Fun English pictures to improve students’ simple communication ability

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Abstract
The objective of the research is to improve the third grade students’ simple communication ability of SD Muhammadiyah Macanan in the academic year of 2017/2018 with the use of Fun English Pictures media. It was expected that Fun English Pictures could improve the students’ simple communication ability. Based on the observation, there were some problems in the teaching and learning of simple communication. To solve those problems, the researcher implemented Fun English Pictures as a learning media. The research was carried out through action research that consisted of two cycles. The researcher collaborated with the English teacher in implementing the actions and an observer. The data were in the forms of qualitative. The qualitative data were in the forms of field notes, observation sheet, interview transcripts, and photographs. The validity used were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The reliability used was time triangulation and investigator triangulation. The steps of the research were reconnaissance, planning, action and observation and reflection. The research found that: (1) Fun English Pictures can improve students’ simple communication ability and can help them to speak confidently, (2) the use of Fun English Pictures can give the students more chances for practicing simple communication, and therefore the students can lose their fears of making mistakes and be more confident, (3) the use of Fun English Pictures can improve the students’ fluency, pronunciation, vocabulary and accuracy.

Keywords: action research; fun English picture; simple communication

Introduction

The goal of teaching and learning English is that students need to be able to communicate to others although using simple communication. There are four language skills in English, namely listening, speaking, reading, and writing. The four skills are closely interdependent. The beginning steps in learning language that have to be conducted by learners are being able to know the words, to understand the meaning, and to use them in communication. It is told by Brown in his book: Teaching by Principles second edition (2001:232). Students need to learn about the basic skills of English. These are very important for them to communicate to each other, and as people know that the skills are connected one to another. In teaching English for young learners who can be called as beginner level of learners, it is good for them to start learning English by teaching a simple communication first.

In teaching and learning process for children, what teacher say, worksheet, and textbook is not enough. In teaching English for young learners, teachers may get challenge to motivate them to be active in the teaching and learning process. Harmer (2001: 38) said that children have a limited attention span. They can easily get bored and losing interest. They are expected to be able to make the students motivated and learnt English happily. Therefore, the existence of media is important. The media is important in conducting teaching and learning process to children. It can engage them in the teaching and learning process. The media can motivate students of elementary schools to learn in long period. It can create the willingness to express their ideas, motivation, new interest, even though it would bring the positive psychology effects for the students. Media has a very large function in the learning activities. Learning media should be made as attractive as possible in order the students are more motivated to follow
teaching and learning activities so that the learning materials will be more easily accepted by students. The important of media in the teaching and learning process are for the efficiency of time, making the learning process more interesting, and improving the learning outcomes of the students. To achieve the goals of teaching and learning process, it is required the selection of media should be appropriate with the material to be taught. Learning media is anything that can be used to convey the materials or the content of learning, can stimulate the thoughts, feelings, attention and ability of the students to encourage the learning process. There were some problems which found in matter of teaching and learning in the third grade students of SD Muhammadiyah Macanan. The problems that the students faced were difficulty in memorizing new vocabulary, the lack of self confidence in their performance because the students have difficulties to pronounce the word correctly, difficulty to pronounce those words in correct spelling and difficulty to comprehend a simple sentence, and they find difficulty to express their ideas orally and afraid to make mistake. This situation was caused because there were not enough media and interesting thing that can make the students interested to learn English. There are some books, picture, worksheet and so on that still could not activate the students to improve their English. Video is one of the good media at the time. But English video was not suitable with the students’ need in SD Muhammadiyah Macanan. Most the students felt sleepy when the teacher presented the video. It made students felt bored and inactive to understand the vocabulary of the video. The video did not attract students’ attention because it could not stimulate the students to be active in communication. Not only that, the video could not use to learn while playing by the students.

Therefore, the researcher has concluded that students need variety of learning media that can stimulate them to be more active learners to study independently. In order to motivate the students in learning English especially in simple communication, Fun English Pictures can be chosen as a solution. The media called Fun English Pictures which can be used to improve students’ communication skill by starting them to learn simple communication. A media that can be played by the students, so they can learn English with fun. In this Fun English Pictures design, the researcher will put some games and interesting materials, so that the students will get something new and different from what they usually get in class before.

Based on the background above, the researcher was interested in discussing the use of Fun English Pictures in game activity to help elementary school students in simple communication. The researcher focuses on simple communication ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. Hopefully, by using Fun English Pictures can improve their simple communication skill through fun way.

