

## **Improving Senior High Students' Speaking Ability to Describe a Place by Using Their Own Drawing**

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### **Abstrak**

Terdapat beberapa faktor yang seharusnya para guru bahasa Inggris perhatikan untuk mengajarkan berbicara bahasa Inggris yang dapat mempengaruhi kemampuan berbicara bahasa Inggris siswa misalnya motivasi, panduan, kesiapan, pikiran, latihan, dan juga bagaimana cara otak manusia bekerja. Karena kegiatan belajar dan berfikir akan meningkat ketika kedua sisi otak digunakan secara seimbang. Peneliti menggunakan gambar yang dibuat oleh siswa itu sendiri untuk membangun ketertarikan siswa untuk lebih mempelajari bahasa Inggris dan juga membuat kedua sisi otak mereka berjalan dengan seimbang. Peneliti ingin mengetahui apakah penggunaan gambar yang dibuat siswa itu sendiri efektif atau tidak untuk meningkatkan kemampuan berbicara bahasa Inggris siswa dalam mendeskripsikan sebuah tempat. Dalam melaksanakan penelitian, peneliti menggunakan desain penelitian, percobaan dengan cara mengumpulkan data melalui pemberian ujian awal, perlakuan, dan ujian akhir. Terdapat dua kelompok dalam penelitian ini, kelas X-7 sebagai kelompok kontrol dan kelas X-8 sebagai kelompok percobaan. Terdapat 30 siswa disetiap kelompok. Kedua kelompok diberikan ujian awal dan akhir, tetapi hanya kelompok percobaan yang diberikan perlakuan. Peneliti menggunakan ujian berbicara bahasa Inggris dan sebuah daftar pertanyaan sebagai alat untuk mendapatkan data dalam penelitian ini. Pada akhir penelitian ini, peneliti menganalisa data dari nilai ujian berbicara siswa. Data yang diperoleh dihitung secara statistik dengan menggunakan rumus t-test. Kemudian, ditemukan bahwa t-table 2.00 dan t-value 13.16. t-value lebih tinggi dibandingkan dengan t-table ( $13.16 > 2.00$ ) berarti terdapat peningkatan yang signifikan pada kemampuan berbicara bahasa Inggris siswa setelah mendeskripsikan sebuah tempat dengan menggunakan gambar yang mereka buat sendiri. Selain itu, berdasarkan hasil dari daftar pertanyaan, para siswa setuju bahwa penggunaan gambar yang mereka buat sendiri sangat membantu mereka. Jadi, para siswa setuju jika gambar yang mereka buat sendiri digunakan sebagai media dalam pengajaran berbicara bahasa Inggris teks deskripsi. Peneliti menyimpulkan bahwa gambar yang dibuat oleh siswa itu sendiri adalah sebuah media yang efektif yang dapat digunakan untuk meningkatkan kemampuan berbicara bahasa Inggris mereka. Oleh karena itu, diusulkan kepada para guru bahasa Inggris untuk menggunakan media ini sebagai salah satu alternatif untuk mengajar berbicara bahasa Inggris. Selain itu, diusulkan pula kepada peneliti yang akan datang untuk menemukan subyek dan media lain di masa depan yang dapat diteliti agar mendapatkan penelitian yang lebih baik.

**Kata Kunci:** Gambar yang Dibuat Oleh Siswa Sendiri, Kemampuan Berbicara Bahasa Inggris, Deskripsi.

### **Abstract**

There are some factors that the English teacher should consider to teach speaking which can influence the students' speaking ability namely motivation, guidance, readiness, think, practice and also how human's brain works. Since learning and thinking are increased when both sides of the brain are used in a balanced manner. The researcher used students' own drawing to build the students' interest to learn English more and also make both sides of their brain are balance. The researcher wanted to find out whether the use of students' own drawing is effective or not to improve the students' speaking ability in describing a place and also to know the students' responses towards this media to describe a place. In conducting the research, the researcher used experimental research design by collecting the data through giving pre-test, treatment and post-test. There were two groups in this research, X-7 as the control group and X-8 as the experimental group. There were 30 students in each group. Both groups were given pre-test and post-test however only the experimental group that were given the treatment. The researcher used speaking test and a questionnaire as the instruments of this research. In the end of the research, the researcher analyzed the data of the students' speaking test score. The data was calculated statistically using t-test. Then, it was found that the t-table was 2.00 and the t-value was 13.16. The t-value was higher than the t-table ( $13.16 > 2.00$ ) meaning there was significant improvement on the students' speaking ability after describing a

