IMPROVING THE EIGHTH GRADE STUDENTS’ SPEAKING ABILITY
BY USING PICTURE SERIES AT MTs NEGERI BONDOWOSO I

THESIS
Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By:
FATIMAH
NIM. 110210401081

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, HASAN (Late) and RICE LATIFAH. Thank you so much for your supports, prayers and love.
2. My beloved brothers, Saleh, Muhammad Bagir and my lovely sister Hasinah. Thank you for everything you have given to me.
3. My sweety nephews and nieces thank you for coloring my life.
MOTTO

“Speak up and speak clearly. Let’s listen to each other and respect one another’s opinions. Although, they may be different, wisdom allows us to be responsible for our own feelings and actions”.

(Felicia Johnson, American Author)

Felicia Johnson, “Quotes of Speaking”, Goodreads.
LETTER OF STATEMENT

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title also this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; Ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. Besides, I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

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Jember, December 2014

The Writer

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CONSULTANT’S APPROVAL

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THESIS

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Faculty of Teacher Training and Education, Jember University

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ACKNOWLEDGMENT

Firstly, I would like to thank Allah S.W.T for giving me strength and patience to complete this thesis writing. All His blessings had come and helped me in every step of the accomplishment of this thesis.

I would also like to thank to the former and presents Rectors of the State University of Jember / UNEJ, and Deans of the Faculty of Teacher Training and Education for their permission to my study at the English Education Study Program of Jember University. My acknowledgement of gratitude is led to the Chairperson of The Language and Arts Department for the opportunity to continue my study at this institution. To be more considerable, I am really grateful to my advisor I, Dra. Wiwiek Eko Bindarti, M.Pd and advisor II, Dr. Aan Erlyana Fardhani, M.Pd. who had sincerely supported me by their valuable advice, encouragement, worthy comments, and necessary assistance as well as fatherly motivation during the difficult periods of accomplishing my thesis. Moreover, much appreciation is extended to both of them for spending hours reading the proposal, the thesis manuscript and the final work of my thesis. Furthermore, my appreciation is sent to all lecturers of English Education Study Program of Jember University for their high dedication in sharing their knowledge. Besides that, permit me to declare my gratitude to the principal and the English teachers and the students of VIII D of MTs Negeri Bondowoso I for giving me an opportunity, help, and support to conduct this research. In line with it, I owe the Jember University administrative personnel, librarian and staffs, who kindly facilitated to sustain me through days of my study there.

My parents whom I am deeply indebted for their silent prayers those are surely an invaluable support. The word of thanks must go to my good friends of English Program who had given me the most support during my thesis writing, thank you so much for sweet and kind relationship. And also thanks to my cousins who have supported and helped me to finish this thesis. May God bless you all.

Jember, December 2014

The Writer
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SUMMARY

“Improving the Eighth Grade Students’ Speaking Ability by Using Picture Series at MTs Negeri Bondowoso 1”, Fatimah, 110210401081; 2014: English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

English is one of the international languages that is used by many people in the world and in many areas of everyday’s life. In learning English, there are four language skills that should be learnt, that is, listening, reading, speaking, and writing. Speaking belongs to productive skills in which the language users require the ability to produce language in the spoken form. There are some aspects concerning with speaking ability. They include fluency, accuracy on pronunciation, grammar and vocabulary, content. Further, based on the preliminary study that was held on August 25th 2014, it was found that the eighth grade students of MTs Negeri Bondowoso 1 faced difficulties in speaking so the students could not improve their English scores. To overcome the problems above, the teacher used media in teaching speaking. The media were picture series. Picture series were a number of related composite pictures linked to form a series or sequence.

The classroom action research with cycle model was applied in this study. It was intended to improve the eighth grade students’ speaking ability at MTs Negeri Bondowoso 1 in the 2014-2015 academic year. The subjects of the research were the VIII D students of MTs Negeri Bondowoso 1 in the 2014-2015 academic year. They were chosen because they still had difficulties in speaking, especially in delivering their ideas because of less of vocabulary, afraid of making mistakes and sometimes they did not have enough chance to practice in English so most of the students did not achieve the target score of the school, that was 65.

