# A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' SPEAKING ABILITY THROUGH PICTURE SERIES AT SDN KEPATIHAN IX JEMBER IN THE 2004/2005 ACADEMIC YEAR

THESIS

Presented to fulfill one of the requirements to obtain S-1 degree at
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the Faculty of Teacher Training and Education
Jember University
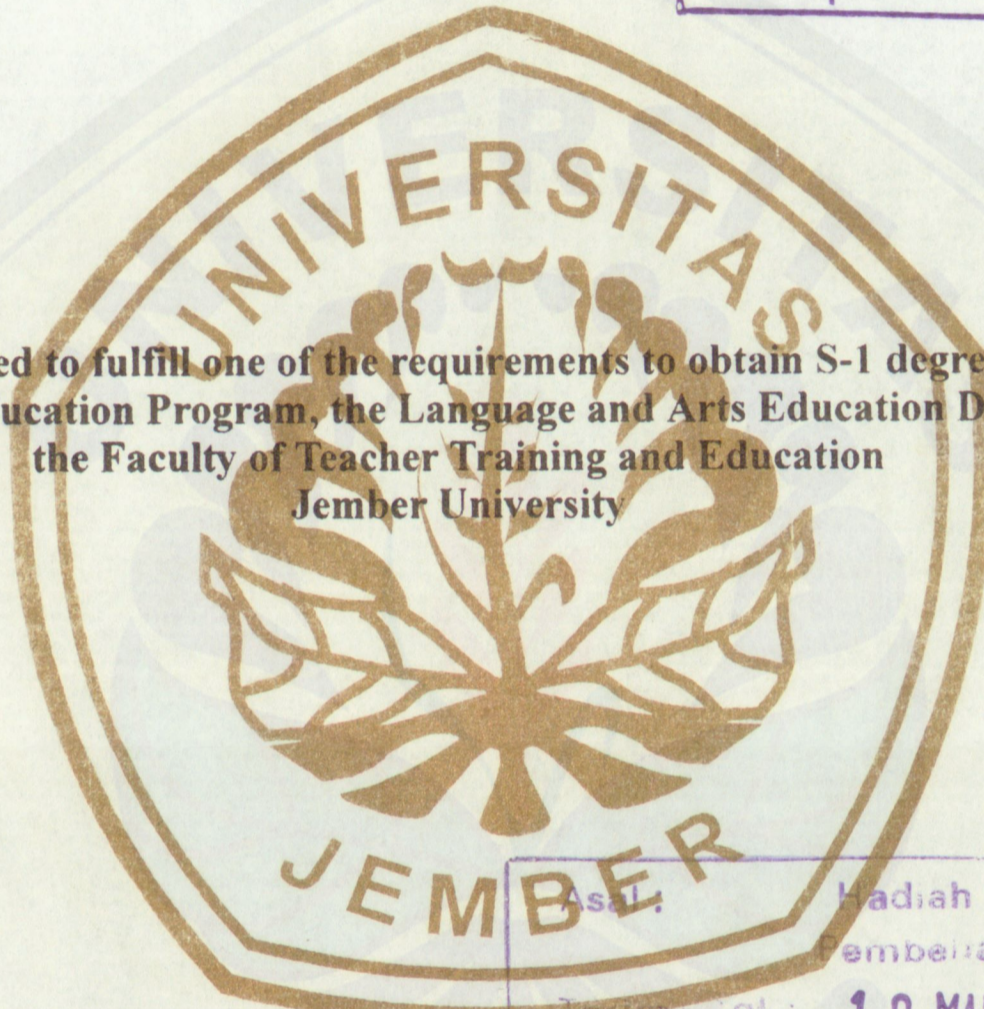
By
HUDI SANTOSO
990210401044

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
**FEBRUARY, 2005**

Motto

If we are sure that something is impossible to be done, our mind will give proof why it is impossible. But, if we do believe that something is possible to be done, our mind will guide to find the way.

Motto

DEDICATION

This thesis is honorably dedicated to;

1. My beloved parents, Mr. Panut and Mrs. Sartinah. Thank for your love, support and encouragement. Nothing compares to everything you have given to me and I will make your hope to become true.

2. My grandparents, Nanang Dollah and Mbok Sony, and my younger sister, L. Indra W, thank you very much for your affection.

3. My little sister, Ade' Kiki, thanks a lot for your motivation. There are not enough words and inks to express your kindness and love.
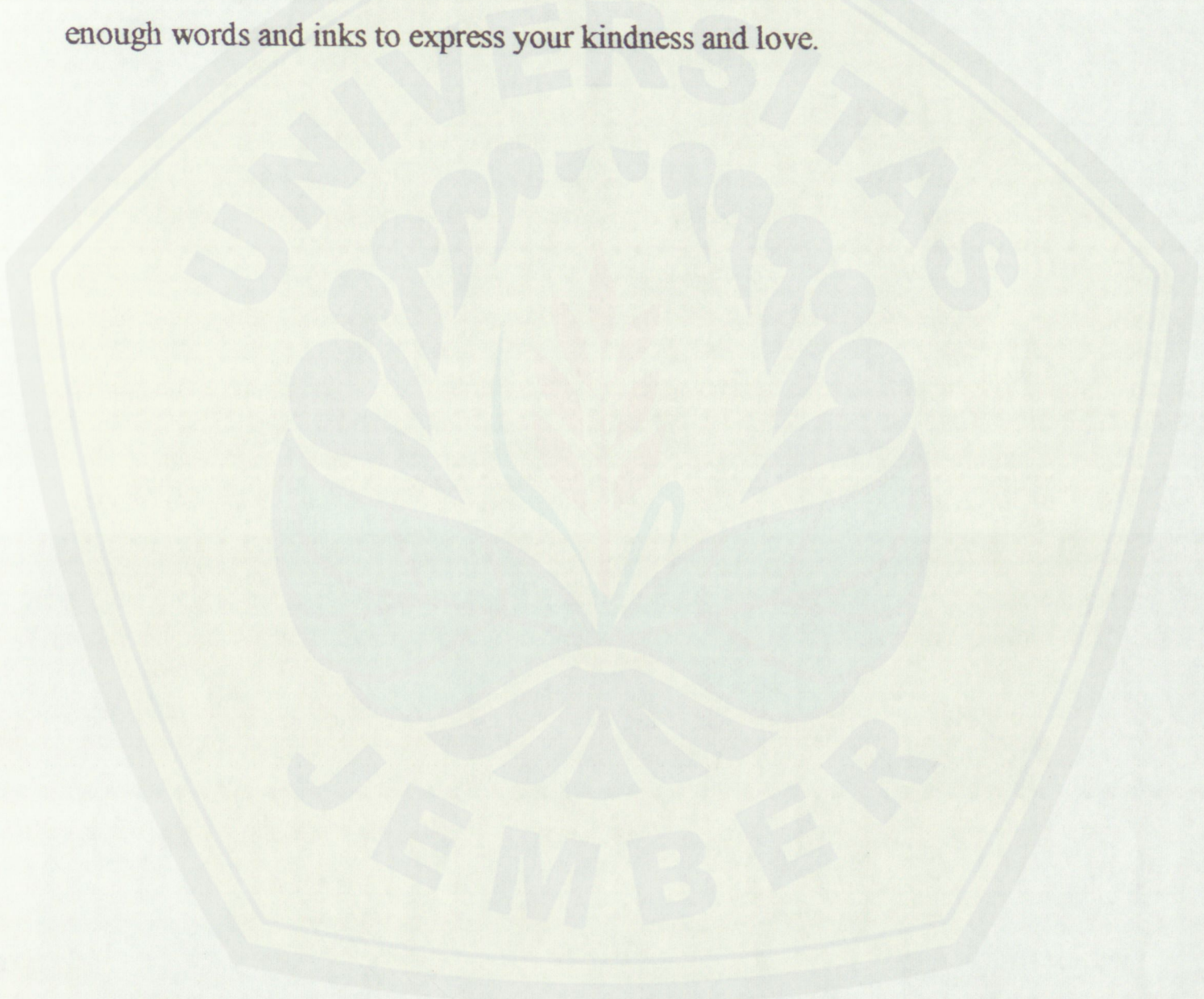
CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' SPEAKING ABILITY THROUGH PICTURE SERIES AT SDN KEPATIHAN IX JEMBER IN THE 2004/ 2005 ACADEMIC YEAR
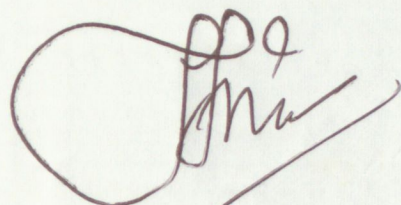
THESIS

Proposed for Being Defended to the Examiner Team for the Requirement to Finish S1 Degree at Language and Arts Education Department English Education Program Faculty of Teacher Training and Education Jember University

NAME	:	Hudi Santoso
Identification Number	:	990210401044
Class Level	:	1999
Place, Date of Birth	:	Banyuwangi, June, 12th 1981
Department	:	Language and Arts
Program	:	English Education

Approved by

Consultant I

Dra. Siti Sundari, MA
NIP. 131 759 842

Consultant II
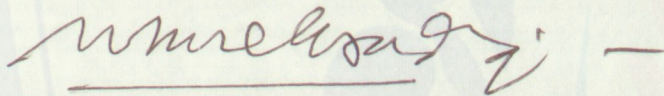
Dra. Hj.Zakiyah Tasnim, MA
NIP. 131 660 789

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APPROVAL OF THE EXAMINATION COMMITEE

This thesis has been approved and examined by The Examination Committee of
The Faculty of Teacher Training and Education, Jember University

On   : Saturday

Date   : February, 12th,2005

At   : 10.30-12.00 p.m.

Place   : Building III, Faculty of Teacher Training and Education

Examiner Team

Chair Person   Secretary

Dra.Hj.Wiwiek Istianah, M.Kes.M.Ed   Dra.Hj.Zakiyah Tasnim, MA
NIP. 131 472 785   NIP. 131 660 789

Members:
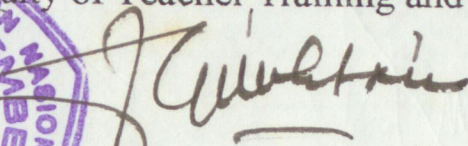
1. Drs. Annur Rofiq, MA.M.Si   (.................................)
   NIP. 132 232 799

2. Dra Siti Sundari,MA   (.................................)
   NIP. 131 759 842

The Dean
Faculty of Teacher Training and Education
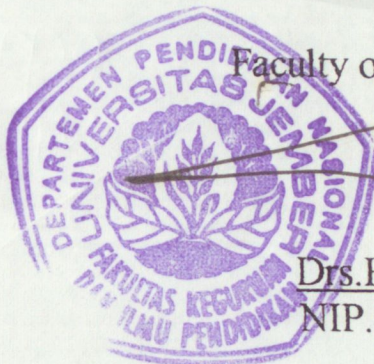
Drs.H. Imam Muchtar,SH,M.Hum
NIP.130 810 936

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Firstly, I would like to thank the Supreme God, Allah SWT, the Almighty who has given me blessing, health, and mercy so that I can finish this thesis entitled " A Descriptive Study of the Fifth Year Students' Speaking Ability through Picture Series at SDN Kepatihan IX Jember in the 2004/ 2005 Academic Year"

I do realize this thesis could not be finished without the supervision of the following persons. At this moment, I would like to express my sincerely thanks to:

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8. The fifth year students of SDN Kepatihan IX Jember in the 2004/2005 who became the respondents of this research

To tell the truth, this thesis is still less perfect, but I have strive for perfection. Nevertheless, critics and advices from the readers for the improvement of this thesis will be fully appreciated.

