



**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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at the English Education Program, Language and Arts Department
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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 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

listener understand their utterances. The students' poor grammar might influence the effectiveness of speaking. Therefore, it is important for a teacher to give lots of practice on grammar, to practice students' pronunciation and to improve students' vocabulary while English teaching learning process occurs. Those activities are useful to develop students' speaking ability.

Students generally still get difficulties in speaking English because their vocabularies are limited so that they don't know how to deliver the ideas in good sentences. In addition, based on the preliminary study done through observation and interview with the English teacher at MTs Negeri Bondowoso 1, It was found that the eighth grade students especially class VIII D still had difficulty to speak in English. The students had difficulty to deliver their ideas because of less of vocabulary, afraid of making mistakes and sometimes they didn't have enough chance to practice in English. Besides that, it was not easy for students to speak English because they also had difficulties in constructing correct sentences. The students got confused how to start and how to make correct sentences orally. It was supported by the data of speaking test conducted by the English teacher. There were 26 students in the VIII-D class, the mean score of speaking ability test was 62, whereas the standard score of English subject was 65. There were only 11 students (46 %) who got score ≥ 65 . Meanwhile, the criteria of success in the speaking teaching learning process at this school are 75% of the students at least get ≥ 65 .

In this research, MTs Negeri Bondowoso 1 was chosen because of picture series in the teaching of speaking had never been applied by the English teacher in the teaching learning activity. From the observation at MTs Negeri Bondowoso 1, the researcher found the problems that influenced the students' speaking ability. The main problem was the teaching learning activity which was relatively monotonous. So, this situation made the students get bored to study English and tended to be passive in speaking. The teacher was not active to give motivation to the students to speak. The teacher just asked the students to read, filled in the blank of the dialogues and performed the dialogue in front of the class by reading the text aloud, not how to produce the students' speaking ability. The English

teacher in speaking class had to make the students busy to speak by using media but the researcher did not find such a situation because media were not used.

Based on the case above, a certain medium was needed to help or to motivate the students to speak, in order that the students' speaking ability could be improved. To overcome the problem the English teacher of MTs Negeri Bondowoso 1, the researcher tried to use pictures series as media to improve the eighth grade students' speaking ability because picture series can stimulate students' ideas, interest and motivation in speaking.

Picture series can be used to guide the students' ideas, so that the construction of the sentences becomes easier. Underhill (1987:67) says a well-chosen picture makes a point and has a story to tell; this can be easily understood as the stimuli are visual rather than written. Pictures can arouse emotions and students' attitudes and pictures can also facilitate the achievement of the goal to understand and remember information or messages found in the image (Arsyad, 2006:17). It is also supported by Nugroho (2008) who found that picture series as teaching media can improve the students' speaking ability, interest and motivation in speaking.

Picture is one of the media which can be used to guide students' interest in learning English. Wright (1989:2) states that picture series as one of the visual aids can help students not only improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. In practice, teaching speaking by using picture series will lead the students to view more curiosity and meaningful thing on the subjects given. Besides that, teaching speaking by using picture series will be more meaningful than teaching speaking without using media because media can attract and direct students' attention to concentrate their mind in the lesson.

Wright (1989:17) states that pictures have a role to motivate the students to pay attention and take part actively during the teaching learning process. By using pictures, the students will pay more attention to many things or things that they never see before. Pictures can help the teacher in reaching the instructional goal. Pictures can also help the students to enlarge definitions and experiences.

Because of using pictures, students' experience and understanding become larger, clearer and easier to remember.

In junior high school syllabus, the students are expected to be able to express the meaning in short functional text in formal and informal language correctly and acceptably in daily life context. The students are targeted to communicate orally and in writing to resolve everyday problems. When they are speaking they are expected to use accurate grammar, vocabulary, pronunciation, fluency, then they are also expected to be able to produce a good content of speech in order to reach the objectives.

In this thesis, the researcher tried to use picture series as media in teaching speaking. Previous research conducted by Nugroho (2008) that focused on speaking skill through picture series at the eighth grade students' of SMPN 3 Tulungagung found out that the application of picture series made the students enthusiastically pay their attention to the lesson given. Another research conducted by Wulandari (2012) focused on the use of picture to improve students' speaking ability of SMA N 1 Kasihan. It was reported that picture was an effective medium in improving students' speaking ability. Besides, an experimental research by Asfa (2010) focused on the use of Describing Picture in describing thing and person. It showed that the students' speaking skill of experimental group which using Picture was higher than the control group. Although this research was intended to know the significant influences of Picture, but the result showed that this technique gave significant result in speaking skill.

Concerning with the problem above, the researcher conducted a classroom action research to the eighth grade students of MTs Negeri Bondowoso 1 by using picture series in teaching speaking to solve the problem, entitled Improving the speaking ability of the eighth grade students by Using Picture Series at MTs Negeri Bondowoso 1.

1.2 The Research Problems

Based on the background above, the problems of the research were formulated as follows.

1. Can the use of picture series as teaching media improve the students' participation in the speaking class activities of the Eighth grade students of MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year?
2. Can the use of picture series as teaching media improve the English speaking ability of the Eighth grade students of MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year?

1.3 The Research Objectives

Based on the research problems, the objectives of the research were formulated as follows.

1. To improve the Eighth grade students' participation in the speaking class activities through picture series at MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year Academic Year.
2. To improve the Eighth grade students' speaking ability through picture series at MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year Academic Year.

1.4 The Significances of the Research

The result of this research hopefully can give significance or contributions to the English teacher, the students, and other researchers.

a. The English Teacher

The result of this research is expected to become useful information for the English teacher to use picture series as media especially in teaching speaking. The teacher can be more creative by using picture series in giving the material so that it can minimize the students' boredom in teaching learning process.

b. The Students

The result of this research can be useful to motivate students to speak English by retelling the event to audience based on the picture series provided to make the students able to speak English fluently.

c. The Other Researchers

The result of this research will hopefully be able to give some inputs as information, considerations and supports to other researchers dealing with speaking ability, especially by using picture series on different research design, such as the effect on students' speaking achievement by using picture series.

II. RELATED LITERATURE REVIEW

This chapter reviewed prominent study to support the present research. This explained five basic theories, such as The English speaking ability, teaching speaking in ELT, the aspects of speaking ability, teaching speaking based on institutional level curriculum, the definitions of media in ELT, teaching media for teaching speaking, pictures as teaching media, kinds of pictures, the advantages and disadvantages of using picture series, the procedures of teaching speaking through picture series, recount text, action hypothesis.

2.1. The English Speaking Ability

Speaking is a key for oral communication. Speaking is the ability to speak or communicate to others in the target of language. By speaking people can express themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking for or offering something. Chaney (1998) in Kayi (2006) says speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts. While Brown and Yule (1995:13) state that the main purpose of the speaker's activity is the development of the ability to interact successfully in language and understable communication to convey the message of the speaker to the listener.

Speaking is a crucial part of second language learning and teaching. Many students convey that speaking is a difficult skill of language learning. And they also have difficulty to deliver their ideas in English. Therefore, teachers have to give a higher attention to improve their students' skill in speaking. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it (Harmer, 2007: 123).

In addition, related to speaking ability, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It can be concluded that speaking ability is

a skill, which is communicating the speech sound for expressing and conveying a message or idea.

The intention of teaching speaking in language classroom is to improve the students' knowledge and skill to communicate both in oral and written forms. The situations of speaking activity may occur anywhere. Brown and Yule (1983:8) say that any kinds of human interaction such as in a bus or train a meeting or parties, lectures etc, intently to conduct a type of talk. The main purpose of conducting this activity is creating a living understandable communication to rely on the messages of the speakers to the listeners.

Based on the explanation above, the goal of teaching speaking is improving the students' communicative skills because by speaking, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

2.1.1. Teaching Speaking in ELT

Speaking is an important thing in studying English as a foreign language. Learning to speak English is not easy for students. The teachers have to make the class atmosphere pleasant and enjoyable for students. As Brown and Yule (1989:25) note that learning to talk in the foreign language is to help the students. Therefore, English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. As Huges (2003:113) describe that the objective of teaching spoken language is the development of the ability to interact successfully in that language and that involves comprehension as well as production.

According to Harmer (2007:123) there are three main reasons for getting students to speak in the classroom. Speaking activities provide rehearsing opportunities, speaking task in which students try to use any or all of the language they know to provide feedback for both teacher and students, so that the students have opportunities to activate the various elements of language they have stored in their brains. Ricards (2008:21) divides talk into three: talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to conversation like

small talk or greetings. Talk as transaction indicates situations where the focus is on what is said or done such as discussion. Talk as performance refers to public talk or it can be said that this talk transmits information to the audience. This last kind of talk was applied in this research for genre of text taken for research was recount text.

There are many media which can be used in teaching such as real objects, charts, poster and picture series. The researcher chose picture series because the researcher thought that picture series was suitable to improve students' speaking skill. In this research, the students were asked to tell the story taking place in the sequential pictures based on the picture series provided so it could make students a visual experience and stimulate them to talk.

2.1.2. The Aspects of Speaking Ability

The aspects of speaking ability include accuracy on pronunciation grammar, vocabulary, fluency and content of speech. All of these components are important to achieve the goal of communication. Those five aspects were used as the indicators to analyze the students' speaking ability.

a. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. Pollard (2008:65) states that pronunciation is an essential aspect of learning to speak a foreign language. If the student does not pronounce the words correctly, it can be very difficult to the listener to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood. Therefore, the students are required to perform good pronunciation in order to make their listeners understand what they say correctly.

In speaking, pronunciation is students' problem in learning foreign language. The students are expected to get understanding in a correct pronunciation. Louma (2004:10) says that the sound of people's speech is meaningful. The correctness in terms of pronunciation is also important to be

marked as a frequent spoken language program (Brown and Yule,1983:26). Therefore, the students' poor ability in pronunciation becomes the result of their lack of performance related to other aspects such as correctness.

Harmer (1984:183) explains that teaching pronunciation does not only make students aware of differences in sounds and sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed. The best way to help students improve their pronunciation skills is to encourage them to speak English as much as they possibly can.

Based on the statements, it can be concluded that if speakers perform good pronunciation, listeners can understand what they said correctly. English

b. Grammar

The students' speaking ability also concerns with the use of English grammar. Grammatical ability is an ability to master the grammar of the language used. Grammar skills include the ability to use structure and arrange them in the form of words to make correct sentences. Harmer (1984:12) states that grammar of language is the description of the ways in which words can change their form and can be combined into sentences in that language.

A good speaker must use correct sentences to facilitate listener to comprehend the talks. Radford (1988:30) says that grammar tells us what we need to know in order to be fluent in language. If grammar rules are too careless violated, communication may suffer (Harmer, 1984:12). The students should use grammar in right way because incorrect grammar could make misunderstanding to the listener. In other words, the speaker uses grammar in order to practice speaking by using correct pattern of English so they can express what they mean correctly.

In speaking activity, the students are expected to be able to perform the understandable utterances. The students' poor grammar may influence the understanding in their speaking activity because every sentence made, needs correct formula to make the sentences well understood.

c. Vocabulary

Vocabulary is one of the important aspects in speaking ability. It is needed to produce a foreign language. Thornbury (2002:13) says that to improve your English, you have to learn more words and expressions. In other words, in producing spoken language, students need to know a large number of vocabularies. If the students have many vocabularies, they will not have problems in speaking.

Before practicing to speak English, students need to know the English words. Tarigan (1984:3) says that the quality of someone's language skills depends on the quantity and quality of his or her vocabulary. It means that vocabulary is really needed to produce sentences because the richer vocabulary they have, the easier for students to develop their sentences. The sentences are used to convey the idea that speakers want to say. Thus the use of vocabulary is very important for a person to be able to speak well.

d. Fluency

Fluency is the ability to speak a language smoothly and readily (Hornby, 1989:330). Fluency deals with content and the flowing of delivering thoughts and ideas in speaking without too much hesitation. Nation and Newton (2009:2) state that learning goal of language course is fluency. It controls the sounds, spelling, vocabulary, grammar and discourse features of the language so that they can be used for communication effectively.

Brown and Yule (1983:103) state that one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language. Heaton (1975:88) states that success in communication often depends as much on the listener as on the speaker. That is why, between the speaker and listener must have a good communication because smoothness gives more meaning for students' speaking ability to communicate effectively. Based on the ideas above, it can be concluded that fluency refers to one of the important components of the implementation of effective

communication to controls of the sounds, spelling grammar and features of the language.

e. Content

Content of this research refers to the language meaning in form of messages or ideas. It is related to the structuring of speech or description about something. These involve the use of the sentences. Conversation using effective sentences will make the listener easy to understand the content of the conversation.

Practicing to speak English, the students need to express their ideas or thoughts. That is why, it is important for the students to produce appropriate speech or sentences relevant to the topic. The students should be able to produce understandable utterances by relating the words meaning to the situation being described. Besides, the students should be able to use the correct language grammar, vocabulary to make their sentences understandable.

2.1.3. Teaching Speaking based on Institutional Level Curriculum

The curriculum that is used in junior high school is Institutional Level Curriculum. In the standard competence, one of the goals that must be reached is students are able to communicate in spoken and written language of various types fluently and accurately in the interactional and/or monologue in the form of recount and narrative (Depdiknas: 2006). The researcher tried to improve students' speaking ability by using recount in the picture series. Recount becomes a simple method in teaching speaking because recount has a sequence of events, therefore recount is compatible to picture series. The activities were used to promote speaking in the classroom, the researcher used picture series. By using picture series, students were easier to create a story to tell their friends. Picture series improved creative thinking and also helped students to express the ideas in the format of beginning, developing, and ending activities based on the picture series given.

2.2. The Definition of Media in ELT

There are lots of definitions of media. According to Gerlach and Elly (1971) in Arsyad (1997:3) media is human, material or events that establish conditions that enable the child to acquire the knowledge, skills or attitudes. In this sense, teachers, textbooks, school environment are media. Specifically, the use of media in the teaching learning process tends to be interpreted as a graphic tool, photographic or electronic to capture, process and reconstruct visual or verbal information. Teacher must have good knowledge and understanding about teaching media (Hamalik, 1994) in Arsyad (1997:2) that include: media as communication tools to make effective teaching learning process, the relation between teaching method and teaching media, the function of media to reach the goal of teaching.

Based on the explanation above, media are inseparable parts of the learning process for the achievement of educational goals and learning objectives in schools.

2.2.1. Teaching Media for Teaching Speaking

The teaching and learning process is said to be alive if the students are actively involved and motivated to take part in the activities. To make the teaching and learning process more alive, teacher needs to use media. Media have a kind of universality that can bring people into a useful, interpretive community (Goodwyn, 1992:65).

Based on the Encyclopedia of Educational Research (1994), in Arsyad (2002:25) the function of media are as follows: to motivate students, to give the concrete basic to think, to give the important experiences in learning process, to develop the students' thought regularly, and to help students describe something.

According to Arsyad (2002:88-94), there are three kinds of media as follows.

a. Visual aids

Visual aids are media which primarily use the sense of sight. For examples: illustrations in book, newspapers, pictures, posters, etc.

b. Audio aids

Audio aids are media containing the message in the form of sound. For example: a record player, a cassette, a tape recorder, an audio card reader, etc.

c. Audio visual aids

Audio visual aids are media used to help students in learning process primarily in the form of both sound and sight. Example: television, video, and multi image system.

Media have some advantages in teaching learning process, especially speaking. The teacher can apply media to improve the students' speaking achievement. Therefore, the goal of the teaching learning process of speaking skill can be reached. The teaching learning process in this research used picture series as visual aids in the process of teaching and learning.

2.2.2. Pictures as Teaching Media

Picture is one of the most appropriate media in teaching learning process in the classroom. It helped teacher to stimulate students' interest and motivation to express their ideas so that the speaking activity was more challenging. Nurgiyantoro (2001: 278) says that picture can be used as a stimulus for students' speaking achievement either for the beginner or the advanced level of students based on the use of the picture.

Pollard (2008:37-38) suggests the simple ideas that can be used with any picture: By asking students to simply describe the pictures. Prepare and act out a conversation between the characters. The two activities involve students in interpreting and imagining about the content of the picture.

There are some criteria of pictures to be used as media. Wright (1989: 2) points out the criteria that pictures should be easy to prepare, easy to organize in the classroom, interesting to the students, meaningful and authentic, and the activity will give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

From the explanation above, picture is one of the appropriate media for presenting material in the teaching learning process in the classroom. Picture can also be used to motivate students to be creative in speaking.

2.2.3. Kinds of Pictures

According to Yunus (1981:49) there are three types of pictorial material. They are individual pictures, composite pictures and picture series.

a. Individual Pictures

Yunus (1981:50) defines individual pictures as single pictures of objects, persons or activities. There are sets or categories of individual pictures. It should include objects not likely to be familiar to students or those which cannot be brought into the classroom, individual people doing things with objects, sets of animals, vehicles, occupations, sports. The following is the example of an individual picture. It describes a girl who is reading a poem.



(Sources: Developing English Competencies for SMA:2008:180)

b. Composite Pictures

Yunus (1981:49) defines composite picture as a large single pictures which show a scene in which a number of people can be seen doing different things. The following is the example of a composite picture. The picture describes many activities on the street. There is a woman who is opening her umbrella because it is raining. Beside her, a man is getting out the car, and in front of him, there is also a woman who is carrying one shopping bag.



(Sources: *Play Games with English 1*, 1993:39)

c. Picture Series

There are some definitions of picture series. Yunus (1981:50) defines picture series as a number of related composite pictures linked to form a series or sequence. Hence, its main function is to tell a story or sequence of events.

Underhill (1987:66) states that a picture series usually consists of four to twelve drawings that can stimulate students to speak and lead them to develop their own interpretation about the people or events involved. Picture series is one of the appropriate media to teach English oral fluency in speaking learning process. Picture series can motivate students to be active in speaking in some ways, such as telling a story, making a story, describing a story, etc.

“Therefore, picture series are valuable and widely used source of language practice and are commonly exploited either to provide controlled practice of structures, vocabulary, and functional exponents, or to act as a stimulus for the communicative skill of narrating. (Gairns and Redman: 1998:150)”

The following is the example of picture series. The pictures below tell us about the story of Goldilocks. The first picture tells about Goldilocks who entered the house. Second picture tells that she found much food in the table and ate them. The third picture tells after she ate the porridge, she sat on the chair but the chair was broken. And then Goldilocks felt tired and she slept on the bed. The fifth picture tells that the bear’s family came to the house and found Goldilocks slept

on the bed. And the last picture tells that Goldilocks was afraid and run from the house.



(Source: *Contextual Teaching and Learning Bahasa Inggris for SMP IX*, 2008 :131)

2.3. The Advantages and Disadvantages of Using Picture Series

According to Yunus (1981:53-54) there are advantages of using pictures in teaching learning process as follows.

- a. Pictures are very useful for presenting new grammatical and vocabulary items.
- b. Pictorial material allows for meaningful practice of vocabulary and structure presented by the teacher.
- c. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages, that is, to speak, to read, to write.
- d. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structures.
- e. Pictorial material can be used to supplement.
- f. Pictorial material is easy to collect, to make and to transport.

The use of pictures can improve students' motivation to learn and stimulate them to talk. The students become more challenged and motivated to speak English in communication, Wright (1989:7) says that pictures provide students with challenges and opportunities to try to speak. Challenges in this case refer to identify, describe, match, analyze, interpret and convince the content of the pictures. Opportunities refer to the time to express feeling, ideas and to exchange information.

Pictures are considered as the appropriate media in teaching speaking. It was hoped that, picture series given could affect the students speaking ability, especially for those aspects of speaking as picture series affected students' pronunciation and fluency when oral production was produced into a good speech which was easy and intelligible for listener to understand the speech and content. Then, picture series also affected students' grammar when oral production was produced with correct formula. It was also important when picture series affected vocabulary and content. It could be seen from the words were produced when students were telling a story

Media as the supports of the teaching learning process also have disadvantages because something that definitely has advantages also has disadvantages. In this case, there are also disadvantages of picture series, Sadiman, *et al* (2006:31-32) explains the disadvantages on using picture series. Those are picture series that are too complex are not effective for learning activities and the size is very limited for large groups. To overcome the disadvantages above, the use of picture series in this research had to show the main point of the story clearly done, by choosing a particular picture that will support the lesson. Due to the size, the researcher used big and clear picture series with the size were 20 cm x 30 cm distribute to each student for the teaching learning process of speaking.

2.4. Recount Text

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is a piece of text that retells past event, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it happened (Wahidi: 2008).

Derewianka (1990) classifies recount into three types; personal recount, factual recount, and imaginative recount. A personal recount depicts an event which happened while the person who tells the event was personally involved. A factual recount is a note of an event. It is a list of fact in order that they occurred. This includes things like scientific experiment report, newspaper report or a police report. Imaginative recount unfolds story which means it did not actually happen in the real life.

According to institutional level curriculum, the students in junior high school have to learn some genre of text such as procedure, description, narrative and recount. This research focused on recount text for eighth grade students.

2.5. The Procedures of Teaching Speaking Through Picture Series

Picture series are often used as media in teaching learning process. One of the indicators of English teaching in junior high school is that students are able to express the meaning of the functional spoken text and short simple monologue form of recount, narrative and procedure text to interact in the context of daily life. In order words, students were expected to be able to make and tell a short story. As the media, picture series are useful for a teacher to guide the students to stimulate their ideas. They were presented as a set of sequence of events or actions that could make the students organize ideas easily.

The teacher needed a set of procedures to teach the students to increase their speaking ability. The example of procedures of teaching speaking through picture series were as follows:

Topic : Building a house

Material : Picture Series about the bears' plan to build a house.

Procedures :

- a. The teacher gave material that was learned.
 1. Teacher: Preparing a short story with the topic "building a house".
 2. Past tense was used to prepare the story in front of the class.

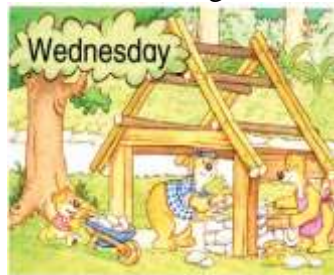
Example: - They worked on Monday until Saturday.
- Everybody in the family helped Mr. Bear.
 3. Personal pronouns: I, You, They, We, He, She It.
 4. Conjunctions: then, after that, before, when, because, and, finally, etc.
 5. Related vocabulary: cut, put, paint, prepare, stone, logs, roof, door, together.
- b. The teacher gave picture series with verbs as the key words to the students.



Cut the logs



Put the logs



Prepare the stones



Put the roof



Put the door



Paint the door



Make a party

(Source: *Contextual Teaching and Learning Bahasa Inggris for SMP, 2008 :10*)

- c. The teacher asked the students to change the verbs used.
- d. The teacher asked the students to observe the picture carefully.
- e. The teacher then asked the students to make a draft of the story based on the picture series given.

The teacher, at last, asked the students to perform the story in front of the class.

2.6. Previous Research Of Speaking Ability By Using Picture

As has been explained above, a picture series is one of good media because by using single pictures, it can stimulate by seeing and recognizing the pictures so the students can understand it. There are some previous researchers who had investigated the use of picture as the media in English Language Teaching. The research findings are used as the references of such theory.

The first previous research about the use of picture series on students' speaking ability was conducted by Agung Nugroho (2008) entitled: Improving the Eighth Level Students' Speaking Ability through Picture Series at SMPN 3 Tulungagung in the 2006/2007 Academic Year. This research focused on improving the students' speaking ability. The result showed that the percentage of students that got scores at least 70 in speaking test in the cycle 1 were only 49 % and the result of observation in cycle 1 showed that 63 % of the students were actively involved in the teaching and learning process of speaking ability through picture series. The result of speaking test in cycle 2 was better. The percentage of students that got scores at least 70 in speaking test in the cycle 2 were 79 % and the results of the observation in cycle 2 showed that 81% were active during the teaching learning process of speaking ability through picture series. It means that teaching speaking using picture series was effective to improve students' speaking ability at SMPN 3 Tulungagung.

The second researcher is Wulandari (2012) who had researched about The Use of Pictures to Improve the Students' Speaking Ability of XI IS 2 of SMA N 1 Kasihan in the Academic Year of 2011/2012. This research focused on improving speaking ability by using picture on the eleventh grade students. Based on what the research found teaching speaking through picture can improve class XI IS 2 students' speaking at SMA N 1 Kasihan. The improvement can be seen from the average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability.

The third researcher is an experimental research by Asfa (2010) focused on the use of Describing Picture in describing thing and person. It showed that the students' speaking skill of experimental group which using Picture was higher than the control group. Although this research was intended to know the significant influences of Picture, but the result showed that this technique gave significant result in speaking skill

From the results above, it can be concluded that the use of picture as the media is appropriate in the process of teaching and learning. By using picture, it can also improve the students' active participation. So the use of picture as the media in teaching and learning process of English class is very useful for the students to improve their speaking ability.

2.7. Action Hypotheses

Based on literature above, the hypotheses of this classroom action research were formulated as follows.

1. The use of picture series can make the eighth grade students actively participate in the teaching learning process at MTS Negeri Bondowoso 1.
2. The use of picture series can improve the eighth grade students' speaking ability at MTS Negeri Bondowoso 1.

III. RESEARCH METHOD

This chapter presents the research method used in this present study. They were: research design, research area, research subjects, operational definition of the terms, data collection methods, research procedures, and data analysis method.

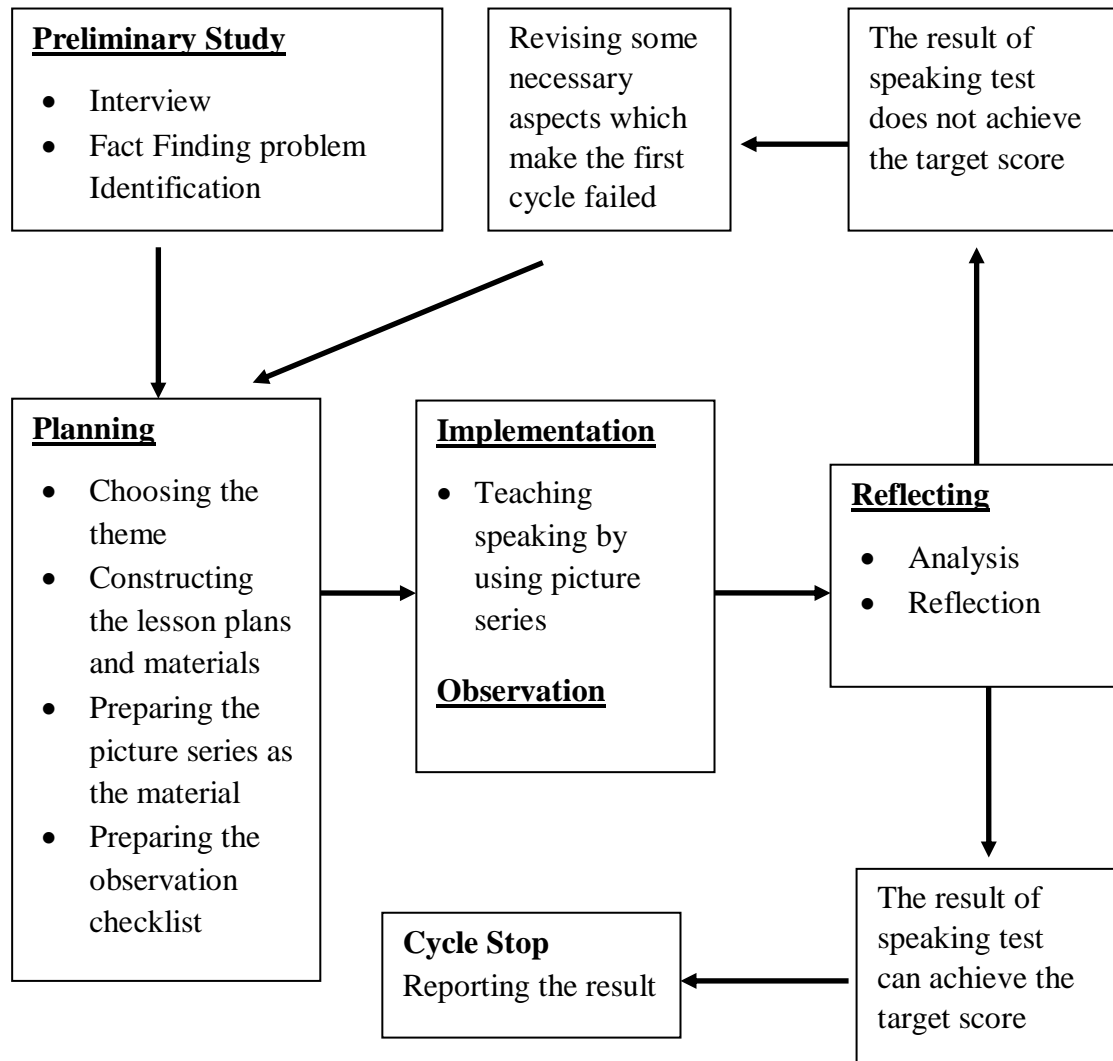
3.1 Research Design

The design of this research was Classroom Action research (CAR). This research was conducted to improve the eighth grade students' speaking ability through picture series. The result of preliminary study showed that the eighth grade students speaking ability at MTS Negeri Bondowoso 1 needed to be improved because the students still had difficulties to express their ideas. According to Elliot (1993:69), action research is the study of a social situation including education with a view to improve the quality of the action. McMilan (1992:44) states that classroom action research is a type of applied action research with the purpose of solving a specific classroom problem or making decision at single local site. The purpose of this action research was to solve a specific classroom problem or to make a decision at a single local site. Based on the statement above, a classroom action research was appropriate to solve the problem faced by the eighth grade students of MTS Negeri Bondowoso 1, especially class VIII-D that had problem in speaking skill.

