There were crocodile, deer, monkeys and ofcourse catfish. Rehan was amazed to see so many catfish in the pond. The catfish was almost covered the surface of the water.

Rehan and his friends also enjoyed riding water becak and flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch the teacher said, 'Write a composition on your trip to Taman Lele. Submit it tomorrow". The best composition will get one free ticket to Taman Lele.

Rehan and his friends cheered loudly. It would be nice to get the free ticket and visit the Taman Lele again.

G. Method

Questions and answers

H. Learning Activities

THE FIRST MEETING

1. **Pre Activity (10 minutes)**

- Teacher greets students

- Teacher asks the students to pray together.

- Teacher checks thestudents' attendance.

2. **Main Activity**

a. Exploration (5 minutes)

Teacher shows some happy experience photos such as birthday, winning competition, having a picnic, getting new bicycle, etc.

b. Elaboration (50 minutes)

Teacher asks some questions of the photoes shown;

-Have you ever had happy experience?

-What is that?

-Where did it occure?

-When did it occure?

-What made you happy in that experience?

Teacher writes down the answers on the whiteboard.

Teacher shows one of the photoes and gives the example of telling happy experience from the photo shown.

Teacher states that we could tell our own happy experience from all the answers that would be key words in the story.

c. Confirmation (5 minutes)

Teacher asks the students' impression of studying todays material of recount text (How do you feel after studying recount text?)

Teacher gives the possitive feedback to the students by asking some questions and finishes the lesson and tells the way to overcome the problem of telling happy experience.

3. **Post Activity (10 minutes)**

Teacher reviews the whole todays material.

Teacher gives motivation to practice speaking English little by little from the simple sentence or statement and also practice todays lesson.

Teacher clossing the meeting todayby reciting Hamdalah and saying good bye.

THE SECOND MEETING

1. **Pre Activity (10 minutes)**
   - Teacher greets students
   - Teacher asks the students to pray together.
   - Teacher checks the students' attendance.

2. **Main Activity**

   a. **Exploration (5 minutes)**

   Teacher shows one of the photoes students' activity of their own experience in the class (the photo which hanging

on the wall in this room: becoming the first winner of cerdas cermat competition of Junior High School Students in Kecamatan)

b. **Elaboration (50 minutes)**

Teacher asks some questions of the photoes shown;

-Have you ever had this experience like the photo shown?(happy experience)

-What is that?

-Where did that occure?

-When did that occure?

-What made you happy in that experience?

Teacher writes down the answers on the whiteboard.

Teacher tries to tell that experience of the photo shown.

Teacher states that we could tell our own happy experience from all the answers that would be key words in the story.

c. **Confirmation (5 minutes)**

Teacher asks the students' impression of studying todays material of recount text (How do you feel after studying recount text?)

Teacher gives the possitive feedback to the students by asking some questions and finishes the lesson and tells the way to overcome the problem of telling happy experience.

3. **Post Activity (10 minutes)**

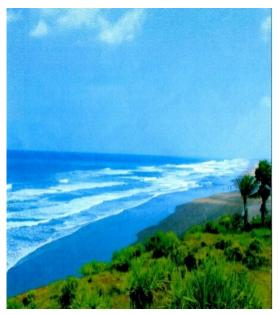Teacher reviews the whole todays material.

Teacher gives motivation to practice speaking English little by little from the simple sentence or statement and also practice today's lesson.

Teacher gives speaking test of telling their happy experience of the photo they have.

Teacher clossing the meeting today by reciting Hamdalah and say good bye.

I. Media

Photo of some experiences and text book

J. Source of Material

Practice Your English Competence 2 for SMP/MTs eightth grade penerbit Erlangga, unit 13 page 85.

K. Assesment

Form : Oral test

Rubric of assesment

Aspect	Score	Descriptive
Pronunciation	5	Have few traces of foreign accent.
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	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech

Aspect	Score	Descriptive
		virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition

Aspect	Score	Descriptive
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetition.
	1	Can not be said to understand even simple conversation virtually impossible.