place using their own drawing. Moreover, based on the result of the questionnaire, the students agree that the use of their own drawing is very helpful for them. Thus, the students agree if their own drawing is used as media in teaching speaking descriptive text. The research concluded that students' own drawing is an effective media that can be used to improve their speaking ability. Therefore, it is suggested that English teachers to use this media as one of the alternatives to teach speaking. Besides, it is also suggested to future researcher to find the other subject and media in future that can be observed in order to get better research.

**Keywords:** Students' Own Drawing, Speaking Ability, Descriptive.

## INTRODUCTION

In Indonesia English is taught as a foreign language from elementary school, junior high school, senior high school and university. Therefore, the government gives more attention to the language by creating a suitable curriculum for this subject. In senior high school, the students are expected to be able to acquire the informational purpose since they have to be prepared to face the real and academic life, such as applying for the job after graduating from the school or registering to the higher education level in a university (Agustin, 2004:7-8)

Teaching English in senior high school is intended to develop students' communicative abilities which have to include all of English skills such as listening, speaking, reading, and writing. Kayi (2006) states that speaking is the most important skill that has to be mastered by the students since they have to be able to speak English in order to communicate with others. According to Cunningham (in Murad, 2009:27) teaching speaking requires that students not only know how to produce specific points of the language such as pronunciation, grammar, vocabulary, fluency and comprehension but also they have to understand when, why and in what ways to produce the language.

Teaching speaking is not easy since the teacher should consider some factors which can influence the students' speaking ability. According to Kisyani (in Awwal, 2005:2) speaking ability is a complicated skill that should be learned with some factors namely motivation, guidance, readiness, think and practice. If the students do not relate with one of the factors, they will get difficulty to learn the language as the result they will get difficulty in improving their speaking ability. This statement is supported by DePorter (in Mulyanah, 2008) believes that the success of teaching goals not only involves teaching materials but also the learners' psychology. Besides, the teacher also should consider about how human's brain works since learning and thinking are increased when both sides of the brain are used in a balanced manner.

The brain is divided into left and right sides. Each side controls its own set of activities or tasks. The

left side of the brain tends to be more dominant in logical or analytical activities. It is also dominant in understanding and using language, including listening, speaking, reading and writing. It is involved in the memory for spoken and written messages, and plays a major role in the analysis of information. Meanwhile, the right side of the brain is more visual oriented. It is more dominant to creativity such as color, imagination, and comprehends rhythms ability. Thus the right brain plays roles in drawing, singing, playing and sporting activities (Yuliastuti, 2010).

According to Greenenough & Wallace (1993), the right brain has long term memory more than the left one. However, the left and the right side of the brain have roles that fill in each other. The roles of each side of brain are important and are needed in the learning process. Therefore, it is important to make both sides of brain balance in the learning process (Sperry, 1968).

The teachers have to make the language classes more enjoyable and motivated in order to build the students' interest to learn about English more and also use both sides of their brain. The teachers can use visual aids to encourage and facilitate the students to feel comfort and also make the learning process will be optimum. There are a lot of visual aids that can be used by the teacher to teach English one of them is a picture.

Picture as a visual aid will attract students' attention, and motivate them to learn the subject. Munadi (2008) says that pictures make it easy for people to catch ideas or information conveyed in them more clearly if it expressed verbally. When the students observe pictures, they are able to speak more, interact with the pictures and their friends, and build new ideas. Besides, picture can give impression to the students for comprehending the learning topic and also stimulate speaking activities (Supardjo and Andayani, 2003:45).

According to Gerngross and Puchta (1992) the teacher can use newspapers, magazines, advertisements, brochures, catalogues, calendars, postcards, posters, instructions, stamps, family photographs, slides, and the teacher or students' own drawing as resources. To obtain the teaching goals, the teachers should decide the appropriate resource for their teaching.