In this research, the action was conducted collaboratively by the researcher and one of the English teachers of MTS Negeri Bondowoso 1. The research was conducted in two cycles. Each cycle consisted of four stages of activities, namely: (1) planning the action, (2) implementation of the actions, (3) classroom observation and evaluation, and (4) reflection of the actions.

The design of this classroom action research is illustrated in the following design (Table 3.1).

3.1 The Design of the Classroom Action Research



(Lewin 1980, in Elliot, 1991:70)

Based on Lewin's design, the research procedures were conducted through the following activities in each step.

1. Interviewing the English teacher of the VIII D grade to get information related to the students' problem in speaking.
2. Planning the action by constructing the lesson plan for meeting 1 and meeting 2 in the first cycle.

3. Implementing the action of the first cycle by implementing picture series as language teaching media by the researcher and the English teacher was observing the teaching learning process.
4. Administering the speaking test for the first cycle.
5. Analyzing the results of the speaking test by finding the mean score of the students' speaking test result.
6. Analyzing the results of observation.
7. Reflecting the results of data analysis and drawing conclusions to answer the research problems. Since the result of the first cycle did not achieve the target, the second cycle was continued by revising the weaknesses found in the first cycle. (the detail can be seen on page 40)
8. Constructing the lesson plans for the second cycle by revising the actions and the teaching materials of the first cycle.
9. Implementing the action for the second cycle by revising the weaknesses by implementing picture series as language teaching media by the English teacher and the researcher was doing observation of the classroom.
10. Administering speaking test for the second cycle.
11. Analyzing the results of speaking test by finding the mean score of the students' speaking test and also analyzing the results of observation
12. Reflecting the result of data analysis and drawing a conclusion to answer the research problem.

3.2 Area Determination Method

The research area was determined by using purposive method. According to Arikunto (2010:139-140), purposive method is a method that determines the research area based on certain purposes and reasons. This research was conducted at MTS Negeri Bondowoso 1. MTs Negeri Bondowoso 1 was chosen because of some reasons. First, based on the preliminary study and interview with the English teacher, the eighth year students of MTS Negeri Bondowoso 1 in the 2014/2015 Academic Year had problems in speaking especially in expressing their ideas. Second, had problems in speaking especially in expressing their ideas at MTS

Negeri Bondowoso 1. Third reason was because the headmaster and the English teacher of MTS Negeri Bondowoso 1 gave permission to the researcher to conduct the Classroom Action Research.

3.3 Subject Determination Method

The subjects of this research were the students of VIII D of MTS Negeri Bondowoso 1 in the 2014/2015 academic year. The number of the students in this class was 26. They were chosen based on the information given by the English teacher in the preliminary study. The teacher informed that their speaking ability needed to be increased as their mean score was 65. Furthermore, picture series have never been used by the English teacher in teaching speaking.

3.4 Operational Definition of the Terms

The operational definition was intended to prevent misunderstanding between the researcher and readers about the terms used in this research. The terms that were necessarily to be defined operationally in this classroom action research were picture series and speaking abilities consisting on aspects of fluency, accuracy on pronunciation, grammar, vocabulary, and content.

3.4.1. Picture Series

Picture series used in this research were pictures used as the teaching media in teaching speaking which had a function to tell a story or sequence of events. The picture series used in this research were taken from the cartoon video and internet as the media of teaching speaking. The size of picture series was about 20cm x 30cm. The picture series used were colorful.

3.4.2. Speaking Ability

Speaking ability referred to the students' ability in expressing their thought, ideas, feelings, or experiences in English orally by using short monologue which covered the aspects of speaking such as (1) fluency, (2) accuracy on pronunciation, grammar, vocabulary, and (3) content. Pronunciation referred to how to pronounce words or sentence accurately. Accuracy refers to the ability in how to produce correct sentences when they were speaking by using

correct grammar, vocabulary and pronunciation. Fluency referred to the ability on how to speak easily, smoothly, and expressively. Moreover, content referred to the ability in producing appropriate ideas or sentences. Speaking ability was indicated by the result of speaking test score based on four indicators above in performing the speaking skill when the students were telling short monologues.

3.5 Data Collection Methods

There were two kinds of data required in this research, primary data and supporting data. The primary data were obtained from speaking test and observation which were done to know the students' active participation. The supporting data were collected by using interview and documentation.

3.5.1. Speaking Test

In this research, the speaking test was conducted to measure the students' speaking ability through picture series as media. According to Arikunto (2010: 193), test is a set of questions of exercises or instrument that is used to measure the skills, knowledge, and intelligence owned by individual or group. Hughes (2003:9) states that a test is used for obtaining information. Thus, the speaking test was conducted to measure the students' speaking ability covering fluency, accuracy on pronunciation, grammar, vocabulary, and content.

The researcher constructed the test after having a discussion with the teacher. The students were tested to tell past events in the form of imaginative recount monologue. The researcher used inter-rater to score the students' test. The test was conducted in one meeting and the researcher provided 5 pictures series. Because of the limited time and there were 26 students, the researcher divided the class into two groups. The researcher had three people, including the English teacher, to assist in scoring the students' performance. There was one recorder in each group to record the students' performance.

The students were given 15 minutes to compose the monologue according to the instruction, after the time was over, the researcher collect the students' monologue and called the students one by one to deliver the monologue for 1 to 2 minutes.

The result of the students' speaking test was scored by using Hughes' rating scale as stated on Table 3.2 below.

3.2 The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVELS
1	Fluency (F)	
	• Speech is so halting and fragmentary that conversation is virtually impossible.	1
	• Speech is very slow and uneven expect for short or routine sentences.	2
	• Speech is frequently hesitant and jerky; sentences may be left uncompleted	3
	• Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	• Speech is effortless, rhythmical, and smooth.	5
2	• Speech on all professional and general topics as effortless and smooth as native speakers.	6
	Pronunciation (P)	
	• Pronunciation frequently unintelligible.	1
	• Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	• "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	• Marked "foreign accent" and accessional mispronunciations which do not interfere with understanding.	4
• No conspicuous mispronunciation, but would not be taken for a native speaker.	5	
• Native pronunciation, with no trace of "foreign accent".	6	
3	Grammar (G)	
	• Grammar almost entirely inaccurate phrases.	1
	• Constant errors showing control of very few major patterns and frequently preventing communication.	2
	• Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.	3
	• Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding.	4
	• Few errors, with no pattern of failure.	5
• No more than two errors during perform.	6	
4	Vocabulary (V)	
	• Vocabulary adequate for even the simple conversation.	1
• Vocabulary limited to basic personal and survival areas	2	

	(time, food, transportation, family) <ul style="list-style-type: none"> • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	3 4 5 6
5	Content (C) <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to support central topic. • Content of speech keep in track of topic; no widen and accurate. 	1 2 3 4 5 6

(Hughes,2003,131-132)

In giving scores to the students, the researcher used analytical scoring. This analytical scoring had five items (fluency, accuracy on pronunciation, grammar, vocabulary, and content of speech) and each item was scored six as the maximum score. So, the maximum score of all items was 30. For example, if the total score of the student was 25, it was divided by the maximum score (30) and multiplied by 100, so the final score was 83. An example of an analytical scoring of speaking can be seen as follows.

Table 3.3 The Example of Analytical Scoring

The students names	Aspects to be evaluated					Total score	Final score
	F	P	G	V	C		
Dodit	5	4	5	6	5	25	83
Etc							

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content of speech

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

3.5.2. Observation

Observation was used to get data from the students' performance in the classroom. There are two kinds of observations; they are participant observation and stimulation observation (Djojuroto and Sumaryati,2000:39). Participant observation means that the observer participates in the activities of getting the data needed. Meanwhile, in stimulant observation, the observer can stimulate his respondent to give the information or data that will be taken. In this research, participant observation was used since the researcher participated in the teaching learning process and was helped by the teacher as the collaborator.

The aspects to be observed relating to the students' participation were as follows.

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

3.4 The format of the observation checklist

THE STUDENTS' NAMES	PARTICIPATION					ACTIVE	PASSIVE
	1	2	3	4	5		

Notes:

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

The students were categorized active if they fulfilled at least three of five aspects.

3.5.3. Interview

Interview was applied in this classroom action research to collect the supporting data. Arikunto (2010:198) defines that interview is a dialogue for getting information from the interviewee. According to Elliot (1993:80), interviewing is a good way of finding out what the situation looks like from other point of view. In this research, the researcher used the form of a list of questions to guide during the process of interview to obtain the supporting data about the curriculum used at the school, the teaching media and the materials used in teaching learning process, the schedule of the teaching learning process, and the students' problems in speaking.

3.5.4. Documentation

In this research, the documentation used was the list of the students' names of VIII D of MTS Negeri Bondowoso 1. The data were taken from the document of the administration staff. Meanwhile, the document of the students' previous speaking scores were taken from the English teacher.

3.6 Research Procedures

This research was implemented in the form of cycle in which each cycle covers four stages of activities in order to achieve the objective of the research. They were: planning the action, implementation of the action, evaluation, and reflection of the action.

3.6.1. Planning the Action

In this research, planning the action was done before the actions of the research were carried out to make the implementation of the action run well. There were some preparations needed to be done before the implementation of the action. They were as follows

1. Choosing the themes and sub themes to be presented based on the curriculum for the eighth grade students.
2. Constructing the lesson plans of the first cycle.
3. Developing the picture series to be used as the teaching media in teaching speaking.
4. Preparing the observation guide in the form of checklist containing the indicators observed.
5. Constructing the speaking test materials based on the themes.

3.6.2. The Implementation of the Action

The implementation of this research was carried out during the school hours. The action was teaching speaking by using picture series. The action in each cycle was done in three meetings. The implementation of the first cycle and the second cycles was based on the lesson plans that have been made by the researcher and the teacher. Then, in the last meeting the students had the speaking test through picture series to measure their speaking ability.

3.6.3. Evaluation

Evaluation was conducted to know whether the use of picture series could improve the students' speaking ability. The evaluation was done in this action research as a process evaluation and product evaluation. Process evaluation was

done by conducting observation in each meeting of each cycle during the teaching learning process of speaking by using picture series. Product evaluation was done at the end of each cycle in the form of giving speaking test. The action was categorized successful if 75% of the students could achieve score 65 as the minimum standard score at MTS Negeri Bondowoso 1.

3.6.4. Reflection of the Action

The reflection was conducted to reflect the result of the action of the first and the second meetings gained from class observation and speaking test of each cycle. It was intended to know whether or not the action was successful in improving the students' speaking achievement and the students' active participation in the teaching learning process by using picture series. The result of reflection in the first cycle was used as a guide to revise the action in the next cycle.

3.7 Data Analysis Methods

The purpose of data analysis method was to analyze the obtained data. In this research, the data were collected from speaking test and observation. The main data of the students' speaking ability were obtained from the test using the percentage formula to answer the research problem. The percentage formula was as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E : the percentage of the students who achieved ≥ 65 as the standard scores

n : the total number of students who achieved ≥ 65 as the standard scores

N : the total number of the students.

(Ali, 1993:186)

To find the percentage of the students' active participation, the researcher used the following formula.

$$E = \frac{n}{N} \times 100$$

Notes :

E : the percentage of the students' active participation

n : the total number of the students who are active

N : the total number of the students.

(Ali, 1993:186)

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the actions in the first and the second cycle. The descriptions consist of the results of observation, the results of speaking test, the reflection of the actions, the result of supporting data and discussion.

4.1 The Results of the Actions in Cycle 1

The action in Cycle 1 was conducted based on the first and the second lesson plans that were made by the researcher in collaborative with the English teacher of MTs Negeri 1 Bondowoso collaboratively. The actions of Cycle 1 were conducted in three meetings including the test. The first meeting was conducted on September 30th, 2014 and the second meeting was done on October 3rd, 2014. The speaking test was given on October 7th, 2014. The time allocation was 2 x 40 minutes for each meeting of the cycle. The implementation of the action in the first meeting was done by the researcher while the English teacher becomes the observer. In reserve, the implementation of the second meeting was done by the English teacher while the observation was done by the researcher. The stages of the activities done in the first and second cycles included planning, implementation, observation and reflection of the action.

In the first meeting, the researcher carried out the teaching activity. She taught speaking by using picture series as the media. The researcher began teaching by delivering leading questions. After that, she explained the instructional material about “Simple Past tense” and “Recount Text”. The researcher showed and explained the example of a recount text by using picture series. Then the researcher distributed picture series to the students, and then they had to choose the appropriate given words for each picture mentioned using the past form of the words. The students were given 10 minutes to make sentences based on the words chosen. In the last exercise of the learning activities, the

students arranged the sentences and performed the monologue in front of the class based on the picture series provided.

In the second meeting, the teacher carried out the action while the researcher did the observation of the students' participation. The stages of the second meeting in cycle I were the same as those in the first meeting of Cycle I.

The speaking test was conducted on October 7th, 2014. The researcher provided 5 different sets of picture series and the students were asked to take the lottery to decide what pictures that they had to retell. Every student got 1 until 2 minutes to perform a monologue telling the story of picture series in front of the class. The students' voice was recorded to make the scoring of students' pronunciation more reliable.

4.1.1. The Result of the Observation in Cycle 1

The action in cycle 1 was done in three meetings including the test. The observation was intended to observe the students' participation during the teaching learning process of speaking by using picture series in both meetings in cycle 1. The observer in the first meeting was the English teacher of MTs Negeri Bondowoso 1 and the observer in the second meeting was the researcher. The subjects of this research were the eighth students (class VIII D) which consisted of 26 students but in the process of the research, one student was absent because she was sick so there were only 25 students as the subjects. In the observation, the observer used the observation guide in the form of checklist covering five indicators as follows.

1. Actively involved during the teaching learning process.
2. Working cooperatively in group discussion.
3. Responding communicatively in giving and sharing opinion.
4. Doing the task carefully.
5. Performing the monologue confidently.

The students were categorized as active students if they did at least 3 indicators. However, the students were categorized as passive students if they did 1 to 2 indicators.

The results of the observation in the first and second meetings are presented on the table below.

Table 4.1 The Result of the Students' Active Participation the Speaking Teaching Learning Process in Cycle 1

No	Name	Meeting I						Meeting II							
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AAA	√		√	√		√		√	√		√	√	√	
2.	AS	√			√	√	√		√	√		√	√	√	
3.	AIW				√	√		√			√	√	√	√	
4.	DRM		√		√	√	√			√		√	√	√	
5.	EFJ				√	√		√		√	√		√		
6.	EW				√	√		√			√	√	√	√	
7.	H		√		√	√	√				√	√	√	√	
8.	IJ	√		√	√	√	√					√	√		√
9.	IM	√			√	√	√		√		√	√	√	√	
10.	IMD				√	√		√		√		√	√	√	
11.	KR														
12.	M	√			√	√	√		√			√	√	√	
13.	MA		√	√	√	√	√		√			√			√
14.	MDM				√	√		√				√	√		
15.	MFR	√			√	√	√					√	√		√
16.	MF	√			√	√	√		√		√	√	√	√	
17.	NSH		√		√	√	√				√	√			√
18.	NB				√	√		√		√		√	√	√	
19.	NJ		√		√	√	√			√		√	√	√	
20.	SR				√	√		√			√	√	√	√	
21.	SRM	√		√	√	√	√		√		√	√	√	√	
22.	S	√		√	√	√	√		√		√	√	√	√	
23.	SG	√			√	√	√		√		√	√	√	√	
24.	SM				√	√		√				√	√		√
25.	WS	√		√	√	√	√				√	√	√	√	
26.	Z	√		√	√	√	√				√	√	√	√	
TOTAL							17	8						19	6

Based on the table above, in the first meeting, there were 8 students who obtained 2 indicators, 11 students obtained 3 indicators and 6 students obtained 4 indicators. In the second meeting, there were 6 students obtained 2 indicators, 10

students obtained 3 indicators and 9 students obtained 4 indicators. The students' active participation in the speaking teaching learning process in Cycle 1 was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = The percentage of the students who actively participate in the speaking teaching learning process.
 n = The number of students who is categorized as active students
 N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.2 The Percentage of the Result of the Students' Active Participation in Cycle 1 (Meeting I and Meeting II)

	Meeting I	Meeting II
Active	$\frac{17}{25} \times 100\% = 68\%$	$\frac{19}{25} \times 100\% = 76\%$
Passive	$100\% - 68\% = 32\%$	$100\% - 76\% = 24\%$

In the first meeting, there were 17 of 25 students or 68% who were actively participated in the teaching learning process of speaking by using picture series. Meanwhile, the rest of the students just had joke and disturbed the other students. In the second meeting, there were 19 of 25 students or 76% who were actively participated in the teaching learning process of speaking by using picture series. They were enthusiastic discussing their work with their friend, while the rest of the students did not do this activity because they just had a chat with their friend.

Table 4.3 The Average Percentage of the Students' Active Participation in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting I	68%	32%
2.	Meeting II	76%	24%
The Average Percentage		72%	28%

Based on the Table 4.3 above, the average percentage of the students' active participation in the first and the second meetings of Cycle 1 was 72%. It means that the result of the observations in Cycle 1 did not achieve the target of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

4.1.2. The Results of the Students' Speaking Test in Cycle 1

The speaking test was conducted on the third meeting on October 7th 2014. The subjects consisted of 26 students but in the process of the research one student was absent, so that there were only 25 students as the subjects of the research. The test was retelling the recount text based on the picture series. The time allocation was 80 minutes. The researcher provided 5 pictures (picture A - picture E) and the students were asked to take lottery to decide what pictures that they had to tell. The students were given 15 minutes to arrange the monologue based on the picture series. And then, every student got 1 until 2 minutes to perform the monologue. The results of the students' speaking test in cycle 1 are presented in the following table.

Table 4.4 The Result of the Students' Speaking Test in Cycle I

No. SS	Students' Names in Initial	Aspects of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	3	3	3	3	3	3	4	4	4	4	17	18	56,7	60	58,3
2	AS	4	4	3	3	4	4	3	3	6	6	20	20	66,7	66,7	66,7
3	AIW	4	4	3	3	3	3	4	4	6	6	20	20	66,7	66,7	66,7
4	DRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
5	EFJ	1	1	1	2	3	3	3	3	3	3	11	12	36,7	40	38,3
6	EW	4	5	3	3	3	3	4	4	6	6	20	21	66,7	70	68,3
7	H	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
8	IJ	3	3	2	2	3	3	5	5	5	5	18	18	60	60	60
9	IM	3	3	4	4	6	6	5	5	6	6	24	24	80	80	80
10	IMD	4	4	3	3	4	4	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	2	3	3	4	4	16	16	55,3	53,3	53,3
13	MA	4	4	3	3	5	5	3	3	4	5	19	20	63,3	66,7	65
14	MDM	3	3	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
15	MFR	3	3	3	3	5	5	4	4	5	5	20	20	66,7	66,7	66,7
16	MF	3	3	3	3	3	3	5	5	4	5	18	18	60	60	60
17	NSH	4	4	3	3	5	5	4	4	4	4	20	20	66,7	66,7	66,7
18	NB	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
19	NJ	4	4	4	4	6	6	4	5	5	5	19	20	63,3	66,7	65
20	SR	4	4	3	3	3	3	3	3	4	4	17	17	56,7	56,7	56,7
21	SRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
22	S	4	4	3	4	5	5	5	5	6	6	23	24	76,7	80	78,3
23	SG	3	3	3	3	3	3	4	4	5	5	18	18	60	60	60
24	SM	5	5	3	3	3	3	4	4	5	5	20	20	66,7	66,7	66,7
25	WS	5	5	3	3	3	4	4	4	4	4	19	20	63,3	66,7	65
26	Z	5	5	4	4	5	5	5	5	4	5	23	24	76,7	80	78,3

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Based on the table above, the students' speaking test scores in Cycle 1 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who get score at least 65 (≥ 65) in the speaking test.

n = The numbers of students who get score at least 65 (≥ 65).

N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.5 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 1

Achieved (Score ≥ 65)	Not Achieved (Score ≤ 65)
$\frac{16}{25} \times 100\% = 64\%$	$100\% - 64\% = 36\%$

Based on the result of speaking test, it was found that there were 16 students who got score at least 65 and 9 students who got score below 65. It means that there was 64% of the students succeeded in achieving score ≥ 65 . The percentage was below the percentage required in this research that was at least 65% of the students got score at least 65. Thus it could be concluded that the actions given in the first cycle did not achieve the evaluation criteria 75% because it was only 16 out of 25 students or 64% who got at least 65. Therefore, it was necessary to conduct the second cycle in order to improve the students' speaking ability.

4.1.3. The Reflection of the Actions in Cycle 1

The reflection was done by the English teacher of MTs Negeri Bondowoso 1 and the researcher after analyzing the results of the observation and the results of students' speaking test. The teacher and the researcher did the reflection

collaboratively to find the weakness or the problem of the implementation of the actions in Cycle 1.

The result of the observation showed that 17 students of 25 students or 68% of the students actively participated in the speaking teaching learning process by using picture series in the first meeting of Cycle 1. Further, in the second meeting of Cycle 1, there were 19 students of 25 students or 76% of the students, who were active in the speaking teaching learning process by using picture series. Based on the results, the average of the students' active participation in the first and the second meetings in Cycle 1 was 74%. It means that the results of the observations about the students' active participation in the first and the second meetings in Cycle 1 had not achieved the target of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

The results of the students' speaking test in Cycle 1 showed that 16 students of 25 students or 64% of the students got score ≥ 65 in the speaking test. It means that the results of the speaking test in Cycle 1 had not achieved the target criteria of the research that was 75% of the students could get score ≥ 65 in the speaking test. So, the action was continued to Cycle 2 by revising the weaknesses of the action in Cycle 1. The table below shows the revision of some weaknesses

Table 4.6 The Revision of Implementation of the Action

Problems	Solutions
1. The students tended to use verb 1 in their monologue. For example: I play football yesterday, I stay in <i>pramuka</i> camp last month, I meet a bad man last night, etc.	1. The teacher and the researcher reminded the students to use verb 2 for recount texts by giving more examples on the use past form
2. The students experienced difficulty in pronouncing the English words correctly. For example (month- ['monθ], screamed - ['skri:məd], afternoon – [aftərnɔn]), etc.	2. The English teacher and the researcher drilled the students to pronounce the English words correctly.
3. The students tended talking to their friends, making noise and	3. The teacher warned the students to pay attention and the teacher gave

<p>disturbed the other students. When they were asked a question, they were confused and could not answer it</p> <p>4. The students did not respond communicatively and did not work cooperatively with their group discussion.</p>	<p>reinforcement to the students who did the indicators of the students participation.</p> <p>4. The teacher rolled the students who are active with students who are not active in teaching learning activity.</p>
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Those revisions were expected to be able to solve the problems in Cycle 1, so the results of Cycle 2 could reach the target of the research or the research objectives.

4.2 The Results of the Actions in Cycle 2

The action in Cycle 2 was conducted based on the third and the fourth lesson plans that were made by the researcher and the English teacher of MTs Negeri 1 Bondowoso collaboratively by revising some problems that happened in cycle 1. The actions of Cycle 2 were conducted in three meetings including the test. The first meeting was conducted on October 10th, 2014 and the second meeting was done on October 14th, 2014. The speaking test was given on October 17th, 2014. The implementation of the action in the first meeting was done by the researcher while the English teacher as the observer. Conversely, the implementation of the second meeting was done by the English teacher while the observation was done by the researcher.

In the speaking teaching learning process in the first meeting, the first step, the researcher taught speaking by using picture series as the media in the teaching and learning process. Then wrote the past of words on the whiteboard to make the students know and understand the words, and then the researcher asked the students to repeat the pronunciations after the researcher. In this case, the researcher showed and pronounced twice to make the students remember the words. On the second step, the researcher asked the students to make groups of four students to do the exercise 1. In this exercise, the researcher asked the students to choose the appropriate words for each picture and change the words given into past tense. Next exercise, the students made a sentence based on the

words. The first, the fastest and the more correct answers they did got a reward from the researcher. The last step, the researcher asked students to arrange the sentences and performed the monologue based on the picture series provided.

In the second meeting, the teacher carried out the action while the researcher did the observation of the students' participation. The stages of the second meeting in cycle II were the same as those in the first meeting of cycle II.

In the learning activities in the first and second meeting, in order to make the students paying attention to the lesson, the researcher and the teacher warned the students who did not pay attention to the lesson by asking some question to the students related to the lesson. The researcher and the English teacher who carried out the action delivered the reinforcement to the students who showed the indicators of the students' participation in the form of "good", "excellent" and giving applause.

The speaking test was conducted on the third meeting, the procedures of speaking test in the second cycle was the same as those on the first cycle. The students' voice was recorded, to make the scoring of students' pronunciation more reliable.

4.2.1. The Results of the Observation in Cycle 2

The action of cycle 2 was done in three meetings including the test. The observations were done on October 10th and October 14th, 2014. The observer in the first meeting was the English teacher of MTs Negeri Bondowoso 1 and the observer in the second meeting was the researcher. The subjects of this research were the eighth students (class VIII D) which consisted of 26 students but in the process of the research one student was absent because she was sick so that there were only 25 students as the subjects. In the observation, the observer used the observation guide in the form of checklist covering five indicators, as follows.

1. Actively involved during the teaching learning process.
2. Working cooperatively in group discussion.
3. Responding communicatively in giving and sharing opinion.
4. Doing the task carefully.

5. Performing the monologue confidently.

The students were categorized as active students if they did at least 3 indicators of the observation guide. However, the students were categorized as the passive students if they did 1 to 2 indicators of the observation.

The results of the observation in the first and second meeting are presented in the table below.

Table 4.7 The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

No	Name	Meeting I						Meeting II							
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AAA	√	√		√	√	√		√		√	√	√	√	
2.	AS	√			√	√	√		√	√		√	√	√	
3.	AIW		√		√	√	√				√	√	√	√	
4.	DRM	√		√	√	√	√			√		√	√	√	
5.	EFJ				√	√		√				√	√		√
6.	EW	√			√	√	√				√	√	√	√	
7.	H		√		√			√			√	√	√	√	
8.	IJ	√		√	√	√	√				√	√	√		
9.	IM	√			√	√	√		√		√	√	√	√	
10.	IMD		√	√	√		√		√		√	√	√	√	
11.	KR														
12.	M	√			√	√	√		√			√	√	√	
13.	MA		√	√	√	√	√		√			√	√	√	
14.	MDM			√	√	√	√					√	√		√
15.	MFR	√			√	√	√				√	√	√	√	
16.	MF	√			√	√	√		√		√	√	√	√	
17.	NSH		√		√			√				√	√		√
18.	NB	√			√	√				√	√	√	√	√	
19.	NJ		√		√	√	√				√	√	√	√	
20.	SR				√	√		√			√	√	√	√	
21.	SRM	√		√	√	√	√		√		√	√	√	√	
22.	S	√		√	√	√	√		√		√	√	√	√	
23.	SG	√			√	√	√		√		√	√	√	√	
24.	SM		√		√	√	√		√			√	√	√	
25.	WS	√		√	√	√	√			√		√	√	√	
26.	Z	√		√	√	√	√				√	√	√	√	
TOTAL							21	4						22	3

Based on the table above, in the first meeting, there were 4 students obtained 2 indicators, 13 students obtained 3 indicators and 8 students obtained 4 indicators. In the second meeting, there were 3 students who obtained 2 indicators, 13 students who obtained 3 indicators and 10 students who obtained 4

indicators. The students' active participation in speaking teaching learning process in Cycle 2 was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = The percentage of the students who actively participate in the speaking teaching learning process.
 n = The number of students who is categorized as active students
 N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.8 The Percentage of the Result of the Students' Active Participation in Cycle 2 (meeting I and meeting II)

	Meeting I	Meeting II
Active	$\frac{21}{25} \times 100\% = 84\%$	$\frac{22}{25} \times 100\% = 88\%$
Passive	$100\% - 84\% = 16\%$	$100\% - 88\% = 12\%$

In the first meeting, there were 21 of 25 students or 84% who were actively participated in the teaching learning process of speaking by using picture series. The students were enthusiastic to do activity. They discussed each other and made conference with the teacher when they got difficulties. Nevertheless, there were some of the students were not involved because they were lazy and seemed did not care about the teacher's instruction. In the second meeting, there were 22 of 25 students or 88% who were actively participated in the teaching learning process of speaking by using picture series. They were enthusiastic and also interested in doing the activity because they could learn from their previous meeting. They also asked the teacher if they had different opinions of their groups' work. Meanwhile, some of them did not do such an activity because some of them preferred to keep silent and some of them had a chat with their friends.