Jember, February 2005   The Writer

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ABSTRACT

Hudi Santoso, January 2005, **A Descriptive Study of the Fifth Year Students' Speaking Ability through Picture Series At SDN Kepatihan IX Jember in the 2004/2005 Academic Year.**

Thesis. English Education Program. Language and Art Education Department. Faculty of Teacher Training and Education, Jember University.

The Consultants: 1. Dra. Siti Sundary, MA
2. Dra. Hj.Zakiyah Tasnim, MA

Key Words   : **Speaking Ability, Picture Series**

This research design was descriptive qualitative. The problem of this research was how is the fifth year students' speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year. The objective of this research was to describe the fifth year students' speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year. The respondents were the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 determined by population method. The data collected covered the primary data and supporting data. The primary data were collected by speaking test through picture series, while supporting data were collected by interview and documentation. The primary data in the form of the students' score of speaking test were analyzed by using the percentage formula. The supporting data were described to complete the main data. The results of the data analysis showed that the average score of the fifth year students' pronunciation ability was enough (average score= 57,32%), their structure ability was enough (average score=57,56%), their vocabulary ability was fairly enough (average score=67,01), their fluency ability was enough (average score=59,51%),their content ability was enough (average score=62,00%).Based on the results of speaking aspects in general, the students' speaking ability through picture series was classified as *Enough* (Average score=60,68). Based on the results, the English teacher should be more creative in the presenting speaking lesson through a picture series as teaching media, while the students should practice speaking English through a picture series in order to increase their speaking skill.
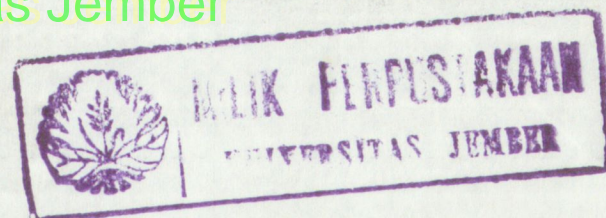
I. INTRODUCTION

This chapter presents the topics dealing with the background of the research, problem of the research, operational definitions of the key words, the objectives of the research, and the significances of the research.

1.1 Background of the Research

In Indonesia, English becomes the first foreign language which is taught as a compulsory subject from junior high school up to university level. Even, English is taught as a local content subject at elementary school (Depdikbud 1994:1).

The primary consideration that English is taught at elementary school is the age factor (6 up to 12 years old of the students). According to Istianah (2001:4), this is an ideal period to learn a new language beside the first language. In this case, Krashen et.al (1979:43) say that the result of absorbing a foreign language will be better if it is started earlier because learners will concentrate on the target language naturally.

Speaking is one of the four language skills (reading, writing, speaking and listening) that belongs to productive skill. It needs the speaker to produce the clear words and simple sentences by considering the rules of language used, so that the listeners can listen the message spoken clearly. Learning speaking as the target language for the students, especially young learners is necessary because they have ability to speak accurately in pronouncing the English words. According to Cook (1996:43) the children's ability in absorbing English is better than the second language degree of university students who come from the outside of the United States of America and their ability in speaking English is better than their parents. The reason for this is because the children do not feel shy and afraid of speaking English. As a result, they are more flexible to communicate in the target language although they only have limited vocabulary (Patten and Lee,1990:72)

According to Tarigan and Tarigan (1986:89), speaking can improve other language skills. This means that while speaking, the students apply their vocabulary, structure, and pronunciation in communication. Indirectly, if these

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components are often used in speaking, the other language skills like writing, reading and listening will be improved automatically. Unfortunately, it is not easy for the students to speak English well because they face difficulties in constructing correct sentences (Sundari, 2001:96). This is because the English system is different from the Indonesian system. Besides, the way of pronouncing the words or sentences is different from their spelling.

By using pictures, the students' difficulties in speaking can be reduced. It is because pictures can stimulate ideas and creative expressions. As Yunus (1981:53) states pictures or materials with pictures can be used by the teacher to stimulate students to use language as the reproduction and manipulation stages to speak and to write. It means that by using pictures including picture series, the students will be easier to stimulate their ideas so that they can express their ideas in the form of speaking more easily. Besides, picture series will lead the students to recognize their ideas step by step from the beginning to the end of the series. By following picture series, the students will move from one idea to the other idea orderly based on the topic.

In sum, it is very important to use pictures, especially picture series in the teaching of speaking. By using picture series, the students will be helped to produce ideas to speak chronologically and they will not be afraid of lacking ideas to speak.

In SDN Kepatihan IX Jember, especially in the fifth year students, the teaching of English have been given once a week and pictures are often used by the English teacher as the teaching media. He usually uses picture series to teach speaking. This kind of pictures are made by himself and sometimes taken from magazines and newspapers that are chosen based on its relevance to the materials taught.

Based on the descriptions above, it was important to conduct a research dealing with the use of picture series in speaking English. The research title was: **"A Descriptive Study of the Fifth Year Students' Speaking Ability through Picture Series at SDN Kepatihan IX Jember in the 2004/2005 Academic Year"**.

1.2 Problem of the Research

Based on the background above, the problems were formulated into the general problem and specific problems.

1.2.1   The General Problem

The general problem of this research was:
How is the fifth year students' speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?

1.2.2   The Specifics Problems

The specifics problems of this research were formulated as follows:

1. How is the fifth year students' pronunciation ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?

2. How is the fifth year students' structure ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?

3. How is the fifth year students' vocabulary ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?

4. How is the fifth year students' fluency ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?

5. How is the fifth year students' content ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 ?

1.3 Operational Definitions of the Key Words

The operational definition was intended to prevent misunderstanding between the researcher and the readers about the concepts used in this research. The concepts that were necessary to be defined operationally in this research were

speaking ability which consisted of pronunciation ability, structure ability, vocabulary ability, fluency ability, content ability and picture series.

1.3.1 Speaking Ability

Lado (1961:240) states that speaking ability is the ability to express oneself in life situation or the ability to converse or to express a sequence of ideas fluently. From the statement above, the speaking ability in this research means the students' ability in expressing their thought, ideas, feelings or experiences in English orally based on picture series which covers pronunciation ability, structure ability, vocabulary ability, fluency ability and content ability. Pronunciation ability refers to how to pronounce words or sentences accurately, Structure ability refers to the use of a set of English rules or principles in speaking English through picture series so that students produced grammatically correct sentences, Vocabulary ability refers to the ability in using appropriate words in speaking English through picture series, Fluency ability refers to the ability of speaking English through picture series fast without stumbling that are related to each other, and Content ability refers to the ability in producing appropriate ideas or sentences based on the picture series. The students' speaking ability was indicated by the students' scores of speaking test that was evaluated based on the five indicators above.

1.3.2 Picture Series

According to Yunus (1981:50), picture series is a number or related composite pictures linked to form a series or sequences of actions or events. The main function of picture series is to tell a story or sequence of events. Then, she adds that a wide variety of picture series is available in textbooks, comics, cartoons and magazines.

Picture series in this research were pictures that consisted of more than one pictures that showed a series of related activities done by someone. The picture series in this research, were taken from the textbooks that were copied and enlarged by the researcher as media of testing the students' speaking ability.

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1.4 The Objectives of the Research

Based on the research problems, the objectives of the research could be formulated into general and specific objectives.

1.4.1 General Objective

The general objective of this research was to describe the fifth year students' speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

1.4.2 Specific Objectives

Based on the specific problems, the specific objectives of this research were as follows:

1. To describe the fifth year students' pronunciation ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

2. To describe the fifth year students' structure ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

3. To describe the fifth year students' vocabulary ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

4. To describe the fifth year students' fluency ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

5. To describe the fifth year students' content ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year.

1.5 The Significances of the Research

It is expected that the results of the research will give some benefits for the English teacher, the students and other researchers.

a. The English Teacher

The results of the research can be used by the English teacher as information to know his students' English speaking ability through picture series. The information could be used as a consideration to improve the quality of teaching speaking and to increase the students' speaking skill.

b. The Students

The results of the speaking test were given by the researcher hopefully will be useful for the students as information to know their speaking English ability through picture series. They can be used as motivation to practice speaking English a lot in the classroom.

c. Other Researchers

The results of the research can be used by other researchers who want to conduct a further research on the similar problem by using another design such as an experimental research or a classroom action research to improve the students' speaking English ability through picture series.

II. REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the research problems. They cover; speaking ability definitions, the aspects of speaking, the teaching of speaking at elementary schools, pictures as teaching media, kinds of pictures, the advantages of using picture series, the procedures of teaching speaking through picture series, developing students' speaking ability through picture series.

2.1 Speaking Ability Definitions

Lado (1961:240) explains that speaking ability is the ability to express oneself in life situation or the ability to converse, to express sequence of idea fluently. He adds that the people will be appreciated highly if they can speak and communicate a foreign language without any hesitation. In other words, speaking ability is the ability of using language that focuses on how people are able to express ideas in the real situation. Further, if people can speak English fluently without any doubt and hesitance, they will be considered as skillful in using language for communication.

According to Underhill (1987:96), speaking is a complex skill which needs the understanding and mastering the components of language proficiency such as pronunciation, grammar (structure), vocabulary. Therefore, the success of conducting speaking always depends on the mastering those components. If the components have been mastered well, the speakers will get success in speaking or communicating. However, if they have not mastered the components, the speaker will break the communication and the message that will be transferred is difficult to be achieved by the listeners.

According to Hughes (1989:110), there are some aspects which concern with testing speaking or oral testing, they are pronunciation, grammar/ structure, vocabulary, fluency and content. In this research, the five components/aspects are used as the indicators to be measured in testing the students' speaking ability.

Based on the explanations above, it can be summed up that speaking ability is the ability of using language in the life situation orally which still

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consider the aspects of speaking; pronunciation, structure, vocabulary, fluency, and content. Further, those aspects have to be mastered well by the speaker because the quality of the speech depends on them. The following sections will review each aspect of speaking in detail.