In this study, the researcher focused on the process of teaching simple communication that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students would be stimulated to explore their communication skill. The teacher needs to apply an interest media in English learning process. This study is focused on improving teaching learning process of simple communication through game using Fun English Pictures. Teaching simple communication through game and interesting media could make students more enjoy in the classroom. A media called Fun English Pictures as the solution of the problems appeared as written in the identification problem. The media is used to teach simple communication. The media that provide the students’ needs and could be played by the students to learn simple communication. By using media in teaching learning activities, the students could build confidence of the students to speak English in simple communication. To support this study, the researcher observed in the third grade of Elementary students. The reason why the researcher wanted to do her study in this school is because the students are able use language in English communication although it is simple communication. So far students only learn English in written form in the class.
The researcher hoped that the media made students learn simple communication, especially for third grade students of elementary school. In short, this media, Fun English Pictures could accommodate students’ characteristics, met students’ needs, and help students to learn simple communication in English. The students would learn how to communicate by using Fun English Pictures through game. The researcher put the target in doing the action on the students of third grade in SD Muhammadiyah Macanan, the purpose is that learners needed to have more motivation in learning simple communication and the students could enjoy in learning simple communication of English. Based on the identification above, there are problems in teaching English. Therefore, the researcher limited the study only on improving students’ communication ability through game using fun English pictures for the students. The subject of the research is the third-grade students of SD Muhammadiyah Macanan. Based on the limitation of the problem above, the writer will formulate the problem as follow: 1) How is the use of Fun English Pictures in teaching learning process of simple communication at third grade students in SD Muhammadiyah Macanan?; 2) How were the the students’response to the application of Fun English Pictures in teaching simple communication at third grade students in SD Muhammadiyah Macanan?; 3) How is the improvement of the student’ simple communication ability by using Fun English Pictures?

**Literature Review**

**The Current Trends in English Language Teaching (ELT)**

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence.” The teachers should be a motivator for the children. Teachers no longer provide full material to students, but the teacher act as guide for the learners. Teachers need to build student motivation. To obtain optimal learning, teachers are required creative enhance students' motivation, thus becoming an effective student learning behavior. Richards and Rogers (2001: 157) stated that the teachers help the learners in any way that motivates them to work with language in Communicative Language Teaching (CLT). According to Pieget (1972) stated in Brown (2001:88), the child is as an active learner. His concern is with how young children function in the world that surrounds them, and how this influences their mental development. Student can enjoys learning by doing something. It can easier to them to remember what the teacher taught to them. The learners can learn by doing in pairs, group, or individually. Teachers need to provide anything that makes her/his students learn actively. They need to provide the media to conduct teaching and learning process in order to make students learn by themselves.

**Teaching English for Young Learners**

**Practical Approach to Teaching English for Young Learners**

Teaching English as a second language for school’s-aged children is different from teaching adult. To be successful in teaching English as a second language for children requires specific skill and differs from adults’ teaching. According to Brown (2001:87-90) there are five categories which may help some practical approach to teach children.

**Characteristics of Young Learners**

According to Scott and Yteberg (1990:3-4), there are some general characteristics of children that are related to their capability and aptitude as follows: (a) they can tell the difference between fact and fiction; (b) they ask all the time; (c) they rely on the spoken word as well as the physical world to convey and understand the meaning; (d) they are able to make some decisions about their own learning; (e) they have definite views about what they like and
do not like doing; (f) they have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions; and (g) they are able to work with others and learn from others.

**Communication**

**Communication Ability**

Communication is an information delivery process (messages and ideas) from a person to another. Humans communicate to share their knowledge and experience. One of the most common forms of human communication is speaking. Speaking is one of four skills in language activities. According to Widowson (1978), speaking is the language systems manifested through the use of organ speech. It’s true that speaking more productive than visual medium. Speaking ability is related to communicative competence. According to Tarigan (1981: 15), the main point in speaking is to communicate, so the way we can convey the thinking and the feeling effectively that speaker must be understood all of the meanings to be communicated with other people.

**Teaching Speaking**

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding the study of something providing with knowledge, causing to know or to understand (Brown 1980:7).