Table 4.9 The Average Percentage of the Result of the Students' Active Participation in Cycle 2

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting I	84%	16%
2.	Meeting II	88%	12%
The Average Percentage		86%	14%

Based on Table 4.9 above, the average percentage of the students' active participation in the first and the second meetings in Cycle 2 was 86%. It means that the result of the observations in Cycle 2 had achieved the target criteria of the research because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

4.2.2. The Results of the Students' Speaking Test in Cycle 2

The test was held on the third meeting on October 17th, 2014. The respondents consisted of 26 students but in the process of the research one student was absent so there were only 25 students as the subjects of the research. The process of the test was same as cycle 1. The results of the students' speaking test in cycle 1 are presented in the following table:

Table 4.10 The Result of the Students' Speaking Ability Test in Cycle 2

No. SS	Students' Names in Initial	Aspects of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C						
		R	T	R	T	R	T	R	T	R	T	R	T	R	T	
1	AAA	4	4	3	3	3	3	4	4	5	5	19	19	63,3	63,3	63,3
2	AS	5	5	4	4	5	5	4	4	5	5	23	23	76,7	76,7	76,7
3	AIW	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
4	DRM	4	4	4	4	5	5	5	5	5	5	24	24	80	80	80
5	EFJ	1	1	2	2	3	3	3	3	4	4	13	13	43,3	43,3	43,3
6	EW	4	5	4	4	5	5	4	4	5	5	22	23	73,3	76,7	75
7	H	4	4	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
8	IJ	4	4	3	3	5	5	5	5	6	6	23	23	76,7	76,7	76,7
9	IM	3	4	4	4	5	5	4	4	5	5	21	22	70	73,3	71,6
10	IMD	4	4	4	4	3	3	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	3	4	4	4	4	17	18	56,7	60	58,3,
13	MA	3	3	3	3	4	4	4	4	4	4	18	18	60	60	60
14	MDM	5	5	4	4	3	4	4	4	5	5	21	22	70	73,3	71,6
15	MFR	5	5	3	4	5	5	4	4	5	5	22	23	73,3	76,7	75
16	MF	5	5	4	4	3	3	4	4	4	4	20	20	66,7	66,7	66,7
17	NSH	5	5	4	4	4	4	4	4	5	5	22	22	73,3	73,3	73,3
18	NB	4	4	3	4	3	3	3	3	5	5	18	19	60	63,3	61,6
19	NJ	4	4	3	3	6	6	5	5	5	5	23	23	76,7	76,7	76,7
20	SR	4	4	3	3	6	6	5	5	5	5	21	21	70	70	70
21	SRM	4	4	4	4	6	6	5	5	5	5	24	24	80	80	80
22	S	5	5	3	3	5	5	4	4	6	6	23	23	76,7	76,7	76,7
23	SG	4	4	3	3	5	5	5	5	5	5	22	22	73,3	73,3	73,3
24	SM	5	5	4	4	6	6	4	4	5	5	24	24	80	80	80
25	WS	3	3	3	4	4	4	4	4	5	5	19	20	63,3	66,7	65
26	Z	4	4	4	3	5	5	5	5	5	5	22	23	73,3	76,7	75

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Based on the table above, the students' speaking ability test in speaking teaching learning process in Cycle 2 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = The percentage of the students who got score at least 65 (≥ 65) in the speaking test.
 n = The number of students who got score at least 65 (≥ 65).
 N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.11 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 2

Achieved (Score ≥ 65)	Not Achieved (Score ≤ 65)
$\frac{19}{25} \times 100\% = 76\%$	$\frac{6}{25} \times 100\% = 24\%$

Based on Table 4.11 above, the percentage of the students' speaking ability test in the speaking teaching learning process by using picture series in Cycle 2 was 76%. In other words, there were 19 of 25 students who got score ≥ 65 in the speaking test in Cycle 2. Based on the criteria of this research, the action was regarded to be successful as 75% of the students could get score ≥ 65 in the vocabulary test. It means that the result of the vocabulary achievement test in Cycle 2 achieved the target criteria of the research.

4.2.3. The Reflection of the Action in Cycle 2

The results of observation and speaking test in Cycle 2 showed that the use of picture series was able to improve or increase the students' active participation and their speaking ability in the teaching learning process of speaking.

According to the result of the observations in the first meeting in Cycle 2, it showed that 21 of 25 students or 84% of the students actively participated in the teaching learning process of speaking by using picture series. In the second

meeting in Cycle 2, there were 22 of 25 students or 88% of the students actively participated in the teaching learning process of speaking. Thus, the average percentage of the students' active participation in Cycle 2 was 86%. Therefore, it could be concluded that the result of the observations in Cycle 2 of the students' active participation achieved the target criteria of the research that was 75% of the eighth grade students actively participated in the teaching learning process of speaking by using picture series.

Next, the results of the speaking ability test in Cycle 2 indicated that the percentage of the students' who got score ≥ 65 in the speaking test was 76% (19 of 25 students). Thus, 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. In conclusion, since the results of the students' active participation and their speaking achievement test in Cycle 2 had achieved the target of the result, the action was stopped.

4.3 The Result of the Supporting Data

4.3.1. The Result of Interview

The interviewee was the English teacher of MTs Negeri Bondowoso 1. It was done to gain the supporting data about the participants in the teaching of speaking and the speaking material that was taught to the eighth grade students of MTs Negeri Bondowoso I. The observation guide was enclosed in Appendix 2. The interview was done in the preliminary study on August 25th, 2014.

The results of interview with the English teacher were as follows. The teacher said that she used the Institutional Level curriculum. She teaches English twice a week. The teacher said that the eighth grade students had difficulties in speaking and pronouncing the words. The teacher also informed that the students were still passive in the teaching learning process of speaking. In the teaching of speaking, the teacher usually used LKS as the material for the students and she used the questions and answer technique in the teaching of speaking. In the speaking teaching learning process, the teacher usually integrated speaking with vocabulary. The teacher also said that he had never used picture series in teaching

speaking because she seldom used media in the speaking teaching learning process.

4.3.2. The Result of Documentation

Documentation was used to acquire the supporting data about the list of the subjects' names of this research. The subjects of this research were the eighth grade students of MTs Negeri Bondowoso I in the 2014/2015 academic year. This class consisted of 26 students. They were chosen because they had problem in learning speaking. The names of subject are enclosed in Appendix 3.

4.4 Discussion

Based on the results of the data analysis, it was found that in Cycle 1, the result of the observations of the students' active participation in the speaking teaching learning process by using picture series was 68% (17 of 25 students) in the first meeting, and 76% (19 of 25 students) in the second meeting who actively participated in the speaking teaching learning process by using picture series. Then, the average percentage of the students' active participation in Cycle 1 was 72%. It means that the result of the observations in the Cycle 1 had not achieved the target criteria of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series. Furthermore, the result of the students' speaking test in Cycle 1 was 64% (16 of 25 students). Based on the criteria of this research, the action was regarded to be successful if 75% of the students could get score ≥ 65 in the speaking ability test. It means that the result of the speaking ability test in Cycle 1 did not achieve the target of the research.

Based on the explanation above, the results of the students' active participation and speaking ability test did not achieve the target criteria of the research because of some problems. They were: (1) The students tended to use verb 1 in their monologue. For example: I **play** football yesterday, I **stay** in *pramuka* camp last month, I **meet** a bad man last night, etc. (2) The students experienced difficulty in pronouncing the English words correctly. For example (month– ['monθ], screamed - ['skri:məd], afternoon – [afternɒn]), etc. (3) The

students tended talking to their friends, making noise and disturbed the other students. (4) The students did not respond communicatively and did not work cooperatively with their group discussion.

The solutions of the problems were: (1) The researcher conducted Cycle 2 by revising weak aspects happened in Cycle 1. The revisions were the teacher and the researcher reminded the students to use verb 2 for recount texts by giving more examples on the use past form. (2) The English teacher and the researcher drilled the students to pronounce the English words correctly. (3)The teacher warned the students to pay attention and the teacher gave reinforcement to the students who did the indicators of the students participation. (4) The teacher rolled the students who are active with students who are not active in teaching learning activity.

Furthermore, based on the result of the data analysis, it was found that in Cycle 2, the result of the observations of the students' active participation in the speaking teaching learning process by using picture series was 84% (22 of 25 students) in the first meeting and 88% (21 of 25 students) in the second meeting who actively participated in the speaking teaching learning process by using picture series. Then, the average percentage of the students' active participation in Cycle 2 was 86%. It means that the result of the observation in Cycle 2 achieved the target criteria of the research that was 75% of the students actively participated in the speaking teaching learning process by using picture series. Based on those results, it could be concluded that the use of picture series could improve the students' active participation in the speaking teaching learning process. The research results were in line with Wright's idea (1989: 17) that pictures can motivate the students and make them pay attention and take a part. Further, he states that pictures can be described in an objective way or interpreted or responded subjectively. It means that the use of picture series can make the students actively participate in the teaching learning process. Similarly, the use of picture series can make the students understand and remember information contained in the pictures so that the constructions of the sentences become easier.

Next, the result of the students' speaking ability test in Cycle 2 was 76% (19 of 25 students). Based on the criteria of this research, the action was regarded to be successful if 75% of the students could get score ≥ 65 in the speaking test. It meant that the result of the speaking test in Cycle 2 achieved the target of the research. Then, based on the result of the speaking test in Cycle 2, it showed that the use of picture series improved the students' speaking ability. The research results were in line with Wright's idea (1989: 2) that pictures can motivate the people, make the subject they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. Thus, it could be concluded that teaching young learners by using pictures could help them to recognize and guide the students' idea, so that the construction of the sentences becomes easier. It means that the use of picture series can improve the students' speaking ability in the speaking teaching learning process.

By considering the results of the observations of the students' active participation and their speaking test in two cycles, it could be said that the teaching of speaking by using picture series could improve the eighth grade students' speaking ability and their active participation in the speaking teaching learning process. Then, this result proved the action hypotheses formulated in Chapter II. They were picture series could improve the eighth grade students' active participation in the teaching learning process of speaking at MTs Negeri Bondowoso I in the 2014/2015 academic year, and picture series could improve the eighth grade students' speaking ability at MTs Negeri Bondowoso in the 2014/2015 academic year.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions for the English teacher, the students, and the other researchers.

5.1 Conclusions

Based on the analysis of the actions given to the students in two cycles, it could be concluded as follows.

1. The use of picture series as media of speaking could improve the VIII D students' speaking ability at MTs Negeri 1 Bondowoso. The improvement can be seen from the students' score of the speaking test results in each cycle. The results of speaking test in the first cycle showed that 64% of 25 students got score ≥ 65 . The results of speaking test in the second cycle showed that 76% of 25 students got scores ≥ 65 . They mean that there was an improvement as much as 12% of the students who got the standard minimal score of 65 or more.
2. The use of pictures series as media of speaking could improve the VIII D students' active participation in the speaking teaching learning process at MTs Negeri 1 Bondowoso. The results of the students' active participation in the teaching learning process improved in each cycle. In the first cycle, the average result of the observation in the first and second meetings in Cycle 1 showed that 72% of the students were active in the teaching learning process. Meanwhile, the average results of the observation in the first and second meetings of Cycle 2 showed that 86% of the students were active in the teaching learning process. Thus, there was an improvement as much as 14% of the percentage of students who were active in teaching learning process. It means that the results of Cycle 2 gave the consistent results as well as those in Cycle 1, that the use of picture series can improve the students' active participation in speaking teaching learning.

In conclusion, based on the results of the research, it can be said that picture series as media of teaching speaking can improve the eighth grade students' speaking ability and the students' active participation in the teaching learning process.

5.2 Suggestions

The research' results showed that the use of picture series could improve the students' active participation and their speaking ability. By considering the results, the following suggestions are given to the following people.

1. The English Teacher

It is suggested that the English teacher of MTs Negeri 1 Bondowoso apply picture series as the media in speaking teaching learning. Hopefully, it can improve the students' active participation and their speaking ability in order to make the students become active to speak, the students can motivated and interested to follow the lesson and comprehend it well. The teacher can collect interesting, funny and colorful pictures from the books, magazines, newspapers or by downloading from the internet.

2. The Students

The eighth grade students' of MTs Negeri 1 Bondowoso are suggested to be more active, be motivated in the teaching and learning process of speaking by using picture series because those media could help them to express their ideas so that the speaking activity was more challenging.

3. The Other Researchers

It is suggested that the future researchers conduct a further research dealing with the use of picture series by using different language skills and components, and using the same or different research design with different subjects and schools for example, in the experimental research design.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving the eighth grade students' speaking ability by Using Picture Series at MTs Negeri Bondowoso 1	1. Can the use of picture series make the eighth grade students actively participate in active learning process at MTs Negeri Bondowoso 1?	Independent variable: Teaching speaking by using picture series	<ul style="list-style-type: none"> • Motivating • Contributing • Objective • Cuing responses • stimulating <p>(Wright, 1989:17)</p>	<p>1. Subjects The eighth grade students of MTs Negeri Bondowoso 1</p> <p>2. Informants and collaborator: The English teacher of the eight grade students at MTs Negeri Bondowoso 1</p> <p>3. School documents:</p> <ol style="list-style-type: none"> a. The names of the research subjects b. The scores of the students' speaking test 	<p>1. Research design Classroom action research with the cycle model. The steps are as follows</p> <ol style="list-style-type: none"> a) Planning of the action b) The implementation of the action c) Classroom observation and evaluation d) Reflection of the action (Lewin, 1980, in Elliot, 1991:70) <p>2. Area determination method Purposive method</p> <p>3. Subject determination Purposive method</p> <p>4. Data collection methods Primary Data:</p> <ul style="list-style-type: none"> • Speaking test • Observation <p>Supporting Data:</p> <ul style="list-style-type: none"> • Documentation • Interview <p>5. Data analysis method</p>	<ol style="list-style-type: none"> 1. The use of picture series can make the eighth grade students actively participate in the teaching learning process at MTs Negeri Bondowoso 1. 2. The use of picture series can improve the eighth grade students' tense ability at MTs Negeri Bondowoso 1.
	2. Can the use of picture series improve the eighth grade students' speaking ability at MTs Negeri Bondowoso 1?	Dependent variable:	<p>The result of the students' speaking test covering:</p> <ol style="list-style-type: none"> 1. fluency 2. pronunciation 3. grammar 4. vocabulary 5. content 			

Appendix 1

			<p>learning process</p> <ul style="list-style-type: none"> • Responding communicatively in giving and sharing opinions. • Working cooperatively in teaching and learning process. • Doing the test responsibly given by the teacher. • Performing monologue confidently. 		<p>The data will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E: The percentage of the students who get score ≥ 70 n: The total number of the students who get score ≥ 70 N: The total number of the students (Ali, 1993: 186)</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E : The percentage of the students who are actively participated in the classroom activities n : The total number of the students who are categorized as active students N : The total number of the students (Ali, 1993:186)</p>	
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GUIDELINE OF INTERVIEW

The interview was conducted at the beginning of the study. It was useful to gain information about the students' problems in learning speaking and the teaching learning process of English at MTs Negeri Bondowoso 1. The following questions were used in interviewing the English teacher.

No.	Questions	The English Teacher
1.	What curriculum do you use in MTs Negeri Bondowoso 1?	<i>KTSP</i>
2.	How often do you teach English in a week?	Twice a week on Tuesdays and Fridays.
3.	What are the students' problems in learning English?	The students usually have problem to deliver their ideas because of less of vocabulary.
4.	How do you teach speaking?	I usually teach speaking by asking the students to fill in the blank of the dialogues and then asked them to perform the dialogue.
5.	What are the difficulties of the students in learning speaking?	They face difficulty in pronouncing the English words.
6.	Which class that has the most problem in learning speaking? Why?	The VIII D class. The class had the lowest mean score
7.	What media do you use in teaching speaking?	I seldom use media in teaching learning process. I usually use LKS in teaching English.
9.	Have you ever used picture series in teaching speaking English?	No, I have not.
10.	Why do you not use picture series?	It is difficult to find picture series related to the material.

Appendix 2

11.	What problem do the students face during the teaching and learning process of speaking?	The students have less ability in speaking because they lack of vocabularies and they have lack of practice in speaking English. Finally they are not confident to speak English
12.	How do you solve the students' problem in speaking?	To solve the problem, I provide an interesting material to arouse their motivation in speaking.

THE OBSERVATION GUIDE

The Observation was conducted for process evaluation.

NO	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

The indicators of the observation were:

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

Notes:

The students were categorized as the active students if they did at least 3 indicators of observation. However, the students were categorized as the passive students if they did 1 to 2 indicators of the observation.

THE NAMES OF THE RESEARCH SUBJECTS

NO	Names of the Eighth Grade Students of MTs Negeri Bondowoso in the 2014-2015 Academic Year	Gender	
		Male	Female
1.	Ahmad Aburizal Alghifari	Male	
2.	Anita Suprihatiningrum		Female
3.	Ayu Indah Wulandari		Female
4.	Dwiki Rifkia Muhaimin	Male	
5.	Elok Faiqotul Jannah		Female
6.	Eva Wulandari		Female
7.	Hamidi	Male	
8.	Imam Junaidi	Male	
9.	Ismail Marsuki	Male	
10.	Ismatud Diyana		Female
11.	Khoirunnisa Rahmania		Female
12.	Mohammad Arifin	Male	
13.	Mohammad Danang M	Male	
14.	Mira Aulia		Female
15.	Muhammad Faisol Rizki	Male	
16.	Muhammad Fariki	Male	
17.	Nadiratus Sholehah		Female
18.	Novita Bowo		Female
19.	Nurul Jannah		Female
20.	Saifurrizal	Male	
21.	Siti Roviqoh Mara		Female
22.	Sofyan	Male	
23.	Sri Ghufronia		Female
24.	Syarofatul Munifah		Female
25.	Wawan sugiono	Male	
26.	Zainiyah		Female

LESSON PLAN CYCLE I

(Meeting 1)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: Telling past activities
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix 4

2.2.4 Making sentences in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives

Cognitive

a. Product

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make sentences in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 4

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	7'
	6. Explaining the generic structure	6. Paying attention	8'

Appendix 4

	of recount text and giving example of recount text by using picture series		
	7. Dividing the class into groups of four persons.	7. Making groups	1'
	8. Distributing the picture series to the students.	8. Accepting the picture series	1'
	9. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words	9. Doing the task	5'
	10. Asking the students to make a sentence based on the words chosen orally.	10. Making a sentence	10'
	11. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.	11. Arranging the sentences and Performing the monologue orally	35'
	Closure		
	12. Guiding the students to make conclusion	12. Drawing conclusion	2'
	13. Parting the students	13. Parting the teacher	1'

VIII. Media and Sources**8.1 Media:**

- A set of picture series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

Appendix 4

- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

NO	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVELS
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	1 2 3 4 5 6
2	Pronunciation (P) <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make 	1 2

Appendix 4

	<p>understanding difficult, require frequent repetition.</p> <ul style="list-style-type: none"> • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to support central topic. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Appendix 4

	<ul style="list-style-type: none"> Content of speech keep in track of topic; no widen and accurate. 	6
--	--	---

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	The students are able to share opinions with others.
3	The students are able to show commitment of being cooperative in teaching and learning process.
4	The students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

Ninik Mardiana S.Pd
NIM.196511141987032001

Fatimah
NIM. 110210401081

Appendix 4

INSTRUCTIONAL MATERIALS

a. Leading Question

1. What do you do on your holiday?
2. Do you have an unforgettable story on your holiday?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed
She	saw
They	went

	You	Enjoy?
Did	she	See?
	They	Go?

I	didn't	Enjoy
She		See
They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 4

Recount Text

- Recount text is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount text:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

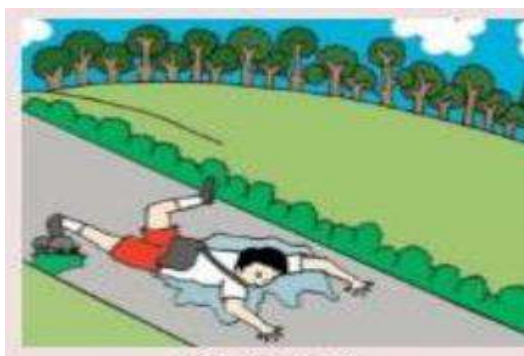
The pattern used in recount is **past tense**.



(Get up) in the morning



(run) to school



(Fall) into wet



(arrive) school

(Source: <http://www.images.google.com>)

Last monday **was** a terrible day. I **got up** late in the morning and I **was** so panic. I **ran** to school in hurry. unfortunately, my foot **tripped** over a stone and I **fell** into puddle. After I **arrived** at school I **realized** that it **was** a holiday.

- ***Was, got up, ran, fell** and **arived** are all *the second forms of verb*.

Appendix 4

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(get - see - find) wallet



(take - give - save) wallet



(cut - tear - open) envelope



(meet - view - find) friends



(tell - say - ask) money



(sell - shop - buy) bakso
(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

LESSON PLAN CYCLE I

(Meeting 2)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My last experience
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix 5

2.2.4 Making a sentence in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make a sentence in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 5

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Review explaining the simple past tense and the generic structure of recount text	5. Paying attention	8'
	6. Giving example of recount text	6. Paying attention	7'

Appendix 5

	by using picture series		
	7. Dividing the class into groups of four persons.	7. Making groups	1'
	8. Distributing the picture series to the students.	8. Accepting the picture series	1'
	9. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words	9. Doing the task	5'
	10. Asking the students to make a sentence based on the words chosen orally.	10. Making a sentence	10'
	11. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.	11. Arranging the sentences and Performing the monologue orally	35'
	Closure		
	12. Guiding the students to make conclusion	12. Drawing conclusion	2'
	13. Parting the students	13. Parting the teacher	1'

VIII. Media and Sources**8.1 Media:**

- Picture Series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

Appendix 5

- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

N O	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVEL
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	1 2 3 4 5 6
2	Pronunciation (P) <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make 	1 2

Appendix 5

	<p>understanding difficult, require frequent repletion.</p> <ul style="list-style-type: none"> • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and accessional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Appendix 5

	support central topic. • Content of speech keep in track of topic; no widen and accurate.	6
--	--	---

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	The students are able to share opinions with others.
3	The students are able to show commitment of being cooperative in teaching and learning process.
4	The students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

Ninik Mardiana S.Pd
 NIM.196511141987032001

Fatimah
 NIM. 110210401081

Appendix 5

INSTRUCTIONAL MATERIALS

a. Leading Question

1. What did you do last night?
2. Did you get up late this morning?
3. What did you do if you get up late this morning?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed	Did	You	Enjoy?	I	didn't	enjoy
She	saw		she	See?	She		See
They	went		They	Go?	They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 5

Recount

- Recount is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(watch) football



(sleep) on the chair



(get up) late



(become) panic

(Source: <http://www.youtube.com>)

There **was** a football match last night. I **watched** it until midnight. I **was** sleepy to go to my bedroom so I **slept** on the sofa. My mom **woke me up**. It **was** almost 7 o'clock. I **got up** late and I **became** panic. I **went** to school without **took a bath**.

- ***Was, watched, slept, got up, and went** are all *the second forms of verb*.

Appendix 5

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.



1

(walk - go - leave) to school



2

(crash - touch - hit) a man



3

not (permit - allow - give) to pass



4

(change - buy - put) banana



5

(leave - move - run) quickly



6

(make - become - get) angry

(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.

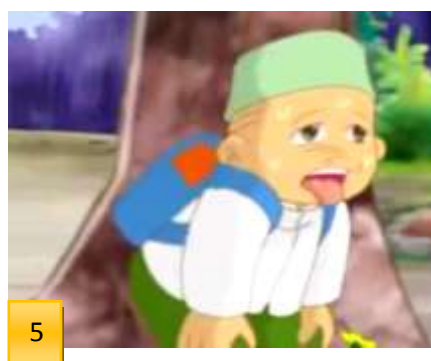
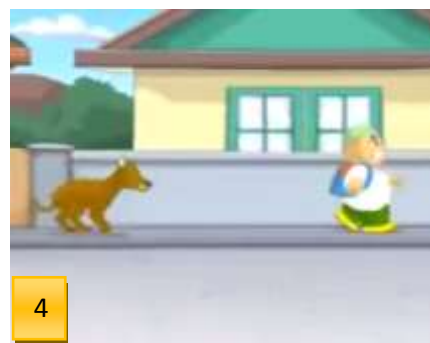
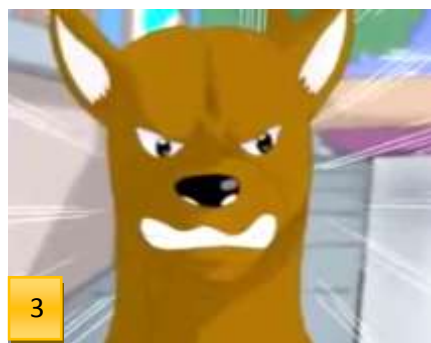
Appendix 6

POST TEST I

(A)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

I. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

This morning, Andi and Iqbal went to school. In the middle of the street, Andi saw a dog. He was afraid of the dog because the dog ever bite him. The dog looked Andi. Andi was afraid and ran quickly. He ran so far. When Iqbal touched his back, he screamed and ran. He was afraid if the dog still ran to him

Appendix 6

POST TEST I

(B)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

II. Make an imaginative recount based on the picture and perform your work in front of the class orally.



*Appendix 6**Key Answer:*

Last ramadhan, Andi was fasting. He was bored because there was not activity at home. He went to mosque to look for his friends. He was sleepy so he open the tap to wash his face. But the water looked so fresh, so drank the water. Iqbal surprised Andi drank the water. Andi felt guilty because he cannot suffer his passions.

Appendix 6

POST TEST I

(C)

School : MTS Negeri Bondowoso I
 Subject : English
 Grade/Semester : VIII/I
 Language Skill : Speaking
 Genre : Recount
 Time Allocation : 2 x 40 minutes

III. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

Last night was a horrible. When I went home after I played with Iqbal, I met a bad man. He stopped me and asked me for money. I did not want to give him my money. The bad man was angry. He brought me and asked me again to give him money. I was afraid and screamed. Suddenly the bad man got dizzy because of my bad breath. He took me and then I ran quickly.

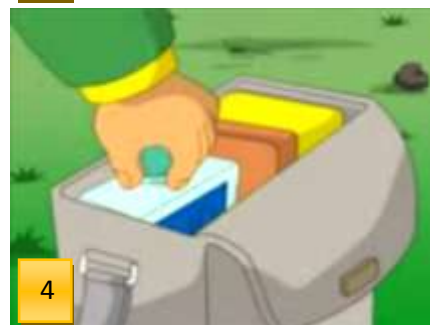
Appendix 6

POST TEST I

(D)

School : MTS Negeri Bondowoso I
 Subject : English
 Language Skill : Speaking
 Genre : Recount
 Time Allocation : 2 x 40 minutes

IV. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

This morning, I had sport examination. The examination made me so tired. I took my bottle to drink but the water was over. I looked into my friend's bag. He had water in the bottle. I took the bottle and drank it. I was so thirsty and I drank it all. When my friend came, he became angry because he was also thirsty and the water was over.

POST TEST I**(E)**

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

V. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

Andi and Iqbal played football in the yard last Sunday. They played hard. Iqbal kicked the ball to Andi but the ball hit Andi's head. Iqbal was worried because Andi fell. His head was hurt. Andi did not wake up. Finally, Andi woke up and cried. After playing football, they felt hungry and they bought meat balls.