L. EVALUATION

Indicator of Competence Achievements	Scoring Technique	Instrument Form	Instrument/ Duty
- Doing monologue of simple recount	Performence Test	Speaking Test	Please tell your sad experience of the photo you have! You may open your dictionary if it is needed.

Bergas, 21st May 2015

Guru Mata Pelajaran

Kepala Madrasah

Kurniawan Wibowo, S.PdI

NIP. -

SURI HARYATI

Appendix 7

TRANSCRIPT AUDIO OF THE FIRST CYCLE

1. Siti Musyarofah, Audio#1

   Yesteray I went to Banyumanik Hospital. I went there with my mother by bus. We went to see Aulia. My niece was ill. She was hospitalized since two days ago. She sufered from demam berdarah or DB. A doctor came and checked her. He gave injection and a nurse help her to drink medicine. Aulia was asleep after drinking medicine. We prayed for her to get better and then we went home.

2. Fitriani Mauliya Asyahara, Audio#2

   Yesterday I rode a bicycle with my little brother. I rode a bicycle quickly. Suddently I felt from abicycle. My knew was hurt. I cried and my mother helped me. I was really sad.

3. Kafi Nadifah, Audio#3

   Last month our rural area got a flood. Because it rained much. Because of flood many people couldn't go to anywhere. My father couldn't go to his office. My mother couldn't go to market to buy vegetables. Because many public tranportation could not run. The road was full of water.

4. Windarsih, Audio#4

   My sister Citra was ill. My mother took her to a doctor. He checked her with a stethoscope and thermometer. Her temperature was high. The doctor said she had a fever. Then he gave a prescription, My mother and sister went to a drugstore and bought medicine. After they arrived at home, my sister drank medicine and had asleep. The next day she had better.

5. Vika Damayanti, Audio #5

   I got lost at Ungaran. This was my firsttime in that area. I searched my friend's house. I walked along that street with feeling worried to get lost.

Finally I got lost becausee I forgot my friend's address. I decided to go home.

6. Sri Handayani, Audio#6

Last Sunday I helped my mother to cook in a kitchen.My mother asked me to cut some carrots. When I cut suddently I cut my finger. My middle finger was bleeding and I cried to see blood. My mother helped me to cure my finger with betadin.

7. Santi Fitria Sari, Audio#7

My friends and I went to a swimming-pool. Actually I could not swim well. I just learnt how to swim. My friend could swim and she taught me to swim. I got down in a wrong pool. It was deep for me to swim. I was drown because I could not swim. My friend helped me. She adviced me not to swim in the deep pool.

8. Suci Widyaningsih, Audio#8

My classmates went to Semirang waterfall. Because it was not far from our school so we went there on foot. On the way to waterfall I slipped and felt. My knee was hurt I could not walk. My friends helped me to cure my knee. One of myfriends could massage. She massaged my knee and it got better.From that time I reluctant to go to Semirang waterfall because the road was up and down.

1. Siti Musyarofah, Audio#1

   Last holliday the students of MTs Al Falah went to Gedong Songo temple. We were about 70 students and 10 teachers. We went there by tour bus. We saw beautifull scenery and enjoyed fresh air. We had lunch together under large trees. One of students played a guitar and other studentssang together. All of the students were glad.

2. Fitriani Mauliya Asyahara, Audio#2

   My family and I went to Parang Tritis beach. It had beautiful view with a blue sea, blue sky and coconut ice or degan. We took some photoes, rode a horse and enjoyed sea food. After we took a walk along seasore we were tired. We went home at five in the afternoon.

3. Kafi Nadifah, Audio#3

   Last week I and my friends went to Gembiro Luko zoo in Yogyakarta. We went there at ten o'clock in the morning and arrived at one o'clock in the afternoon.We saw many animals like tiger, bear, snake and etcetera. We bought ice cream chocolate flavour. It was interesting Experience.

4. Dwi Kumorowati, Audio#4

   It was my little brother's birthday. We celebrated the party at home. The party was at three in the afternoon and finished at five in the afternoon. We ate tart together and gave birthday gift. It was interesting party.