**Media**

Media is the intermediary or messenger of the sender to the recipient of the message. AECT (1979) defines media as one form and channel for the process of transmitting information. Hamalik, (1994: 6) assert that media as a communication tool to make more effective teaching and learning process, the functions of media to achieve educational goals. According to Situmorang, (2009) In teaching and learning process, media is used for some purposes as follows: a) Provide different and varied learning experiences that stimulate students' interest in learning, b) Growing certain attitudes and skills, c) Creating learning situations not easily forgotten by students, d) To realize an effective learning situation, e) To provide motivation to learn to students.

There are several teaching media. Gerlach and Ely (1980: 247-249) classified them in six general categories as follows: (a) picture; (b) audio recording; (c) motion pictures; (d) television; (e) real things, simulation and models; and (f) programmed and computers-assisted instructions.

The teaching and learning process should meet the learners need. There are many things that can be inserted in the media and it must have a theme and topic in the materials designed. It is like a pictures, clues, information, English and common knowledge, etcetera. In this case, Fun English Pictures is completed with the pictures, words, pronunciation, samples in simple sentence and the meaning in Indonesian.

**The Advantages of Using Games in the Classroom**

Aydan (2000) stated that language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging.

**Fun English Pictures**
In this study, the researcher tried to present a media that can be used in the English teaching and learning process to enable the students to interact with others. Flash Cards became the basic idea in designing Fun English Pictures. The media is developed based on real thing, simulation and models used in conventional methods. Gerlach and Ely (1980:297-299) define:

This category includes people, events, objects and demonstrations. Real things as contrasted with other media are not substitutes for the actual object or event. They are in fact, life itself often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computer, tape recordings, motion pictures can be used for simulation. A model is a replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.”

**Review Related Studies**

There are some relevant studies that can support the theories of this research. Each study was discussed as follows:

The first study is a thesis entitled Using pictures in teaching vocabulary written by Kateřina Joklová (2009). The main goal of this thesis is to show how pictures can be put to use in English classes in a few ways and to answer the questions how and why this works and in what way exactly they help the learner remember the words he or she studies. For this purpose, the researcher divided this thesis into the theoretical and practical part. The theoretical part inclines towards the general, although some examples are of course mentioned. It deals with some (typically not so diverse) points of view on the topic of vocabulary properties and its effective teaching using pictures as well as other aids. It furthermore sorts several aspects of the rather broad word ‘picture’ and examines some of their properties. The practical part then suggests concrete uses for these aspects, analyses and evaluates them and strives to put them into context with theory. The researcher is convinced that she had managed to attain the set goal: many answers are given in the analyses of the activities and the lesson plan in the practical part, others are explained in theory. These two are often intertwined in such way that the answer is explained in theory, put to use in the corresponding activity and consequently analyzed, thus proving the theory.

As a positive side effect of this process, this thesis may function as a guide to some, possibly not so experienced, teachers, guiding them through vocabulary teaching and providing particular aid in the form of the lesson plan and activities included in the practical part. As to the literature used, the researcher decided to study primarily Andrew Wright, Scott Thornbury, Michael McCarthy, Jeremy Harmer and Penny Ur, as they are respected specialists in the field and have the necessary experience and education. The researcher found many of their ideas interesting as well as very true and for that reason decided to quote or paraphrase them. Writing this thesis is beneficial in several ways. Being a teacher himself, the researcher gained a better insight into the matter, got familiar with many interesting points of view and facts, learned how to further optimize the process of teaching vocabulary using pictures and is forced to reconsider and improve my own teaching practices. The researcher hopes the same will go for the reader.

This research provides the fact that when the learners learn vocabulary by looking at the pictures, they will easier to remember the words they studied during the lesson. The pictures help the learner to remember the meaning of the word. The media in this research also use pictures in its product. It indicates that the product of this research will be very helpful for the learner to study vocabulary.

The second is the research entitled The Effect of Using Educational Games on the Students’ Achievement in English Language for the Primary Stage written by Amman & Jordan (2011/2012). The aims of the research are to provide practical information for the field of teaching a second language. Both students and teachers will get benefit and teachers may
achieve all the educational outcomes through applying the use of games in their lessons in a way that facilitate the use of the second language for the young learners. This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

The result of this research showed that games could help the students improve their English skill well in fun way. Games could increase their interest and motivation in learning English, so that the students could engage the materials taught in period of time. In line with this, this research is aimed to improve students’ skill in English by using games. Educational games could help the learners learn English in a pleasant and entertain them during the lesson.

