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Prof. Dr. H. Hamruni, M.Si.

Communicative Language Teaching Approach (CLT) Using Picture As A Teaching Media As One Alternative Strategies To Improve The Learning Outcomes of The English Subject

(Action Research at Sekolah Dasar (SD) Negeri 1 Sonorejo Blora in 2011/2012 Academic Year)

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Abstract

This study aims to improve the learning outcomes of the English subject through CLT approach using picture as a teaching medium in Elementary School fourth grade students Sonorejo Blora first semester of odd academic year 2011/2012. This research is a classroom action research. The subject of this study was Elementary School fourth grade students 1 Sonorejo Blora totaling 24 students. Data collection uses the test method, observation and documentation. The data analysis technique uses interactive analysis that consists of data collection, data reduction, data presentation and conclusion. The results showed that there was an enhancement in English language learning outcomes that can be seen from the improvement of student learning outcomes which is more than the minimum completeness criteria or more than 65. Prior to the research, the percentage of their minimum completeness criteria is 41.6. After applying the communicative language teaching approach using picture as a teaching media in English subject, the percentage of minimum completeness criteria changes into 95.8. To put it into another way, their score of the English subject changes from 62.1 to 95.2.

Keywords: CLT, media, action research

INTRODUCTION

Definitely, it can be clearly said that English is an international language. It means English is used as one means of communication whether in a formal or informal situations. In line with this statement, it means that it would be better if we are able to communicate using English language both in an active and passive ways. Active means we are able to use English language in a productive way, such as in Speaking and in Writing while the latter means we are able to understand English in a receptive ways, such as reading and listening. To meet with this situation, Indonesian government has its policy regarding to English language. Considering the importance of English, nowadays, English has become one subjects in a school, not only in secondary level like the trend in the past but

also in primary level, in this case, English is given at the primary school as a local content. The main objective of giving English subject to primary students is to make them know that there is another language besides Indonesian.

The ultimate goal of teaching and learning English as a second language is to provide the learners with the ability to use English for communication outside the classroom. For elementary students, the main goal competency of giving English to the elementary students is as a language accompanying the action.

The 2006 curriculum (*Kurikulum Tingkat Satuan Pendidikan*) mentioned that English is a communication means both written and oral, so it tends to lead that English as one means of communication is applied to understand and express information and idea which is used to develop science, culture, and technology. In line with statements above, the whole meaning of the communication ability covers four communication skills which are listening, speaking, reading and, writing which are applied in the daily life activities. Therefore English Subject competence for primary students is to be able to make the students have a real communication at the certain literacy level (Depdiknas, 2006: 3).

Based on Permendiknas No. 22 of 2006 on the Content Standards and Permendiknas No. 23 of 2006 on Graduation Competency Standards, English is one of the compulsory local content for all elementary school students from grade I to grade VI. Allocation of time available is 2 hour lesson. Local content is a curricular activity to develop competencies that are suitable with the characteristics and potential of the region, including areas of excellence and the material can not be grouped into the subjects available. The substance of the local content is determined by the local school (Departement Pendidikan Nasional Jakarta Tahun, 2006: 3).

English is sometimes seen as a foreign language which is difficult to learn and is one lesson that is very scary even a scourge for students, resulting in students' low achievement. One of the factors that influence student success in learning is student activity. In the learning process, students are required to be active through activities that build teamwork and in a short time can make them think about the

subject matter, especially English. By the time students learn passively, students experience the process without curiosity, without question, and without any appeal to learning. On the other hand, when students learn actively, they have a curiosity about something, for example by actively asking. Active student involvement in learning English is necessary, so that what is learned will be more meaningful and embedded in the minds of students.

Learning English in SD 1 Sonorejo Blora, can be said that there is a low of level in mastery learning materials and learning outcomes. On the other hand, the process of learning English requires all the components to play an active role in the form of two-way communication, which need the high ability in vocabulary and adequate learning activities for students to master higher learning adequately.

Factors that cause low activity of learning English in SD Negeri 1 Sonorejo Blora is a teacher-centered learning. In the teaching learning process, teachers tend to be monotonous so that students are less flexible in conveying ideas. Students are less diligent in doing the exercises. Students are afraid of asking the teacher if they are unclear or do not understand. Furthermore, the absence of interesting learning media also affects students in learning activities. Teachers explained only wear board so that the students are just able to view and listen to the teacher. As a result, English language learning activities and learning behavior tend to be less optimal. This causes the students are lazy and do not do a lot of activities in learning English. The lack of activity of the students in this study will greatly affect student learning outcomes.

The English teachers have made various attempts in teaching English in SD Negeri 1 Sonorejo Blora in overcoming these problems, such as debriefing activities in the classroom. However, these efforts have not been able to stimulate students to be active in learning. Students are more quiet and working on their own to solve the problems given by the teacher, so that students' learning can be said to be less successful. This is evident from 24 the number of students in the fourth grade, there were only three students who are active in asking (12.5%), 2

students active in expression (8.3%), and 4 students are active in answering questions of teachers (16, 6%), while the other students just listen and record information submitted by friends. Student learning outcomes in English language learning is still low because from the total number of students, only 10 students who achieve minimum completeness criteria (*Kriteria Ketuntasan Minimal*), ie ≥ 65 .