2.2 The Aspects of Speaking

2.2.1 Pronunciation

Lado (1961:70) states that pronunciation is the use of sound system in speaking and listening. Pronunciation plays a vital role in the effectiveness of speech. This means that the students are required to perform correct pronunciations of the words or sentences while expressing something (ideas, feeling or experiences) and they also have to realize while they pronounce the different way, the meaning of the words or sentences will be different too. The different of word or sentence meaning can produce misunderstanding between speakers and listeners.

According to Kenworthy (1987:10), a child can pronounce the words or sentences like the native speaker if she or he learns a foreign language early. Conversely, adults cannot produce native-like pronunciation. In other words, a child has possibility and ability to speak English like the native speaker, especially in the aspect of pronunciation.

In this research, the accuracy of pronouncing the words or sentences in speaking English, especially in telling the pictures series was used in assessing the students' pronunciation. The reason is the students practice speaking with the correct pronunciation.

2.2.2 Structure

Structure is one of the language components which plays an important role in speaking ability. Radford (1988:2) describes that structure consists of a set of rules or principle which specify how to speak and describe the language or how to speak and understand the language or how to construct, pronounce and interpret phrases and sentences in the language concerned. Further, he notes that in

speaking ability, structure is an aspect of language system and it is also an essential component that relates to whether or not the students used the correct forms of the target language. In other words, in speaking, the students are expected to use a set of rules or principle properly because if they ignore this, the listener will face difficulties in understanding their utterances or messages.

In this research, the students were expected to use the correct structure of the target language (English) while telling the picture series. The components of structure that were used as indicators in testing the students' structure ability were the use of singular and plural forms, the use of verb tenses, and the use of pronouns. The reason of choosing these aspects were those points have been taught by the English teacher and are always used in speaking English, especially in telling the picture series.

a. Singular and Plural Form

Hornby (1986:801) defines singular refers to one person or thing, while plural refers to more than one. Further, Frank (1972:13) adds singular noun can be changed into plural noun. The general rule of writing of English nouns is to add –s to the singular form (boy-boys, apple-apples). However, this rule is complicated because of many exceptions, for example:

1. Noun which has silent sounds spelled as *s*, *z*, *ch*, *sh*, *x*, *-es* is added (class-classes, dish-dishes).

2. Noun which is ended by *y* but after *y* preceded by a consonant, the *y* is changed to *i* and -es is added (lady-ladies, country-countries)

3. Noun which has one syllable words ended by *f* or *fe* becomes - *ves* in the plural (wife-wives, leaf-leaves)

4. Noun which is ended by *o*, - *es* is sometimes added, especially in some common words (hero-heroes, potato-potatoes)

b. Verb Tenses

Hornby (1995:115) defines that a verb is a word or phrase that indicates what someone or something does. In line with this, Hallans (1998:182) defines that tenses means verb forms that indicate time of action and the degree of completeness.

Regarding the definition above, verb tenses are the verb forms that indicate someone's activities related to the time of actions and the degree of completeness.

In this research, the tense that was assessed was simple present tense because it had been taught by the English teacher to the students and it was used for telling the sequence of events or daily activities.

For example:
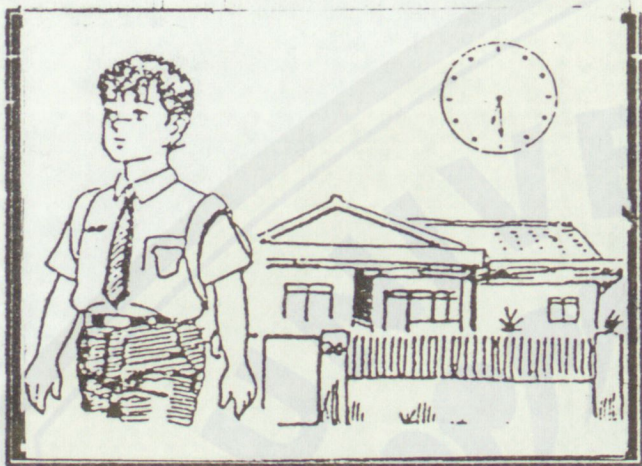
Teacher   : Where does Andi go at half past six?

Students : He **goes** to school.

c. Pronouns

Hallan (1998:63) says that a pronoun is a word that is used to substitute a noun or a thing considered as noun. Based on the functions, pronouns can be divided into five types. They are personal pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns and indefinite pronouns.

In this research, pronouns that were assessed were personal pronouns such as he, she, they. They were chosen because the pictures that were tested consisting of the names of people. Hopefully, the students could substitute the names of people with the personal pronouns correctly.

For example:

Teacher : What is Mr. Ali?

Students : **He** is a teacher.

2.2.3 Vocabulary

According to Soedjito (1990:10), vocabulary is a collection of words used by the speaker or writer to make communication. Vocabulary is one of the language components of language skill. It plays important role for developing language skills, especially in speaking. Having a lot of vocabularies students will be easy to conduct communication. It is claimed by Langan (1981:37) that learners who have strong vocabulary will be easier in doing communication. In other words, learners who have many vocabularies, will not face problems in speaking, while learners who have a few vocabularies or limited vocabularies will face problems in speaking because there is no words that will be said.

The students need to enrich their vocabulary of the target language and use it as frequently as possible in order to improve their speaking ability. The teacher should realize that without any ability in using vocabulary or having some extends of vocabulary, will be disadvantages for the students. They need to practice their ability in spoken language. If they practice it more frequently, it is better for them to enrich their vocabulary, this means, the vocabulary is considered not difficult to enrich as long as the students have aim to improve their vocabulary. Further, Brown and Yule (1983:9) note that the students need to be encouraged to talk from early stage. The students who are lazy to practice and enrich their vocabulary might have poor in speaking ability.

2.2.4 Fluency

According to Byrne (1986:9), the main purpose of teaching speaking is to improve students' fluency. The conversation should be managed well. The communication which is not conducted fluently will break down the communication because it is less interesting. Therefore, fluency is essential to be developed in improving students' speaking ability.

Fluency deals with content and the flowing of delivering thought and ideas in speaking. If the student can express his or her ideas consistently without any hesitance and doubt, he or she will be considered as a fluent speaker. On the contrary, if a student who expresses thought and ideas inconsistent flow and too

many hesitancies and pauses, the students can be categorized as an unfluent speaker.

Fluency in speaking ability can be developed by practicing the target language and sharing ideas and experiences to another frequently. As a result they are easy to create ideas because they are accustomed to expressing something. In line with this, Byrne (1986:5) claims students' fluency in speaking can be obtained through their experiences of practicing the target language. Therefore, the students are required to practice a lot in using the target language (English) in order to develop their fluency.

2.2.5 Content

Content in this research refers to the language meaning in the form of messages or ideas. The ideas should be performed clearly based on the picture series provided, because the other students as listener will interpret what the speaker is saying. If the speaker ignores it, his utterances will be meaningless, eventhough he speaks fluently. Macnamara (in Fletcher and Garman) says that the ideas must be expressed in consistent flow in order that the students be able to guess correctly what the utterances means (1987:77). It means that the students as listeners should be able to interpret the content of the utterances produced by the speaker. This implies that the speaker should be able to perform understandable utterances by relating the words to the situation being described. If the listeners are easy to catch and interpret the utterances, it means that the content of the speech is meaningful.

2.3 The Teaching of Speaking at Elementary Schools

Generally, the aim of teaching English as a foreign language is to enable the students to use it as a means of communication in a real life. In line with this, Littlewood (1981:x) states that it is not enough to teach learners how to manipulate the structures of foreign language, but they must also develop strategies for relating these structures to their communication function in the real situation. In this case, Hughes (1996:181) states that the objective of teaching

spoken language is to develop learners' ability to interact successfully in that language with good comprehension and production. Many language teachers are concerned to develop their learners' ability in using English and take a part in the process of communication through language rather than develop individual components of language such as grammar, pronunciation, vocabulary, etc.

Based on the 1994 English Curriculum for Elementary School, the purpose of teaching speaking is to enable the students to pronoun words or simple sentences that are introduced by the teacher and to do short simple conversations fluently and correctly. Besides, the teaching of speaking with the topic of daily activities is intended to enable the students to tell their daily activities fluently and correctly.

In order to achieve the purpose of teaching speaking, the English teacher has to motivate the students and create activities which support them to practice language that have been got in the classroom. The teacher should give much practice to the students to use English in the spoken form as a means of communication.

2.4 Pictures as Teaching Media

Pictures are one of the most appropriate media in teaching learning process in the classroom. They are often used by the teacher to increase students' interest, motivation, and attention to the material that is given by the teacher. In line with this, Wright (1989:2) states that specifically pictures contribute interest and motivation; a sense of the context of the language; and as a specific reference point of stimulus. Rohani (1997:9) states that media consisting of pictures and other learning instruments usually give visual experiences for the students. In line with this, Yunus (1981:58) claims that pictorial material is extremely helpful at the repetition, reproduction and manipulation stages as it provides the students with something to talk.

Regarding the ideas above, it is assumed that pictures are one of the most appropriate media for presenting the material in the teaching learning process in the classroom. They are often used for developing the students' motivation to

learn new language. Besides that, using pictures in teaching learning process can provide students a visual experience and stimulate them to talk.

2.4.1 Kinds of Pictures

Webster (1983:1711) defines that picture is a representation of an object or a scene in the form of paper, canvas, or other surface. The picture may be in the form of drawing or painting or else. It can describe a human being, an animal, a plant and any other objects. The picture can be taken from photos, newspaper, magazines, brochures, textbooks, advertisements, etc.

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

a. Individual Pictures

Yunus (1981:50) defines individual pictures as the pictures that represent single pictures of objects, persons, or activities and symbolize one meaning. According to Wright (1989:123), the characteristics of individual picture are simple pictures; focus only on one meaning, and easier to be understood by the learners, especially the meaning of words.

The individual pictures can be taken from newspapers, magazines, brochures, advertisements and the like. The following are the examples of individual pictures.