Appendix 7

The Result of the Students' Speaking Ability Test in Cycle I

No. SS	Students' Name in Initial	Aspect of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	3	3	3	3	3	3	4	4	4	4	17	18	56,7	60	58,3
2	AS	4	4	3	3	4	4	3	3	6	6	20	20	66,7	66,7	66,7
3	AIW	4	4	3	3	3	3	4	4	6	6	20	20	66,7	66,7	66,7
4	DRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
5	EFJ	1	1	1	2	3	3	3	3	3	3	11	12	36,7	40	38,3
6	EW	4	5	3	3	3	3	4	4	6	6	20	21	66,7	70	68,3
7	H	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
8	IJ	3	3	2	2	3	3	5	5	5	5	18	18	60	60	60
9	IM	3	3	4	4	6	6	5	5	6	6	24	24	80	80	80
10	IMD	4	4	3	3	4	4	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	2	3	3	4	4	16	16	55,3	53,3	53,3
13	MA	4	4	3	3	5	5	3	3	4	5	19	20	63,3	66,7	65
14	MDM	3	3	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
15	MFR	3	3	3	3	5	5	4	4	5	5	20	20	66,7	66,7	66,7
16	MF	3	3	3	3	3	3	5	5	4	5	18	18	60	60	60
17	NSH	4	4	3	3	5	5	4	4	4	4	20	20	66,7	66,7	66,7
18	NB	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
19	NJ	4	4	4	4	6	6	4	5	5	5	19	20	63,3	66,7	65
20	SR	4	4	3	3	3	3	3	3	4	4	17	17	56,7	56,7	56,7
21	SRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
22	S	4	4	3	4	5	5	5	5	6	6	23	24	76,7	80	78,3
23	SG	3	3	3	3	3	3	4	4	5	5	18	18	60	60	60
24	SM	5	5	3	3	3	3	4	4	5	5	20	20	66,7	66,7	66,7
25	WS	5	5	3	3	3	4	4	4	4	4	19	20	63,3	66,7	65
26	Z	5	5	4	4	5	5	5	5	4	5	23	24	76,7	80	78,3

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Appendix 8

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 1

Meeting I								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√		√	√		√	
2.	Anita Suprihatiningrum	√			√	√	√	
3.	Ayu Indah Wulandari				√	√		√
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari				√	√		√
7.	Hamidi		√		√	√	√	
8.	Imam Junaidi	√		√	√	√	√	
9.	Ismail Marsuki	√			√	√	√	
10.	Ismatud Diyana				√	√		√
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M		√	√	√	√	√	
14.	Mira Aulia				√	√		√
15.	Muhammad Faisol Rizki	√			√	√	√	
16.	Muhammad Fariki	√			√	√	√	
17.	Nadiratus Sholehah		√		√	√	√	
18.	Novita Bowo				√	√		√
19.	Nurul Jannah		√		√	√	√	
20.	Saifurrizal				√	√		√
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√			√	√	√	
24.	Syarofatul Munifah				√	√		√
25.	Wawan sugiono	√		√	√	√	√	
26.	Zainiyah	√		√	√	√	√	
Total							17	8

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 30 September 2014

The Observer,

Ninik Mardiana, S.Pd

Appendix 8

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 1

Meeting II								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√	√		√	√	√	
2.	Anita Suprihatiningrum	√	√		√	√	√	
3.	Ayu Indah Wulandari			√	√	√	√	
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari			√	√	√	√	
7.	Hamidi			√	√	√	√	
8.	Imam Junaidi				√	√		√
9.	Ismail Marsuki	√		√	√	√	√	
10.	Ismatud Diyana	√		√	√	√	√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M	√			√	√	√	
14.	Mira Aulia	√			√	√		
15.	Muhammad Faisol Rizki				√	√		√
16.	Muhammad Fariki	√		√	√	√	√	
17.	Nadiratus Sholehah			√	√			√
18.	Novita Bowo		√		√	√	√	
19.	Nurul Jannah		√		√	√	√	
20.	Saifurrizal	√		√	√	√	√	
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√		√	√	√	√	
24.	Syarofatul Munifah	√			√	√		√
25.	Wawan sugiono			√	√	√	√	
26.	Zainiyah			√	√	√	√	
Total							19	6

Notes:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 03 October 2014

The Observer,

Fatimah

*Appendix 9***Oral English Rating Sheet in cycle 1 (High Score)**

Students' name: Ismail Marsuki (80)

Last Saturday, we had ran competition but I did not win because the day was so hot. When I **wanted** to drink, the bottle was empty. I saw a bottle of water in a **bag**. I **took** the bottle. And I drank the water. And then my friend **came**. He was angry because I drank his water.

| 'læst 'sætɹdeɪ | wi həd 'ræn ,kɑ:mpə'tɪʃn bət 'aɪ 'dɪd 'nɑ:t 'wɪn br'kɒz ðə 'deɪ
wəz 'soʊ hɒ:t | 'wen 'aɪ 'wendəd tə 'drɪŋk | ðə 'bɑ:təl wəz 'empti | 'aɪ 'sə: ə 'bɑ:təl
əv 'wɒtər ɪn ə 'bɑg | 'aɪ 'bʊk ðə 'bɑ:təl | ənd 'aɪ 'dræŋk ðə 'wɒtər | ənd 'ðen 'maɪ
'frend 'kem | hi wəz 'æŋgri br'kɒz 'aɪ 'dræŋk hɪz 'wɒtər |

Analysis on students' monologue

Fluency =3

Speech is frequently hesitant and jerky; sentences may be left uncompleted

Grammar=6

No more than two errors during the perform.

Pronunciation=4

Marked “foreign accent” and accessional mispronunciations which do not interfere with understanding.

Vocabulary =5

Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Content of speech = 6

Content of speech keep in track of topic; no widen and accurate.

*Appendix 9***Oral English Rating Sheet in cycle 1 (Low Score)**

Students' name: Elok Faiqotul Jannah (38,3)

I **played** football **yesterday**. I **kick** the ball **but ball hit his head**. I was **afraid**. Amir did not wake up. He got up and did I said sorry. We **ate** meat ball after **playing** football.

| 'aɪ 'plaɪd 'fʊt,bɔːl 'jestəː,dai | 'aɪ 'kɪk ðə 'bɔːl bʊt 'bɔːl 'hɪt heɪ 'hed | 'aɪ wəz ə'fraɪd | ə'mɪr 'dɪd 'nɔːt 'weɪk ʌp | hi 'gɔːt ʌp ənd 'dɪd 'aɪ 'sed 'sɔːrɪ | wi 'æt 'mi:t 'bɔːl 'æftər 'pleɪŋ 'fʊt,bɔːl |

Analysis on students' dialogue

Fluency =1

Speech is so halting and fragmentary that conversation is virtually impossible.

Grammar=3

Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.

Pronunciation=1

Pronunciation frequently unintelligible.

Vocabulary =3

Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

Content of speech = 3

Few of misunderstanding and frequently producing incoherent statement.

*Appendix 10***LESSON PLAN CYCLE II****(Meeting 1)**

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My holiday
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators**Cognitive****a. Product**

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
2.2.3 Mentioning the past form of the words chosen.

Appendix 10

2.2.4 Making sentences in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make sentences in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 10

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	5'
	6. Explaining the generic structure	6. Paying attention	5'

Appendix 10

	<p>of recount text and giving an example of recount text by using picture series</p> <p>7. Asking the students to identify the words of simple past tense based on the text given</p> <p>8. Pronouncing the words fluently and accurately in the recount text through drilling</p> <p>9. Dividing the class into groups of four persons.</p> <p>10. Distributing the picture series to each student.</p> <p>11. Asking the students to choose the appropriate words provided for each picture and to mention the past form of the words chosen.</p> <p>12. Asking the students to make sentences based on the words chosen orally.</p> <p>13. Asking the students to arrange the sentences and perform the monologue based on the picture series orally.</p>	<p>7. Identify the words</p> <p>8. Drilling the words in the recount text</p> <p>9. Making groups</p> <p>10. Accepting the picture series</p> <p>11. Doing the task</p> <p>12. Making a sentence</p> <p>13. Arranging the sentences and Performing the monologue orally</p>	<p>5'</p> <p>5'</p> <p>1'</p> <p>1'</p> <p>5'</p> <p>5'</p> <p>35'</p>
	<p>Closure</p> <p>14. Guiding the students to make conclusion</p> <p>15. Parting the students</p>	<p>14. Drawing conclusion</p> <p>15. Parting the teacher</p>	<p>2'</p> <p>1'</p>

Appendix 10

VIII. Media and Sources

8.1 Media:

- Picture Series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.
- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

N O	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVEL
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness 	1 2 3 4

Appendix 10

	<p>caused by rephrasing and grouping for words.</p> <ul style="list-style-type: none"> • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	5 6
2	<p>Pronunciation (P)</p> <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	1 2 3 4 5 6
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	1 2 3 4 5 6
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	1 2 3 4 5 6
5	<p>Content (C)</p>	

Appendix 10

	• Content almost entirely unintelligible.	1
	• Difficult to understand, inaccurate and vague.	2
	• Few of misunderstanding and frequently producing incoherent statement.	3
	• Any a little of topic deviation but still having correct intention.	4
	• Content of speech maintains clear focus and details to support central topic.	5
	• Content of speech keep in track of topic; no widen and accurate.	6

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	Students are able to share opinions with others.
3	Students are able to show commitment of being cooperative in teaching and learning process.
4	Students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

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Appendix 10

INSTRUCTIONAL MATERIALS

a. Leading Question

1. Where did you go on your last holiday?
2. What did you do on your last holiday?
3. Did you feel happy on your last holiday?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed		You	Enjoy?	I		Enjoy
She	saw	Did	she	See?	She	didn't	See
They	went		They	Go?	They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 10

Recount

- Recount is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(knock) the door



(wake up)



(ask for) food



(give) food

(Source: <http://www.youtube.com>)

Last night, someone **knocked** the door. I **woke up** to see. It **was** snoopy. He **was** hungry and **asked** me **for** food. I **refused**, I **said** I **was** tired and I would give him food in the morning. He **barked** loudly **so** I **gave** him food.

- ***knocked, woke up, refused and barked** are all *the second forms of verb*

Appendix 10

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(rain – snow) in yard



(take – bring) sleigh



(kick - push) sleigh



(go – fall) from hill

(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

LESSON PLAN CYCLE II

(Meeting 2)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My embarrassing moment
Time Allocation	: 2 x 40 minutes

I. Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix II

2.2.4 Making a sentence in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make a sentence in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix II

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	5'
	6. Explaining the generic structure of recount text and giving	6. Paying attention	5'

Appendix II

	<p>example of recount text by using picture series</p> <p>7. Pronunciation the words fluently and accurately in the recount text through drilling</p> <p>8. Dividing the class into groups of four persons.</p> <p>9. Distributing the picture series to the students.</p> <p>10. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words</p> <p>11. Asking the students to make a sentence based on the words chosen orally.</p> <p>12. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.</p>	<p>7. Drilling the words in the recount text</p> <p>8. Making groups</p> <p>9. Accepting the picture series</p> <p>10. Doing the task</p> <p>11. Making a sentence</p> <p>12. Arranging the sentences and Performing the monologue orally</p>	<p>5'</p> <p>1'</p> <p>1'</p> <p>5'</p> <p>10'</p> <p>35'</p>
	<p>Closure</p> <p>13. Guiding the students to make conclusion</p> <p>14. Parting the students</p>	<p>13. Drawing conclusion</p> <p>14. Parting the teacher</p>	<p>2'</p> <p>1'</p>

VIII. Media and Sources**8.1 Media:**

- Picture Series

Appendix II

8.2 Sources:

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- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

N O	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVEL
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	1 2 3 4 5 6

Appendix II

2	<p>Pronunciation (P)</p> <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>1 2 3 4 5 6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	<p>1 2 3 4 5 6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>1 2 3 4 5 6</p>
5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. 	<p>1 2 3</p>

Appendix II

	• Any a little of topic deviation but still having correct intention.	4
	• Content of speech maintains clear focus and details to support central topic.	5
	• Content of speech keep in track of topic; no widen and accurate.	6

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	The students are able to share opinions with others.
3	The students are able to show commitment of being cooperative in teaching and learning process.
4	The students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

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*Appendix II***INSTRUCTIONAL MATERIAL****a. Leading Question**

1. Do you have an unforgettable experience?
2. Do you have an embarrassing moment?

b. Main Activities**Simple past tense**

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed
She	saw
They	went

	You	Enjoy?
Did	she	See?
	They	Go?

I		Enjoy
She	didn't	See
They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix II

Recount

- Recount is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(ask) to go shopping



(cook) for lunch



(forget) cooking rice



(buy) ketoprak

(Source: <http://www.images.google.com>)

Yesterday **was** a mother's day. Dad **asked for** mom to go shopping. He **wanted** to help mom. He **cleaned** the house and **cooked** for lunch. At lunch time, we **gathered** to lunch. We **were** ready to have lunch. Unfortunately, dad **forgot** cooking rice. We **were** hungry so we **bought** ketoprak.

Appendix II

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(meet - walk – go) holiday



(take off – get on – pull) the train



(lose - fall - touch) balance



(laugh – be angry – cry) to uncle
(Source: <http://www.images.google.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

POST TEST II

A

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

- I. Make a short story based on the picture and perform your work in front of the class orally.**



Key Answer:

Last Monday, Andi and Iqbal went to school. In the middle of the street, there was a dog passed them. The dog was ever to bite Andi. Andi felt angry with the dog and then he took a stone and threw it to the dog. The dog was hurt and the dog got back to bite Andi.

POST TEST II

B

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

II. Make a short story based on the picture and perform your work in front of the class orally.



Key answer:

Andi was a naughty boy. When he went to school, he brought a small branch. He colored the small branch so it looked like a bone. He gave the small branch to the dog. The dog was hungry. He smelled the small branch. Andi laughed because the dog ate branch. The dog realized that it was not a bone, he got angry and ran to Andi.

POST TEST II

C

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

III. Make a short story based on the picture and perform your work in front of the class orally.



1



2



3



4

Key answer:

Last holiday, I played with my friends. We rode our bicycle to the city. I rode my bicycle faster than my friends. When we passed the winding road, I grazed my friend. I can't control my bicycle. Unlucky, I hit the tree and fell into river.

POST TEST II

D

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

IV. Make a short story based on the picture and perform your work in front of the class orally.

**Key answer:**

Rizal went to the market last night, he saw nice sport shoes. His shoes were old. He wanted to buy sport shoes. He broke his save money box. He counted his money. The money was enough to buy sport shoes. And then he permitted to his mother and went to buy new shoes.

POST TEST II

E

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

- V. Make a short story based on the picture and perform your work in front of the class orally.**



Key Answer:

I got an embarrassing moment this morning. I went to school and I met my friends. We talked very enthusiastic about our last holiday. I told to my friend about my activities so I did not see if the school gate was closed. I walked and crashed into the gate. I fell and my friends laugh at me.

Appendix 13

The Result of the Students' Speaking Ability Test in Cycle II

No. SS	Students' Name in Initial	Aspect of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	4	4	3	3	3	3	4	4	5	5	19	19	63,3	63,3	63,3
2	AS	5	5	4	4	5	5	4	4	5	5	23	23	76,7	76,7	76,7
3	AIW	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
4	DRM	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
5	EFJ	1	1	2	2	3	3	3	3	4	4	13	13	43,3	43,3	43,3
6	EW	4	5	4	4	5	5	4	4	5	5	22	23	73,3	76,7	75
7	H	4	4	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
8	IJ	4	4	3	3	5	5	5	5	6	6	23	23	76,7	76,7	76,7
9	IM	3	4	4	4	5	5	4	4	5	5	21	22	70	73,3	71,6
10	IMD	4	4	4	4	3	3	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	3	4	4	4	4	17	18	56,7	60	58,3,
13	MA	3	3	3	3	4	4	4	4	4	4	18	18	60	60	60
14	MDM	5	5	4	4	3	4	4	4	5	5	21	22	70	73,3	71,6
15	MFR	5	5	3	4	5	5	4	4	5	5	22	23	73,3	76,7	75
16	MF	5	5	4	4	3	3	4	4	4	4	20	20	66,7	66,7	66,7
17	NSH	5	5	4	4	4	4	4	4	5	5	22	22	73,3	73,3	73,3
18	NB	4	4	3	4	3	3	3	3	5	5	18	19	60	63,3	61,6
19	NJ	4	4	3	3	6	6	5	5	5	5	23	23	76,7	76,7	76,7
20	SR	4	4	3	3	6	6	5	5	5	5	21	21	70	70	70
21	SRM	4	4	4	4	6	6	5	5	5	5	24	24	80	80	80
22	S	5	5	3	3	5	5	4	4	6	6	23	23	76,7	76,7	76,7
23	SG	4	4	3	3	5	5	5	5	5	5	22	22	73,3	73,3	73,3
24	SM	5	5	4	4	6	6	4	4	5	5	24	24	80	80	80
25	WS	3	3	3	4	4	4	4	4	5	5	19	20	63,3	66,7	65
26	Z	4	4	4	3	5	5	5	5	5	5	22	23	73,3	76,7	75

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Appendix 14

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

Meeting I								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√	√		√	√	√	
2.	Anita Suprihatiningrum	√			√	√	√	
3.	Ayu Indah Wulandari		√		√	√	√	
4.	Dwiki Rifkia Muhaimin	√		√	√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari	√			√	√	√	
7.	Hamidi		√		√			√
8.	Imam Junaidi	√		√	√	√	√	
9.	Ismail Marsuki	√			√	√	√	
10.	Ismatud Diyana		√	√	√		√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M		√	√	√	√	√	
14.	Mira Aulia			√	√	√	√	
15.	Muhammad Faisol Rizki	√			√	√	√	
16.	Muhammad Fariki	√			√	√	√	
17.	Nadiratus Sholehah		√		√			√
18.	Novita Bowo	√			√	√		
19.	Nurul Jannah		√		√	√	√	
20.	Saifurizal				√	√		√
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√			√	√	√	
24.	Syarofatul Munifah		√		√	√	√	
25.	Wawan sugiono	√		√	√	√	√	
26.	Zainiyah	√		√	√	√	√	
Total							21	4

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 10 October 2014

The Observer,

Ninik Mardiana, S.Pd

Appendix 14

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

Meeting II								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√		√	√	√	√	
2.	Anita Suprihatiningrum	√	√		√	√	√	
3.	Ayu Indah Wulandari			√	√	√	√	
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari			√	√	√	√	
7.	Hamidi			√	√	√	√	
8.	Imam Junaidi			√	√	√		
9.	Ismail Marsuki	√		√	√	√	√	
10.	Ismatud Diyana	√		√	√	√	√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M	√			√	√	√	
14.	Mira Aulia				√	√		√
15.	Muhammad Faisol Rizki			√	√	√	√	
16.	Muhammad Fariki	√		√	√	√	√	
17.	Nadiratus Sholehah				√	√		√
18.	Novita Bowo		√	√	√	√	√	
19.	Nurul Jannah			√	√	√	√	
20.	Saifurrizal	√		√	√	√	√	
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√		√	√	√	√	
24.	Syarofatul Munifah	√			√	√	√	
25.	Wawan sugiono		√		√	√	√	
26.	Zainiyah			√	√	√	√	
Total							22	3

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 14 October 2014

The Observer,

Fatimah

*Appendix 15***Oral English Rating Sheet in cycle 2 (High Score)**

Students' name: Siti Riviqoh Mara (80)

Dodi is a **naughty** boy. When he went to school, he met a dog. He **gave** a stick but the dog did not like it. When he **walk** slowly. The dog saw him and **run** after him.

| <dodi> z ə 'nɒti ,bɔɪ | 'wen hi 'went tə 'sku:l | hi 'met ə 'dɔ:g | hi 'gev ə 'stɪk bət
ðə 'dɔ:g 'dɪd 'nɑ:t 'lɑ:k 'ɪt | 'wen hi 'wɔ:k 'sləʊli | ðə 'dɔ:g 'sə: him ənd 'rən
'æftər hɪm |

Analysis on students' dialogue

Fluency = 4

Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

Grammar = 6

No more than two errors during the interview

Pronunciation = 4

Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.

Vocabulary = 5

Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Content of speech = 5

Content of speech maintains clear focus and details to support central topic.

*Appendix 15***Oral English Rating Sheet in cycle 2 (Low Score)**

Students' name: Elok Faiqotul Jannah (43,3)

Siti met her friends this morning. She did not see gate. The gate close. She walk and crash the gate. Her friends laugh at her.

| <siti> 'met həɾ 'frendz ðɪs 'mɔːrnɪŋ | ʃɪ 'dɪd 'nɔːt 'si: 'get | ðə 'get kloʊ | ʃɪ 'wɔːk
 ənd 'kræʃt ðə 'geɪt | həɾ 'frɪndz 'ləʊf ət həɾ |

Analysis on students' dialogue

Fluency = 1

Speech is so halting and fragmentary that conversation is virtually impossible.

Grammar = 3

Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.

Pronunciation = 2

Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

Vocabulary = 3

Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

Content of speech = 4

Any a little of topic deviation but still having correct intention.


Appendix 16

**Students' Previous Speaking Score in Preliminary Study of Class VIII D
MTs Negeri Bondowoso I in the 2013-2014 Academic Year**

No	Kls	No. Induk	Nama Siswa	L/P	Nilai
1	VIII.D	5641	Ahmad Aburizal Alghifari	M	60
2	VIII.D	5650	Anita Suprihatiningrum	F	70
3	VIII.D	5661	Ayu Indah Wulandari	F	60
4	VIII.D	5673	Dwiki Rifkia Muhaimin	M	75
5	VIII.D	5689	Elok Faiqotul Jannah	F	50
6	VIII.D	5700	Eva Wulandari	F	65
7	VIII.D	5701	Hamidi	M	60
8	VIII.D	5708	Imam Junaidi	M	65
9	VIII.D	5714	Ismail Marsuki	M	70
10	VIII.D	5719	Ismatud Diyana	F	70
11	VIII.D	5723	Khoirunnisa Rahmania	F	60
12	VIII.D	5726	Mohammad Arifin	M	65
13	VIII.D	5731	Mohammad Danang M	M	75
14	VIII.D	5738	Mira Aulia	F	55
15	VIII.D	5745	Muhammad Faisol Rizki	M	50
16	VIII.D	5752	Muhammad Fariki	M	65
17	VIII.D	5759	Nadiratus Sholehah	F	60
18	VIII.D	5776	Novita Bowo	F	60
19	VIII.D	5779	Nurul Jannah	F	60
20	VIII.D	5784	Saifurrizal	M	55
21	VIII.D	5789	Siti Roviqoh Mara	F	65
22	VIII.D	5796	Sofyan	M	70
23	VIII.D	5802	Sri Ghufronia	F	60
24	VIII.D	5806	Syarofatul Munifah	F	55
25	VIII.D	5814	Wawan sugiono	M	45
26	VIII.D	5827	Zainiyah	F	65

(source: English Teacher of MTs Negeri Bondowoso 1)

Appendix 17



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
 Telepon: 0331- 334 988, Faks: 0331- 332 475
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05 SEP 2014

Nomor **6031** /UN25.1.5/LT/2014
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Negeri Bondowoso 1
 Bondowoso

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.


Nama : Fatimah
 NIM : 110210401081
 Jurusan : Pendidikan Bahasa dan seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan Judul: "Improving the Eighth Grade Students' Speaking Ability by Using Picture Series at MTs Negeri Bondowoso 1".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.


 n. Dekan
 Pembantu Dekan I,
 Dr. Sukatman, M.Pd. &
 NIP 196401231995121001



Appendix 18



KEMENTERIAN AGAMA
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BONDOWOSO 68282

SURAT KETERANGAN PENELITIAN
 Nomor : Mts.15.6.1/PP.01.1/ 160 /2014

Yang bertanda tangan dibawah ini :

Nama : **SAINI, S.Ag, M.Pd.I**
 NIP : 196305121993031003
 Pangkat/Gol. Ruang : Pembina (IV/a)
 Jabatan : Kepala Madrasah
 Unit Kerja : MTs Negeri Bondowoso I

Menerangkan dengan sebenarnya bahwa :

Nama : **FATIMAH**
 NIM : 110210401081
 Nama Perguruan Tinggi : Universitas Jember (UNEJ)
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris
 Judul Tesis : **Improving The Eighth Grade Students' Speaking Ability Using Picture Series at MTs Negeri Bondowoso I**

Nama tersebut diatas benar-benar sudah melaksanakan penelitian di lembaga kami pada tanggal 30 September s.d 17 Oktober 2014.

Demikian surat keterangan ini kami buat serta dapat dipertanggungjawabkan dan dapat digunakan sebagaimana mestinya.

Bondowoso, 20 Oktober 2014



SAINI, S.Ag, M.Pd.I/
 NIP. 196305121993031003



**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
JEMBER UNIVERSITY**

2014



**IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

2014

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

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

Fatimah
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CONSULTANT'S APPROVAL

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
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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of
The Faculty of Teacher Training and Education, Jember University.

Day : Friday

Date : December, 19th 2014

Place : Faculty of Teacher Training and Education

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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 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

listener understand their utterances. The students' poor grammar might influence the effectiveness of speaking. Therefore, it is important for a teacher to give lots of practice on grammar, to practice students' pronunciation and to improve students' vocabulary while English teaching learning process occurs. Those activities are useful to develop students' speaking ability.

Students generally still get difficulties in speaking English because their vocabularies are limited so that they don't know how to deliver the ideas in good sentences. In addition, based on the preliminary study done through observation and interview with the English teacher at MTs Negeri Bondowoso 1, It was found that the eighth grade students especially class VIII D still had difficulty to speak in English. The students had difficulty to deliver their ideas because of less of vocabulary, afraid of making mistakes and sometimes they didn't have enough chance to practice in English. Besides that, it was not easy for students to speak English because they also had difficulties in constructing correct sentences. The students got confused how to start and how to make correct sentences orally. It was supported by the data of speaking test conducted by the English teacher. There were 26 students in the VIII-D class, the mean score of speaking ability test was 62, whereas the standard score of English subject was 65. There were only 11 students (46 %) who got score ≥ 65 . Meanwhile, the criteria of success in the speaking teaching learning process at this school are 75% of the students at least get ≥ 65 .

In this research, MTs Negeri Bondowoso 1 was chosen because of picture series in the teaching of speaking had never been applied by the English teacher in the teaching learning activity. From the observation at MTs Negeri Bondowoso 1, the researcher found the problems that influenced the students' speaking ability. The main problem was the teaching learning activity which was relatively monotonous. So, this situation made the students get bored to study English and tended to be passive in speaking. The teacher was not active to give motivation to the students to speak. The teacher just asked the students to read, filled in the blank of the dialogues and performed the dialogue in front of the class by reading the text aloud, not how to produce the students' speaking ability. The English

teacher in speaking class had to make the students busy to speak by using media but the researcher did not find such a situation because media were not used.

Based on the case above, a certain medium was needed to help or to motivate the students to speak, in order that the students' speaking ability could be improved. To overcome the problem the English teacher of MTs Negeri Bondowoso 1, the researcher tried to use pictures series as media to improve the eighth grade students' speaking ability because picture series can stimulate students' ideas, interest and motivation in speaking.

Picture series can be used to guide the students' ideas, so that the construction of the sentences becomes easier. Underhill (1987:67) says a well-chosen picture makes a point and has a story to tell; this can be easily understood as the stimuli are visual rather than written. Pictures can arouse emotions and students' attitudes and pictures can also facilitate the achievement of the goal to understand and remember information or messages found in the image (Arsyad, 2006:17). It is also supported by Nugroho (2008) who found that picture series as teaching media can improve the students' speaking ability, interest and motivation in speaking.

Picture is one of the media which can be used to guide students' interest in learning English. Wright (1989:2) states that picture series as one of the visual aids can help students not only improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. In practice, teaching speaking by using picture series will lead the students to view more curiosity and meaningful thing on the subjects given. Besides that, teaching speaking by using picture series will be more meaningful than teaching speaking without using media because media can attract and direct students' attention to concentrate their mind in the lesson.

Wright (1989:17) states that pictures have a role to motivate the students to pay attention and take part actively during the teaching learning process. By using pictures, the students will pay more attention to many things or things that they never see before. Pictures can help the teacher in reaching the instructional goal. Pictures can also help the students to enlarge definitions and experiences.

Because of using pictures, students' experience and understanding become larger, clearer and easier to remember.

In junior high school syllabus, the students are expected to be able to express the meaning in short functional text in formal and informal language correctly and acceptably in daily life context. The students are targeted to communicate orally and in writing to resolve everyday problems. When they are speaking they are expected to use accurate grammar, vocabulary, pronunciation, fluency, then they are also expected to be able to produce a good content of speech in order to reach the objectives.

