



**IMPROVING THE EIGHTH GRADE STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT BY USING PICTURE SERIES AT
SMP NEGERI 3 LUMAJANG**

THESIS

Presented as one of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education Jember University

By

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DEDICATION

This thesis is dedicated to people who had inspired me to finish my thesis.

They are:

- 1. My dearest Dad, Tjipto Adi and my Mom, Lilik Maslihatin, S.E.. You are the most wonderful persons that anyone could ever know, you make me who and what I am today. Thank you for your silent prayer, great love and affection you have given to me. There is not enough golden ink to paint your sacrifice for me. I am truly proud of being your daughter. I do love you.*
- 2. My grandmother, Salamah, who always give me day with your love and pray. You kept trouble away from me when I was growing up. I am so lucky to have you. Thank you.*
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MOTTO

“The first step in the acquisition of wisdom is silent, the second is listening, the third is memory, the fourth is practice, the fifth is teaching others.”

(Solomon Ibn Gabriol)

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COMPREHENSION ACHIEVEMENT BY USING PICTURE SERIES AT
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Jember, Desember 2013

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SUMMARY

Improving the Eight Grade Students' Listening Comprehension Achievement by Using Picture Series at SMPN 3 Lumajang in the 2013/2014 Academic Year; Amelia Puji Lestari; 080210401024; 52 pages; The English Education Program the Language and Arts Departement; The faculty of teacher Training and Education, Jember University.

This classroom action research was intended to improve the eighth grade students' listening Comprehension Achievement at SMPN 3 Lumajang in 2013/2014 academic year. This research was started by conducting a preliminary study by interviewing the English teacher of the eighth grade students at the school on Monday, May 27th 2013. Based on the result of the preliminary study, it was informed that the students of class VIII D faced difficulties in listening. It was also revealed that only 56% of all students at class VIII D got score 73 or higher. Besides, the students were not actively involved in the teaching learning process of listening.

Picture series as one of the visual aids was chosen as the media in teaching learning process of listening comprehension. It can help not only to improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. This means that picture series have more meanings and made students get interested in the other types of picture, because picture series gave more than one meaning and meaningful in each picture.

This classroom action research was carried out collaboratively with the English teacher. Starting from planning of the action, implementation of the action, observation and evaluation, analysis and reflection. This research was successful after implementing the action in two cycles. Each cycle consisted of three meetings including the test. The subjects of this research were the students of VIII D of SMPN 3 Lumajang in the first semester 2013/2014 academic year, consisting of 30 students. The research targets were 75% of the students were able to get score ≥ 73 and 78% of

the students actively involved in the teaching and learning of listening comprehension by using picture series.

Based on the results of observation in cycle I meeting 1, it was found that 18 students or 60% of 30 students actively participated in the teaching learning process of listening using picture series. Then, in meeting 2, 20 students or 66.66% of 30 students were active in the teaching learning process of listening using picture series. The percentage of the students' who achieved the target of the test score in the Cycle I was 70%. This result above showed that action 1 in Cycle I had not achieved the standard score requirements. Therefore, the action was continued to Cycle II by revising implementation of the action in Cycle I.

The result of the action in Cycle II showed significant improvements. This was shown by the percentage of the students' participation increase from 60% in the meeting 1 Cycle 1 to 76.6% or 23 students students were active in the teaching learning process of listening using picture series. Then, in meeting 2, the percentage of the students' participation increase from 66.66% % or 20 students students to 80% or 24 students were active in the teaching learning process of listening using picture series. The percentage of the students' who achieved the target of the test score in the Cycle II was 78.73%. It means that the research target which was 75% students got score at least 73 was achieved in Cycle II. In short, it can be concluded that picture series can improve the students' listening comprehension achievement as well as their participation. Therefore, the English teacher was suggested to use picture series as the media in teaching listening comprehension.