(a)   (b)
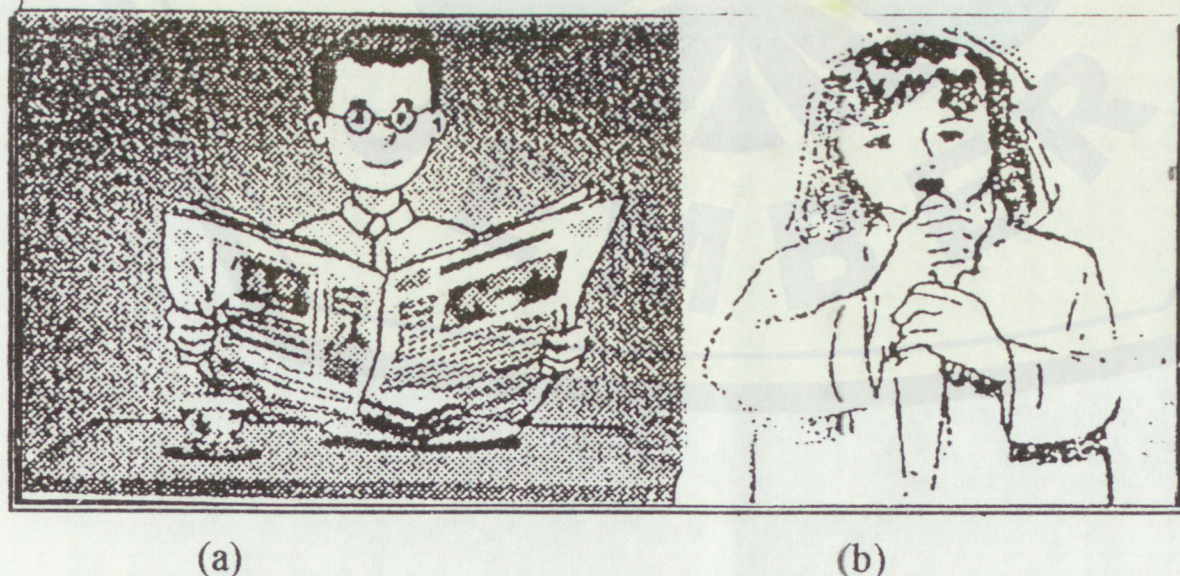
(Taken from Communicative English, Sofyanda, et al, 2002:146)

The pictures above describe the people doing something. Picture (a) describes a boy who is reading a newspaper and picture (b) describes a girl who is singing a song.

b. Composite Pictures

Yunus (1981:49) defines composite pictures as a large single picture which shows a scene (hospital, a beach, a railway, and a street) in which we can see a number of people doing something.

According to Wright (1989:98) composite pictures give detail information. There may be a lot of people doing different things or it may be a landscape or city shape showing a lot of objects, building etc. The following picture is the example of a composite picture

(Taken from Get Ready 5, Sutarma, 1997:83)

The composite picture above tells the family's activities in a holiday. They are doing their activities in a veranda. There is a mother and her daughter playing a doll. Then, there are three children playing rope skipping in front of veranda and a girl is reading a book near her mother. They are very happy to do their activities.

c. Picture Series

Yunus (1981:50) defines picture series as a number of related composite pictures that are linked to form a series or sequence of events. It means, every picture that is presented has relation to each other and they build a series of events. The main function of it is to tell a story or a sequence of events. Picture series can be found in comics, cartoon strips, textbooks, calendars, and wrapping papers. The following picture is the example of a picture series
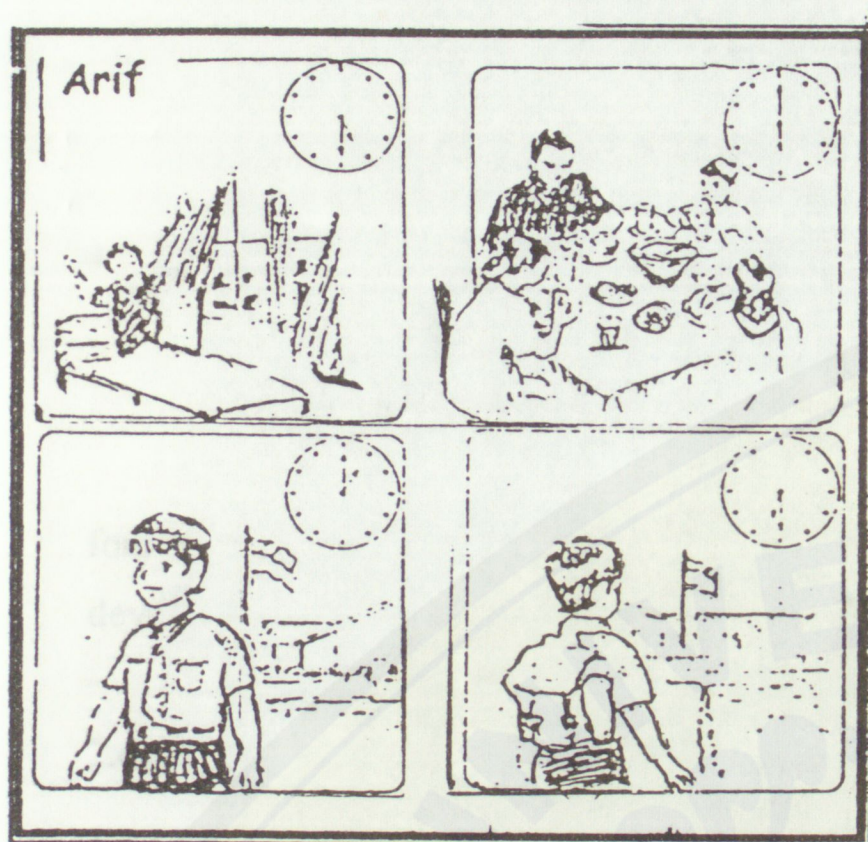
(Taken from Get Ready 5, Sutarma,1997:4)

The picture series above tells about Arif's daily activities. First, he gets up at half past five, and then he has breakfast with his family in the dinning room at six o clock. After having breakfast, he goes to school at half past six. Finally, he leaves school one o'clock in the afternoon.

Based on the kinds of the pictures, picture series was used by the researcher to test the students' speaking ability, while the composite pictures and individual pictures were not used because the English teacher had often used picture series in teaching speaking, especially in the topic of daily activities and telling the time. Therefore, the students have had knowledge about telling the activities and time based on the picture series. Moreover, they were helpful in developing the students' speaking ability, especially in telling the sequence of activities chronologically.

2.4.2 The Advantages of Using Picture Series

The use of picture series in teaching learning activities in the classroom can give some advantages (Raimes,1983:36) as follows:

1) Picture series such as comic strips provide subject matter for speaking naratively about the story beyond the pictures in the strip.

2) A set of pararel picture/pictures that show sequence scene offer guidance of vocabulary, sentence structure to speak about the subject matter.

3) Not only do pictures provide a visual framework for the use of language skills, but they also provide real information about someone's activity, stories or processes of making something.

Further, Underhill (1987:66) states that picture series usually consist 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.

2.4.3 The Procedures of Teaching Speaking through Picture Series

The elementary school students are still young learners. They do not come to the classroom empty handed, they bring a set of instinct and characteristics which will help them learn a new language. Moreover, the young learners have ability and creativity in speaking English as a new language though with limited vocabulary and grammar but they are not afraid and feel shy to make mistakes. According to Yunus (1981:68), pictorial and non pictorial material are extremely helpful for developing students' speaking skill.

The examples of procedures of teaching speaking through picture series are as follows (Yunus,1981:68):

Example 1

Topic: Presenting and producing new item and vocabulary

Material : Picture series

Procedure:

    a. The teacher points to the relevant objects, persons, activities, etc and makes an utterance

    b. The students repeat (more than one) the teacher's utterance

    c. The students attempt to reproduce sentences to response to the teacher's questions

    d. The students finally attempt to use the new structure in different situation (e.g. substitution work with picture to prompt).

Example 2:

Topic: Composing a dialogue

Material   : Picture series (comic strip) with the balloon blanket out

Procedure:

    a. Working as a class or in pairs or groups, the students have to decide what the people are saying

    b. The various versions can be written on the chalkboard and the students copy down one they prefer

    c. The students practice a dialogue based on the chalkboard that have been completed

Example 3:

Topic: Daily activities

Material : Picture series

Procedure:

    a. The teacher gives picture series (including people) without a text to the students

    b. The teacher gives a clue as an introduction

    c. The teacher asks the students to study the pictures carefully and

    d. The teacher asks the students to continue the introduction and tell someone's activities based on the picture series.

Based on the examples above, in this research the example of the procedures number 3 was used in the speaking test through picture series because based on the interview, the English teacher used the third procedure.

2.4.4 Developing Students' Speaking Ability through Picture Series

    As mentioned in the previous part of this chapter, pictures are considered as one of the most appropriate media in teaching speaking. The use of pictures can arouse students' motivation to learn and stimulate them to talk (Yunus,1981:51). Moreover, the students become more challenged to use English as a means of

communication. It is said by Wright (1989:7) that pictures provide 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. On the other hand, opportunities refer to the time to express feeling, ideas and to exchange information. Further, Heaton (1975:94) states the most effective way of developing and testing oral ability is using picture sequence that requires not only narrative or description of the part of the students but also discussion about the pictures concerned. Through discussion, every student has the same chance to exchange his/her ideas to others. The teacher's role is as controller, facilitator, and commentator. As a controller means the teacher controls the class situation so that the class remains conducive and concern to the target of the discussion. As a facilitator means the teacher runs the way of the discussion. As a commentator means the teacher gives the comment about the result of discussion. Finally, after the discussion, the teacher asks the students to summarize by retelling the picture series that have been discussed.

Another effective way is giving scrambling picture series to the students individually, in pairs, or in groups. After all pictures have been distributed, the students have to arrange until they make an event or story orderly. While arranging the picture, the teacher may not give intimidations or suggestions to the students. In other words, the students have large freedom to use the appropriate words and structures. After all students have finished, they have to perform their story in front of the class. Then, the teacher gives comments.

The explanations above can be assumed that picture series are one of the appropriate media for developing students' speaking ability. The pictures provide opportunities to the students to be involved in using language in the classroom and provide students with challenges in exchanging ideas.
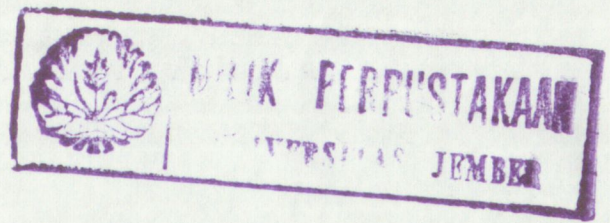
III. RESEARCH METHODS

This chapter presents the methods used in this research. They cover; the research design, research area, respondent determination method, data collection methods, and data analysis method

3.1 Research Design

This research was intended to describe the fifth year students' speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year. Therefore, the design of this research was descriptive qualitative. According to Arikunto (1998:112), the characteristics of descriptive research are: a) It does not need administration of controlling the treatment, 2) It does not need hypothesis, 3) the researcher objectively and systematically describes the content of the research.

The research design was conducted through the following procedures:

1) Determining the research area purposively
2) Determining the respondents by population method
3) Constructing the research instrument (speaking test through picture series)
4) Giving the speaking test through picture series to the respondents
5) Analyzing the collected data quantitatively (by using the percentage formula) and then classifying the results qualitatively based on the classification of the score levels
6) Concluding the results of the data analysis to answer the research problems.

3.2. Research Area

This research was conducted at SDN Kepatihan IX Jember which is located at Jl. Kartini 40 Jember. This school was chosen purposively. Purposive method means choosing the research area for a certain purpose. This school was chosen for conducting the research for some reasons. Firstly, the English teacher often uses picture series as teaching media to develop the students' speaking ability. Secondly, the headmaster gave permission to me to conduct the research.