This research was done in two cycles in which each cycle covered four activities as follows: the planning of the action, the implementation of the action, observation of the action, and reflection of the action. Each cycle had 3 meetings. The first and the second meetings were conducted to teach speaking
by using picture series. Next, the third meeting was held to give speaking ability test. The primary data about the students’ speaking test were conducted to measure the students’ speaking ability covering fluency, accuracy on pronunciation, grammar, vocabulary, and content and the observation was used to monitor the process of the teaching learning process of speaking. The results of speaking test and class observation were analyzed statistically. The criteria used as the main consideration to determine the success of the actions were as follows: 1) 75% of the students actively participated in speaking teaching learning process by using picture series and 2) 75% of the students could get score ≥ 65 in the speaking test. Meanwhile, the supporting data were collected by using interview and documentation.

The result of the observation and students’ speaking ability in Cycle 1 did not achieve the target of the research. As the average percentage of the students’ active participation in Cycle 1 was 72%. Moreover, the result of students’ speaking ability test showed that 16 students of 25 students or 64% of the students got score ≥ 65 in the speaking test. It means that the percentage of students’ active participation and speaking ability test did not achieve the target of the research yet. It might happen because there were some weaknesses influenced. They were as follows: 1) The students tended to use verb 1 in their monologue, 2) The students experienced difficulty in pronouncing the English words correctly, 3) The students tended talking to their friends, making noise and disturbed the other student, 4) The students did not respond communicatively and did not work cooperatively with their group discussion.

Having conducted the action in Cycle 2, the result of the students’ observations and speaking test showed improvement. The average percentage of the students’ active participation in Cycle 2 was 86%. Further, the result of students’ speaking test also reached the standard score of the research. There were 19 of 25 or 76% students who got score ≥ 65 in the speaking test in Cycle 2. Thus, the result of the observations in Cycle 2 of the students’ active participation achieved the target criteria of the research, that was 75% of
students actively participated in the teaching learning process of speaking by using picture series and the result of the speaking ability test in Cycle 2 achieved the target criteria of the research, that was 75% of the students got score $\geq 65$ in the speaking test.

Based on the result above, it could be concluded that the use of picture series could improve the eighth grade students’ active participation and speaking ability in the speaking teaching and learning at MTs Negeri Bondowoso 1 in the 2014-2015 academic year. Therefore, it is suggested that the English teacher use picture series as alternative media in teaching and learning process in order to help students who have difficulties in speaking to guide the students’ idea, so that the construction of the sentences becomes easier.
I. INTRODUCTION

This chapter presents the background of the research, problems of the research, the objectives of the research, the significance of the research.

1.1 The Background of the Research

English is one of the international languages that is used by many people in the world and in many areas of everyday’s life. For Indonesia, English is a foreign language taught in elementary schools up to university levels. The Indonesian government has settled English as a compulsory subject to study at school. In an Article 29 Verse 2, Decree No 24/2009 states that foreign language can be used as a language of instruction in the educational unit for the purpose of supporting foreign language learners (http://badanbahasa.kemendikbud.go.id). The aim of teaching English in school is to prepare the students to be able to communicate in English.

In learning English, there are four language skills that should be learnt, that is, listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written forms (Harmer, 1983: 44). Speaking is one of the skills of English that has to be taught by teachers to improve the students’ oral fluency. The emphasis of teaching speaking is to help the students to be able to express their ideas orally.

Teaching speaking skill is very complicated. As Hughes (2003:131) describes that there are some aspects concerning with speaking ability. They include fluency, accuracy on pronunciation, grammar, vocabulary and content. The students must have many vocabularies. They should master enough vocabulary so that they can use it fluently and add to their feeling of competency in expression. Fluency in language is developed through communication of complete understanding of meaningful words. The students are also expected to perform understandable utterances with good pronunciation in order to make their