



**THE EFFECT OF USING INDONESIAN FOLKLORE PICTURES IN SERIES ON THE
ELEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT IN STORY-TELLING
AT SMAN ARJASA IN THE 2012/2013 ACADEMIC YEAR**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Language Education Study Program, Language & Arts Department,
The Faculty of Teacher Training and Education,
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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved mother and father, Elly Hartatik and Saiful Bahri;
2. My beloved grandfather and grandmother, F.X Budi Waluyo and Maria Sutinah;
3. My lovely Brother, Yanuar Rizky Elsaf Putra.

MOTTO

- *Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life (Brian Tracy, a motivational speaker and author). **
- *Of all of our inventions for mass communication, pictures still speak the most universally understood language (an American animator, film producer, director, screenwriter, voice actor, entrepreneur, entertainer, international icon, and philanthropist). **)*

*) Tracy, B. 2013. Communication quotes. Available at <http://www.brainyquote.com> (April, 25th 2013)

***) Disney, W. 2013. Communication quotes. Available at <http://www.brainyquote.com> (April, 25th 2013)

STATEMENT OF THESIS AUTHENTICITY

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 once that official commencement date of the approved thesis title, 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.

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THE EFFECT OF USING INDONESIAN FOLKLORE PICTURES IN SERIES ON THE ELEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT IN STORY-TELLING AT SMAN ARJASA IN THE 2012/2013 ACADEMIC YEAR

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SUMMARY

“The Effect of Using Indonesian folklore pictures in series on the eleventh grade students' speaking achievement in story telling at SMAN Arjasa in the 2012/2013 Academic Year”; Imaniar Elsaf Zahra Mirza, 080210491003; 2013: 41 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Speaking is one of the most important things in human's daily communication. In the learning of English, speaking is one of the important skills which has to be mastered because it is the dominant channel of communication. This research, focused on teaching speaking by using pictures in series as media. Pictures in series were used as media to raise the students' interest to the material. They were used because pictures in series contain the sequence of events or actions. Therefore, by using pictures in series, it was easier for students to understand the story given by understanding the outline in the form of sequence of pictures in series.

This research was a Pre- experimental research. The purpose of this research was to know whether or not there was a significant effect of using Indonesian folklore pictures in series on the eleventh grade students' speaking achievement in story telling at SMAN Arjasa in the 2012/2013 Academic Year.

The population of this research was the eleventh grade students at SMAN Arjasa in the 2012/2013 Academic Year. Two classes were taken as the experimental class and control class without random selection because the researcher used nonequivalent-groups posttest-only design. The classes were XI Social 1 (experimental group) and XI Science 5 (control group). The total numbers of the respondents were 70 students that consisted of 34 students of XI Social 1 as the experimental group that was taught by using Pictures in series, and 36 students XI Science 5 as the control group that was taught by lecturing method.

The primary data of this research were collected from the students' scores of speaking achievement test. The supporting data were gained from interview and documentation. The students' speaking achievement was collected from the post test to make the comparison between the two groups after the treatment done. The results of the research were analyzed by using t-test formula. The result of the analysis indicated that the statistical value of t-test was 2.48, while the t-table with the significant level of 5% and the degree of freedom (Df) of 68 was 1.67. The value of t-test was higher than the value of t-table ($2.48 > 1.67$). Therefore, the null hypothesis (H_0) which was formulated: "There is no significant effect of using Indonesian folklore pictures in series on the eleventh grade students' speaking achievement test in story-telling at SMAN Arjasa in the 2012/2013 academic year" was rejected. On the other hand, the alternative hypothesis (H_a) which says: "there is a significant effect of using Indonesian folklore pictures in series on the eleventh grade students' speaking achievement test in story-telling at SMAN Arjasa in the 2012/2013 academic year" was accepted.

Based on the result of this research, the English teacher is advised to apply Pictures in series, especially in teaching speaking to improve the students' speaking achievement. Further, the students are suggested to practice speaking by using pictures in series in order to increase their speaking skill.

ACKNOWLEDGEMENT

Thank Allah S.W.T., the Almighty, who gives me His guidance and blessing, so, I can finish this thesis entitled “The Effect of Using Indonesian folklore pictures in series on the eleventh grade students' speaking achievement in story telling at SMAN Arjasa in the 2012/2013 Academic Year”.

In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Department.
3. The Chairperson of the English Language Education Study Programs.
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5. The Examination Committee.
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Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, May 2013

The writer

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I. INTRODUCTION

This chapter provides an overview of the research that has been conducted. This consists of background of the research, problem of the research, objectives of the research and significance of the research.

1.1 Background of the Research

Language gives important roles in social life because there would be no interaction between human beings without a language. The other role, language is a communication tool for us to know exactly what is needed to interact and to understand each other in the social life. Language is important for human beings because human beings can express all the ideas and thoughts by language. Human's ideas and minds are different and diverse as well as the diversity of languages in the world because of the diversity of different countries. However, the important role of a language function is the same especially English as one of the languages which has a very important role for society.

English has become a universal language which is widely spread and spoken by most of people around the world. English as an international language is a language that is needed even more in the globalization era. English is needed to be studied because of the extent of the English using as the language of international communication in order to be able to communicate with other people of the different cultural background and the state. Boyanova (2011) states that:

“The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, and so on, it dominates the web. 70% of all information stored electronically is in English”

As a developing country, Indonesia tries to improve its resources, especially human resources, to create a good nation. In Indonesia, English is used as a foreign language which the function is to deal with the globalization era. As can be seen that English has an important role in so many aspects such as technologies, all kinds of media, education and also for the livelihood. It is needed to be studied since English is used by the international community. In order to prepare the youths in this global competition, English is taught at schools.

In the learning of English, there are four language skills that have to be mastered. The four language skills are listening, speaking, reading and writing. Reading and listening are skills that do not need to produce language. Djwandono (1996:55) states that these activities are called as passive-receptive that the activities are to understand and to listen to someone else's expression. It does not mean that those skills do not perform active process but the initiative to communicate is derived from others. Speaking and writing belong to productive skills. Productive skills are skills that need to produce language or some words of students' own mind. The core of the four skills is to communicate either in spoken or in written form.

Speaking is one of the important skills in communicating messages orally. Based on 2006 BSNP text-based curriculum, students are expected to be able to express the meaning of short functional texts and essay in the form of all kinds of texts.

Based on the above explanation, the researcher conducted a preliminary study and an informal interview with the English teacher on the eleventh grade students at SMAN Arjasa. The English teacher said in teaching English, she used a textbook published by Yudhistira entitled "English Alive" and a student worksheet as media.

The use of media gives encouragement to students to develop their ideas. One of media that can help students is pictures. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with (Wright,