Finally, the school provided the students with sufficient facilities such as many kinds of pictures for the English teaching or the teaching of speaking, so the data required could be obtained at this school.

3.3. Respondent Determination Method

Respondents are the people who give responses or answers to the questions given. The purpose of respondent determination was to determine the subjects that will be investigated in the research. Arikunto (1998:20) states that, population research could be carried out if the number of the respondents is less than 100 persons. On the other hand, if the number of respondents is more than 100 persons, the samples could be taken 10% up to15% or 20% up to 25% or more of the population.

In this research, the respondents were the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. They were determined by population method. The reasons of choosing the respondents were; the fifth year students only one class and they have been taught speaking through picture series, they were able to make simple sentences and produced them in speaking and their vocabularies were enough for telling daily activities. The total number of the respondents was 41 students. The list of the respondents can be seen on Appendix 1.

3.4. Data Collection Methods

In this research, the data collected were primary data and supporting data. The primary data were collected by using speaking test through picture series, while the supporting data were collected through interview and documentation.

3.4.1 Primary Data
3.4.1.1 Speaking Test

According to Arikunto (1998:139) test is a sequence of questions, exercises or instruments used to measure skill, knowledge, intelligence and talent of individuals or groups. In this research, the achievement test of speaking

through picture series was used to measure the students' speaking ability. The test was constructed by the researcher by consulting to the English teacher and the consultants. The speaking test was also constructed based on the 1994 English local content curriculum for Elementary school and the English textbook of the Elementary school used by the teacher.

In this research, the speaking test form was subjective in the form of telling picture series. The speaking test consisted of three topics stated in the fifth year students English 1994 Curriculum. They were; Going to school, Someone's activities and Playing football. The components of speaking to be evaluated were pronunciation ability, structure/grammar ability, vocabulary ability, fluency ability and content ability. The test was given to the respondents when they had the English lesson. It took five hours to do the speaking test and tape recorder used in order to make easy in identifying and scoring each indicator.

The procedures of giving the speaking test were as follows: The researcher asked each respondent to select one of the picture series by using lottery, then gave the first statement as an introduction of telling picture series. After that, asking the respondents to continue telling the picture series in seven minutes. To score the results of the speaking test, the descriptors in the form of rating scales of each indicator were used. If the students could fulfill the highest criteria of the descriptors, they got 20 point and it was categorized as excellent. The rating scale used to score the speaking test is enclosed on Appendix 2

To minimize the subjectivity of scoring the speaking test, double scorer were used in this research; they were the researcher and a student of the English Education Program of Jember University. The analytical scoring method was used to score the students' speaking English ability. The analytical scoring method is a method of scoring which requires a separate score for each number of the task (Hughes, 1989:91). In other words, each indicator or each aspect of speaking ability was scored separately. They were pronunciation ability, structure ability, vocabulary ability, fluency ability and content ability.

Dealing with the test instrument, Arikunto (1998:160) says a good test instrument must fulfill some requirements, they are validity and reliability. A test

is considered to be valid if it can measure what it is intended to measure. This research used content validity because the speaking test as an instrument was constructed based on the indicators of the speaking to be measured and the materials were taken from the 1994 English local content curriculum for elementary school, especially the fifth class. Besides, the speaking test was also examined by the English teacher and the consultants of the thesis in order to judge the appropriateness of the test.

A valid test must be reliable because it provides consistent accurate measurement. McMillan (1992:104) defines reliability as a consistency of scores or the extent to which measure free from error. Further, Hughes (1996:42) states that a valid test must be reliable. Based on the ideas, since the speaking test was valid based on its content it was reliable as well.

The test had been tried out to the other students who had the same level. They were the fifth year students of SDN Kepatihan VII Jember in the 2004/2005 academic year. The reasons were, the English teacher used 1994 English Curriculum and the results of the students' speaking test were similar with the fifth year students of SDN Kepatihan IX. The try out test was done not to find the reliability of the speaking test, but it was intended to know whether the time given was enough or not for telling picture series, to know the instruction was understandable or not, and to know the appropriateness of the materials. The speaking test instrument is enclosed on Appendix 3.

Dealing with the scoring, the results of the students' speaking test through picture series were scored based on the rating scale of each indicator. The scoring guide is enclosed on Appendix 4.

3.4.2 Supporting Data

3.4.2.1 Interview

Arikunto (1998:231) defines that interview is a dialogue for getting the information from the interviewee. In this research, semi structured interview was used to obtain the supporting data about the techniques used by the English teacher in teaching speaking, how often the English teacher teaches speaking, the

media that are usually used in teaching speaking, the difficulties in teaching speaking, how to solve the students' difficulties in speaking, and the book used in teaching English. The interview was conducted with the English teacher by using the interview guide in the form of a list of questions. The interview guide is enclosed on Appendix 5.

3.4.2.2 Documentation

According to Arikunto (1998:132), the document is one of the techniques used to obtain the data from the documents and written materials. Documents could be in the forms of records, transcripts, books, newspaper and magazines. In this research, documents were used to obtain the supporting data about the names of the respondents, and the school facilities. The guide of documentation can be seen on Appendix 6.

3.5 Data Analysis Method

The collected data in the form of the students' scores of speaking test by using picture series were analyzed by using the following formula:

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

Notes:

E : The percentage of the students' speaking ability of each indicator through picture series

n : The speaking scores of each indicator obtained by the students

N : The total score of the test items of each indicator.

(Adapted from Ali, 1993:184)

The steps of analyzing the data were as follows:

a. To answer the specific problems, the analysis data were as follows:

1. Scoring the results of speaking test through picture series by using rating scale.

2. Finding the average score given by two scorers on each component of speaking: pronunciation, structure, vocabulary, fluency, and content.

3. Finding the percentage score of each component of speaking by using the

formula ($E = \dfrac{n}{N} \times 100\%$).

4. Classifying the results of data analysis qualitatively based on the
classification of the score levels in the Table 1 below.

b. To answer the general problem, the step of analyzing the data was finding the
average score given by two scorers on each aspect of speaking.

Table 1 The Classification of the Score Levels

Score (%)	Categories
96 -100%	Excellent
86 – 95%	Very good
76 – 85%	Good
66 - 75%	Fairly enough
56 – 65%	Enough
46 – 55%	Bad
36 – 45 %	Very bad
≤ 35%	Failed

(Adopted from Depdikbud, 1994:10)
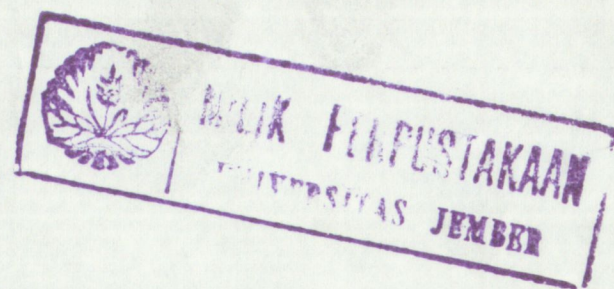
IV. RESEARCH RESULTS AND DISCUSSION

This chapter reports the research result of the try out, primary data , data analysis, supporting data, and discussion.

4.1 The Result of Try Out

The speaking test through picture series was tried out first to other students who were not the respondents of this research. They were the fifth year students of SDN Kepatihan VII Jember. The number of students were 40 students. They were taken purposively. The try out was administered on Saturday, October 9th 2004 while the students had the English lesson. It was conducted to know whether the time allocation for telling picture series is enough or not, to know the instruction is understandable or not, and to know the appropriateness of the material.

The result of the try out showed, that 25 students of 40 students could finish telling picture series at least four sentences in 6-7 minutes, while the rest could finish it. So, the time allocation (5 minutes) for speaking test was not enough for telling picture series. As a result, the time allocation for telling picture series was changed into 7 minutes. Second, the instruction of the speaking test was understandable. It could be seen, when the researcher asked the students to tell picture series. They went to front of the class and spoke based on picture series. This happened because the English teacher used picture series for the topic of Daily Activities. So, they have been familiar about the instruction given. Finally, the appropriateness of the material showed that the material for speaking test was appropriate with the 1994 English curriculum for the fifth year students that was used by the English teacher. Thus, the test instrument could be used as the instrument of speaking test for the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

4.2 Primary Data

4.2.1 The Results of Speaking Test

The fifth year students at SDN Kepatihan IX Jember have been taught speaking English through picture series by the English teacher every Thursday. The procedures that he used were; the English teacher gave greeting to the students and produced questions relating to the topic that would be discussed. After that, he gave picture series to the students and produced introductory sentences for telling picture series. Finally, he asked students to continue telling picture series.

The speaking test was conducted on Thursday, October 14th 2004. The test was intended to measure the students' speaking ability through picture series. The aspects of speaking evaluated covered; pronunciation ability, structure ability, vocabulary ability, fluency ability and content ability. The speaking test form was subjective in the form of telling picture series. The speaking test consisted of three topics chosen from the fifth year students 1994 English Curriculum; namely Going to School, Someone Activities, and Playing Football. The students had to choose one of them and told it at least four sentences in seven minutes.

The students' speaking scores were analyzed based on the five indicators of speaking, they were; pronunciation ability, structure ability, vocabulary ability, fluency ability, and content ability. To score the results of speaking test, the descriptors in the form of rating scales of each indicator were used. If the students could fulfill the highest criteria, they would get 25 points and it was categorized as excellent. The results of speaking test was given to the students as feedback by the researcher. The results of speaking test and data analysis are presented in the following Table 2.