A process of learning requires the right strategy. Learning strategies are the tangible efforts which are used to develop learning materials, assessing the existing material, revise the material and plan learning activities with making sequences material from the simple ones to the complicated ones and make learning more meaningful for students. Instrumental learning strategies are aimed to improve students' curiosity for learning so that students can participate in the learning process actively. The active involvement of students in the learning process will boost memory learning about the content of the subject matter. A concept will be easier to understand and remember when presented through the steps and procedures that are interesting (Hamzah, 2007: 95).

Regarding to these problems, the writers were motivated to conduct research applying communicative language teaching approach using picture as a teaching media to improve student learning outcomes in English language learning. This approach is applied since in this approach, the teacher helps the learners in any way that motivates the students to work with the language (Fauziati, 2009: 135). Besides, CLT approach is learner-centered (Wenjie, 2009: 7) so it is expected that there will be an active learning activities in the teaching learning process,

DISCUSSION

This is a kind of classroom action research which is conducted within three cycles. Before discussing further about the findings, we can see the research process from the following table of improvement of the learning outcomes:

No	Observation Points	Cycle I	Cycle II	Cycle III
The Implementation				
1.	Pre-Teaching	Apperception, and Ice Breaking.	Apperception, ice breaking, and motivation.	Apperception, ice breaking, motivation, and strengthening.
2.	Whilst-Teaching	Explanation about the learning stages in detailed.	The learning stages which is accompanied by fully guidance, and motivation.	The learning stages which is accompanied by fully guidance and motivation. Besides, there is an additional exercise to strengthen the previous exercise.

3.	Post-Teaching	The learning process is ended by giving a conclusion.	The learning process is ended by giving a conclusion and feedback.	The learning process is ended by giving a conclusion and feedback. Besides, there is a reward for those who are able to answer the questions.
The indicator of learning activities and learning outcomes		Cycle I	Cycle II	Cycle III
1.	The students' activities in asking question	33,3%	41,6%	50%
2.	The students' activities in expressing their idea	16,6%	25%	33,3%
3.	The students' activities in answering the question	25%	33,3%	41,6%
4.	The students' participation in	33,3%	50%	66,6%

	discussion			
5.	The students 'activities in doing the exercise and finishing the assignment	75%	83,3%	91,6%
6.	The students 'score in learning outcomes	70,8%	79,1%	95,8%

Based on the table above, we can see that there is a significant improvement from cycle 1 to cycle 2 in learning activities and learning outcomes. And the discussion of the research findings and hypothesis will be based on the data analysis and the findings which are conducted by the collaboration between the researchers and the classroom teacher. After having a discussion, the classroom teacher tends to be motivated to improve the learning process which leads to increase the students 'learning outcomes. The classroom teacher always tries to change and up date the learning process using picture as a teaching media. As in line with the purpose of this research which tries to apply communicative language teaching approach in this active learning using picture as a teaching media, the findings of this research show that there is a significant improvement in learning outcomes.

This action research emphasizes on communicative language teaching approach to make students involve actively which is using picture as a teaching media. This strategy is proved to be able to increase the students learning outcomes since they are highly motivated in the teaching learning process. Besides, they are also totally encouraged to get involve actively which can be seen

from the learning outcomes. CLT puts the focus on the learners (Savignon) http://yalepress.yale.edu/yupbooks/excerpts/0300091567_1.pdf. Besides, CLT focuses on communicative competence rather than grammatical knowledge (Xie) http://online.sfsu.edu/hdomizio/LinLaoshi/899/426_Motivation%20and%20Communicative%20Competence_increase%20%20learning%20achievement%20through%20CLT.pdf and Chen (2001: 17).

To put it in another way, it is clear that this strategy is able to make the students have a high motivation and is able to make them active in answering the questions, asking the questions, expressing idea, applying discussion and doing the exercise and assignment given by the teacher.

Prior to this research, from the academic record of minimum completeness criteria, we can describe that there is a low grade in the learning outcomes. To overcome this low grade learning outcomes, this research apply an alternative solution using picture as its teaching media. From cycle 1 to cycle 3, we can see that there is a significant improvement both in the learning activities and learning outcomes. The findings show that the using of picture as a teaching media in English subject for elementary students is able to make their achievement enhance much better.

The process of this classroom action research consists of three cycles. In each stage of its cycle, we make an important notes, particularly, a notation about something worse which happen during the teaching learning process. Based on that notation, we make some better attempts to be applied in the next cycles. The active learning applied makes the students have high motivation and involve actively which create the joyful learning.

CONCLUSION

This collaboration classroom action research which is conducted between the researchers and the teacher gives the conclusion that the communicative language

teaching approach using picture as a teaching media is able to enhance the learning outcomes of the English subject of the fourth grade students in SD Negeri 1 Sonorejo Blora in 2011/2012 period. This enhancement is seen from the indicator of the minimum completeness criteria of the students learning outcomes which is more than 65. Prior to the research, the percentage of their minimum completeness criteria is 41.6. After applying the communicative language teaching approach using picture as a teaching media in English subject, the percentage of minimum completeness criteria changes into 95.8. To put it into another way, their score of the English subject changes from 62.1 to 95.2.

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