There are some kinds of texts in English which are taught in the level of senior high school. They are recount, narrative, report, news item, spoof, analytical exposition, hortatory exposition, procedure, explanation, discussion, review and descriptive text (Depdiknas, 2004:12). One of these texts which have to be learned and be comprehended by first grade of senior high students is descriptive text. Descriptive text is defined as a text which describes a particular person, place, or thing. The aim of this text is to tell about subject by describing the features without including personal opinions (Depdiknas, 2004: 48). Thus, descriptive text studies about describing a person, a thing or a place such as the characteristics or the visual aspects.

Based on the background of study above, the researcher formulates the following research questions:

- 1) How is the students' speaking ability after they described a place by using their own drawing?
- 2) How are the students' responses after they described a place by using their own drawing?

By looking at the research questions, the objectives of the study are:

- 1) To know the students' speaking ability after they described a place by using their own drawing
- 2) To know the students' responses after they described a place by using their own drawing

This research limited to the tenth graders of SMAN 3 Sidoarjo. The researcher focused on the improvement of the students' speaking ability after describing a place by using their own drawing. Drawing stimulates the brain to grow in the areas that learn how to observe. Observational drawing strengthens memory and all drawings promote object's understanding better than handwriting and manual dexterity. Hopefully, by using students' own drawing the students can remember what they see or observe and also make the both sides of their brain are balance, so that they can optimize the learning process in order to speak or describe the place fluently.

## **RESEARCH METHODOLOGY**

The aim of the research is to find out whether the use of students' own drawing is effective or not to improve the students' speaking ability in describing a place and the data which was analyzed were in the form of numbers. So, the research design was used in this study was quantitative experimental design.

Best (1995: 146-151) states that "There are three kinds of experimental research: (1) pre-experimental design, (2) quasi experimental design, and (3) 'true' experimental design." Pre experimental research design is an experimental design that has no control group as a comparison. Quasi experimental research design is an experimental design that the subject of the research is not

chosen randomly and there are two groups included. 'True' experimental research design is an experimental design that is taken randomly and there are also two groups to be compared.

This research was classified as 'true' experimental design since there were two groups that were compared and those groups were chosen randomly. Furthermore, 'true' experimental design or pretest-posttest control group design is considered to be the most appropriate design in the experimental research. This design includes three activities, distributing the pretest, applying the treatment to the group, and then distributing the post-test (Mc. Millan, 1992:174). The result of the design is the comparison between the scores in the pretest or the scores got before the treatment is done to the group and the scores gained after the treatment is applied to the group.

In this study, the students' own drawing becomes the independent variable. And the dependent variable is the students' speaking ability in describing a place. The population of this research was all tenth grade students of SMAN 3 Sidoarjo. The researcher used cluster sampling which the sample was drawn randomly. The researcher used two classrooms. X-8 became the experimental group, and X-7 became the control group. The experimental group was conditioned to describe a place by using their own drawing, as for the control group was conditioned to describe a place without their own drawing.

To collect the data, the researcher used a subjective test for example oral test. The researcher prepared the test to measure the students' speaking ability. The test was divided the score into five criteria, they were the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, was rated into five scale of rating scores, it was adopted from Brown's scale rating scores (2004:172). After that, to get the mean, the scores from all criteria were summed, multiplied into four and divided into the number of the students. The test was used as a pre- and post-test. It was used as a pre-test before the experiment and as a post-test after the experiment. To answer the second research question, the researcher used a questionnaire. The questionnaire was in the form of multiple choices and the responders only gave check to the column that suitable with their opinion. The questionnaire consisted of 8 questions related to the students' opinion about the teaching learning process and the use of students' own drawing to describe a place.

To obtain the data related to the use of students' own drawing to improve their speaking ability, students' oral test was taken to investigate their improvement. For pre-test the students were asked to describe a place in front of the class and for post-test, the test was similar with the pre-test. However, the post-test was given after



the students make their own drawing to be described. Both teacher and the researcher gave scores in both pre and post-test based on Brown rating scale. And to obtain data related to the students' responses about the use of their own drawing to describe a place, a questionnaire was given to the students in the end of last meeting after they were given post-test. The students only gave check to the column that suitable with their opinion then submitted it to the teacher. After the researcher got the data from pre and post-test, the data was analyzed and processed by using statistic calculation of T-test formula with significance degree 0.5. Meanwhile, to analyze the result of questionnaire, the researcher counted the students' answer each question, then divided into the students' number and multiplied by a hundred percent.