**Method**

The research applied action research. According to Burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

The data were taken from the grade III students at SD Muhammadiyah Macanan in the academic year of 2017 / 2018. The researcher only used a group of students from the III class. The class has 37 students who would be the research participants. They were chosen based on the consideration from the English teacher. The researcher applied Fun English Pictures in English teaching learning of simple communication while observing the activity.

The research involved collaboration in learning teaching process of English. This research conduct of two cycles, which consists of four steps in every cycle. They are plan, action, observation, and reflection. The research conducted was based on Kemmis and McTaggart model as cited in Burns (2010: 7-9). There were five phases in the action research, which include problem identification, plan, action and observation, and reflection.

In this research, the techniques of collecting data which were used were observation sheet, interview, making field notes, and documentation. The researcher used qualitative to analyze the data. The qualitative data are in the form of opinions from the research participants. The researcher used qualitative technique to analyze the non-test data such as interview and observation. The data were analyzed to describe the behavior of students in participating the learning activity. The qualitative data was analyzed in several steps as Burns (1999) suggested: 1) Assembling the data, 2) Coding the data, 3) Comparing the data, 4) Building meanings and interpretations, 5) Reporting the outcomes.

The validity and reliability of the data:

**Validity**

In terms of validity, the researcher employs the concept of Burns (1999) about criteria fulfillment of the research validity that are divided into five points; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. How the criteria were fulfilled are explained as follows:

Democratic Validity

Democratic validity was related to stake holders’ chance to give their personal opinions, ideas, and comments about the implication of the action research. In the research, the researcher,
the collaborators and the students of SD Muhammadiyah Macanan were given the same opportunities to express their ideas, opinions and suggestions. It was made feasible through conducting discussions among them. The results of the discussion became consideration in evaluating the actions implemented.

**Outcome Validity**

Outcome validity was related to the result achieved by the research. It was obtained by providing the genuine data and looking at the result of the actions which has been done. The researcher and the collaborator analyzed the successful and the unsuccessful actions. The research might say that the action was successful when there were some improvements in the teaching learning process.

**Process Validity**

Process validity is related to the criterion of the research dependability. The research was conducted by doing classroom observation, making field notes on what happened in the classroom, and conducting discussion with the collaborators.

**Catalytic Validity**

The researcher fulfilled the catalytic validity by observing, making reflection of the implementation of the actions that was done in the third grade of SD Muhammadiyah Macanan and doing some discussions with the English teacher as a collaborator and the students.

**Dialogic Validity**

This validity was fulfilled by the researcher regularly having dialogues with the collaborators about the future plans, exchanging opinions or ideas and reporting any steps that the researcher had done to the students. The dialogic validity was the process of peer review. It fulfilled when the researcher asked the English teacher as the collaborator to participate in the process of the research by doing a discussion, giving critiques and suggestions to the actions done in the class.

**Reliability**

In order to obtain the trustworthiness of the research, the researcher used triangulation. According to Burns (1999), the aim of triangulation is to gather multiple perspectives on the situation being studied. In this case, the researcher used two forms of triangulation described as follows:

**Time triangulation**

Time triangulation means that the data were collected at one point in time or over a period of the time. It is aimed at getting a sense of what factors are involved in change processes. The triangulation was achieved with the fact that the researcher conducted the research study from May 14th to May 17th 2018.

**Investigator triangulation**

Investigator triangulation refers to the state that more than one observer is used in the same research setting. This triangulation was fulfilled as during implementation of the actions. In this case, there are the researcher, the collaborator, the observer and the students.

**Findings and Discussion**

After doing the class observation, interviewing the English teacher and some students, the researcher and the English teacher did discussions about the problems occurred in the class.
The discussion found some problems in the field. Those field problems were presented in the table 1.