In this thesis, the researcher tried to use picture series as media in teaching speaking. Previous research conducted by Nugroho (2008) that focused on speaking skill through picture series at the eighth grade students' of SMPN 3 Tulungagung found out that the application of picture series made the students enthusiastically pay their attention to the lesson given. Another research conducted by Wulandari (2012) focused on the use of picture to improve students' speaking ability of SMA N 1 Kasihan. It was reported that picture was an effective medium in improving students' speaking ability. Besides, an experimental research by Asfa (2010) focused on the use of Describing Picture in describing thing and person. It showed that the students' speaking skill of experimental group which using Picture was higher than the control group. Although this research was intended to know the significant influences of Picture, but the result showed that this technique gave significant result in speaking skill.

Concerning with the problem above, the researcher conducted a classroom action research to the eighth grade students of MTs Negeri Bondowoso 1 by using picture series in teaching speaking to solve the problem, entitled Improving the speaking ability of the eighth grade students by Using Picture Series at MTs Negeri Bondowoso 1.

1.2 The Research Problems

Based on the background above, the problems of the research were formulated as follows.

1. Can the use of picture series as teaching media improve the students' participation in the speaking class activities of the Eighth grade students of MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year?
2. Can the use of picture series as teaching media improve the English speaking ability of the Eighth grade students of MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year?

1.3 The Research Objectives

Based on the research problems, the objectives of the research were formulated as follows.

1. To improve the Eighth grade students' participation in the speaking class activities through picture series at MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year Academic Year.
2. To improve the Eighth grade students' speaking ability through picture series at MTs Negeri Bondowoso 1 in the 2014/2015 Academic Year Academic Year.

1.4 The Significances of the Research

The result of this research hopefully can give significance or contributions to the English teacher, the students, and other researchers.

a. The English Teacher

The result of this research is expected to become useful information for the English teacher to use picture series as media especially in teaching speaking. The teacher can be more creative by using picture series in giving the material so that it can minimize the students' boredom in teaching learning process.

b. The Students

The result of this research can be useful to motivate students to speak English by retelling the event to audience based on the picture series provided to make the students able to speak English fluently.

c. The Other Researchers

The result of this research will hopefully be able to give some inputs as information, considerations and supports to other researchers dealing with speaking ability, especially by using picture series on different research design, such as the effect on students' speaking achievement by using picture series.

II. RELATED LITERATURE REVIEW

This chapter reviewed prominent study to support the present research. This explained five basic theories, such as The English speaking ability, teaching speaking in ELT, the aspects of speaking ability, teaching speaking based on institutional level curriculum, the definitions of media in ELT, teaching media for teaching speaking, pictures as teaching media, kinds of pictures, the advantages and disadvantages of using picture series, the procedures of teaching speaking through picture series, recount text, action hypothesis.

2.1. The English Speaking Ability

Speaking is a key for oral communication. Speaking is the ability to speak or communicate to others in the target of language. By speaking people can express themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking for or offering something. Chaney (1998) in Kayi (2006) says speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts. While Brown and Yule (1995:13) state that the main purpose of the speaker's activity is the development of the ability to interact successfully in language and understable communication to convey the message of the speaker to the listener.

Speaking is a crucial part of second language learning and teaching. Many students convey that speaking is a difficult skill of language learning. And they also have difficulty to deliver their ideas in English. Therefore, teachers have to give a higher attention to improve their students' skill in speaking. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it (Harmer, 2007: 123).

In addition, related to speaking ability, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It can be concluded that speaking ability is

a skill, which is communicating the speech sound for expressing and conveying a message or idea.

The intention of teaching speaking in language classroom is to improve the students' knowledge and skill to communicate both in oral and written forms. The situations of speaking activity may occur anywhere. Brown and Yule (1983:8) say that any kinds of human interaction such as in a bus or train a meeting or parties, lectures etc, intently to conduct a type of talk. The main purpose of conducting this activity is creating a living understandable communication to rely on the messages of the speakers to the listeners.

Based on the explanation above, the goal of teaching speaking is improving the students' communicative skills because by speaking, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

2.1.1. Teaching Speaking in ELT

Speaking is an important thing in studying English as a foreign language. Learning to speak English is not easy for students. The teachers have to make the class atmosphere pleasant and enjoyable for students. As Brown and Yule (1989:25) note that learning to talk in the foreign language is to help the students. Therefore, English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. As Huges (2003:113) describe that the objective of teaching spoken language is the development of the ability to interact successfully in that language and that involves comprehension as well as production.

According to Harmer (2007:123) there are three main reasons for getting students to speak in the classroom. Speaking activities provide rehearsing opportunities, speaking task in which students try to use any or all of the language they know to provide feedback for both teacher and students, so that the students have opportunities to activate the various elements of language they have stored in their brains. Ricards (2008:21) divides talk into three: talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to conversation like

small talk or greetings. Talk as transaction indicates situations where the focus is on what is said or done such as discussion. Talk as performance refers to public talk or it can be said that this talk transmits information to the audience. This last kind of talk was applied in this research for genre of text taken for research was recount text.

There are many media which can be used in teaching such as real objects, charts, poster and picture series. The researcher chose picture series because the researcher thought that picture series was suitable to improve students' speaking skill. In this research, the students were asked to tell the story taking place in the sequential pictures based on the picture series provided so it could make students a visual experience and stimulate them to talk.

2.1.2. The Aspects of Speaking Ability

The aspects of speaking ability include accuracy on pronunciation grammar, vocabulary, fluency and content of speech. All of these components are important to achieve the goal of communication. Those five aspects were used as the indicators to analyze the students' speaking ability.

a. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. Pollard (2008:65) states that pronunciation is an essential aspect of learning to speak a foreign language. If the student does not pronounce the words correctly, it can be very difficult to the listener to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood. Therefore, the students are required to perform good pronunciation in order to make their listeners understand what they say correctly.

In speaking, pronunciation is students' problem in learning foreign language. The students are expected to get understanding in a correct pronunciation. Louma (2004:10) says that the sound of people's speech is meaningful. The correctness in terms of pronunciation is also important to be

marked as a frequent spoken language program (Brown and Yule,1983:26). Therefore, the students' poor ability in pronunciation becomes the result of their lack of performance related to other aspects such as correctness.

Harmer (1984:183) explains that teaching pronunciation does not only make students aware of differences in sounds and sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed. The best way to help students improve their pronunciation skills is to encourage them to speak English as much as they possibly can.

Based on the statements, it can be concluded that if speakers perform good pronunciation, listeners can understand what they said correctly. English

b. Grammar

The students' speaking ability also concerns with the use of English grammar. Grammatical ability is an ability to master the grammar of the language used. Grammar skills include the ability to use structure and arrange them in the form of words to make correct sentences. Harmer (1984:12) states that grammar of language is the description of the ways in which words can change their form and can be combined into sentences in that language.

A good speaker must use correct sentences to facilitate listener to comprehend the talks. Radford (1988:30) says that grammar tells us what we need to know in order to be fluent in language. If grammar rules are too careless violated, communication may suffer (Harmer, 1984:12). The students should use grammar in right way because incorrect grammar could make misunderstanding to the listener. In other words, the speaker uses grammar in order to practice speaking by using correct pattern of English so they can express what they mean correctly.

In speaking activity, the students are expected to be able to perform the understandable utterances. The students' poor grammar may influence the understanding in their speaking activity because every sentence made, needs correct formula to make the sentences well understood.

c. Vocabulary

Vocabulary is one of the important aspects in speaking ability. It is needed to produce a foreign language. Thornbury (2002:13) says that to improve your English, you have to learn more words and expressions. In other words, in producing spoken language, students need to know a large number of vocabularies. If the students have many vocabularies, they will not have problems in speaking.

Before practicing to speak English, students need to know the English words. Tarigan (1984:3) says that the quality of someone's language skills depends on the quantity and quality of his or her vocabulary. It means that vocabulary is really needed to produce sentences because the richer vocabulary they have, the easier for students to develop their sentences. The sentences are used to convey the idea that speakers want to say. Thus the use of vocabulary is very important for a person to be able to speak well.

d. Fluency

Fluency is the ability to speak a language smoothly and readily (Hornby, 1989:330). Fluency deals with content and the flowing of delivering thoughts and ideas in speaking without too much hesitation. Nation and Newton (2009:2) state that learning goal of language course is fluency. It controls the sounds, spelling, vocabulary, grammar and discourse features of the language so that they can be used for communication effectively.

Brown and Yule (1983:103) state that one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language. Heaton (1975:88) states that success in communication often depends as much on the listener as on the speaker. That is why, between the speaker and listener must have a good communication because smoothness gives more meaning for students' speaking ability to communicate effectively. Based on the ideas above, it can be concluded that fluency refers to one of the important components of the implementation of effective

communication to controls of the sounds, spelling grammar and features of the language.

e. Content

Content of this research refers to the language meaning in form of messages or ideas. It is related to the structuring of speech or description about something. These involve the use of the sentences. Conversation using effective sentences will make the listener easy to understand the content of the conversation.

Practicing to speak English, the students need to express their ideas or thoughts. That is why, it is important for the students to produce appropriate speech or sentences relevant to the topic. The students should be able to produce understandable utterances by relating the words meaning to the situation being described. Besides, the students should be able to use the correct language grammar, vocabulary to make their sentences understandable.

2.1.3. Teaching Speaking based on Institutional Level Curriculum

The curriculum that is used in junior high school is Institutional Level Curriculum. In the standard competence, one of the goals that must be reached is students are able to communicate in spoken and written language of various types fluently and accurately in the interactional and/or monologue in the form of recount and narrative (Depdiknas: 2006). The researcher tried to improve students' speaking ability by using recount in the picture series. Recount becomes a simple method in teaching speaking because recount has a sequence of events, therefore recount is compatible to picture series. The activities were used to promote speaking in the classroom, the researcher used picture series. By using picture series, students were easier to create a story to tell their friends. Picture series improved creative thinking and also helped students to express the ideas in the format of beginning, developing, and ending activities based on the picture series given.

2.2. The Definition of Media in ELT

There are lots of definitions of media. According to Gerlach and Elly (1971) in Arsyad (1997:3) media is human, material or events that establish conditions that enable the child to acquire the knowledge, skills or attitudes. In this sense, teachers, textbooks, school environment are media. Specifically, the use of media in the teaching learning process tends to be interpreted as a graphic tool, photographic or electronic to capture, process and reconstruct visual or verbal information. Teacher must have good knowledge and understanding about teaching media (Hamalik, 1994) in Arsyad (1997:2) that include: media as communication tools to make effective teaching learning process, the relation between teaching method and teaching media, the function of media to reach the goal of teaching.

Based on the explanation above, media are inseparable parts of the learning process for the achievement of educational goals and learning objectives in schools.

2.2.1. Teaching Media for Teaching Speaking

The teaching and learning process is said to be alive if the students are actively involved and motivated to take part in the activities. To make the teaching and learning process more alive, teacher needs to use media. Media have a kind of universality that can bring people into a useful, interpretive community (Goodwyn, 1992:65).

Based on the Encyclopedia of Educational Research (1994), in Arsyad (2002:25) the function of media are as follows: to motivate students, to give the concrete basic to think, to give the important experiences in learning process, to develop the students' thought regularly, and to help students describe something.

According to Arsyad (2002:88-94), there are three kinds of media as follows.

a. Visual aids

Visual aids are media which primarily use the sense of sight. For examples: illustrations in book, newspapers, pictures, posters, etc.

b. Audio aids

Audio aids are media containing the message in the form of sound. For example: a record player, a cassette, a tape recorder, an audio card reader, etc.

c. Audio visual aids

Audio visual aids are media used to help students in learning process primarily in the form of both sound and sight. Example: television, video, and multi image system.

Media have some advantages in teaching learning process, especially speaking. The teacher can apply media to improve the students' speaking achievement. Therefore, the goal of the teaching learning process of speaking skill can be reached. The teaching learning process in this research used picture series as visual aids in the process of teaching and learning.

2.2.2. Pictures as Teaching Media

Picture is one of the most appropriate media in teaching learning process in the classroom. It helped teacher to stimulate students' interest and motivation to express their ideas so that the speaking activity was more challenging. Nurgiyantoro (2001: 278) says that picture can be used as a stimulus for students' speaking achievement either for the beginner or the advanced level of students based on the use of the picture.

Pollard (2008:37-38) suggests the simple ideas that can be used with any picture: By asking students to simply describe the pictures. Prepare and act out a conversation between the characters. The two activities involve students in interpreting and imagining about the content of the picture.

There are some criteria of pictures to be used as media. Wright (1989: 2) points out the criteria that pictures should be easy to prepare, easy to organize in the classroom, interesting to the students, meaningful and authentic, and the activity will give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

From the explanation above, picture is one of the appropriate media for presenting material in the teaching learning process in the classroom. Picture can also be used to motivate students to be creative in speaking.

2.2.3. Kinds of Pictures

According to Yunus (1981:49) there are three types of pictorial material. They are individual pictures, composite pictures and picture series.

a. Individual Pictures

Yunus (1981:50) defines individual pictures as single pictures of objects, persons or activities. There are sets or categories of individual pictures. It should include objects not likely to be familiar to students or those which cannot be brought into the classroom, individual people doing things with objects, sets of animals, vehicles, occupations, sports. The following is the example of an individual picture. It describes a girl who is reading a poem.



(Sources: Developing English Competencies for SMA:2008:180)

b. Composite Pictures

Yunus (1981:49) defines composite picture as a large single pictures which show a scene in which a number of people can be seen doing different things. The following is the example of a composite picture. The picture describes many activities on the street. There is a woman who is opening her umbrella because it is raining. Beside her, a man is getting out the car, and in front of him, there is also a woman who is carrying one shopping bag.



(Sources: *Play Games with English 1*, 1993:39)

c. Picture Series

There are some definitions of picture series. Yunus (1981:50) defines picture series as a number of related composite pictures linked to form a series or sequence. Hence, its main function is to tell a story or sequence of events.

Underhill (1987:66) states that a picture series usually consists of four to twelve drawings that can stimulate students to speak and lead them to develop their own interpretation about the people or events involved. Picture series is one of the appropriate media to teach English oral fluency in speaking learning process. Picture series can motivate students to be active in speaking in some ways, such as telling a story, making a story, describing a story, etc.

“Therefore, picture series are valuable and widely used source of language practice and are commonly exploited either to provide controlled practice of structures, vocabulary, and functional exponents, or to act as a stimulus for the communicative skill of narrating. (Gairns and Redman: 1998:150)”

The following is the example of picture series. The pictures below tell us about the story of Goldilocks. The first picture tells about Goldilocks who entered the house. Second picture tells that she found much food in the table and ate them. The third picture tells after she ate the porridge, she sat on the chair but the chair was broken. And then Goldilocks felt tired and she slept on the bed. The fifth picture tells that the bear’s family came to the house and found Goldilocks slept

on the bed. And the last picture tells that Goldilocks was afraid and run from the house.



(Source: *Contextual Teaching and Learning Bahasa Inggris for SMP IX*, 2008 :131)

2.3. The Advantages and Disadvantages of Using Picture Series

According to Yunus (1981:53-54) there are advantages of using pictures in teaching learning process as follows.

- a. Pictures are very useful for presenting new grammatical and vocabulary items.
- b. Pictorial material allows for meaningful practice of vocabulary and structure presented by the teacher.
- c. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages, that is, to speak, to read, to write.
- d. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structures.
- e. Pictorial material can be used to supplement.
- f. Pictorial material is easy to collect, to make and to transport.

The use of pictures can improve students' motivation to learn and stimulate them to talk. The students become more challenged and motivated to speak English in communication, Wright (1989:7) says that pictures provide students with challenges and opportunities to try to speak. Challenges in this case refer to identify, describe, match, analyze, interpret and convince the content of the pictures. Opportunities refer to the time to express feeling, ideas and to exchange information.

Pictures are considered as the appropriate media in teaching speaking. It was hoped that, picture series given could affect the students speaking ability, especially for those aspects of speaking as picture series affected students' pronunciation and fluency when oral production was produced into a good speech which was easy and intelligible for listener to understand the speech and content. Then, picture series also affected students' grammar when oral production was produced with correct formula. It was also important when picture series affected vocabulary and content. It could be seen from the words were produced when students were telling a story

Media as the supports of the teaching learning process also have disadvantages because something that definitely has advantages also has disadvantages. In this case, there are also disadvantages of picture series, Sadiman, *et al* (2006:31-32) explains the disadvantages on using picture series. Those are picture series that are too complex are not effective for learning activities and the size is very limited for large groups. To overcome the disadvantages above, the use of picture series in this research had to show the main point of the story clearly done, by choosing a particular picture that will support the lesson. Due to the size, the researcher used big and clear picture series with the size were 20 cm x 30 cm distribute to each student for the teaching learning process of speaking.

2.4. Recount Text

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is a piece of text that retells past event, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it happened (Wahidi: 2008).

Derewianka (1990) classifies recount into three types; personal recount, factual recount, and imaginative recount. A personal recount depicts an event which happened while the person who tells the event was personally involved. A factual recount is a note of an event. It is a list of fact in order that they occurred. This includes things like scientific experiment report, newspaper report or a police report. Imaginative recount unfolds story which means it did not actually happen in the real life.

According to institutional level curriculum, the students in junior high school have to learn some genre of text such as procedure, description, narrative and recount. This research focused on recount text for eighth grade students.

2.5. The Procedures of Teaching Speaking Through Picture Series

Picture series are often used as media in teaching learning process. One of the indicators of English teaching in junior high school is that students are able to express the meaning of the functional spoken text and short simple monologue form of recount, narrative and procedure text to interact in the context of daily life. In order words, students were expected to be able to make and tell a short story. As the media, picture series are useful for a teacher to guide the students to stimulate their ideas. They were presented as a set of sequence of events or actions that could make the students organize ideas easily.

The teacher needed a set of procedures to teach the students to increase their speaking ability. The example of procedures of teaching speaking through picture series were as follows:

Topic : Building a house

Material : Picture Series about the bears' plan to build a house.

Procedures :

- a. The teacher gave material that was learned.
 1. Teacher: Preparing a short story with the topic "building a house".
 2. Past tense was used to prepare the story in front of the class.

Example: - They worked on Monday until Saturday.
- Everybody in the family helped Mr. Bear.
 3. Personal pronouns: I, You, They, We, He, She It.
 4. Conjunctions: then, after that, before, when, because, and, finally, etc.
 5. Related vocabulary: cut, put, paint, prepare, stone, logs, roof, door, together.
- b. The teacher gave picture series with verbs as the key words to the students.



Cut the logs



Put the logs



Prepare the stones



Put the roof



Put the door



Paint the door



Make a party

(Source: *Contextual Teaching and Learning Bahasa Inggris for SMP, 2008 :10*)

- c. The teacher asked the students to change the verbs used.
- d. The teacher asked the students to observe the picture carefully.
- e. The teacher then asked the students to make a draft of the story based on the picture series given.

The teacher, at last, asked the students to perform the story in front of the class.

2.6. Previous Research Of Speaking Ability By Using Picture

As has been explained above, a picture series is one of good media because by using single pictures, it can stimulate by seeing and recognizing the pictures so the students can understand it. There are some previous researchers who had investigated the use of picture as the media in English Language Teaching. The research findings are used as the references of such theory.

The first previous research about the use of picture series on students' speaking ability was conducted by Agung Nugroho (2008) entitled: Improving the Eighth Level Students' Speaking Ability through Picture Series at SMPN 3 Tulungagung in the 2006/2007 Academic Year. This research focused on improving the students' speaking ability. The result showed that the percentage of students that got scores at least 70 in speaking test in the cycle 1 were only 49 % and the result of observation in cycle 1 showed that 63 % of the students were actively involved in the teaching and learning process of speaking ability through picture series. The result of speaking test in cycle 2 was better. The percentage of students that got scores at least 70 in speaking test in the cycle 2 were 79 % and the results of the observation in cycle 2 showed that 81% were active during the teaching learning process of speaking ability through picture series. It means that teaching speaking using picture series was effective to improve students' speaking ability at SMPN 3 Tulungagung.

The second researcher is Wulandari (2012) who had researched about The Use of Pictures to Improve the Students' Speaking Ability of XI IS 2 of SMA N 1 Kasihan in the Academic Year of 2011/2012. This research focused on improving speaking ability by using picture on the eleventh grade students. Based on what the research found teaching speaking through picture can improve class XI IS 2 students' speaking at SMA N 1 Kasihan. The improvement can be seen from the average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability.

The third researcher is an experimental research by Asfa (2010) focused on the use of Describing Picture in describing thing and person. It showed that the students' speaking skill of experimental group which using Picture was higher than the control group. Although this research was intended to know the significant influences of Picture, but the result showed that this technique gave significant result in speaking skill

From the results above, it can be concluded that the use of picture as the media is appropriate in the process of teaching and learning. By using picture, it can also improve the students' active participation. So the use of picture as the media in teaching and learning process of English class is very useful for the students to improve their speaking ability.

2.7. Action Hypotheses

Based on literature above, the hypotheses of this classroom action research were formulated as follows.

1. The use of picture series can make the eighth grade students actively participate in the teaching learning process at MTS Negeri Bondowoso 1.
2. The use of picture series can improve the eighth grade students' speaking ability at MTS Negeri Bondowoso 1.

III. RESEARCH METHOD

This chapter presents the research method used in this present study. They were: research design, research area, research subjects, operational definition of the terms, data collection methods, research procedures, and data analysis method.

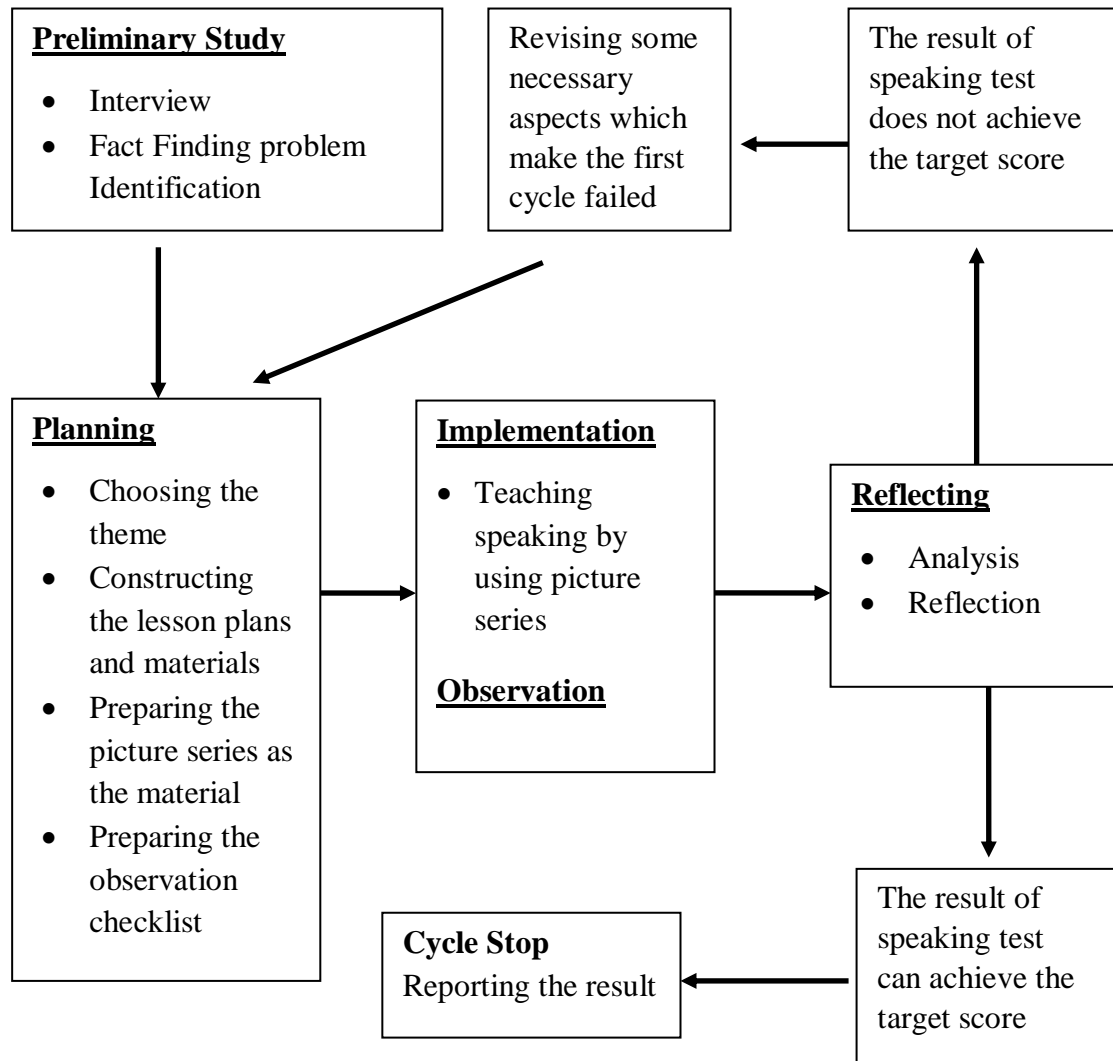
3.1 Research Design

The design of this research was Classroom Action research (CAR). This research was conducted to improve the eighth grade students' speaking ability through picture series. The result of preliminary study showed that the eighth grade students speaking ability at MTS Negeri Bondowoso 1 needed to be improved because the students still had difficulties to express their ideas. According to Elliot (1993:69), action research is the study of a social situation including education with a view to improve the quality of the action. McMilan (1992:44) states that classroom action research is a type of applied action research with the purpose of solving a specific classroom problem or making decision at single local site. The purpose of this action research was to solve a specific classroom problem or to make a decision at a single local site. Based on the statement above, a classroom action research was appropriate to solve the problem faced by the eighth grade students of MTS Negeri Bondowoso 1, especially class VIII-D that had problem in speaking skill.

In this research, the action was conducted collaboratively by the researcher and one of the English teachers of MTS Negeri Bondowoso 1. The research was conducted in two cycles. Each cycle consisted of four stages of activities, namely: (1) planning the action, (2) implementation of the actions, (3) classroom observation and evaluation, and (4) reflection of the actions.

The design of this classroom action research is illustrated in the following design (Table 3.1).

3.1 The Design of the Classroom Action Research



(Lewin 1980, in Elliot, 1991:70)

Based on Lewin's design, the research procedures were conducted through the following activities in each step.

1. Interviewing the English teacher of the VIII D grade to get information related to the students' problem in speaking.
2. Planning the action by constructing the lesson plan for meeting 1 and meeting 2 in the first cycle.

3. Implementing the action of the first cycle by implementing picture series as language teaching media by the researcher and the English teacher was observing the teaching learning process.
4. Administering the speaking test for the first cycle.
5. Analyzing the results of the speaking test by finding the mean score of the students' speaking test result.
6. Analyzing the results of observation.
7. Reflecting the results of data analysis and drawing conclusions to answer the research problems. Since the result of the first cycle did not achieve the target, the second cycle was continued by revising the weaknesses found in the first cycle. (the detail can be seen on page 40)
8. Constructing the lesson plans for the second cycle by revising the actions and the teaching materials of the first cycle.
9. Implementing the action for the second cycle by revising the weaknesses by implementing picture series as language teaching media by the English teacher and the researcher was doing observation of the classroom.
10. Administering speaking test for the second cycle.
11. Analyzing the results of speaking test by finding the mean score of the students' speaking test and also analyzing the results of observation
12. Reflecting the result of data analysis and drawing a conclusion to answer the research problem.

3.2 Area Determination Method

The research area was determined by using purposive method. According to Arikunto (2010:139-140), purposive method is a method that determines the research area based on certain purposes and reasons. This research was conducted at MTS Negeri Bondowoso 1. MTs Negeri Bondowoso 1 was chosen because of some reasons. First, based on the preliminary study and interview with the English teacher, the eighth year students of MTS Negeri Bondowoso 1 in the 2014/2015 Academic Year had problems in speaking especially in expressing their ideas. Second, had problems in speaking especially in expressing their ideas at MTS

Negeri Bondowoso 1. Third reason was because the headmaster and the English teacher of MTS Negeri Bondowoso 1 gave permission to the researcher to conduct the Classroom Action Research.

3.3 Subject Determination Method

The subjects of this research were the students of VIII D of MTS Negeri Bondowoso 1 in the 2014/2015 academic year. The number of the students in this class was 26. They were chosen based on the information given by the English teacher in the preliminary study. The teacher informed that their speaking ability needed to be increased as their mean score was 65. Furthermore, picture series have never been used by the English teacher in teaching speaking.