Table2: The Analysis of the Students' Scores of Speaking Test through Picture Series Based on the Aspects of Speaking

No	Components of Speaking											
	P	%	S	%	V	%	F	%	C	%	TOTAL	%
1.	4	80	4	80	4	80	4	80	4	80	20	80
2.	2	40	2	40	2.5	50	2	40	2.5	50	11	44
3.	2	40	2	40	3	60	2.5	50	2.5	50	12	48
4.	3	60	3	60	3.5	70	3.5	70	3.5	70	16.5	66

No.												
5.	3	60	3	60	4	80	3.5	70	3.5	70	17	68
6.	3	60	3	60	4	80	3.5	70	3.5	70	17	68
7.	3	60	3	60	4	80	3.5	70	3.5	70	17	68
8.	3	60	3	60	3	60	3.5	70	3	60	15.5	62
9.	3	60	4	80	4	80	3.5	70	3.5	70	18	72
10.	2	40	2	40	2	40	2.5	50	2	40	10.5	42
11.	2	40	2	40	2	40	2.5	50	2	40	10.5	42
12.	3.5	70	3.5	70	4	80	3.5	70	3.5	70	18	72
13.	2	40	2	40	3	60	2	40	2	40	11	44
14.	3.5	70	3.5	70	4	80	3	60	3.5	70	17.5	70
15.	2.5	50	2.5	50	3	60	3	60	2	40	13	52
16.	3	60	4	80	4	80	3.5	70	3.5	70	18	72
17.	3.5	70	3.5	70	4	80	3.5	70	4	80	18.5	74
18.	3	60	3	60	3.5	70	3	60	4	80	16.5	66
19.	4	80	3	60	4	80	3.5	70	3	60	17.5	70
20.	3	60	3	60	3.5	70	3	60	3	60	15.5	62
21.	3.5	70	3	60	4	80	3	60	3.5	70	17	68
22.	2	40	2	40	2	40	2	40	2	40	10	40
23.	2.5	50	2	40	2.5	50	2	40	2	40	11	44
24.	3	60	3	60	3	60	3	60	3	60	15	60
25.	4	80	4	80	4	80	3	60	4	80	19	76
26.	2	40	2	40	2.5	50	2	40	2	40	10.5	42
27.	2	40	2	40	3	60	3	60	2	40	12	48
28.	3	60	3	60	4	80	3	60	3.5	70	16.5	66
29.	3	60	3	60	4	80	3	60	3.5	70	16.5	66
30.	3	60	3	60	4	80	4	80	4	80	18	72
31.	3	60	3	60	3.5	70	3	60	3.5	70	16	64
32.	3	60	3	60	3	60	3	60	3.5	70	15.5	62
33.	3	60	3	60	3	60	3	60	3	60	15	60
34.	3	60	3	60	3	60	3	60	3	60	15	60
35.	3	60	3	60	3.5	70	3	60	3	60	15.5	62
36.	3	60	3	60	3.5	70	3	60	4	80	16.5	66
37.	3	60	3	60	3	60	3	60	3	60	15	60
38.	2.5	50	3	60	3	60	3	60	3	60	14.5	58
39.	2.5	50	3	60	3	60	2	40	3	60	13.5	54
40.	3	60	3	60	4	80	3	60	3.5	70	16.5	66
41.	2.5	50	2	40	3	60	2.5	50	3	60	13	52
Total	118	2350	118	2360	138	2750	122	2440	127	2540	622	2488
Average Score		57.32		57.56		67.01		59.51		62,00		60.68

Notes:

P: Pronunciation
S: Structure
V: Vocabulary
F: Fluency
C: Content

From the results of speaking test, there were six points that could be explained:

a. The percentage of the average score of ***pronunciation ability*** was 57,32% and it lies between 56%-65%. It means that the classification of the students' mean score of pronunciation was enough.

b. The percentage of the average score of ***structure ability*** was 57,56% and it lies between 56%-65%. It means that the classification of the students' mean score of structure ability was enough

c. The percentage of the average score of ***vocabulary ability*** was 67,01% and it lies between 66%-75%. Therefore, the classification of the students' mean score of vocabulary ability was fairly enough

d. The percentage of the average score of ***fluency ability*** was 59,51% and it lies between 56-65%. It could be stated that the classification of the students' mean score of pronunciation was poor

e. The percentage of the average score of ***content ability*** was 62,00% and it lies between 56-65%. It could be said that the classification of the students' mean score of pronunciation was enough

f. The total percentage of the average score of the students ***speaking ability*** was 60,68 %. It means that classification of the students' speaking ability was enough because the score lied between 56%-65 % based on the table of classification.

The following Table 3 gives information to the readers about the score frequencies and classifications of the students' pronunciation ability.

Table 3: The Score Frequencies and Classifications of the Students' Pronunciation Ability

No	Score	Frequencies	%	Score Classifications
1.	96%-100%	-	-	Excellent
2.	86%-95%	-	-	Very Good
3.	76%-85%	3	7,31	Good
4.	66%-75%	4	9,75	Fairly Enough
5.	56%-65%	21	51,.21	Enough
6.	46%-55%	5	12,19	Bad

| 7. | 36%-45% | 8 | 19,51 | Very bad |
| 8. | 0% - 35% | - | - | Failed |

According to the results of the students' pronunciation ability, it was found that there were five score classifications obtained by the students. They were good, fairly good, enough, bad and very bad. There were three students who had scores in the range of 76%-85%. In other words, there were 7,31% of the students' pronunciation ability was classified as *good*. Then, there were four students who had scores in the range of 66%-75%. In other words, 9,76% of the students' pronunciation ability was classified as *fairly enough*. Next, there were 21 students who got scores in the range between 56%-65%. Therefore, 51,21% of the students' pronunciation ability was classified *enough*. Next, there were 6 students that had scores in the range between 46%-35 %. It means 12,19 % of the students' pronunciation ability could be classified into *poor* classification. Finally, there were 8 students who had scores in the range between 36%-45%. It means 19,51% of the students' pronunciation ability was categorized as *very bad*.

In brief, the following Chart 1 gives clearer information to the readers about the frequencies and classifications of the students' pronunciation ability in speaking English.

Chart 1.The Students' Pronunciation Ability in Speaking English

Note for chart 1,2,3 and 4:

1: Excellent

2: Very Good
3: Good
4: Fairly Enough
5: Enough
6: Bad
7: Very Bad
8: Failed

The following Table 4 gives information to the readers about the score frequencies and classifications of the students' structure ability.

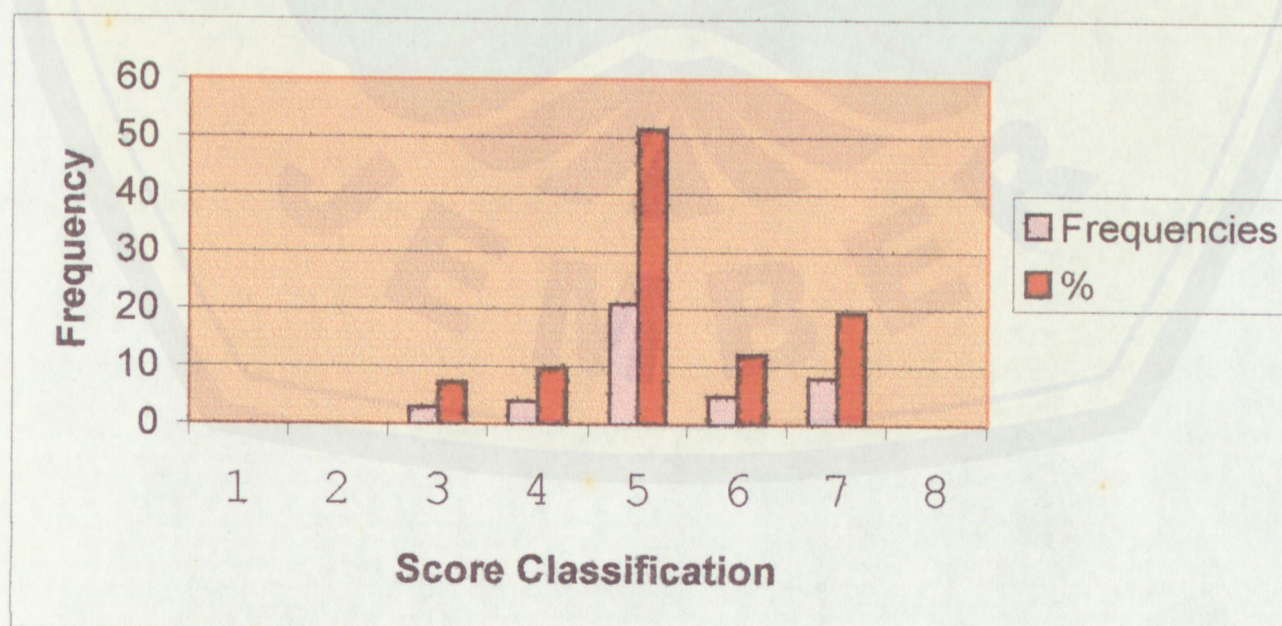**Table 4: The Score Frequencies and Classifications of the Students' Structure Ability**

No	Score	Frequencies	%	Score Classifications
1.	96%-100%	-	-	Excellent
2.	86%-95%	-	-	Very Good
3.	76%-85%	4	9.76%	Good
4.	66%-75%	3	7.32%	Fairly Enough
5.	56%-65%	23	56.09%	Enough
6.	46%-55%	3	7.32%	Bad
7.	36%-45%	8	19.51%	Very bad
8.	0% - 35%	-	-	Failed

Based on the Table 4 above, it could be explained that there were 5 score classifications obtained by the students. They were good, fairly enough, enough, bad, and very bad. There were 4 students with scores falling between 76%-85%. It means that 9,76% of the students' structure ability could be classified as *good*. Then, the number of the students with scores falling between 66%-75% was 3 students. It could be stated that 7,32% of the students' structure ability could be classified into *fairly enough* classification. Meanwhile, there were 23 students who had scores in the range between 56% -65%. It means that 56,09 % of the students' structure ability could be categorized as *enough*. Next, there were 3 students who had scores between 46%- 55 %. In other words, 7,32 % of the students' structure ability in speaking English could be classified as *bad* . Finally, there were 8 students who had scores in the range between 35%-45%. In other words, 19,51% of the students' structure ability could be classified as *very bad*.

In brief, the following Chart 2 gives clearer information to the readers about the frequencies and the classifications of the students' structure ability.

Chart 2: The Students' Structure Ability in Speaking English

The following Table 5 gives information to the readers about the score frequencies and classifications of the students' vocabulary ability.
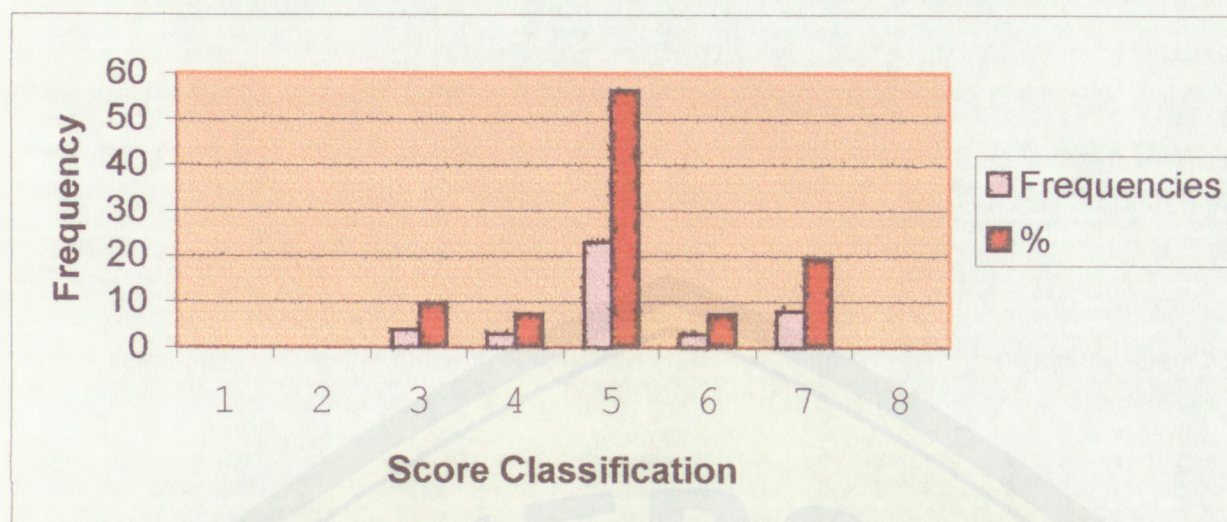
Table 5: The Score Frequencies and Classifications of the Students' Vocabulary Ability