Table 1. Problems of English Teaching and Learning in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students had difficulties in pronunciation and vocabulary mastery.</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Some students afraid to make mistake if they spoke English.</td>
<td>S</td>
</tr>
<tr>
<td>3.</td>
<td>The students were shy and passive to speak English because their self-confidence and motivation were still low.</td>
<td>S</td>
</tr>
<tr>
<td>4.</td>
<td>Most of students slept or they often made noise when the teaching and learning activity was still going on in the class.</td>
<td>S</td>
</tr>
<tr>
<td>5.</td>
<td>The students rarely practice simple communication.</td>
<td>S</td>
</tr>
<tr>
<td>6.</td>
<td>The students had low skill in practicing simple communication as they got less chance to practice speaking in the class.</td>
<td>S</td>
</tr>
<tr>
<td>7.</td>
<td>The students were bored and not interested with the teaching method.</td>
<td>S</td>
</tr>
<tr>
<td>8.</td>
<td>Most of the students could not respond to spoken English and most of the students showed low participation in the simple communication activities.</td>
<td>S</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher does not ask to the students to practice simple communication</td>
<td>T</td>
</tr>
<tr>
<td>10.</td>
<td>The teacher did not allow the basic competence and standard competency when she taught English in the class.</td>
<td>T</td>
</tr>
<tr>
<td>11.</td>
<td>The teacher did not pay attention to the students who make noise or sleep.</td>
<td>T</td>
</tr>
<tr>
<td>12.</td>
<td>The teacher rarely gives feedback to the students.</td>
<td>T</td>
</tr>
<tr>
<td>13.</td>
<td>The teaching learning process were monotonous.</td>
<td>TT</td>
</tr>
<tr>
<td>14.</td>
<td>The teacher did not use interesting learning media.</td>
<td>M</td>
</tr>
<tr>
<td>15.</td>
<td>There was no interesting media in teaching learning process.</td>
<td>M</td>
</tr>
<tr>
<td>16.</td>
<td>The teaching facilities (e.g. LCD, speakers, etc) were not optimally used to support the teaching learning process.</td>
<td>F</td>
</tr>
</tbody>
</table>

Notes:

T : Teacher  TT : Teaching Technique  S : Student  F : Facility  Md : Media

Determining the Field Problems be Solved

After the field problems were identified, the researcher and the English teacher decided to select the field problems based on the urgency level and feasibility. The problems were taken because it affected the students’ simple communication ability. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their communication ability. The selection of the problems to solve are presented below.

Table 2. Problems Based on the Urgency Level and Feasibility

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students had difficulties in pronunciation and vocabulary mastery.</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Some students afraid to make mistake if they spoke English.</td>
<td>S</td>
</tr>
<tr>
<td>3.</td>
<td>The students were shy and passive to speak English because their self-confidence and motivation were still low.</td>
<td>S</td>
</tr>
<tr>
<td>4.</td>
<td>The students rarely practice simple communication.</td>
<td>S</td>
</tr>
<tr>
<td>5.</td>
<td>The students were bored and not interested with the English material.</td>
<td>S</td>
</tr>
<tr>
<td>6.</td>
<td>Most of the students could not respond to spoken English and most of the students did not fully participate in the speaking activities.</td>
<td>S</td>
</tr>
<tr>
<td>7.</td>
<td>The teacher does not ask to the students to practice simple communication</td>
<td>T</td>
</tr>
<tr>
<td>8.</td>
<td>The teaching learning process were monotonous.</td>
<td>TT</td>
</tr>
<tr>
<td>9.</td>
<td>There was no interesting learning media in teaching learning process.</td>
<td>M</td>
</tr>
</tbody>
</table>

Notes:
Determining the Actions to Solve the Problems

After selecting and identifying the most urgent and the most feasible problems to be solved, the researcher and the English teacher worked together decided some actions to overcome those problems in order to improve the students’ simple communication ability. The following table shows problems, causes and the actions related to the field problems.

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Causes</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students were shy and passive in simple communication because their self-confidence and motivation were still low.</td>
<td>The students were bored and not interested in the teaching and learning process.</td>
<td>Implementing Fun English Pictures through game in the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students were afraid of making mistakes and were laughed at other friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students had low self-confidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students had low vocabulary to express their idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students had low motivation for studying English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teaching learning process were monotonous.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher does not ask to the students to practice simple communication</td>
<td>They got less chance to practice simple communication.</td>
<td>Doing simple communication in implementing Fun English Pictures through game (guess the pictures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students had low vocabulary to express their idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher asked to the students to read the dialogue without asked them to practice it.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There was no interesting learning media in teaching learning process</td>
<td>The teacher had limited creativity to create interesting media that could activate the students in their learning process.</td>
<td>Implementing Fun English Pictures through game in the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school facilities were not complete.</td>
<td></td>
</tr>
</tbody>
</table>