3.4 Operational Definition of the Terms

The operational definition was intended to prevent misunderstanding between the researcher and readers about the terms used in this research. The terms that were necessarily to be defined operationally in this classroom action research were picture series and speaking abilities consisting on aspects of fluency, accuracy on pronunciation, grammar, vocabulary, and content.

3.4.1. Picture Series

Picture series used in this research were pictures used as the teaching media in teaching speaking which had a function to tell a story or sequence of events. The picture series used in this research were taken from the cartoon video and internet as the media of teaching speaking. The size of picture series was about 20cm x 30cm. The picture series used were colorful.

3.4.2. Speaking Ability

Speaking ability referred to the students' ability in expressing their thought, ideas, feelings, or experiences in English orally by using short monologue which covered the aspects of speaking such as (1) fluency, (2) accuracy on pronunciation, grammar, vocabulary, and (3) content. Pronunciation referred to how to pronounce words or sentence accurately. Accuracy refers to the ability in how to produce correct sentences when they were speaking by using

correct grammar, vocabulary and pronunciation. Fluency referred to the ability on how to speak easily, smoothly, and expressively. Moreover, content referred to the ability in producing appropriate ideas or sentences. Speaking ability was indicated by the result of speaking test score based on four indicators above in performing the speaking skill when the students were telling short monologues.

3.5 Data Collection Methods

There were two kinds of data required in this research, primary data and supporting data. The primary data were obtained from speaking test and observation which were done to know the students' active participation. The supporting data were collected by using interview and documentation.

3.5.1. Speaking Test

In this research, the speaking test was conducted to measure the students' speaking ability through picture series as media. According to Arikunto (2010: 193), test is a set of questions of exercises or instrument that is used to measure the skills, knowledge, and intelligence owned by individual or group. Hughes (2003:9) states that a test is used for obtaining information. Thus, the speaking test was conducted to measure the students' speaking ability covering fluency, accuracy on pronunciation, grammar, vocabulary, and content.

The researcher constructed the test after having a discussion with the teacher. The students were tested to tell past events in the form of imaginative recount monologue. The researcher used inter-rater to score the students' test. The test was conducted in one meeting and the researcher provided 5 pictures series. Because of the limited time and there were 26 students, the researcher divided the class into two groups. The researcher had three people, including the English teacher, to assist in scoring the students' performance. There was one recorder in each group to record the students' performance.

The students were given 15 minutes to compose the monologue according to the instruction, after the time was over, the researcher collect the students' monologue and called the students one by one to deliver the monologue for 1 to 2 minutes.

The result of the students' speaking test was scored by using Hughes' rating scale as stated on Table 3.2 below.

3.2 The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVELS
1	<p>Fluency (F)</p> <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
2	<p>Pronunciation (P)</p> <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion. • "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked "foreign accent" and accessional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of "foreign accent". 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during perform. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas 	<p>1</p> <p>2</p>

	(time, food, transportation, family) <ul style="list-style-type: none"> • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	3 4 5 6
5	Content (C) <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to support central topic. • Content of speech keep in track of topic; no widen and accurate. 	1 2 3 4 5 6

(Hughes,2003,131-132)

In giving scores to the students, the researcher used analytical scoring. This analytical scoring had five items (fluency, accuracy on pronunciation, grammar, vocabulary, and content of speech) and each item was scored six as the maximum score. So, the maximum score of all items was 30. For example, if the total score of the student was 25, it was divided by the maximum score (30) and multiplied by 100, so the final score was 83. An example of an analytical scoring of speaking can be seen as follows.

Table 3.3 The Example of Analytical Scoring

The students names	Aspects to be evaluated					Total score	Final score
	F	P	G	V	C		
Dodit	5	4	5	6	5	25	83
Etc							

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content of speech

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

3.5.2. Observation

Observation was used to get data from the students' performance in the classroom. There are two kinds of observations; they are participant observation and stimulation observation (Djojuroto and Sumaryati,2000:39). Participant observation means that the observer participates in the activities of getting the data needed. Meanwhile, in stimulant observation, the observer can stimulate his respondent to give the information or data that will be taken. In this research, participant observation was used since the researcher participated in the teaching learning process and was helped by the teacher as the collaborator.

The aspects to be observed relating to the students' participation were as follows.

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

3.4 The format of the observation checklist

THE STUDENTS' NAMES	PARTICIPATION					ACTIVE	PASSIVE
	1	2	3	4	5		

Notes:

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

The students were categorized active if they fulfilled at least three of five aspects.

3.5.3. Interview

Interview was applied in this classroom action research to collect the supporting data. Arikunto (2010:198) defines that interview is a dialogue for getting information from the interviewee. According to Elliot (1993:80), interviewing is a good way of finding out what the situation looks like from other point of view. In this research, the researcher used the form of a list of questions to guide during the process of interview to obtain the supporting data about the curriculum used at the school, the teaching media and the materials used in teaching learning process, the schedule of the teaching learning process, and the students' problems in speaking.

3.5.4. Documentation

In this research, the documentation used was the list of the students' names of VIII D of MTS Negeri Bondowoso 1. The data were taken from the document of the administration staff. Meanwhile, the document of the students' previous speaking scores were taken from the English teacher.

3.6 Research Procedures

This research was implemented in the form of cycle in which each cycle covers four stages of activities in order to achieve the objective of the research. They were: planning the action, implementation of the action, evaluation, and reflection of the action.

3.6.1. Planning the Action

In this research, planning the action was done before the actions of the research were carried out to make the implementation of the action run well. There were some preparations needed to be done before the implementation of the action. They were as follows

1. Choosing the themes and sub themes to be presented based on the curriculum for the eighth grade students.
2. Constructing the lesson plans of the first cycle.
3. Developing the picture series to be used as the teaching media in teaching speaking.
4. Preparing the observation guide in the form of checklist containing the indicators observed.
5. Constructing the speaking test materials based on the themes.

3.6.2. The Implementation of the Action

The implementation of this research was carried out during the school hours. The action was teaching speaking by using picture series. The action in each cycle was done in three meetings. The implementation of the first cycle and the second cycles was based on the lesson plans that have been made by the researcher and the teacher. Then, in the last meeting the students had the speaking test through picture series to measure their speaking ability.

3.6.3. Evaluation

Evaluation was conducted to know whether the use of picture series could improve the students' speaking ability. The evaluation was done in this action research as a process evaluation and product evaluation. Process evaluation was

done by conducting observation in each meeting of each cycle during the teaching learning process of speaking by using picture series. Product evaluation was done at the end of each cycle in the form of giving speaking test. The action was categorized successful if 75% of the students could achieve score 65 as the minimum standard score at MTS Negeri Bondowoso 1.

3.6.4. Reflection of the Action

The reflection was conducted to reflect the result of the action of the first and the second meetings gained from class observation and speaking test of each cycle. It was intended to know whether or not the action was successful in improving the students' speaking achievement and the students' active participation in the teaching learning process by using picture series. The result of reflection in the first cycle was used as a guide to revise the action in the next cycle.

3.7 Data Analysis Methods

The purpose of data analysis method was to analyze the obtained data. In this research, the data were collected from speaking test and observation. The main data of the students' speaking ability were obtained from the test using the percentage formula to answer the research problem. The percentage formula was as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E : the percentage of the students who achieved ≥ 65 as the standard scores

n : the total number of students who achieved ≥ 65 as the standard scores

N : the total number of the students.

(Ali, 1993:186)

To find the percentage of the students' active participation, the researcher used the following formula.

$$E = \frac{n}{N} \times 100$$

Notes :

E : the percentage of the students' active participation

n : the total number of the students who are active

N : the total number of the students.

(Ali, 1993:186)

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the actions in the first and the second cycle. The descriptions consist of the results of observation, the results of speaking test, the reflection of the actions, the result of supporting data and discussion.

4.1 The Results of the Actions in Cycle 1

The action in Cycle 1 was conducted based on the first and the second lesson plans that were made by the researcher in collaborative with the English teacher of MTs Negeri 1 Bondowoso collaboratively. The actions of Cycle 1 were conducted in three meetings including the test. The first meeting was conducted on September 30th, 2014 and the second meeting was done on October 3rd, 2014. The speaking test was given on October 7th, 2014. The time allocation was 2 x 40 minutes for each meeting of the cycle. The implementation of the action in the first meeting was done by the researcher while the English teacher becomes the observer. In reserve, the implementation of the second meeting was done by the English teacher while the observation was done by the researcher. The stages of the activities done in the first and second cycles included planning, implementation, observation and reflection of the action.

In the first meeting, the researcher carried out the teaching activity. She taught speaking by using picture series as the media. The researcher began teaching by delivering leading questions. After that, she explained the instructional material about “Simple Past tense” and “Recount Text”. The researcher showed and explained the example of a recount text by using picture series. Then the researcher distributed picture series to the students, and then they had to choose the appropriate given words for each picture mentioned using the past form of the words. The students were given 10 minutes to make sentences based on the words chosen. In the last exercise of the learning activities, the

students arranged the sentences and performed the monologue in front of the class based on the picture series provided.

In the second meeting, the teacher carried out the action while the researcher did the observation of the students' participation. The stages of the second meeting in cycle I were the same as those in the first meeting of Cycle I.

The speaking test was conducted on October 7th, 2014. The researcher provided 5 different sets of picture series and the students were asked to take the lottery to decide what pictures that they had to retell. Every student got 1 until 2 minutes to perform a monologue telling the story of picture series in front of the class. The students' voice was recorded to make the scoring of students' pronunciation more reliable.

4.1.1. The Result of the Observation in Cycle 1

The action in cycle 1 was done in three meetings including the test. The observation was intended to observe the students' participation during the teaching learning process of speaking by using picture series in both meetings in cycle 1. The observer in the first meeting was the English teacher of MTs Negeri Bondowoso 1 and the observer in the second meeting was the researcher. The subjects of this research were the eighth students (class VIII D) which consisted of 26 students but in the process of the research, one student was absent because she was sick so there were only 25 students as the subjects. In the observation, the observer used the observation guide in the form of checklist covering five indicators as follows.

1. Actively involved during the teaching learning process.
2. Working cooperatively in group discussion.
3. Responding communicatively in giving and sharing opinion.
4. Doing the task carefully.
5. Performing the monologue confidently.

The students were categorized as active students if they did at least 3 indicators. However, the students were categorized as passive students if they did 1 to 2 indicators.

The results of the observation in the first and second meetings are presented on the table below.

Table 4.1 The Result of the Students' Active Participation the Speaking Teaching Learning Process in Cycle 1

No	Name	Meeting I						Meeting II							
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AAA	√		√	√		√		√	√		√	√	√	
2.	AS	√			√	√	√		√	√		√	√	√	
3.	AIW				√	√		√			√	√	√	√	
4.	DRM		√		√	√	√			√		√	√	√	
5.	EFJ				√	√		√		√	√		√		
6.	EW				√	√		√			√	√	√	√	
7.	H		√		√	√	√				√	√	√	√	
8.	IJ	√		√	√	√	√					√	√		√
9.	IM	√			√	√	√		√		√	√	√	√	
10.	IMD				√	√		√		√		√	√	√	
11.	KR														
12.	M	√			√	√	√		√			√	√	√	
13.	MA		√	√	√	√	√		√			√			√
14.	MDM				√	√		√				√	√		
15.	MFR	√			√	√	√					√	√		√
16.	MF	√			√	√	√		√		√	√	√	√	
17.	NSH		√		√	√	√				√	√			√
18.	NB				√	√		√		√		√	√	√	
19.	NJ		√		√	√	√			√		√	√	√	
20.	SR				√	√		√			√	√	√	√	
21.	SRM	√		√	√	√	√		√		√	√	√	√	
22.	S	√		√	√	√	√		√		√	√	√	√	
23.	SG	√			√	√	√		√		√	√	√	√	
24.	SM				√	√		√				√	√		√
25.	WS	√		√	√	√	√				√	√	√	√	
26.	Z	√		√	√	√	√				√	√	√	√	
TOTAL							17	8						19	6

Based on the table above, in the first meeting, there were 8 students who obtained 2 indicators, 11 students obtained 3 indicators and 6 students obtained 4 indicators. In the second meeting, there were 6 students obtained 2 indicators, 10

students obtained 3 indicators and 9 students obtained 4 indicators. The students' active participation in the speaking teaching learning process in Cycle 1 was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = The percentage of the students who actively participate in the speaking teaching learning process.
 n = The number of students who is categorized as active students
 N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.2 The Percentage of the Result of the Students' Active Participation in Cycle 1 (Meeting I and Meeting II)

	Meeting I	Meeting II
Active	$\frac{17}{25} \times 100\% = 68\%$	$\frac{19}{25} \times 100\% = 76\%$
Passive	$100\% - 68\% = 32\%$	$100\% - 76\% = 24\%$

In the first meeting, there were 17 of 25 students or 68% who were actively participated in the teaching learning process of speaking by using picture series. Meanwhile, the rest of the students just had joke and disturbed the other students. In the second meeting, there were 19 of 25 students or 76% who were actively participated in the teaching learning process of speaking by using picture series. They were enthusiastic discussing their work with their friend, while the rest of the students did not do this activity because they just had a chat with their friend.

Table 4.3 The Average Percentage of the Students' Active Participation in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting I	68%	32%
2.	Meeting II	76%	24%
The Average Percentage		72%	28%

Based on the Table 4.3 above, the average percentage of the students' active participation in the first and the second meetings of Cycle 1 was 72%. It means that the result of the observations in Cycle 1 did not achieve the target of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

4.1.2. The Results of the Students' Speaking Test in Cycle 1

The speaking test was conducted on the third meeting on October 7th 2014. The subjects consisted of 26 students but in the process of the research one student was absent, so that there were only 25 students as the subjects of the research. The test was retelling the recount text based on the picture series. The time allocation was 80 minutes. The researcher provided 5 pictures (picture A - picture E) and the students were asked to take lottery to decide what pictures that they had to tell. The students were given 15 minutes to arrange the monologue based on the picture series. And then, every student got 1 until 2 minutes to perform the monologue. The results of the students' speaking test in cycle 1 are presented in the following table.

Table 4.4 The Result of the Students' Speaking Test in Cycle I

No. SS	Students' Names in Initial	Aspects of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	3	3	3	3	3	3	4	4	4	4	17	18	56,7	60	58,3
2	AS	4	4	3	3	4	4	3	3	6	6	20	20	66,7	66,7	66,7
3	AIW	4	4	3	3	3	3	4	4	6	6	20	20	66,7	66,7	66,7
4	DRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
5	EFJ	1	1	1	2	3	3	3	3	3	3	11	12	36,7	40	38,3
6	EW	4	5	3	3	3	3	4	4	6	6	20	21	66,7	70	68,3
7	H	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
8	IJ	3	3	2	2	3	3	5	5	5	5	18	18	60	60	60
9	IM	3	3	4	4	6	6	5	5	6	6	24	24	80	80	80
10	IMD	4	4	3	3	4	4	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	2	3	3	4	4	16	16	55,3	53,3	53,3
13	MA	4	4	3	3	5	5	3	3	4	5	19	20	63,3	66,7	65
14	MDM	3	3	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
15	MFR	3	3	3	3	5	5	4	4	5	5	20	20	66,7	66,7	66,7
16	MF	3	3	3	3	3	3	5	5	4	5	18	18	60	60	60
17	NSH	4	4	3	3	5	5	4	4	4	4	20	20	66,7	66,7	66,7
18	NB	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
19	NJ	4	4	4	4	6	6	4	5	5	5	19	20	63,3	66,7	65
20	SR	4	4	3	3	3	3	3	3	4	4	17	17	56,7	56,7	56,7
21	SRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
22	S	4	4	3	4	5	5	5	5	6	6	23	24	76,7	80	78,3
23	SG	3	3	3	3	3	3	4	4	5	5	18	18	60	60	60
24	SM	5	5	3	3	3	3	4	4	5	5	20	20	66,7	66,7	66,7
25	WS	5	5	3	3	3	4	4	4	4	4	19	20	63,3	66,7	65
26	Z	5	5	4	4	5	5	5	5	4	5	23	24	76,7	80	78,3

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Based on the table above, the students' speaking test scores in Cycle 1 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who get score at least 65 (≥ 65) in the speaking test.

n = The numbers of students who get score at least 65 (≥ 65).

N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.5 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 1

Achieved (Score ≥ 65)	Not Achieved (Score ≤ 65)
$\frac{16}{25} \times 100\% = 64\%$	$100\% - 64\% = 36\%$

Based on the result of speaking test, it was found that there were 16 students who got score at least 65 and 9 students who got score below 65. It means that there was 64% of the students succeeded in achieving score ≥ 65 . The percentage was below the percentage required in this research that was at least 65% of the students got score at least 65. Thus it could be concluded that the actions given in the first cycle did not achieve the evaluation criteria 75% because it was only 16 out of 25 students or 64% who got at least 65. Therefore, it was necessary to conduct the second cycle in order to improve the students' speaking ability.

4.1.3. The Reflection of the Actions in Cycle 1

The reflection was done by the English teacher of MTs Negeri Bondowoso 1 and the researcher after analyzing the results of the observation and the results of students' speaking test. The teacher and the researcher did the reflection

collaboratively to find the weakness or the problem of the implementation of the actions in Cycle 1.

The result of the observation showed that 17 students of 25 students or 68% of the students actively participated in the speaking teaching learning process by using picture series in the first meeting of Cycle 1. Further, in the second meeting of Cycle 1, there were 19 students of 25 students or 76% of the students, who were active in the speaking teaching learning process by using picture series. Based on the results, the average of the students' active participation in the first and the second meetings in Cycle 1 was 74%. It means that the results of the observations about the students' active participation in the first and the second meetings in Cycle 1 had not achieved the target of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

The results of the students' speaking test in Cycle 1 showed that 16 students of 25 students or 64% of the students got score ≥ 65 in the speaking test. It means that the results of the speaking test in Cycle 1 had not achieved the target criteria of the research that was 75% of the students could get score ≥ 65 in the speaking test. So, the action was continued to Cycle 2 by revising the weaknesses of the action in Cycle 1. The table below shows the revision of some weaknesses

Table 4.6 The Revision of Implementation of the Action

Problems	Solutions
1. The students tended to use verb 1 in their monologue. For example: I play football yesterday, I stay in <i>pramuka</i> camp last month, I meet a bad man last night, etc. 2. The students experienced difficulty in pronouncing the English words correctly. For example (month- ['monθ], screamed - ['skri:məd], afternoon – [aftərnɒn]), etc. 3. The students tended talking to their friends, making noise and	1. The teacher and the researcher reminded the students to use verb 2 for recount texts by giving more examples on the use past form 2. The English teacher and the researcher drilled the students to pronounce the English words correctly. 3. The teacher warned the students to pay attention and the teacher gave

<p>disturbed the other students. When they were asked a question, they were confused and could not answer it</p> <p>4. The students did not respond communicatively and did not work cooperatively with their group discussion.</p>	<p>reinforcement to the students who did the indicators of the students participation.</p> <p>4. The teacher rolled the students who are active with students who are not active in teaching learning activity.</p>
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Those revisions were expected to be able to solve the problems in Cycle 1, so the results of Cycle 2 could reach the target of the research or the research objectives.

4.2 The Results of the Actions in Cycle 2

The action in Cycle 2 was conducted based on the third and the fourth lesson plans that were made by the researcher and the English teacher of MTs Negeri 1 Bondowoso collaboratively by revising some problems that happened in cycle 1. The actions of Cycle 2 were conducted in three meetings including the test. The first meeting was conducted on October 10th, 2014 and the second meeting was done on October 14th, 2014. The speaking test was given on October 17th, 2014. The implementation of the action in the first meeting was done by the researcher while the English teacher as the observer. Conversely, the implementation of the second meeting was done by the English teacher while the observation was done by the researcher.

In the speaking teaching learning process in the first meeting, the first step, the researcher taught speaking by using picture series as the media in the teaching and learning process. Then wrote the past of words on the whiteboard to make the students know and understand the words, and then the researcher asked the students to repeat the pronunciations after the researcher. In this case, the researcher showed and pronounced twice to make the students remember the words. On the second step, the researcher asked the students to make groups of four students to do the exercise 1. In this exercise, the researcher asked the students to choose the appropriate words for each picture and change the words given into past tense. Next exercise, the students made a sentence based on the

words. The first, the fastest and the more correct answers they did got a reward from the researcher. The last step, the researcher asked students to arrange the sentences and performed the monologue based on the picture series provided.

In the second meeting, the teacher carried out the action while the researcher did the observation of the students' participation. The stages of the second meeting in cycle II were the same as those in the first meeting of cycle II.

In the learning activities in the first and second meeting, in order to make the students paying attention to the lesson, the researcher and the teacher warned the students who did not pay attention to the lesson by asking some question to the students related to the lesson. The researcher and the English teacher who carried out the action delivered the reinforcement to the students who showed the indicators of the students' participation in the form of "good", "excellent" and giving applause.

The speaking test was conducted on the third meeting, the procedures of speaking test in the second cycle was the same as those on the first cycle. The students' voice was recorded, to make the scoring of students' pronunciation more reliable.

4.2.1. The Results of the Observation in Cycle 2

The action of cycle 2 was done in three meetings including the test. The observations were done on October 10th and October 14th, 2014. The observer in the first meeting was the English teacher of MTs Negeri Bondowoso 1 and the observer in the second meeting was the researcher. The subjects of this research were the eighth students (class VIII D) which consisted of 26 students but in the process of the research one student was absent because she was sick so that there were only 25 students as the subjects. In the observation, the observer used the observation guide in the form of checklist covering five indicators, as follows.

1. Actively involved during the teaching learning process.
2. Working cooperatively in group discussion.
3. Responding communicatively in giving and sharing opinion.
4. Doing the task carefully.

5. Performing the monologue confidently.

The students were categorized as active students if they did at least 3 indicators of the observation guide. However, the students were categorized as the passive students if they did 1 to 2 indicators of the observation.

The results of the observation in the first and second meeting are presented in the table below.

Table 4.7 The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

No	Name	Meeting I						Meeting II							
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AAA	√	√		√	√	√		√		√	√	√	√	
2.	AS	√			√	√	√		√	√		√	√	√	
3.	AIW		√		√	√	√				√	√	√	√	
4.	DRM	√		√	√	√	√			√		√	√	√	
5.	EFJ				√	√		√				√	√		√
6.	EW	√			√	√	√				√	√	√	√	
7.	H		√		√			√			√	√	√	√	
8.	IJ	√		√	√	√	√				√	√	√		
9.	IM	√			√	√	√		√		√	√	√	√	
10.	IMD		√	√	√		√		√		√	√	√	√	
11.	KR														
12.	M	√			√	√	√		√			√	√	√	
13.	MA		√	√	√	√	√		√			√	√	√	
14.	MDM			√	√	√	√					√	√		√
15.	MFR	√			√	√	√				√	√	√	√	
16.	MF	√			√	√	√		√		√	√	√	√	
17.	NSH		√		√			√				√	√		√
18.	NB	√			√	√				√	√	√	√	√	
19.	NJ		√		√	√	√				√	√	√	√	
20.	SR				√	√		√			√	√	√	√	
21.	SRM	√		√	√	√	√		√		√	√	√	√	
22.	S	√		√	√	√	√		√		√	√	√	√	
23.	SG	√			√	√	√		√		√	√	√	√	
24.	SM		√		√	√	√		√			√	√	√	
25.	WS	√		√	√	√	√			√		√	√	√	
26.	Z	√		√	√	√	√				√	√	√	√	
TOTAL							21	4						22	3

Based on the table above, in the first meeting, there were 4 students obtained 2 indicators, 13 students obtained 3 indicators and 8 students obtained 4 indicators. In the second meeting, there were 3 students who obtained 2 indicators, 13 students who obtained 3 indicators and 10 students who obtained 4

indicators. The students' active participation in speaking teaching learning process in Cycle 2 was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who actively participate in the speaking teaching learning process.

n = The number of students who is categorized as active students

N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.8 The Percentage of the Result of the Students' Active Participation in Cycle 2 (meeting I and meeting II)

	Meeting I	Meeting II
Active	$\frac{21}{25} \times 100\% = 84\%$	$\frac{22}{25} \times 100\% = 88\%$
Passive	$100\% - 84\% = 16\%$	$100\% - 88\% = 12\%$

In the first meeting, there were 21 of 25 students or 84% who were actively participated in the teaching learning process of speaking by using picture series. The students were enthusiastic to do activity. They discussed each other and made conference with the teacher when they got difficulties. Nevertheless, there were some of the students were not involved because they were lazy and seemed did not care about the teacher's instruction. In the second meeting, there were 22 of 25 students or 88% who were actively participated in the teaching learning process of speaking by using picture series. They were enthusiastic and also interested in doing the activity because they could learn from their previous meeting. They also asked the teacher if they had different opinions of their groups' work. Meanwhile, some of them did not do such an activity because some of them preferred to keep silent and some of them had a chat with their friends.

Table 4.9 The Average Percentage of the Result of the Students' Active Participation in Cycle 2

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting I	84%	16%
2.	Meeting II	88%	12%
The Average Percentage		86%	14%

Based on Table 4.9 above, the average percentage of the students' active participation in the first and the second meetings in Cycle 2 was 86%. It means that the result of the observations in Cycle 2 had achieved the target criteria of the research because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series.

4.2.2. The Results of the Students' Speaking Test in Cycle 2

The test was held on the third meeting on October 17th, 2014. The respondents consisted of 26 students but in the process of the research one student was absent so there were only 25 students as the subjects of the research. The process of the test was same as cycle 1. The results of the students' speaking test in cycle 1 are presented in the following table:

Table 4.10 The Result of the Students' Speaking Ability Test in Cycle 2

No. SS	Students' Names in Initial	Aspects of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	4	4	3	3	3	3	4	4	5	5	19	19	63,3	63,3	63,3
2	AS	5	5	4	4	5	5	4	4	5	5	23	23	76,7	76,7	76,7
3	AIW	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
4	DRM	4	4	4	4	5	5	5	5	5	5	24	24	80	80	80
5	EFJ	1	1	2	2	3	3	3	3	4	4	13	13	43,3	43,3	43,3
6	EW	4	5	4	4	5	5	4	4	5	5	22	23	73,3	76,7	75
7	H	4	4	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
8	IJ	4	4	3	3	5	5	5	5	6	6	23	23	76,7	76,7	76,7
9	IM	3	4	4	4	5	5	4	4	5	5	21	22	70	73,3	71,6
10	IMD	4	4	4	4	3	3	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	3	4	4	4	4	17	18	56,7	60	58,3,
13	MA	3	3	3	3	4	4	4	4	4	4	18	18	60	60	60
14	MDM	5	5	4	4	3	4	4	4	5	5	21	22	70	73,3	71,6
15	MFR	5	5	3	4	5	5	4	4	5	5	22	23	73,3	76,7	75
16	MF	5	5	4	4	3	3	4	4	4	4	20	20	66,7	66,7	66,7
17	NSH	5	5	4	4	4	4	4	4	5	5	22	22	73,3	73,3	73,3
18	NB	4	4	3	4	3	3	3	3	5	5	18	19	60	63,3	61,6
19	NJ	4	4	3	3	6	6	5	5	5	5	23	23	76,7	76,7	76,7
20	SR	4	4	3	3	6	6	5	5	5	5	21	21	70	70	70
21	SRM	4	4	4	4	6	6	5	5	5	5	24	24	80	80	80
22	S	5	5	3	3	5	5	4	4	6	6	23	23	76,7	76,7	76,7
23	SG	4	4	3	3	5	5	5	5	5	5	22	22	73,3	73,3	73,3
24	SM	5	5	4	4	6	6	4	4	5	5	24	24	80	80	80
25	WS	3	3	3	4	4	4	4	4	5	5	19	20	63,3	66,7	65
26	Z	4	4	4	3	5	5	5	5	5	5	22	23	73,3	76,7	75

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Based on the table above, the students' speaking ability test in speaking teaching learning process in Cycle 2 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = The percentage of the students who got score at least 65 (≥ 65) in the speaking test.
 n = The number of students who got score at least 65 (≥ 65).
 N = The number of the students (subjects)

(Ali, 1993:186)

Table 4.11 The Percentage of the Students Who Got Score ≥ 65 in the Speaking Test in Cycle 2

Achieved (Score ≥ 65)	Not Achieved (Score ≤ 65)
$\frac{19}{25} \times 100\% = 76\%$	$\frac{6}{25} \times 100\% = 24\%$

Based on Table 4.11 above, the percentage of the students' speaking ability test in the speaking teaching learning process by using picture series in Cycle 2 was 76%. In other words, there were 19 of 25 students who got score ≥ 65 in the speaking test in Cycle 2. Based on the criteria of this research, the action was regarded to be successful as 75% of the students could get score ≥ 65 in the vocabulary test. It means that the result of the vocabulary achievement test in Cycle 2 achieved the target criteria of the research.