No	Score	Frequencies	%	Score Classifications
1	96%-100%	-	-	Excellent
2	86%-95%	-	-	Very Good
3	76%-85%	16	39.02%	Good
4	66%-75%	6	14.63%	Fairly Enough
5	56%-65%	13	31.71%	Enough
6	46%-55%	3	7.32%	Bad
7	36%-45%	3	7.32%	Very bad
8	0% - 35%	-	-	Failed

Based on the Table 5 above, it could be explained that there were 5 score classifications obtained by the students. They were; good, fairly enough, enough, bad, and very bad. There were 16 students with scores falling between 76%-85% and this classification was the biggest one. It means that 39,02 % of the students' vocabulary ability could be classified as *good*. Then, the number of the students with scores falling between 66 % - 75 % was 6 students. It could be said that 14,63% of the students' vocabulary ability could be classified as *fairly enough*. Meanwhile, there were 13 students who had scores in the range between 56%-65%. It means that 31,71 % of the students' vocabulary ability could be categorized as *enough*. Then, there were 3 students who had scores between 46%-55%. In other words, 7,32 % of the students' vocabulary ability in speaking

English could be classified as *bad*. Finally, there were 3 students who got score in the range between 36%-45%. It other words, 7,32% of the students' vocabulary ability was *very bad* classification.

In brief, the following Chart 3 gives clearer information to the readers about the frequencies and the classifications of the students' vocabulary ability.

Chart 3: The Students' Vocabulary ability in Speaking English

The following Table 6 gives information to the readers about the score frequencies and classifications of the students' fluency ability.

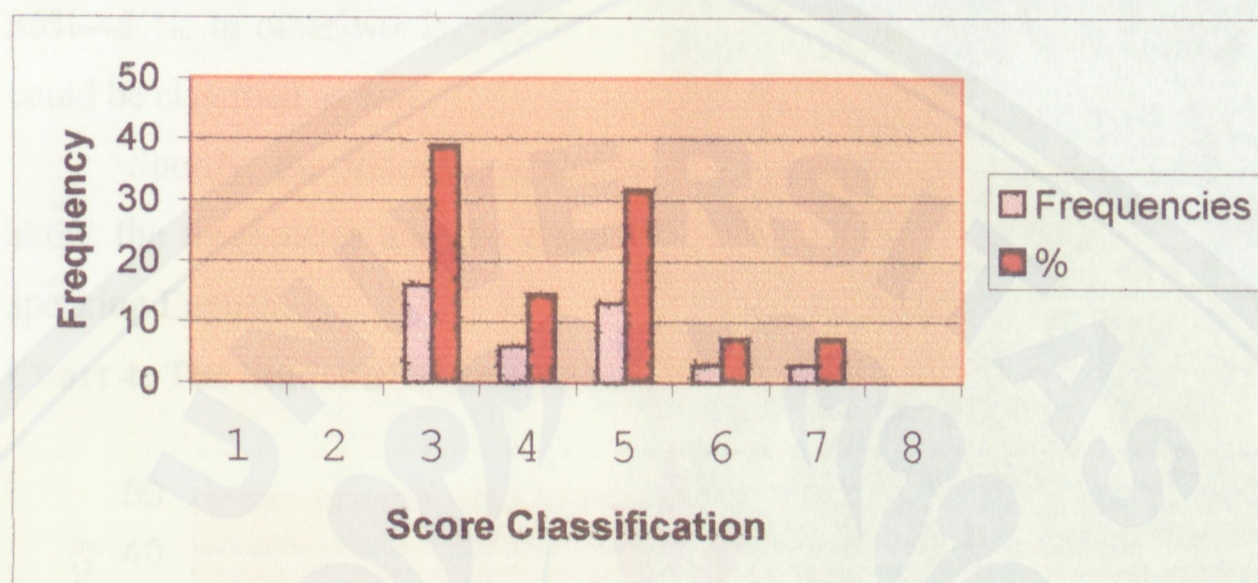**Table 6: The Score Frequencies and Classifications of the Students' Fluency Ability**

No	Score	Frequencies	%	Score Classifications
1	96%-100%	-	-	Excellent
2	86%-95%	-	-	Very Good
3	76%-85%	2	4.87%	Good
4	66%-75%	10	24.39%	Fairly Enough
5	56%-65%	19	46.34%	Enough
6	46%-55%	4	9.75%	Bad
7	36%-45%	6	14.63%	Very bad
8	0% - 35%	-	-	Failed

Based on the Table 6 above, it could be seen that there were 5 score classifications obtained by the students. They were; good, fairly enough, enough, bad and very bad. There were 2 students with scores falling between 76 %-85%. It means that 4.87% of the students' fluency in speaking English could be classified as *good*. Then, the number of the students with scores falling between

66%-75% was 10 students. It could be stated that 24,39% of the students' fluency could be classified as *fairly enough*. There were 19 students who had scores in the range between 56%-65%. It means that 46,34% of the students' fluency could be categorized as *enough* classification. Meanwhile, there were 4 students who had scores in the range of 46%-55%. It means that 9.75% of the students' fluency could be classified as *bad*. Finally, there were 6 students who had scores between 36%-45 %. In other words, 14,63% of the students' fluency in speaking English could be classified as *bad*.

Shortly, the following Chart 4 gives clearer information to the readers about the frequencies and the classifications of the students' fluency ability in speaking English.

Chart 4: The Students' Fluency Ability in Speaking English

The following Table 7 gives information to the readers about the score frequencies and classifications on the students' contents ability.

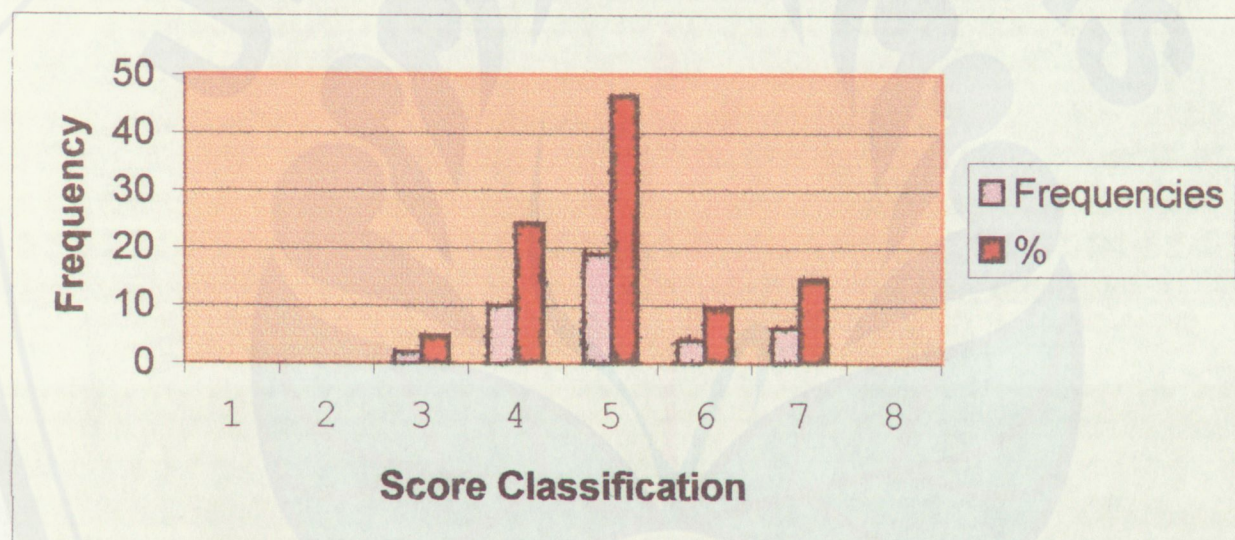**Table 7: The Score Frequencies and Classifications of the Students' Content Ability in Speaking English**

No	Score	Frequencies	%	Score Classifications
1	96%-100%	-	-	Excellent
2	86%-95%	-	-	Very Good
3	76%-85%	6	14.63%	Good
4	66%-75%	14	34.14%	Fairly Enough
5	56%-65%	11	26.82%	Enough
6	46%-55%	2	4.87%	Bad
7	36%-45%	8	1.51%	Very bad
8	0% - 35%	-	-	Failed

Based on the Table 7 above, it could be seen that there were 5 score classifications obtained by the students. They were good, fairly enough, enough, bad and very bad There were 6 students with scores falling between 76%-85%. It means that 14,63% of the students' content in speaking English could be classified as *good*. Then, the number of the students with scores lied between 66 %-75% was 14 students and this classification was the biggest one. It could be stated that 34,14% of the students' content could be classified as *fairly enough*. Meanwhile, there were 11 students who had scores in the range between 56%-65%. It means that 26,82% of the students' content of speaking ability could be categorized as *enough*. Next, there were 2 students who had scores between 36%-45%. In other words, 4,87 % of the students' fluency in speaking English could be classified as bad. Finally, It was found that there were 8 students with scores lied between 36%-45%. It could be stated 19,51% of the students' content in speaking English could be categorized as *very bad*.

Shortly, the following Chart 5 gives clearer information to the readers about the frequencies and the classifications of the students' content in speaking English.