## RESULTS AND DISCUSSIONS

### 1. Result of Students' Speaking Test

#### Pre-test

In this test, both experimental group and control group got the same test which required them to describe a place. There were some steps to analyze the data of this study. First, the data of pre-test and post-test scores from the experimental group and control group were collected and put in the table, then the mean of experimental and control group were calculated. The result of the calculation of the pre-test scores and the mean of pre-test scores of the experimental and the control group were presented in the following table:

**Table 1**

**The pre-test scores and means of experimental and control groups**

Group	N	Scores	Mean
Experimental	30	2076	69.20
Control	30	2264	75.47

The table showed that the sum of the pre-test scores was 2076 for the experimental group and 2264 for the control group while the mean of the pre-test scores of the experimental group was 69.20 and control group was 75.47. From that score, the researcher found that the students of the control group had higher speaking ability than the experimental group before the treatments were given. Speaking score in pre-test was conducted to know the students' speaking ability before the treatment, whether they have the same ability in speaking English or not by giving the same test for both groups. "N" is the number of the students of each class. Each class consisted of 30 students. 2076 was got from the sum of the experimental group pre-test scores. 2264 was got from the sum of the control group pre-test scores. It meant the

researcher calculated the sum of all students' pre-test scores of each group.

After giving the pre-test, the researcher did the treatments to the experimental. For the experimental group, the researcher asked the students to draw a place that they have been there, after that they have to describe the picture orally. These activities were given three times.

#### Post-test

Post-test was done to know the differences of students' speaking ability after the treatments given. It also determined whether the treatments improved the experimental students' speaking ability in describing a place or not. The result of the post-test scores and means of the experimental and control groups were presented in the table below:

**Table 2**

**The posttest scores and means of experimental and control groups**

Group	N	Scores	Mean
Experimental	30	2376	79.20
Control	30	2308	76.93

The table above showed that the sum of students' post-test score was 2376 for the experimental group and 2308 for the control group. The means of post-test scores of experimental group was 79.20 and the control one was 76.93 (see appendix 10). "N" is the number of students of each class. 2376 was got from the sum of the experimental group post-test scores (see appendix 4). 2308 was got from the sum of the control group post-test score. It meant the researcher calculated the sum of all students' post-test scores of each group.

Then, after knowing the two different means of both groups, the researcher calculated the mean of post-test scores by using t-test to know whether there was significant difference between experimental and control group or not. Before it was done, the standard deviation of the two groups was calculated first. Then the researcher calculated scores of pre-test and post-test of the experimental group. The purpose was to find out whether or not there was an increase in the whole scores of pre-test and post-test in experimental group. The data was collected from the pre-test and post-test scores of the experimental group. The result was presented in the table below:

**Table 3**

**The result of pretest and post test calculation of experimental group**

Group	N	Mean	t-value	t-table
Pre-test	30	69.20	13.16	2.045
Post-test	30	79.20		

From the result above, there was an increase in the whole scores of pre-test and post-test of experimental group. From the calculation of t- test formula, it was found that t- value was 13.16 with 29 degree of freedom and .05 level of significance, while the t- table was 2.045. It means that the result of the pre-test and post-test calculation of experimental group was higher than t- table and the difference was significant.

The researcher also calculated the scores of pre-test and post-test of the control group. In this part, the purpose was to find out whether or not there was an increase in the whole scores of pre-test and post-test in control group. The data was collected from the pretest and posttest scores of the control group. The result of the calculation was presented in table below:

**Table 4**  
**The result of pretest and post test calculation of control group**

Group	N	Mean	t-value	t-table
Pre test	30	75.47	1.83	2.045
Post test	30	76.93		

From the table above, it showed that the scores of the pre-test and post-test of control group was increased but it was not too far. It happened because control group was not given the treatment. It could be seen from the table 4.4 that the t- value is 1.83 with 29 degrees of freedom and .05 level of significance, so it means that the result of the pre- test and post- test calculation of control group was lower than t- table 2.045 and the difference was not significant. Although the scores of the pre-test and post-test of control group was increased, it was much lower than the experimental group.