5. Nurul Bashiroh, Audio#5

   I went to Palagan with my friends. We were thirty three students. We went there with mini bus. We took photoes at museum. The price ticket was Rp 5.000,00. We enjoyed meatball there. We played and laughed together and went home at two o'clock in the afternoon.

6. Nur Shoimah, Audio#6

   Last week I went to my friend's birthday party. She was Annisa. She celebrated birthday. There were many balloons, ribbon and a tart.We

drank, ate and sang together. We gave Annisa a birthday pressent. All of us were happy.

7. Santi Fitria Sari, Audio#7

Last month I and my friends went to a zoo at Mangkang. It was about fourty minutes from my house to the zoo. We went there by BRT or Trans Semarang, air conditioned bus.We enjoyed watching beatiful view and many animals. We could have fun and also studied about animals there. After we walked around we felt tired. Then e went home at 4 o'clock in the afternoon.

8. Suci Widyaningsih, Audio#8

My family and I went to Borobudur temple last Lebaran or Idul Fitri. We visited there because we had Aunt in Magelang, so it was easy to get there. Because it was Lebaran so there wer very crowded. Many people have a picnic there after silaturahim. Borobudur

Appendix 9

SCORE OF THE FIRST CYCLE

NO	CODE	SCORE
1.	E-01	65
2.	E-02	70
3.	E-03	60
4.	E-04	70
5.	E-05	65
6.	E-06	55
7.	E-07	65
8.	E-08	50
9.	E-09	70
10.	E-10	70
11.	E-11	60
12.	E-12	60
13.	E-13	70
14.	E-14	70
15.	E-15	65
16.	E-16	65
17.	E-17	70
18.	E-18	70
19.	E-19	75
20.	E-20	55
21.	E-21	70
22.	E-22	80
23.	E-23	55
24.	E-24	60
25.	E-25	70
26.	E-26	65
27.	E-27	55
28.	E-28	70
29.	E-29	65
30.	E-30	65
31.	E-31	60
32.	E-32	60
33.	E-33	65
34.	E-34	75
35.	E-35	**65**

SCORE TEST OF THE SECOND CYCLE

No	Students' Code	Score
1	A-1	70
2	A-2	80
3	A-3	65
4	A-4	75
5	A-5	70
6	A-6	65
7	A-7	75
8	A-8	75
9	A-9	75
10	A-10	75
11	A-11	65
12	A-12	70
13	A-13	75
14	A-14	75
15	A-15	70
16	A-16	70
17	A-17	70
18	A-18	75
19	A-19	80
20	A-20	70
21	A-21	75
22	A-22	80
23	A-23	70
24	A-24	75
25	A-25	75
26	A-26	70
27	A-27	75
28	A-28	65
29	A-29	75
30	A-30	65
31	A-31	70
32	A-32	80
33	A-33	75
34	A-34	80
35	A-35	70
Total Score		**2548**

The students activity of teaching learning in the first cycle

The situation of teaching learning process

The reasearcher practices the personal photoes as media

The students' activity of teaching learning in the second cycle

Nomor	: In.06.3/M.2/PP.00.9/ 5132 /2014	Semarang, 29 September 2014
Lamp	: -	
Hal	: **Permohonan Kesediaan**	
	Menjadi Pembimbing Skripsi	

KepadaYth.:Ibu Siti Tarwiyah, SS, M. Hum

Assalamu'alaikum wr. wb.

Berdasarkan hasil pembahasan tentang tema penelitian skripsi pada Program Kualifikasi, maka Ketua Program Peningkatan Kualifikasi S1 Bagi Guru Madrasah dan RA Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo menyetujui usulan judul mahasiswa:

Nama	:	Suri Haryati
NIM	:	113411134
Program Studi	:	Bahasa Inggris
Judul Penelitian	:	Stimulating student's ideas to tell their past experiences through personal photoes (A classroom Action Research At second Grade of MTS Al Falah Wujil Kabpaten Semarang in the academic year of 2014/2015)

Untuk proses penulisan skripsi tersebut, maka dengan ini kami memohon kesediaan Ibu dosen untuk menjadi pembimbing skripsi mahasiswa program kualifikasi, sebagaimana terlampir dalam Surat Tugas.