4.2.3. The Reflection of the Action in Cycle 2

The results of observation and speaking test in Cycle 2 showed that the use of picture series was able to improve or increase the students' active participation and their speaking ability in the teaching learning process of speaking.

According to the result of the observations in the first meeting in Cycle 2, it showed that 21 of 25 students or 84% of the students actively participated in the teaching learning process of speaking by using picture series. In the second

meeting in Cycle 2, there were 22 of 25 students or 88% of the students actively participated in the teaching learning process of speaking. Thus, the average percentage of the students' active participation in Cycle 2 was 86%. Therefore, it could be concluded that the result of the observations in Cycle 2 of the students' active participation achieved the target criteria of the research that was 75% of the eighth grade students actively participated in the teaching learning process of speaking by using picture series.

Next, the results of the speaking ability test in Cycle 2 indicated that the percentage of the students' who got score ≥ 65 in the speaking test was 76% (19 of 25 students). Thus, 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. In conclusion, since the results of the students' active participation and their speaking achievement test in Cycle 2 had achieved the target of the result, the action was stopped.

4.3 The Result of the Supporting Data

4.3.1. The Result of Interview

The interviewee was the English teacher of MTs Negeri Bondowoso 1. It was done to gain the supporting data about the participants in the teaching of speaking and the speaking material that was taught to the eighth grade students of MTs Negeri Bondowoso I. The observation guide was enclosed in Appendix 2. The interview was done in the preliminary study on August 25th, 2014.

The results of interview with the English teacher were as follows. The teacher said that she used the Institutional Level curriculum. She teaches English twice a week. The teacher said that the eighth grade students had difficulties in speaking and pronouncing the words. The teacher also informed that the students were still passive in the teaching learning process of speaking. In the teaching of speaking, the teacher usually used LKS as the material for the students and she used the questions and answer technique in the teaching of speaking. In the speaking teaching learning process, the teacher usually integrated speaking with vocabulary. The teacher also said that he had never used picture series in teaching

speaking because she seldom used media in the speaking teaching learning process.

4.3.2. The Result of Documentation

Documentation was used to acquire the supporting data about the list of the subjects' names of this research. The subjects of this research were the eighth grade students of MTs Negeri Bondowoso I in the 2014/2015 academic year. This class consisted of 26 students. They were chosen because they had problem in learning speaking. The names of subject are enclosed in Appendix 3.

4.4 Discussion

Based on the results of the data analysis, it was found that in Cycle 1, the result of the observations of the students' active participation in the speaking teaching learning process by using picture series was 68% (17 of 25 students) in the first meeting, and 76% (19 of 25 students) in the second meeting who actively participated in the speaking teaching learning process by using picture series. Then, the average percentage of the students' active participation in Cycle 1 was 72%. It means that the result of the observations in the Cycle 1 had not achieved the target criteria of the research yet because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using picture series. Furthermore, the result of the students' speaking test in Cycle 1 was 64% (16 of 25 students). Based on the criteria of this research, the action was regarded to be successful if 75% of the students could get score ≥ 65 in the speaking ability test. It means that the result of the speaking ability test in Cycle 1 did not achieve the target of the research.

Based on the explanation above, the results of the students' active participation and speaking ability test did not achieve the target criteria of the research because of some problems. They were: (1) The students tended to use verb 1 in their monologue. For example: I **play** football yesterday, I **stay** in *pramuka* camp last month, I **meet** a bad man last night, etc. (2) The students experienced difficulty in pronouncing the English words correctly. For example (month– ['monθ], screamed - ['skri:məd], afternoon – [afternɒn]), etc. (3) The

students tended talking to their friends, making noise and disturbed the other students. (4) The students did not respond communicatively and did not work cooperatively with their group discussion.

The solutions of the problems were: (1) The researcher conducted Cycle 2 by revising weak aspects happened in Cycle 1. The revisions were the teacher and the researcher reminded the students to use verb 2 for recount texts by giving more examples on the use past form. (2) The English teacher and the researcher drilled the students to pronounce the English words correctly. (3)The teacher warned the students to pay attention and the teacher gave reinforcement to the students who did the indicators of the students participation. (4) The teacher rolled the students who are active with students who are not active in teaching learning activity.

Furthermore, based on the result of the data analysis, it was found that in Cycle 2, the result of the observations of the students' active participation in the speaking teaching learning process by using picture series was 84% (22 of 25 students) in the first meeting and 88% (21 of 25 students) in the second meeting who actively participated in the speaking teaching learning process by using picture series. Then, the average percentage of the students' active participation in Cycle 2 was 86%. It means that the result of the observation in Cycle 2 achieved the target criteria of the research that was 75% of the students actively participated in the speaking teaching learning process by using picture series. Based on those results, it could be concluded that the use of picture series could improve the students' active participation in the speaking teaching learning process. The research results were in line with Wright's idea (1989: 17) that pictures can motivate the students and make them pay attention and take a part. Further, he states that pictures can be described in an objective way or interpreted or responded subjectively. It means that the use of picture series can make the students actively participate in the teaching learning process. Similarly, the use of picture series can make the students understand and remember information contained in the pictures so that the constructions of the sentences become easier.

Next, the result of the students' speaking ability test in Cycle 2 was 76% (19 of 25 students). Based on the criteria of this research, the action was regarded to be successful if 75% of the students could get score ≥ 65 in the speaking test. It meant that the result of the speaking test in Cycle 2 achieved the target of the research. Then, based on the result of the speaking test in Cycle 2, it showed that the use of picture series improved the students' speaking ability. The research results were in line with Wright's idea (1989: 2) that pictures can motivate the people, make the subject they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. Thus, it could be concluded that teaching young learners by using pictures could help them to recognize and guide the students' idea, so that the construction of the sentences becomes easier. It means that the use of picture series can improve the students' speaking ability in the speaking teaching learning process.

By considering the results of the observations of the students' active participation and their speaking test in two cycles, it could be said that the teaching of speaking by using picture series could improve the eighth grade students' speaking ability and their active participation in the speaking teaching learning process. Then, this result proved the action hypotheses formulated in Chapter II. They were picture series could improve the eighth grade students' active participation in the teaching learning process of speaking at MTs Negeri Bondowoso I in the 2014/2015 academic year, and picture series could improve the eighth grade students' speaking ability at MTs Negeri Bondowoso in the 2014/2015 academic year.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions for the English teacher, the students, and the other researchers.

5.1 Conclusions

Based on the analysis of the actions given to the students in two cycles, it could be concluded as follows.

1. The use of picture series as media of speaking could improve the VIII D students' speaking ability at MTs Negeri 1 Bondowoso. The improvement can be seen from the students' score of the speaking test results in each cycle. The results of speaking test in the first cycle showed that 64% of 25 students got score ≥ 65 . The results of speaking test in the second cycle showed that 76% of 25 students got scores ≥ 65 . They mean that there was an improvement as much as 12% of the students who got the standard minimal score of 65 or more.
2. The use of pictures series as media of speaking could improve the VIII D students' active participation in the speaking teaching learning process at MTs Negeri 1 Bondowoso. The results of the students' active participation in the teaching learning process improved in each cycle. In the first cycle, the average result of the observation in the first and second meetings in Cycle 1 showed that 72% of the students were active in the teaching learning process. Meanwhile, the average results of the observation in the first and second meetings of Cycle 2 showed that 86% of the students were active in the teaching learning process. Thus, there was an improvement as much as 14% of the percentage of students who were active in teaching learning process. It means that the results of Cycle 2 gave the consistent results as well as those in Cycle 1, that the use of picture series can improve the students' active participation in speaking teaching learning.

In conclusion, based on the results of the research, it can be said that picture series as media of teaching speaking can improve the eighth grade students' speaking ability and the students' active participation in the teaching learning process.

5.2 Suggestions

The research' results showed that the use of picture series could improve the students' active participation and their speaking ability. By considering the results, the following suggestions are given to the following people.

1. The English Teacher

It is suggested that the English teacher of MTs Negeri 1 Bondowoso apply picture series as the media in speaking teaching learning. Hopefully, it can improve the students' active participation and their speaking ability in order to make the students become active to speak, the students can motivated and interested to follow the lesson and comprehend it well. The teacher can collect interesting, funny and colorful pictures from the books, magazines, newspapers or by downloading from the internet.

2. The Students

The eighth grade students' of MTs Negeri 1 Bondowoso are suggested to be more active, be motivated in the teaching and learning process of speaking by using picture series because those media could help them to express their ideas so that the speaking activity was more challenging.

3. The Other Researchers

It is suggested that the future researchers conduct a further research dealing with the use of picture series by using different language skills and components, and using the same or different research design with different subjects and schools for example, in the experimental research design.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving the eighth grade students' speaking ability by Using Picture Series at MTs Negeri Bondowoso 1	1. Can the use of picture series make the eighth grade students actively participate in active learning process at MTs Negeri Bondowoso 1?	Independent variable: Teaching speaking by using picture series	<ul style="list-style-type: none"> • Motivating • Contributing • Objective • Cuing responses • stimulating <p>(Wright, 1989:17)</p>	<p>1. Subjects The eighth grade students of MTs Negeri Bondowoso 1</p> <p>2. Informants and collaborator: The English teacher of the eight grade students at MTs Negeri Bondowoso 1</p> <p>3. School documents:</p> <ol style="list-style-type: none"> a. The names of the research subjects b. The scores of the students' speaking test 	<p>1. Research design Classroom action research with the cycle model. The steps are as follows</p> <ol style="list-style-type: none"> a) Planning of the action b) The implementation of the action c) Classroom observation and evaluation d) Reflection of the action (Lewin, 1980, in Elliot, 1991:70) <p>2. Area determination method Purposive method</p> <p>3. Subject determination Purposive method</p> <p>4. Data collection methods Primary Data:</p> <ul style="list-style-type: none"> • Speaking test • Observation <p>Supporting Data:</p> <ul style="list-style-type: none"> • Documentation • Interview <p>5. Data analysis method</p>	<ol style="list-style-type: none"> 1. The use of picture series can make the eighth grade students actively participate in the teaching learning process at MTs Negeri Bondowoso 1. 2. The use of picture series can improve the eighth grade students' tense ability at MTs Negeri Bondowoso 1.
	2. Can the use of picture series improve the eighth grade students' speaking ability at MTs Negeri Bondowoso 1?	Dependent variable:	<p>The result of the students' speaking test covering:</p> <ol style="list-style-type: none"> 1. fluency 2. pronunciation 3. grammar 4. vocabulary 5. content 			

Appendix 1

			<p>learning process</p> <ul style="list-style-type: none"> • Responding communicatively in giving and sharing opinions. • Working cooperatively in teaching and learning process. • Doing the test responsibly given by the teacher. • Performing monologue confidently. 		<p>The data will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E: The percentage of the students who get score ≥ 70 n: The total number of the students who get score ≥ 70 N: The total number of the students (Ali, 1993: 186)</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E : The percentage of the students who are actively participated in the classroom activities n : The total number of the students who are categorized as active students N : The total number of the students (Ali, 1993:186)</p>	
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GUIDELINE OF INTERVIEW

The interview was conducted at the beginning of the study. It was useful to gain information about the students' problems in learning speaking and the teaching learning process of English at MTs Negeri Bondowoso 1. The following questions were used in interviewing the English teacher.

No.	Questions	The English Teacher
1.	What curriculum do you use in MTs Negeri Bondowoso 1?	<i>KTSP</i>
2.	How often do you teach English in a week?	Twice a week on Tuesdays and Fridays.
3.	What are the students' problems in learning English?	The students usually have problem to deliver their ideas because of less of vocabulary.
4.	How do you teach speaking?	I usually teach speaking by asking the students to fill in the blank of the dialogues and then asked them to perform the dialogue.
5.	What are the difficulties of the students in learning speaking?	They face difficulty in pronouncing the English words.
6.	Which class that has the most problem in learning speaking? Why?	The VIII D class. The class had the lowest mean score
7.	What media do you use in teaching speaking?	I seldom use media in teaching learning process. I usually use LKS in teaching English.
9.	Have you ever used picture series in teaching speaking English?	No, I have not.
10.	Why do you not use picture series?	It is difficult to find picture series related to the material.

Appendix 2

11.	What problem do the students face during the teaching and learning process of speaking?	The students have less ability in speaking because they lack of vocabularies and they have lack of practice in speaking English. Finally they are not confident to speak English
12.	How do you solve the students' problem in speaking?	To solve the problem, I provide an interesting material to arouse their motivation in speaking.

THE OBSERVATION GUIDE

The Observation was conducted for process evaluation.

NO	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

The indicators of the observation were:

1. Actively involved during the teaching learning process.
2. Responding communicatively in giving and sharing opinions.
3. Working cooperatively in teaching and learning process.
4. Doing the test responsibly given by the teacher.
5. Performing monologue confidently.

Notes:

The students were categorized as the active students if they did at least 3 indicators of observation. However, the students were categorized as the passive students if they did 1 to 2 indicators of the observation.

THE NAMES OF THE RESEARCH SUBJECTS

NO	Names of the Eighth Grade Students of MTs Negeri Bondowoso in the 2014-2015 Academic Year	Gender	
		Male	Female
1.	Ahmad Aburizal Alghifari	Male	
2.	Anita Suprihatiningrum		Female
3.	Ayu Indah Wulandari		Female
4.	Dwiki Rifkia Muhaimin	Male	
5.	Elok Faiqotul Jannah		Female
6.	Eva Wulandari		Female
7.	Hamidi	Male	
8.	Imam Junaidi	Male	
9.	Ismail Marsuki	Male	
10.	Ismatud Diyana		Female
11.	Khoirunnisa Rahmania		Female
12.	Mohammad Arifin	Male	
13.	Mohammad Danang M	Male	
14.	Mira Aulia		Female
15.	Muhammad Faisol Rizki	Male	
16.	Muhammad Fariki	Male	
17.	Nadiratus Sholehah		Female
18.	Novita Bowo		Female
19.	Nurul Jannah		Female
20.	Saifurrizal	Male	
21.	Siti Roviqoh Mara		Female
22.	Sofyan	Male	
23.	Sri Ghufronia		Female
24.	Syarofatul Munifah		Female
25.	Wawan sugiono	Male	
26.	Zainiyah		Female

LESSON PLAN CYCLE I

(Meeting 1)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: Telling past activities
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix 4

2.2.4 Making sentences in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives

Cognitive

a. Product

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make sentences in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 4

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	7'
	6. Explaining the generic structure	6. Paying attention	8'

Appendix 4

	of recount text and giving example of recount text by using picture series		
	7. Dividing the class into groups of four persons.	7. Making groups	1'
	8. Distributing the picture series to the students.	8. Accepting the picture series	1'
	9. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words	9. Doing the task	5'
	10. Asking the students to make a sentence based on the words chosen orally.	10. Making a sentence	10'
	11. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.	11. Arranging the sentences and Performing the monologue orally	35'
	Closure		
	12. Guiding the students to make conclusion	12. Drawing conclusion	2'
	13. Parting the students	13. Parting the teacher	1'

VIII. Media and Sources**8.1 Media:**

- A set of picture series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

Appendix 4

- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

N O	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVELS
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	1 2 3 4 5 6
2	Pronunciation (P) <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make 	1 2

Appendix 4

	<p>understanding difficult, require frequent repetition.</p> <ul style="list-style-type: none"> • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to support central topic. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Appendix 4

	• Content of speech keep in track of topic; no widen and accurate.	6
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b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	The students are able to share opinions with others.
3	The students are able to show commitment of being cooperative in teaching and learning process.
4	The students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

Ninik Mardiana S.Pd
NIM.196511141987032001

Fatimah
NIM. 110210401081

Appendix 4

INSTRUCTIONAL MATERIALS

a. Leading Question

1. What do you do on your holiday?
2. Do you have an unforgettable story on your holiday?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- Write → **wrote** • Mozart **wrote** more than 600 pieces of music.
 See → **saw** • We **saw** Rose in town a few days ago.
 Go → **went** • I **went** to the cinema three times last week

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed
She	saw
They	went

	You	Enjoy?
Did	she	See?
	They	Go?

I		Enjoy
She	didn't	See
They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 4

Recount Text

- Recount text is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount text:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

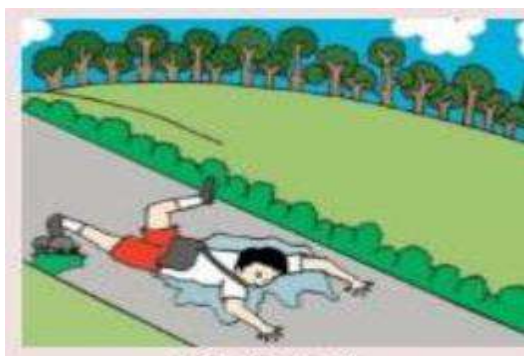
The pattern used in recount is **past tense**.



(Get up) in the morning



(run) to school



(Fall) into wet



(arrive) school

(Source: <http://www.images.google.com>)

Last monday **was** a terrible day. I **got up** late in the morning and I **was** so panic. I **ran** to school in hurry. unfortunately, my foot **tripped** over a stone and I **fell** into puddle. After I **arrived** at school I **realized** that it **was** a holiday.

- ***Was, got up, ran, fell** and **arived** are all *the second forms of verb*.

Appendix 4

c. Exercise

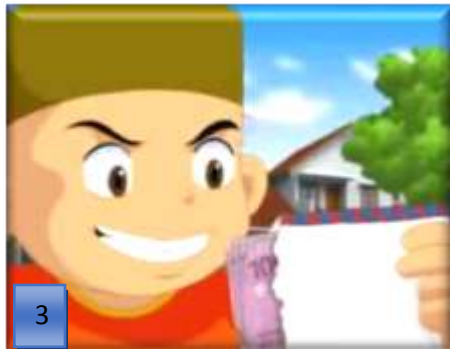
- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(get - see - find) wallet



(take - give - save) wallet



(cut - tear - open) envelope



(meet - view - find) friends



(tell - say - ask) money



(sell - shop - buy) bakso
(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

LESSON PLAN CYCLE I

(Meeting 2)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My last experience
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix 5

2.2.4 Making a sentence in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make a sentence in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 5

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Review explaining the simple past tense and the generic structure of recount text	5. Paying attention	8'
	6. Giving example of recount text	6. Paying attention	7'

Appendix 5

	by using picture series		
	7. Dividing the class into groups of four persons.	7. Making groups	1'
	8. Distributing the picture series to the students.	8. Accepting the picture series	1'
	9. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words	9. Doing the task	5'
	10. Asking the students to make a sentence based on the words chosen orally.	10. Making a sentence	10'
	11. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.	11. Arranging the sentences and Performing the monologue orally	35'
	Closure		
	12. Guiding the students to make conclusion	12. Drawing conclusion	2'
	13. Parting the students	13. Parting the teacher	1'

VIII. Media and Sources

8.1 Media:

- Picture Series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

Appendix 5

- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

NO	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVEL
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	1
		2
		3
		4
		5
		6
2	Pronunciation (P) <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make 	1
		2

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	<p>understanding difficult, require frequent repetition.</p> <ul style="list-style-type: none"> • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. • Any a little of topic deviation but still having correct intention. • Content of speech maintains clear focus and details to 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	support central topic. • Content of speech keep in track of topic; no widen and accurate.	6
--	--	---

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	The students are able to share opinions with others.
3	The students are able to show commitment of being cooperative in teaching and learning process.
4	The students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

Ninik Mardiana S.Pd
 NIM.196511141987032001

Fatimah
 NIM. 110210401081

Appendix 5

INSTRUCTIONAL MATERIALS

a. Leading Question

1. What did you do last night?
2. Did you get up late this morning?
3. What did you do if you get up late this morning?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed		You	Enjoy?	I		enjoy
She	saw	Did	she	See?	She	didn't	See
They	went		They	Go?	They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 5

Recount

- Recount is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(watch) football



(sleep) on the chair



(get up) late



(become) panic

(Source: <http://www.youtube.com>)

There **was** a football match last night. I **watched** it until midnight. I **was** sleepy to go to my bedroom so I **slept** on the sofa. My mom **woke me up**. It **was** almost 7 o'clock. I **got up** late and I **became** panic. I **went** to school without **took a bath**.

- ***Was, watched, slept, got up, and went** are all *the second forms of verb*.

Appendix 5

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.



1

(walk - go - leave) to school



2

(crash - touch - hit) a man



3

not (permit - allow - give) to pass



4

(change - buy - put) banana



5

(leave - move - run) quickly



6

(make - become - get) angry

(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.

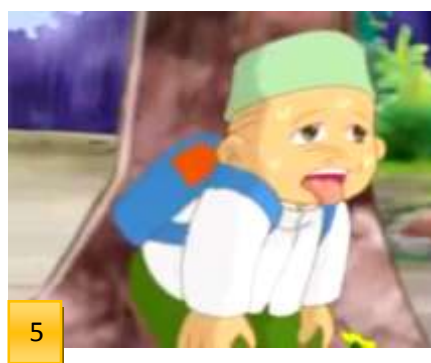
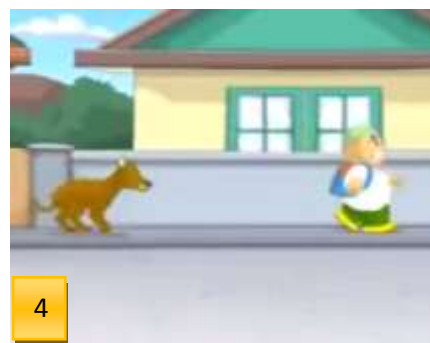
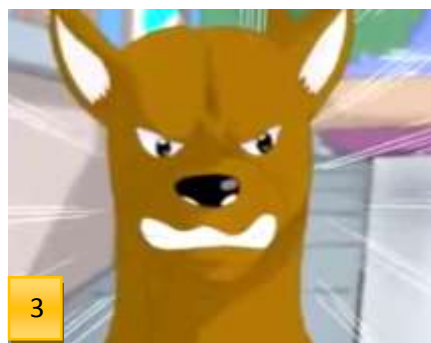
Appendix 6

POST TEST I

(A)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

I. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

This morning, Andi and Iqbal went to school. In the middle of the street, Andi saw a dog. He was afraid of the dog because the dog ever bite him. The dog looked Andi. Andi was afraid and ran quickly. He ran so far. When Iqbal touched his back, he screamed and ran. He was afraid if the dog still ran to him

Appendix 6

POST TEST I

(B)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

II. Make an imaginative recount based on the picture and perform your work in front of the class orally.



*Appendix 6**Key Answer:*

Last ramadhan, Andi was fasting. He was bored because there was not activity at home. He went to mosque to look for his friends. He was sleepy so he open the tap to wash his face. But the water looked so fresh, so drank the water. Iqbal surprised Andi drank the water. Andi felt guilty because he cannot suffer his passions.

Appendix 6

POST TEST I

(C)

School : MTS Negeri Bondowoso I
 Subject : English
 Grade/Semester : VIII/I
 Language Skill : Speaking
 Genre : Recount
 Time Allocation : 2 x 40 minutes

III. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

Last night was a horrible. When I went home after I played with Iqbal, I met a bad man. He stopped me and asked me for money. I did not want to give him my money. The bad man was angry. He brought me and asked me again to give him money. I was afraid and screamed. Suddenly the bad man got dizzy because of my bad breath. He took me and then I ran quickly.

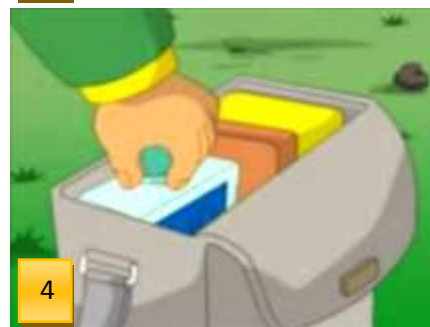
Appendix 6

POST TEST I

(D)

School : MTS Negeri Bondowoso I
 Subject : English
 Language Skill : Speaking
 Genre : Recount
 Time Allocation : 2 x 40 minutes

IV. Make an imaginative recount based on the picture and perform your work in front of the class orally.



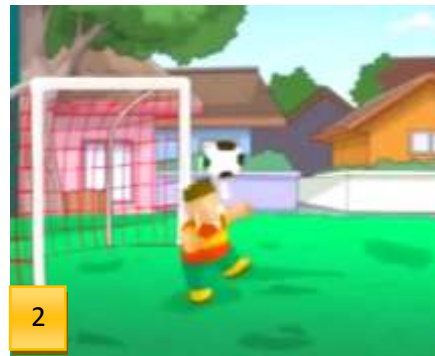
Appendix 6***Key Answer:***

This morning, I had sport examination. The examination made me so tired. I took my bottle to drink but the water was over. I looked into my friend's bag. He had water in the bottle. I took the bottle and drank it. I was so thirsty and I drank it all. When my friend came, he became angry because he was also thirsty and the water was over.

POST TEST I**(E)**

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

V. Make an imaginative recount based on the picture and perform your work in front of the class orally.



Appendix 6***Key Answer:***

Andi and Iqbal played football in the yard last Sunday. They played hard. Iqbal kicked the ball to Andi but the ball hit Andi's head. Iqbal was worried because Andi fell. His head was hurt. Andi did not wake up. Finally, Andi woke up and cried. After playing football, they felt hungry and they bought meat balls.

Appendix 7

The Result of the Students' Speaking Ability Test in Cycle I

No. SS	Students' Name in Initial	Aspect of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	3	3	3	3	3	3	4	4	4	4	17	18	56,7	60	58,3
2	AS	4	4	3	3	4	4	3	3	6	6	20	20	66,7	66,7	66,7
3	AIW	4	4	3	3	3	3	4	4	6	6	20	20	66,7	66,7	66,7
4	DRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
5	EFJ	1	1	1	2	3	3	3	3	3	3	11	12	36,7	40	38,3
6	EW	4	5	3	3	3	3	4	4	6	6	20	21	66,7	70	68,3
7	H	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
8	IJ	3	3	2	2	3	3	5	5	5	5	18	18	60	60	60
9	IM	3	3	4	4	6	6	5	5	6	6	24	24	80	80	80
10	IMD	4	4	3	3	4	4	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	2	3	3	4	4	16	16	55,3	53,3	53,3
13	MA	4	4	3	3	5	5	3	3	4	5	19	20	63,3	66,7	65
14	MDM	3	3	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
15	MFR	3	3	3	3	5	5	4	4	5	5	20	20	66,7	66,7	66,7
16	MF	3	3	3	3	3	3	5	5	4	5	18	18	60	60	60
17	NSH	4	4	3	3	5	5	4	4	4	4	20	20	66,7	66,7	66,7
18	NB	4	4	3	3	3	3	4	4	4	4	18	18	60	60	60
19	NJ	4	4	4	4	6	6	4	5	5	5	19	20	63,3	66,7	65
20	SR	4	4	3	3	3	3	3	3	4	4	17	17	56,7	56,7	56,7
21	SRM	4	4	4	4	5	5	3	3	5	5	21	21	70	70	70
22	S	4	4	3	4	5	5	5	5	6	6	23	24	76,7	80	78,3
23	SG	3	3	3	3	3	3	4	4	5	5	18	18	60	60	60
24	SM	5	5	3	3	3	3	4	4	5	5	20	20	66,7	66,7	66,7
25	WS	5	5	3	3	3	4	4	4	4	4	19	20	63,3	66,7	65
26	Z	5	5	4	4	5	5	5	5	4	5	23	24	76,7	80	78,3

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Appendix 8

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 1

Meeting I								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√		√	√		√	
2.	Anita Suprihatiningrum	√			√	√	√	
3.	Ayu Indah Wulandari				√	√		√
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari				√	√		√
7.	Hamidi		√		√	√	√	
8.	Imam Junaidi	√		√	√	√	√	
9.	Ismail Marsuki	√			√	√	√	
10.	Ismatud Diyana				√	√		√
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M		√	√	√	√	√	
14.	Mira Aulia				√	√		√
15.	Muhammad Faisol Rizki	√			√	√	√	
16.	Muhammad Fariki	√			√	√	√	
17.	Nadiratus Sholehah		√		√	√	√	
18.	Novita Bowo				√	√		√
19.	Nurul Jannah		√		√	√	√	
20.	Saifurrizal				√	√		√
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√			√	√	√	
24.	Syarofatul Munifah				√	√		√
25.	Wawan sugiono	√		√	√	√	√	
26.	Zainiyah	√		√	√	√	√	
Total							17	8

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 30 September 2014

The Observer,

Ninik Mardiana, S.Pd

Appendix 8

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 1

Meeting II								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√	√		√	√	√	
2.	Anita Suprihatiningrum	√	√		√	√	√	
3.	Ayu Indah Wulandari			√	√	√	√	
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari			√	√	√	√	
7.	Hamidi			√	√	√	√	
8.	Imam Junaidi				√	√		√
9.	Ismail Marsuki	√		√	√	√	√	
10.	Ismatud Diyana	√		√	√	√	√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M	√			√	√	√	
14.	Mira Aulia	√			√	√		
15.	Muhammad Faisol Rizki				√	√		√
16.	Muhammad Fariki	√		√	√	√	√	
17.	Nadiratus Sholehah			√	√			√
18.	Novita Bowo		√		√	√	√	
19.	Nurul Jannah		√		√	√	√	
20.	Saifurrizal	√		√	√	√	√	
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√		√	√	√	√	
24.	Syarofatul Munifah	√			√	√		√
25.	Wawan sugiono			√	√	√	√	
26.	Zainiyah			√	√	√	√	
Total							19	6

Notes:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 03 October 2014

The Observer,

Fatimah

*Appendix 9***Oral English Rating Sheet in cycle 1 (High Score)**

Students' name: Ismail Marsuki (80)

Last Saturday, we had ran competition but I did not win because the day was so hot. When I **wanted** to drink, the bottle was empty. I saw a bottle of water in a **bag**. I **took** the bottle. And I drank the water. And then my friend **came**. He was angry because I drank his water.

| 'læst 'sætɹdeɪ | wi həd 'ræn ,kɑ:mpə'tɪʃn bət 'aɪ 'dɪd 'nɑ:t 'wɪn br'kɒz ðə 'deɪ
wəz 'soʊ hɒ:t | 'wen 'aɪ 'wendəd tə 'drɪŋk | ðə 'bɑ:təl wəz 'empti | 'aɪ 'sə: ə 'bɑ:təl
əv 'wɒtər ɪn ə 'bæg | 'aɪ 'bʊk ðə 'bɑ:təl | ənd 'aɪ 'dræŋk ðə 'wɒtər | ənd 'ðen 'maɪ
'frend 'kem | hi wəz 'æŋgri br'kɒz 'aɪ 'dræŋk hɪz 'wɒtər |

Analysis on students' monologue

Fluency =3

Speech is frequently hesitant and jerky; sentences may be left uncompleted

Grammar=6

No more than two errors during the perform.