This study showed that by students' own drawing, the Experimental group was easy to describe a place. It was true that students' own drawing can increase the students' speaking ability in describing a place. From the explanation above, it must be clear that students' own drawing is one of the effective media that can be used to teach speaking in the classroom.

## 2. Result of Experimental Group's Questionnaire

In order to answer the second research question, the researcher had collected the data through questionnaire. She gave the questionnaire to the students in the end of the last meeting. The questionnaire consisted of 8 questions in the form of multiple-choices. There were 4 choices provided for each question. Each choice represented different agreement; a) very, b) quite, c) less, d) not. The indicators of the questionnaire were:

- Questions number 1 until 3 deal with the students' responses about teaching learning process.
- Questions number 4 until 8 deal with the students' responses about the use of students' own drawing to describe a place.

### a. Students' Responses About Teaching Learning Process

**Table 5 the Result of Questionnaire**

Questions	Students' answer			
	A	B	C	D
Number 1	22	8	0	0
Number 2	4	24	2	0
Number 3	2	13	6	9

From the analysis of the questionnaire above, it could be seen that 73.3% students thought that the media are much needed in the teaching and learning process and the rest were quite need it.

Furthermore, there were 13.3% students thought that speaking is very difficult than other skills. 80% students said that speaking is quite difficult for them. The rest of the students thought that speaking is less difficult than the others.

Besides, there were 6.7% students that very got difficulties in describing a place, 43.3% students thought that described a place is quite difficult, 20% students thought that it less difficult, and 30% students thought that described a place is easy.

### b. Students' Responses About the Use of Students' Own Drawing to Describe a Place

**Table 6 The Result of Questionnaire**

Questions	Students' Answer			
	A	B	C	D
Number 4	21	4	5	0
Number 5	19	4	4	3
Number 6	20	7	2	1
Number 7	20	9	0	1
Question 8	20	6	3	1

Based on the table above, 70 % students were very interested in describing a place by using their own drawing. 13.3% students were quite and 16.7% students were less interested in it.

Then, there were 63.3% students thought that they were very easy to get ideas to describe a place by using their own drawing. 13.3% students were quite and less easy and the rest thought that they did not get any idea by using it.

Furthermore, there were 66.7% students that thought their own drawing was very helpful to describe a place, 23.3% students thought it was quite help them in describing a place, 6.7% students thought that it was less helpful and a student thought that it was not help him at all.

Moreover, there were 66.7% students said that the use of their own drawing could very motivate them to describe a place, 30% students said that it quite motivated them and a student claimed that his own drawing was not motivating at all.

The last question was about the students' responses if their teacher uses their own drawing to describe a place again. 66.7% students said that they really agree if the teacher will use it again. 20% students was quite agree, 10% students was less agree and just one student that disagree if the teacher uses the media again.

### Hypothesis Testing

It was stated in the previous chapter that the purpose of this study is to prove that there is improvement on the students' speaking ability after describing a place using their own drawing or not. There are two hypothesis here; alternative hypothesis and null hypothesis. This result shows the difference between score of the pre-test and post-test of experimental group is improve significantly. The alternative hypothesis which said that there is no improvement on the students' speaking ability after describing a place using their own drawing is rejected, and the null hypothesis which said that there is significant improvement on the students' speaking ability after describing a place using their own drawing is accepted.

### Discussion

#### 1. The Students' Speaking Ability

As stated in the previous chapter that the aim of this study was to find out whether the use of students' own drawing is effective or not to improve the students' speaking ability in describing a place. From the research, it was found that students own drawing could increase the students' speaking ability to describe a place. After doing the research activity and analyzed the data, the result was done. The first result is about analyzing pre- test scores of experimental and control group. The pre- test scores of the two groups are different. After giving pre- test, the researcher gave treatment to the experimental group. Then, post-test were given to the both of groups. The mean of post- test scores of experimental group is 79.20. The mean of experimental group is higher than the control group, 76.93.

