



**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 sweetie 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

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The Writer

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CONSULTANT'S APPROVAL

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

THESIS

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Jember, December 2014

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
LETTER OF STATEMENT	iv
CONSULTANT’S APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER I. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Research Problems	5
1.3 The Research Objectives	5
1.4 The Significances of the Research.....	5
CHAPTER II. RELATED LITERATURE REVIEW	
2.1 The English Speaking Ability	7
2.1.1 Teaching Speaking in ELT	8
2.1.2 The Aspects of Speaking Ability	9
a Pronunciation.....	9
b Grammar.....	10
c Vocabulary.....	11
d Fluency	11
e Content	12

2.1.3 Teaching Speaking Based on Institutional Level Curriculum	12
2.2 The Definition of Media in ELT.....	13
2.2.1 Teaching Media for Teaching Speaking.....	13
2.2.2 Picture as Teaching Media.....	14
2.2.3 Kinds of Pictures	15
a Individual Pictures	15
b Composite Pictures	15
c Pictures Series.....	16
2.3 The Advantages and Disadvantages of Using Picture Series.....	18
2.4 Recount Text	19
2.5 The Procedures of Teaching speaking Through Picture Series.....	20
2.6 Previous Research Of Speaking Ability By Using Picture	22
2.7 The Action Hypotheses	23

CHAPTER III. RESEARCH METHODS

3.1 Research Design	24
3.2 Area Determination Method.....	26
3.3 Subject Determination Method.....	27
3.4 Operational Definitions of the Terms	27
3.4.1 Picture Series.....	27
3.5.1 Speaking Ability.....	27
3.5 Data Collection Method	28
3.5.1 Speaking Test.....	28
3.5.2 Observation	31
3.5.3 Interview	32
3.5.4 Documentation	32
3.6 Research Procedures	33
3.6.1 Planning the Action.....	33
3.6.2 The Implementation of the Action	33
3.6.3 Evaluation	33

3.6.4 The Reflection of the Action.....	34
3.7 Data Analysis Method	34
 CHAPTER IV. RESEARCH RESULT AND DISCUSSION	
4.1 The Result of the Actions in Cycle 1	35
4.1.1 The Result of the Observation in Cycle 1	36
4.1.2 The Result of Students' Speaking Test in Cycle 1	39
4.1.3 The Reflection of the Action in Cycle 1	41
4.2 The Result of the Actions in Cycle 2	43
4.2.1 The Result of the Observation in Cycle 2.....	44
4.2.2 The Result of Students' Speaking Test in Cycle 2	48
4.2.4 The Reflection of the Action in Cycle 2.....	50
4.3 The Result of the Supporting Data	51
4.3.1 The Result of Interview.....	51
4.3.2 The Result of Documentation.....	52
4.4 Discussion.....	53
 CHAPTER V. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	55
5.2 Suggestion	56
 REFERENCES	 57
APPENDICES	59

THE LIST OF TABLES

	Page
Table 3.2 The Scoring Criteria of the Students' Speaking Ability	29
Table 3.3 The Example of Analytical Scoring	31
Table 3.4 The format of the observation checklist	31
Table 4.1 The Result of the Students' Active Participation the Speaking Teaching Learning Process in Cycle 1.....	37
Table 4.2 The Percentage of the Result of the Students' Active Participation in Cycle 1 (Meeting I and Meeting II)	38
Table 4.3 The Average Percentage of the Students' Active Participation in Cycle 1	39
Table 4.4 The Result of the Students' Speaking Test in Cycle I.....	40
Table 4.5 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 1.....	41
Table 4.6 The Revision of Implementation of the Action	42
Table 4.7 The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2.....	46
Table 4.8 The Percentage of the Result of the Students' Active Participation in Cycle 2 (meeting I and meeting II)	47
Table 4.9 The Average Percentage of the Result of the Students' Active Participation in Cycle 2	48
Table 4.10 The Result of the Students' Speaking Achievement Test in Cycle 2	49
Table 4.11 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 2	50

THE LIST OF APPENDICES

	Page
Appendix 1 Research Matrix	59
Appendix 2 Guideline of Interview	61
Appendix 3 The Name of Research Subjects	64
Appendix 4 Lesson Plan Meeting 1 of Cycle 1	65
Appendix 5 Lesson Plan Meeting 2 of Cycle 1	75
Appendix 6 Speaking Test of Cycle 1	85
Appendix 7 The Result of the Students' Speaking Ability Test in Cycle 1....	95
Appendix 8 The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 1	96
Appendix 9 The Oral English Rating Sheet cycle 1	98
Appendix 10 Lesson Plan Meeting 1 of Cycle 2	100
Appendix 11 Lesson Plan Meeting 2 of Cycle 2	110
Appendix 12 Speaking Test of Cycle 2	120
Appendix 13 The Result of the Students' Speaking Ability Test in Cycle 2...	125
Appendix 14 The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2	126
Appendix 15 The Oral English Rating Sheet cycle 2	128
Appendix 16 Students' Previous Speaking Score in Preliminary Study	130
Appendix 17 The Letter of "Permohonan Izin Penelitian"	131
Appendix 18 The Letter of "Pernyataan Telah Melaksanakan Penelitian"	132

SUMMARY

“Improving the Eighth Grade Students’ Speaking Ability by Using Picture Series at MTs Negeri Bondowoso I”, 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 ≥ 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