Demikian, atas perhatian dan kesediaannya diucapkan terimakasih

Wassalamu'alaikum wr. wb.

a.n Dekan
Ketua Program,

Abi Asikin, MA.
NIP. 19690724 199903 1 002

TEMBUSAN dikirim kepada:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip.

Nomor   : In.06.3/M.2/PP.00.9/2403/2015   Semarang, 22 Mei 2015
Lamp   :
Hal   : **Mohon Izin Riset**
           A.n : Suri Haryati
           NIM : 113411134

Kepada yth.
Kepala MTs Al Falah Wujil
di Tempat

Assalamu'alaikum wr.wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan
mahasiswa:

Nama   : Suri Haryati
NIM   : 113411134
Alamat   : Wujil RT 07/01 Kec. Bergas, Kab. Semarang.
Judul Skripsi : Stimulating Students' Ideas to Tell Their Past Experiences
                 through Personal Photoes (A Classroom Action Research at the
                 Second Grade of MTs Al Falah Wujil Kec. Bergas Kab.
                 Semarang in the Academic Year of 2014/2015)
Pembimbing   : Siti Tarwiyah, S.S, M.Hum.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang
sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 2 minggu,
pada tanggal 18 Mei 2015 sampai dengan tanggal 30 Mei 2015
Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. H. Wahyudi, M.Pd.
NIP. 19680314 199503 1 001

SURAT KETERANGAN

No : MTs 11.22.703/PP.002/121/2015

Menindak lanjuti surat UIN Walisongo Fakultas Ilmu Tarbiyah dan Keguruan Semarang nomor : In.06.3/M.2/PP.00.9/2403/2015 tanggal : 22 Mei 2015 tentang Izin Riset, maka dengan ini Kepala MTs Al Falah Wujil menerangkan bahwa :

Nama   : **SURI HARYATI**

NIM   : 113411134

Alamat   : Ds. Wujil RT 07 RW 01, Kec. Bergas, Kab. Semarang

Bahwa yang bersangkutan benar-benar telah melaksanakan Riset / Penelitihan guna mencari data-data di MTs Al Falah Wujil sejak tanggal 19 Mei 2015 sampai dengan 30 Mei 2015 dengan hasil **BAIK**

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Wujil, 15 Mei 2015
Kepala Madrasah

Kurniawan Wibowo, S.PdI

NIP. -

KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang 50185 Telp. 7601295 Fax. 7615387

ADVISOR APPROVAL

Dear Sir,

Dean of Education and Teachers Training Faculty English Department State Islamic University of Walisongo Semarang

Assalamu'alaikum wr. wb

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **Stimulating Students' Idea to Tell Their Past Experiences Through Personal Photoes (A Classroom Action Research at the Second Grade of MTs Al Falah Wujil)**

Name of Students : Suri Haryati
Reg. Number : 113411134
Department : English Language Teaching
Faculty : Education and Teachers Training
is ready to be submitted in joining last examination.

Wassalamu'alaikum. wr. wb

Semarang, 7 Juli 2015

Advisor,

Siti Tarwiyah, S.S, M. Hum
NIP. 19721108 199903 2 001

KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang 50185 Telp. 7601295 Fax. 7615387

Hal : Nilai Bimbingan Skripsi

Kepada Yth.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

UIN Walisongo

di Semarang.

Dengan hormat kami beritahukan bahwa setelah kami membimbing skripsi saudari:

Nama	:	Suri Haryati
N I M	:	113411134
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Stimulating Students' Ideas to tell Their Past Experiences through Personal photoes (A Classroom Action Research at Second Grade of MTs. Al Falah in the Academic year of 2014/2015)

Maka nilai bimbingan adalah : (..3,3..)

Catatan khusus bimbingan : ....

Demikian agar dapat digunakan sebagaimana mestinya.

Semarang, 7 Juli 2015
Pembimbing,

Siti Tarwiyah, S.S, M.Hum.
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