For the experimental group, the mean of pre-test score was 69.20 while the mean of post- test score was 79.20. It happened because the teacher asked them to draw first before they described a place. This activity motivated them in the teaching and learning process since they feel comfort while doing this activity (Wright, 1990:203). The calculation of t-observed of these different means of scores was 13.16 while t- table with degree of significance .05 was 2.045. From the calculation, it can be seen that t-observed was higher than t- table ( $13.16 > 2.045$ ). It means that the difference of the scores between pre-test and post- test in experimental group was significance. It was clearly seen that the mean of the experimental group post-test score was higher than the control group. The scores of experimental were greater than the scores of control group. It is because the experimental group had been given treatments by using their own drawing. It showed that by using students' own drawing the students can remember what they seen or observed and also make the both sides of their brain were balances, so that they can optimize the learning process in order to improve their speaking ability in describing the place. As statement by DePorter (in Mulyanah, 2008) learning and thinking are increased when both sides of the brain are used in a balanced manner. Besides, Ruis (2003) stated that teaching using pictures can make the students remember, impressed, interested and also focused in the teaching and learning process more. Furthermore, picture can give impression to the students for comprehending the learning topic and also stimulate speaking activities (Supardjo and Andayani, 2003:45).

And for the control group, the mean of pre- test score was 75.47 and the mean of post- test score was 76.93. The calculation of t- observed of these different means of scores was 1.83 while t- table with degree of significance .05 was 2.045. From the calculation, it can be seen that the t- observed was lower than t- table ( $1.83 < 2.045$ ), which mean the different score between pre- test and post- test in the control group was not significance. So, it can be concluded that the alternative hypothesis ( $H_a$ ) which stated that there is no improvement on the students' speaking ability after describing a place using their own drawing was rejected. The null hypothesis ( $H_0$ ) which stated that there is improvement on the students' speaking ability after describing a place using their own drawing was accepted.



## **2. Students' Responses About the Use of Students' Own Drawing to Describe a Place**

From the result of questionnaire, the researcher found out that the use of students' own drawing in teaching learning process is something interesting for the students. There were 70 % of the students said that the use of aids especially their own drawing is interesting. Moreover, most students said that the use of their own drawing could motivate them to describing a place orally even though they thought that speaking is quite difficult. Most students said that the use of their own drawing helped them to describe a place. Furthermore, they said that they could get the ideas very easily by using their own drawing. It is in line with Supardjo and Andayani (2003:45) who stated that a picture can give impression to the students for comprehending the learning topic and also stimulate speaking activities. Moreover, most students also agreed if the teacher uses the media again.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on the result of the study, it can be concluded that the scores of experimental group were higher than the control group. It was proven by the significant differences showed by the statistical computation between experimental and control group, in which the t- value of the experimental group pre- test and post- test (13.16) was higher than that of the control group (1.83).

From this finding above, it can be said that the alternative hypothesis, which stated that there is no improvement on the students' speaking ability after describing a place using their own drawing is rejected and the null hypothesis which stated that there is a significant improvement on the students' speaking ability after describing a place using their own drawing is accepted. It means that describing a place by using own drawing helps the students to reach a higher achievement. When the students were asked to draw a place before they describe it, of course, they made both sides of their brain were balance and also remembered what they seen or observed. So they can optimize the learning process and improve their speaking ability in describing a place. In conclusion, it must be clear that students' own drawing is one of the effective media that can be used to teach speaking in the classroom. Moreover, based on the result of the questionnaire, the students agree that the use of their own drawing is very helpful in getting the ideas to describe a place. Thus, the students agree if their own drawing is used as media in teaching speaking descriptive text.

### **Suggestions**

Here the researcher would like to propose some suggestions that need to be taken in account. In the process of teaching English, the teacher should be more creative and selective in developing the materials based on the conditions and students' need. On the other words, it can be said that the teacher should make variations and choose the appropriate media to teach English, such as by using students' own drawing. The selection of material should encourage the students to be more active and creative, reflect students' interest and suit the curriculum, so that they can understand the lesson and get pleasure and the teacher should be can control the time to draw in order to make drawing is not wasted time at all. Besides, the teacher should understand the student's characteristic in order to improve the quality of teaching learning process.

For the further reading, the researcher believes that there are still a lot of media that can be used to teach speaking descriptive text especially for describing a place in more practical, enjoyable and easier way. The students' own drawing is just one of the media that can be used to help the students improve their speaking ability. However it also can be used to teach other skills, such as to improve their writing ability. It is hoped that the other researcher can find the other subject and media in future that can be observed in order to get better research.

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