Pronunciation=4

Marked “foreign accent” and accessional mispronunciations which do not interfere with understanding.

Vocabulary =5

Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Content of speech = 6

Content of speech keep in track of topic; no widen and accurate.

*Appendix 9***Oral English Rating Sheet in cycle 1 (Low Score)**

Students' name: Elok Faiqotul Jannah (38,3)

I **played** football **yesterday**. I **kick** the ball **but ball hit his head**. I was **afraid**. Amir did not wake up. He got up and did I said sorry. We **ate** meat ball after **playing** football.

| 'aɪ 'plaɪd 'fʊt,bɔːl 'jestər,dai | 'aɪ 'kɪt ðə 'bɔːl bʊt 'bɔːl 'hɪt heɪ 'hed | 'aɪ wəz ə'fraɪd | ə'mɪr 'dɪd 'nɔːt 'weɪk ʌp | hi 'gɔːt ʌp ənd 'dɪd 'aɪ 'sed 'sɔːrɪ | wi 'æt 'mi:t 'bɔːl 'æftər 'pleɪŋ 'fʊt,bɔːl |

Analysis on students' dialogue

Fluency =1

Speech is so halting and fragmentary that conversation is virtually impossible.

Grammar=3

Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.

Pronunciation=1

Pronunciation frequently unintelligible.

Vocabulary =3

Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

Content of speech = 3

Few of misunderstanding and frequently producing incoherent statement.

*Appendix 10***LESSON PLAN CYCLE II****(Meeting 1)**

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My holiday
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators**Cognitive****a. Product**

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
2.2.3 Mentioning the past form of the words chosen.

Appendix 10

2.2.4 Making sentences in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make sentences in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix 10

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	5'
	6. Explaining the generic structure	6. Paying attention	5'

Appendix 10

	<p>of recount text and giving an example of recount text by using picture series</p> <p>7. Asking the students to identify the words of simple past tense based on the text given</p> <p>8. Pronouncing the words fluently and accurately in the recount text through drilling</p> <p>9. Dividing the class into groups of four persons.</p> <p>10. Distributing the picture series to each student.</p> <p>11. Asking the students to choose the appropriate words provided for each picture and to mention the past form of the words chosen.</p> <p>12. Asking the students to make sentences based on the words chosen orally.</p> <p>13. Asking the students to arrange the sentences and perform the monologue based on the picture series orally.</p>	<p>7. Identify the words</p> <p>8. Drilling the words in the recount text</p> <p>9. Making groups</p> <p>10. Accepting the picture series</p> <p>11. Doing the task</p> <p>12. Making a sentence</p> <p>13. Arranging the sentences and Performing the monologue orally</p>	<p>5'</p> <p>5'</p> <p>1'</p> <p>1'</p> <p>5'</p> <p>5'</p> <p>35'</p>
	<p>Closure</p> <p>14. Guiding the students to make conclusion</p> <p>15. Parting the students</p>	<p>14. Drawing conclusion</p> <p>15. Parting the teacher</p>	<p>2'</p> <p>1'</p>

Appendix 10

VIII. Media and Sources

8.1 Media:

- Picture Series

8.2 Sources:

- Murphy Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.
- <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

IX. Assessment

a. Product Assessment:

Rubric Score for Students' Performance

N O	The students' names	Aspects of Evaluation					Total score	Final score
		Fluency	Pronunciation	Grammar	Vocabulary	Content of speech		
1								
2								
3								

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

The Scoring Criteria of the Students' Speaking Ability

NO	INDICATORS	LEVEL
1	Fluency (F) <ul style="list-style-type: none"> • Speech is so halting and fragmentary that conversation is virtually impossible. • Speech is very slow and uneven expect for short or routine sentences. • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness 	1 2 3 4

Appendix 10

	<p>caused by rephrasing and grouping for words.</p> <ul style="list-style-type: none"> • Speech is effortless, rhythmical, and smooth. • Speech on all professional and general topics as effortless and smooth as native speakers. 	5 6
2	<p>Pronunciation (P)</p> <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	1 2 3 4 5 6
3	<p>Grammar (G)</p> <ul style="list-style-type: none"> • Grammar almost entirely inaccurate phrases. • Constant errors showing control of very few major patterns and frequently preventing communication. • Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding. • Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding. • Few errors, with no pattern of failure. • No more than two errors during the interview. 	1 2 3 4 5 6
4	<p>Vocabulary (V)</p> <ul style="list-style-type: none"> • Vocabulary adequate for even the simple conversation. • Vocabulary limited to basic personal and survival areas (time, food, transportation, family) • Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. • Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. • Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. • Vocabulary apparently as accurate and extensive as that of an educated native speaker. 	1 2 3 4 5 6
5	<p>Content (C)</p>	

Appendix 10

	• Content almost entirely unintelligible.	1
	• Difficult to understand, inaccurate and vague.	2
	• Few of misunderstanding and frequently producing incoherent statement.	3
	• Any a little of topic deviation but still having correct intention.	4
	• Content of speech maintains clear focus and details to support central topic.	5
	• Content of speech keep in track of topic; no widen and accurate.	6

b. Process assessment (Observation checklist)

Instrument: Observation sheet of the students' participation in class.

No.	Students' Names	Participations					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								

Score of the students' participation:

Number	Students' Activities
1	The students actively involved during the teaching learning process.
2	Students are able to share opinions with others.
3	Students are able to show commitment of being cooperative in teaching and learning process.
4	Students are able to show responsible doing the test given by the teacher.
5	The students show confidence during performing monologue confidently.

English teacher

Trainee teacher

Ninik Mardiana S.Pd
NIM.196511141987032001

Fatimah
NIM. 110210401081

Appendix 10

INSTRUCTIONAL MATERIALS

a. Leading Question

1. Where did you go on your last holiday?
2. What did you do on your last holiday?
3. Did you feel happy on your last holiday?

b. Main Activities

Simple past tense

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed		You	Enjoy?	I		Enjoy
She	saw	Did	she	See?	She	didn't	See
They	went		They	Go?	They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

Appendix 10

Recount

- Recount is a kind of text that retells events or experiences in the past.
- The social function of recount text is to retell events for the purpose of informing or entertaining.

The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(knock) the door



(wake up)



(ask for) food



(give) food

(Source: <http://www.youtube.com>)

Last night, someone **knocked** the door. I **woke up** to see. It **was** snoopy. He **was** hungry and **asked** me **for** food. I **refused**, I **said** I **was** tired and I would give him food in the morning. He **barked** loudly **so** I **gave** him food.

- ***knocked, woke up, refused and barked** are all *the second forms of verb*

Appendix 10

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(rain – snow) in yard



(take – bring) sleigh



(kick - push) sleigh



(go – fall) from hill

(Source: <http://www.youtube.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

LESSON PLAN CYCLE II

(Meeting 2)

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Topic	: My embarrassing moment
Time Allocation	: 2 x 40 minutes

I. Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

a. Product

- 2.2.1 Performing a monologue of a recount text based on the picture series given in front of the class.

b. Process

- 2.2.2 Choosing the appropriate words given for each picture orally.
- 2.2.3 Mentioning the past form of the words chosen.

Appendix II

2.2.4 Making a sentence in the form of past tense based on the word chosen orally.

2.2.5 Arranging the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

2.2.6 Actively involved during the teaching learning process.

2.2.7 Doing the task carefully given by the teacher.

2.2.8 Responding communicatively in a group discussion.

2.2.9 Working cooperatively in teaching and learning process.

2.2.10 Performing the monologue text confidently.

IV. Learning Objectives**Cognitive****a. Product**

4.2.1 Students are able to perform a monologue of a recount text based on the picture series given in front of the class.

b. Process

4.2.2 Students are able to choose the appropriate words given for each picture orally.

4.2.3 Students are able to mention the past form of the words chosen.

4.2.4 Students are able to make a sentence in the form of past tense based on the word chosen orally.

4.2.5 Students are able to arrange the sentences to be a monologue of a recount text based on the picture series given orally.

Affective

4.2.6 Students are able to actively involve during the teaching learning process.

4.2.7 Students are able to do the task carefully given by the teacher.

Appendix II

4.2.8 Students are able to respond communicatively in giving and sharing opinions.

4.2.9 Students are able to work cooperatively in a group discussion.

4.2.10 Students are able to perform the monologue text confidently.

V. Learning Material

(Enclosed)

VI. Teaching and Learning Strategy

Approach : Contextual Teaching Learning

Technique : Small Group Discussion, Perform the Monologue

VII. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
	Set Induction:		
	1. Greeting and praying.	1. Greeting and praying	1'
	2. Checking students' attendance list.	2. Responding	1'
	3. Asking some leading questions related to the topic.	3. Responding	2'
	4. Stating the objectives	4. Paying attention	1'
	Main Activities:		
	5. Explaining the simple past tense.	5. Paying attention	5'
	6. Explaining the generic structure of recount text and giving	6. Paying attention	5'

Appendix II

	example of recount text by using picture series		
	7. Pronunciation the words fluently and accurately in the recount text through drilling	7. Drilling the words in the recount text	5'
	8. Dividing the class into groups of four persons.	8. Making groups	1'
	9. Distributing the picture series to the students.	9. Accepting the picture series	1'
	10. Asking the students to choose the appropriate given words for each pictures and mention the past form of the words	10. Doing the task	5'
	11. Asking the students to make a sentence based on the words chosen orally.	11. Making a sentence	10'
	12. Asking the students to arrange the sentences and perform the monologue based on the picture series given orally.	12. Arranging the sentences and Performing the monologue orally	35'
	Closure		
	13. Guiding the students to make conclusion	13. Drawing conclusion	2'
	14. Parting the students	14. Parting the teacher	1'

VIII. Media and Sources**8.1 Media:**

- Picture Series

Appendix II

8.2 Sources:

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2	<p>Pronunciation (P)</p> <ul style="list-style-type: none"> • Pronunciation frequently unintelligible. • Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. • “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. • Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding. • No conspicuous mispronunciation, but would not be taken for a native speaker. • Native pronunciation, with no trace of “foreign accent”. 	<p>1 2 3 4 5 6</p>
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5	<p>Content (C)</p> <ul style="list-style-type: none"> • Content almost entirely unintelligible. • Difficult to understand, inaccurate and vague. • Few of misunderstanding and frequently producing incoherent statement. 	<p>1 2 3</p>

Appendix II

	• Any a little of topic deviation but still having correct intention.	4
	• Content of speech maintains clear focus and details to support central topic.	5
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English teacher

Trainee teacher

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*Appendix II***INSTRUCTIONAL MATERIAL****a. Leading Question**

1. Do you have an unforgettable experience?
2. Do you have an embarrassing moment?

b. Main Activities**Simple past tense**

Simple past tense describes an activity of the past. The activity has nothing to do with the present.

Very often the simple past ends in –ed (regular verbs)

- I work in a travel agency now. Before that I **worked** in a shop.
- We invited them to our party but they **decided** not to come.

But many verbs are irregular (they don't end in –ed)

- | | | | |
|-------|---|--------------|--|
| Write | → | wrote | • Mozart wrote more than 600 pieces of music. |
| See | → | saw | • We saw Rose in town a few days ago. |
| Go | → | went | • I went to the cinema three times last week |

In questions and negatives we use did/didn't + infinitive:

I	Enjoyed
She	saw
They	went

Did	You	Enjoy?
	she	See?
	They	Go?

I	didn't	Enjoy
She		See
They		Go

The past of be is “**was /were**”:

I, He, She, It Was/ Wasn't	They, We, You Were/Weren't
-----------------------------------	-----------------------------------

- I **was** angry because they **were** late.
- They **weren't** able to come because they **were** so busy.

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Recount

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The generic structure of recount:

1. Orientation : providing the setting and introduction.
2. Event : telling what happened in sequence.
3. Re-Orientation : optional closure of events.

The pattern used in recount is **past tense**.



(ask) to go shopping



(cook) for lunch



(forget) cooking rice



(buy) ketoprak

(Source: <http://www.images.google.com>)

Yesterday **was** a mother's day. Dad **asked for** mom to go shopping. He **wanted** to help mom. He **cleaned** the house and **cooked** for lunch. At lunch time, we **gathered** to lunch. We **were** ready to have lunch. Unfortunately, dad **forgot** cooking rice. We **were** hungry so we **bought** ketoprak.

Appendix II

c. Exercise

- I. Choose an appropriate word for each picture and mention the past form of the word chosen.**



(meet - walk – go) holiday



(take off – get on – pull) the train



(lose - fall - touch) balance



(laugh – be angry – cry) to uncle
(Source: <http://www.images.google.com>)

- II. Make the words chosen to be a sentence based on the picture in simple past tense orally.**
- III. Arrange the sentences you have made to be a short story and perform your short story in a monologue in front of the class orally.**

POST TEST II

A

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

- I. Make a short story based on the picture and perform your work in front of the class orally.**



Key Answer:

Last Monday, Andi and Iqbal went to school. In the middle of the street, there was a dog passed them. The dog was ever to bite Andi. Andi felt angry with the dog and then he took a stone and threw it to the dog. The dog was hurt and the dog got back to bite Andi.

POST TEST II

B

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

II. Make a short story based on the picture and perform your work in front of the class orally.



Key answer:

Andi was a naughty boy. When he went to school, he brought a small branch. He colored the small branch so it looked like a bone. He gave the small branch to the dog. The dog was hungry. He smelled the small branch. Andi laughed because the dog ate branch. The dog realized that it was not a bone, he got angry and ran to Andi.

POST TEST II

C

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

III. Make a short story based on the picture and perform your work in front of the class orally.



1



2



3



4

Key answer:

Last holiday, I played with my friends. We rode our bicycle to the city. I rode my bicycle faster than my friends. When we passed the winding road, I grazed my friend. I can't control my bicycle. Unlucky, I hit the tree and fell into river.

POST TEST II

D

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

IV. Make a short story based on the picture and perform your work in front of the class orally.

**Key answer:**

Rizal went to the market last night, he saw nice sport shoes. His shoes were old. He wanted to buy sport shoes. He broke his save money box. He counted his money. The money was enough to buy sport shoes. And then he permitted to his mother and went to buy new shoes.

POST TEST II

E

School	: MTS Negeri Bondowoso I
Subject	: English
Grade/Semester	: VIII/I
Language Skill	: Speaking
Genre	: Recount
Time Allocation	: 2 x 40 minutes

- V. Make a short story based on the picture and perform your work in front of the class orally.**



Key Answer:

I got an embarrassing moment this morning. I went to school and I met my friends. We talked very enthusiastic about our last holiday. I told to my friend about my activities so I did not see if the school gate was closed. I walked and crashed into the gate. I fell and my friends laugh at me.

Appendix 13

The Result of the Students' Speaking Ability Test in Cycle II

No. SS	Students' Name in Initial	Aspect of Evaluation										Total Scores		Final Scores		Mean Scores
		F		P		G		V		C		R	T	R	T	
		R	T	R	T	R	T	R	T	R	T					
1	AAA	4	4	3	3	3	3	4	4	5	5	19	19	63,3	63,3	63,3
2	AS	5	5	4	4	5	5	4	4	5	5	23	23	76,7	76,7	76,7
3	AIW	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
4	DRM	4	4	4	4	5	5	5	5	5	5	23	23	76,7	76,7	76,7
5	EFJ	1	1	2	2	3	3	3	3	4	4	13	13	43,3	43,3	43,3
6	EW	4	5	4	4	5	5	4	4	5	5	22	23	73,3	76,7	75
7	H	4	4	3	3	5	5	5	5	6	6	22	22	73,3	73,3	73,3
8	IJ	4	4	3	3	5	5	5	5	6	6	23	23	76,7	76,7	76,7
9	IM	3	4	4	4	5	5	4	4	5	5	21	22	70	73,3	71,6
10	IMD	4	4	4	4	3	3	4	4	5	5	20	20	66,7	66,7	66,7
11	KR															
12	M	4	4	3	3	2	3	4	4	4	4	17	18	56,7	60	58,3,
13	MA	3	3	3	3	4	4	4	4	4	4	18	18	60	60	60
14	MDM	5	5	4	4	3	4	4	4	5	5	21	22	70	73,3	71,6
15	MFR	5	5	3	4	5	5	4	4	5	5	22	23	73,3	76,7	75
16	MF	5	5	4	4	3	3	4	4	4	4	20	20	66,7	66,7	66,7
17	NSH	5	5	4	4	4	4	4	4	5	5	22	22	73,3	73,3	73,3
18	NB	4	4	3	4	3	3	3	3	5	5	18	19	60	63,3	61,6
19	NJ	4	4	3	3	6	6	5	5	5	5	23	23	76,7	76,7	76,7
20	SR	4	4	3	3	6	6	5	5	5	5	21	21	70	70	70
21	SRM	4	4	4	4	6	6	5	5	5	5	24	24	80	80	80
22	S	5	5	3	3	5	5	4	4	6	6	23	23	76,7	76,7	76,7
23	SG	4	4	3	3	5	5	5	5	5	5	22	22	73,3	73,3	73,3
24	SM	5	5	4	4	6	6	4	4	5	5	24	24	80	80	80
25	WS	3	3	3	4	4	4	4	4	5	5	19	20	63,3	66,7	65
26	Z	4	4	4	3	5	5	5	5	5	5	22	23	73,3	76,7	75

Note:

F : Fluency

P : Pronunciation

G : Grammar

V : Vocabulary

C : Content

R : Researcher

T : Teacher

Bold numbers referred to the students who achieved the test

Appendix 14

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

Meeting I								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√	√		√	√	√	
2.	Anita Suprihatiningrum	√			√	√	√	
3.	Ayu Indah Wulandari		√		√	√	√	
4.	Dwiki Rifkia Muhaimin	√		√	√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari	√			√	√	√	
7.	Hamidi		√		√			√
8.	Imam Junaidi	√		√	√	√	√	
9.	Ismail Marsuki	√			√	√	√	
10.	Ismatud Diyana		√	√	√		√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M		√	√	√	√	√	
14.	Mira Aulia			√	√	√	√	
15.	Muhammad Faisol Rizki	√			√	√	√	
16.	Muhammad Fariki	√			√	√	√	
17.	Nadiratus Sholehah		√		√			√
18.	Novita Bowo	√			√	√		
19.	Nurul Jannah		√		√	√	√	
20.	Saifurizal				√	√		√
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√			√	√	√	
24.	Syarofatul Munifah		√		√	√	√	
25.	Wawan sugiono	√		√	√	√	√	
26.	Zainiyah	√		√	√	√	√	
Total							21	4

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 10 October 2014

The Observer,

Ninik Mardiana, S.Pd

Appendix 14

The Result of the Students' Active Participation in the Speaking Teaching Learning Process in Cycle 2

Meeting II								
No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		
1.	Ahmad Aburizal Alghifari	√		√	√	√	√	
2.	Anita Suprihatiningrum	√	√		√	√	√	
3.	Ayu Indah Wulandari			√	√	√	√	
4.	Dwiki Rifkia Muhaimin		√		√	√	√	
5.	Elok Faiqotul Jannah				√	√		√
6.	Eva Wulandari			√	√	√	√	
7.	Hamidi			√	√	√	√	
8.	Imam Junaidi			√	√	√		
9.	Ismail Marsuki	√		√	√	√	√	
10.	Ismatud Diyana	√		√	√	√	√	
11.	Khoirunnisa Rahmania							
12.	Mohammad Arifin	√			√	√	√	
13.	Mohammad Danang M	√			√	√	√	
14.	Mira Aulia				√	√		√
15.	Muhammad Faisol Rizki			√	√	√	√	
16.	Muhammad Fariki	√		√	√	√	√	
17.	Nadiratus Sholehah				√	√		√
18.	Novita Bowo		√	√	√	√	√	
19.	Nurul Jannah			√	√	√	√	
20.	Saifurrizal	√		√	√	√	√	
21.	Siti Roviqoh Mara	√		√	√	√	√	
22.	Sofyan	√		√	√	√	√	
23.	Sri Ghufronia	√		√	√	√	√	
24.	Syarofatul Munifah	√			√	√	√	
25.	Wawan sugiono		√		√	√	√	
26.	Zainiyah			√	√	√	√	
Total							22	3

Note:

The indicators of the observation are:

1. Paying attention when the teacher is explaining the materials
2. Asking the questions to the teacher
3. Answering the teacher's oral questions
4. Doing the vocabulary exercises individually
5. Doing the vocabulary exercises in group work

Bondowoso, 14 October 2014

The Observer,

Fatimah

*Appendix 15***Oral English Rating Sheet in cycle 2 (High Score)**

Students' name: Siti Riviqoh Mara (80)

Dodi is a **naughty** boy. When he went to school, he met a dog. He **gave** a stick but the dog did not like it. When he **walk** slowly. The dog saw him and **run** after him.

| <dodi> z ə 'nɒti , bɔɪ | 'wen hi 'went tə 'sku:l | hi 'met ə 'dɔ:g | hi 'gev ə 'stɪk bət
ðə 'dɔ:g 'dɪd 'nɑ:t 'lɑ:k 'ɪt | 'wen hi 'wɔ:k 'sləʊli | ðə 'dɔ:g 'sə: him ənd 'rən
'æftər hɪm |

Analysis on students' dialogue

Fluency = 4

Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

Grammar = 6

No more than two errors during the interview

Pronunciation = 4

Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.

Vocabulary = 5

Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Content of speech = 5

Content of speech maintains clear focus and details to support central topic.

*Appendix 15***Oral English Rating Sheet in cycle 2 (Low Score)**

Students' name: Elok Faiqotul Jannah (43,3)

Siti met her friends this morning. She did not see gate. The gate close. She walk and crash the gate. Her friends laugh at her.

| <siti> 'met həɾ 'frendz ðɪs 'mɔ:rnɪŋ | ʃɪ 'dɪd 'nɔ:t 'si: 'get | ðə 'get kloʊ | ʃɪ 'wɔ:k
 ənd 'kræʃt ðə 'geɪt | həɾ 'frɪndz 'ləʊf ət həɾ |

Analysis on students' dialogue

Fluency = 1

Speech is so halting and fragmentary that conversation is virtually impossible.

Grammar = 3

Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.

Pronunciation = 2

Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

Vocabulary = 3

Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

Content of speech = 4

Any a little of topic deviation but still having correct intention.


Appendix 16

**Students' Previous Speaking Score in Preliminary Study of Class VIII D
MTs Negeri Bondowoso I in the 2013-2014 Academic Year**

No	Kls	No. Induk	Nama Siswa	L/P	Nilai
1	VIII.D	5641	Ahmad Aburizal Alghifari	M	60
2	VIII.D	5650	Anita Suprihatiningrum	F	70
3	VIII.D	5661	Ayu Indah Wulandari	F	60
4	VIII.D	5673	Dwiki Rifkia Muhaimin	M	75
5	VIII.D	5689	Elok Faiqotul Jannah	F	50
6	VIII.D	5700	Eva Wulandari	F	65
7	VIII.D	5701	Hamidi	M	60
8	VIII.D	5708	Imam Junaidi	M	65
9	VIII.D	5714	Ismail Marsuki	M	70
10	VIII.D	5719	Ismatud Diyana	F	70
11	VIII.D	5723	Khoirunnisa Rahmania	F	60
12	VIII.D	5726	Mohammad Arifin	M	65
13	VIII.D	5731	Mohammad Danang M	M	75
14	VIII.D	5738	Mira Aulia	F	55
15	VIII.D	5745	Muhammad Faisol Rizki	M	50
16	VIII.D	5752	Muhammad Fariki	M	65
17	VIII.D	5759	Nadiratus Sholehah	F	60
18	VIII.D	5776	Novita Bowo	F	60
19	VIII.D	5779	Nurul Jannah	F	60
20	VIII.D	5784	Saifurrizal	M	55
21	VIII.D	5789	Siti Roviqoh Mara	F	65
22	VIII.D	5796	Sofyan	M	70
23	VIII.D	5802	Sri Ghufronia	F	60
24	VIII.D	5806	Syarofatul Munifah	F	55
25	VIII.D	5814	Wawan sugiono	M	45
26	VIII.D	5827	Zainiyah	F	65

(source: English Teacher of MTs Negeri Bondowoso 1)

Appendix 17



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
 Telepon: 0331- 334 988, Faks: 0331- 332 475
 Laman: www.fkip.unej.ac.id

05 SEP 2014

Nomor **6031** /UN25.1.5/LT/2014
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Negeri Bondowoso 1
 Bondowoso


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Fatimah
 NIM : 110210401081
 Jurusan : Pendidikan Bahasa dan seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan Judul: "Improving the Eighth Grade Students' Speaking Ability by Using Picture Series at MTs Negeri Bondowoso 1".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.


 n. Dekan
 Pembantu Dekan I,
 Dr. Sukatman, M.Pd. &
 NIP 196401231995121001



Appendix 18


KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI BONDOWOSO I
 Jl. Situbondo – Traktakan – Wonosari Telp (0332) 422153
 E-mail : mtsnbondowoso1@yahoo.com
BONDOWOSO 68282

SURAT KETERANGAN PENELITIAN
 Nomor : Mts.15.6.1/PP.01.1/ 160 /2014

Yang bertanda tangan dibawah ini :

Nama : **SAINI, S.Ag, M.Pd.I**
 NIP : 196305121993031003
 Pangkat/Gol. Ruang : Pembina (IV/a)
 Jabatan : Kepala Madrasah
 Unit Kerja : MTs Negeri Bondowoso I

Menerangkan dengan sebenarnya bahwa :

Nama : **FATIMAH**
 NIM : 110210401081
 Nama Perguruan Tinggi : Universitas Jember (UNEJ)
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris
 Judul Tesis : **Improving The Eighth Grade Students' Speaking Ability Using Picture Series at MTs Negeri Bondowoso I**

Nama tersebut diatas benar-benar sudah melaksanakan penelitian di lembaga kami pada tanggal 30 September s.d 17 Oktober 2014.

Demikian surat keterangan ini kami buat serta dapat dipertanggungjawabkan dan dapat digunakan sebagaimana mestinya.

Bondowoso, 20 Oktober 2014


SAINI, S.Ag, M.Pd.I/
 NIP. 196305121993031003