The sub-chapter presents the general finding of the actions applied in Cycle 1 and Cycle 2 in the research. In connection with the aim of the research that was improving simple communication ability of students Grade III of SD Muhammadiyah Macanan using Fun English Pictures through game, the actions applied were done to attain the goal. The table below shows the result of the actions applied in Cycle 1 and Cycle 2.
Table 4. The Result of Actions Applied in Cycle 1 and Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>The students’ simple communication condition before the action of Cycle 1</th>
<th>The students’ simple communication conditions after the action of Cycle 1</th>
<th>The students’ simple communication conditions after the action of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students had limited vocabulary and made mistakes to pronounce</td>
<td>Their vocabulary mastery was increased. There pronunciation mistakes decreased.</td>
<td>The vocabulary mastery was richer. Their pronunciation was better.</td>
</tr>
<tr>
<td>2.</td>
<td>The students did not give attention to study</td>
<td>The students were payed attention and active to study</td>
<td>The students were payed attention, focus and active to study</td>
</tr>
<tr>
<td>3.</td>
<td>The students were lack of confidence to trying</td>
<td>The students was more confidence to practice</td>
<td>Most of the students spoke confidently.</td>
</tr>
<tr>
<td>4.</td>
<td>The students rarely practice simple communication</td>
<td>There were many opportunities for them to speak-up.</td>
<td>The students active in simple communication. There were many varieties of opportunities for them to speak-up.</td>
</tr>
<tr>
<td>5.</td>
<td>The students were less enthusiastic on the teaching learning process</td>
<td>There were some students spoke They looked enthusiastic in learning process.</td>
<td>They enthusiastically got involved in the teaching learning process.</td>
</tr>
<tr>
<td>6.</td>
<td>The activities were monotonous.</td>
<td>The students were more interested to learning using Fun English Pictures</td>
<td>The activities were more varied and enjoyed.</td>
</tr>
</tbody>
</table>

In line with the table above, there were improvements on the students’ motivation at the end of Cycle 2. They were motivated to improve their performance on simple communication. They have made some efforts so that they could learn simple communication successfully. They had more active during the teaching learning process because they were given interesting thing and activities.

In reference to the table, it could be seen that their speaking skills improved and their vocabulary mastery was better. They learnt many new words and expressions in the simple communication which were useful for their future needs. The students’ pronunciations were better than theirs in the first cycle. They were more enthusiastically when joined the second cycle. In connection with the qualitative analysis, the students’ speaking ability improved. Therefore, it can be concluded that Fun English Pictures was effectively improved the students’ simple communication ability.

**Conclusion**

The action research was implemented for the third-grade students of SD Muhammadiyah Macanan. The aim of this research was improving the students’ simple communication ability using Fun English Pictures. The actions were carried out in two cycles.

In Cycle 1, there were successful and some unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle 2, such as conducting survey game, asking to other friends in other group, and gave the materials in pieces of paper. By implementing those actions in Cycle 2, the simple communication ability of the students improved. The researcher and the english teacher also felt some changes of the teaching learning process and also the students as they are presented below.

**The Changes in English Teaching and Learning Process**

Before the implementation of the actions, the situation of the English class was monotonous. The activity made the students felt bored. They were little opportunity activity to
make them speak-up. Thus, having the actions, the English teaching and learning was focused to improve students’ communication skills. The activities included students’ practices and sometimes made the students more active in using the target language for simple communication. What the students learned were not only grammar, but also expressions or language use and vocabularies needed in the communication. The English class activity was interesting and enjoyable after implementing the actions. There were many various activities that made the teaching learning process was not boring anymore.

The Changes of the Students

Prior to the actions, the students used to be silent and passive while the teacher explained the rules in front of the class. Moreover, the students had also less confidence to speak in English. As the class activities were monotonous, the students got bored easily so that they used to sleep, did the irrelevant jobs and they wanted to dismiss earlier. By implementing Fun English Pictures, most of the students spoke confidently and their pronunciation was better. They were also mastering the vocabulary about profession and public place much from the conversation. They were very enthusiastic to do the activities and had a high participation in every activity.

The Changes of the Teacher

In this study, the English teacher acted as a teacher. In relation to the English teaching, some efforts had improved her knowledge and experience about applying Fun English Pictures in teaching and learning process. The teacher showed his great appreciation on the efforts to improve the students’ simple communication ability. The most important thing was that he realized and knew that the students were eager to learn and speak English well.

References