Chart 5: The Students' Content Ability in Speaking English
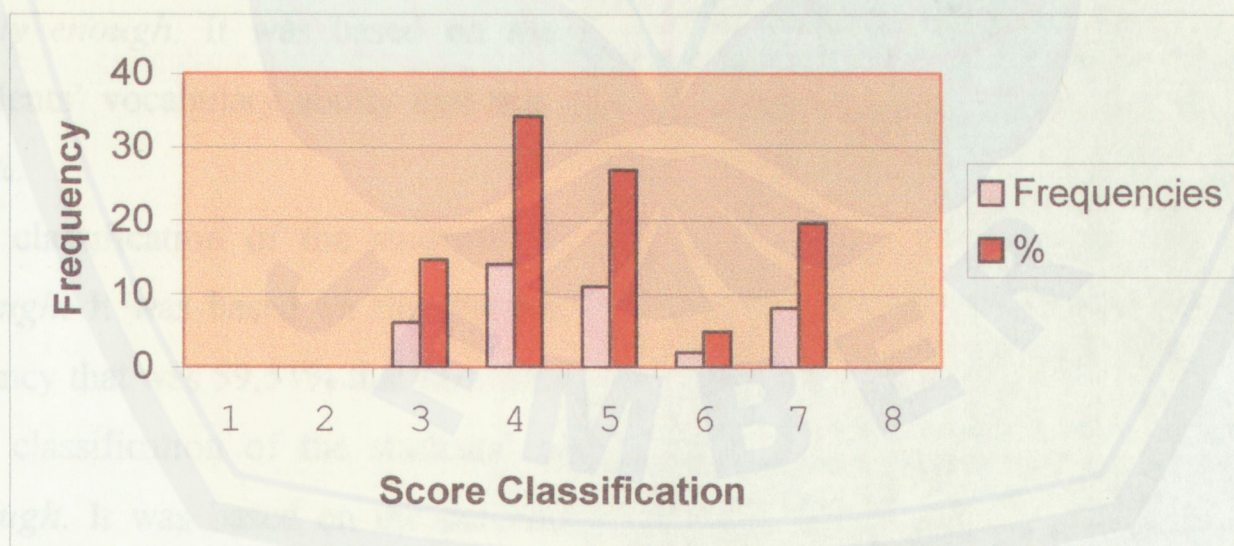
The following Table 8 gives information the readers about the classification of the students' speaking ability.

Table 8 : The Classification of the Students' Speaking Ability of the Aspects of Speaking

No	Components of Speaking	Mean	Score	Score Classification
1	Pronunciation ability	57.32%	56%-65%	Enough
2	Structure ability	57.56%	56%-65%	Enough
3	Vocabulary ability	67,01%	56%-65%	Fairly enough
4	Fluency ability	59.51%	56%-65%	Enough
5	Content ability	61.95%	56%-65%	Enough
6	Speaking ability	60.68%	56%-65%	Enough

Based on the Table 8 above, the classifications of the students' speaking ability could be explained as follows:

1. The classification of the students' pronunciation ability was *enough*. It was based on the percentage of the mean score of the students' pronunciation ability in speaking English that was 57,32% which lied in the range of 56 %-65%.

2. The classification of the students' structure ability in speaking English was *enough*. It was based on the percentage of the mean score of the students' pronunciation ability that was 57,56% which lied in the range of 56%- 65%.

3. The classification of the students' vocabulary ability in speaking English was *fairly enough*. It was based on the percentage of the mean score of the students' vocabulary ability that was 67,01% that lied in the range of 66%-75%.

4. The classification of the students' fluency ability in speaking English was *enough*. It was based on the percentage of the mean score of the students' fluency that was 59,51% that lied in the range of 56 %-65%.

5. The classification of the students' content ability in speaking English was *enough*. It was based on the percentage of the mean score of the students' content that was 61,95% that lied in the range of 56 %-65%

6. The classification of the students' speaking ability was *enough*. It was based on the percentage of the average score of the students' speaking ability that was 60,68% that lied in the range of 55 %-66%.

4.3 Supporting Data

4.3.1 The Result of Documentation

This research was conducted at SDN Kepatihan IX Jember. This school is located at Jl. Kartini 40 Jember. This school has six classrooms, the headmaster's room, the guest' room, an art room, and a mosque.

The total number of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was 41 students, they were in one class. The list of respondents is enclosed on Appendix 1.

This school provided some facilities to support the teaching learning process such as a library and an art room, especially for developing the students'' speaking ability, the English teacher provided pictures namely: individual pictures and picture series. Those kinds of pictures were made by him and sometimes taken from calendars, magazines, newspapers, and textbooks. They were hung on the wall in the classroom, so the students could learn English every time.

4.2.2 The Result of Interview

The interview was conducted with the English teacher to obtain the supporting data about the teaching of speaking through picture series. The interview was conducted on Saturday June 5th 2003. The results of interview were as follows:

According to the English teacher of SDN Kepatihan IX, the teaching of English to the students at Elementary school was based on the 1994 English Curriculum. He taught English once a week. For the fifth year class, he focused the teaching on speaking. It was because the fifth year students have had a lot of vocabularies (nouns and verbs) since they have learned the in the fourth class.

In teaching speaking, he used conventional technique such as question and answer and conversation technique (performing a dialogue in front of the class). Then, the media used by the English teacher were picture series for based on topics; Telling the time and Telling daily activities. He also used textbooks and worksheet. The English textbooks used by the English teacher were Get Ready 5

published by Erlangga, Let's Learn English 5 published by Yudhistira, and Bahasa Inggris Pakem 5 published by Teguh Karya.

However, in the teaching of speaking, he faced some problems from the students. They were difficult to tell picture series as a whole and the use of time signals for example after, after that, then. It was because they were never introduced in the fourth class. In order to solve these problems, the teacher cut picture series one by one. Then, he asked the students to describe the pictures. After they were able to describe the pictures, he continued to the next pictures and introduced the appropriate time signals. After all pictures had been described, he combined the pictures into picture series again. Then, he asked the students to tell picture series from the beginning to the end of the story or activities by using the time signals. As a result, the students were interested and able to tell picture series fluently.

Moreover, in developing the students' speaking ability, the English teacher gave homework about the list of their daily activities from getting up to going to sleep including the time. Then, he asked the students to tell their daily activities in front of the class individually.

4.4 Discussion

Based on the results of the speaking test analysis, it could be pointed out that the speaking ability through picture series of the fifth year students at SDN Kepatihan IX Jember in the 2004/2005 academic year was classified as enough (Average Score=60,68%). This classification was actually enough by considering the students' ability in speaking English through picture series.

The students' speaking ability was evaluated from the five components of speaking namely; pronunciation, structure, vocabulary, fluency and content. The results were as follows:

1. The pronunciation ability of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic was *enough* (Average Score=57,32%). This level of ability might happen because most of the students received

and practiced English only once a week at the school, while at their home or society, they seldom practiced pronouncing English words.

2. The structure ability of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was *enough* (Average Score=57,56%). This level of ability might happen because they still faced difficulty in adapting the differences between the English system and Indonesian system, such as; the use of tenses (simple present). Most of the students had difficulty in changing the verb forms based on the tenses used, especially the use of the third person singular subjects (he, she).

3. The vocabulary ability of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was categorized as *fairly enough* (Average Score=67.01%). This level of ability might happen because the students of elementary school were still young learners. They had good enough ability in memorizing and remembering the vocabulary of the target language. They were already familiar with the English words in telling daily activities

4. The fluency ability of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was *enough* (Average Score=59,51%). This level of ability might happen because the young learners were not afraid and shy to make mistakes in speaking English although their structure was not good. The other reason might be the students seldom practiced using the target language as a means of communication in the classroom and daily life. As a result, they were rather difficult in expressing thoughts and ideas while telling the picture series.

5. The content ability in speaking of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was categorized as *enough* (Average Score=62,00%). This level of ability might happen because the English teacher often gave questions about the topic of the speaking test given. For example: What time do you get up everyday?, What time do you play football everyday?, etc. It means that the

elementary students of the fifth grade were able to express their ideas in sentences related to one another with the help of picture series.

Based on the results of each indicator, the vocabulary ability lied in the highest level and score (average score=67,01%). This might happen, the words that used for telling picture series were familiar for the students such as; get up, take a bath, take a nap, go to bed, play, cook, and the like. Besides, the students did those activities everyday. So that, the students were easy to reproduce those words. In contrast, the students' pronunciation ability lied in the lowest score (average score=57,32%). This might happen, the English teacher was not the native speaker. As a result, the students faced difficult in producing accurate pronunciation like native speaker (score five). Besides, the students seldom practice pronouncing English words in their home.

Meanwhile, the result of the fifth year students' speaking English was *enough* (average score=60,68%). This might happen because of some factors influence the students' mastering speaking English. Byrn (1986:77) says that there are two factors or aspects that influence mastering speaking English. They are linguistics factor and non-linguistics factor (psychological and cognitive).

Linguistics factor concerns with the students' knowledge about the rules of target language (English). More over, those rules include; stress, intonation, rhythm, tone of voice, and loudness. In this case, the students might have a few knowledges about the rule of the target language, so, the have limited competence and sometime produced errors in speaking English.

Non linguistics factors concern with the students' motivation to practice speaking ability. The students should have motivation to try and to practice speaking English. The students need bravery to express their ability. In this case, the students' willingness to practice what they have got in the classroom will improve their ability. More over, Byrne (1986:9) says that without any effort to develop their skill outside the classroom, the students should be able to master the target language. Second, the technique of English teaching. Teaching speaking ability is complicated because the English teacher have to combine structure ability, vocabulary ability, pronunciation ability, fluency and content in order to

produce a good and understandable speech for the listener. In addition, the English teacher have to create appropriate technique in teaching speaking in order to get an interesting atmosphere and a good outcome/results. Finally, environment. The students' environment are the school, the classroom and their home. A classroom is the main place that is used in teaching learning process. The English teacher have to create the comfortable classroom as the main environment of teaching learning process to avoid the students' boredom to the language learned. For example: using media in teaching learning, arranging the students seat and etc.

Relating to the non-linguistics factor, the result of the students' speaking ability was still enough might happen, the students might have low motivation to practice speaking ability in the classroom and the outside classroom. As a result, the students have a few efforts to develop their speaking skill. The technique of teaching speaking that was used by the English teacher might be less appropriate to the students' interest. The English teacher might be less creative in teaching speaking trough picture series, he should combine many techniques that was appropriate to the teaching speaking such as discussion through picture series.
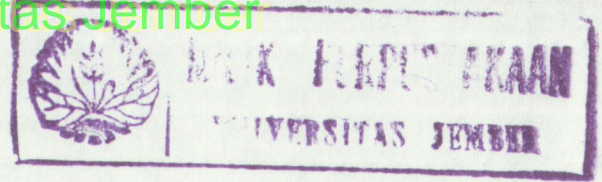
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions to the people related to this research

5.1   Conclusion

Based on the results of the data analysis, there were two conclusions, namely; general conclusion and specific conclusions.

5.1.1 General Conclusion

In general, the speaking ability through a picture series of the fifth year students at SDN Kepatihan IX Jember in the 2004/2005 academic year was classified as enough (Average score=60,68%).

5.1.2 Specific Conclusions

Specifically, the research results based on the speaking components could be concluded as follows:

1. On the average, the fifth year students' pronunciation ability in speaking English through a picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year was enough (Average score=57,03 %).

2. On the average, the fifth year students' structure ability in speaking English through a picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year was enough (Average score=57,06%).

3. On the average, the fifth year students' vocabulary ability in speaking English through a picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year was fairly enough (Average score=67,01%).

4. On the average, the fifth year students' fluency ability in speaking English through a picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year was enough (Average score=59,9%).

5. On the average, the fifth year students' content ability in speaking English through a picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year was enough (Average score=61,95%).

5.2 Suggestions

Based on the research results above, some suggestions are given to the following people:

5.2.1 The English Teacher

In order to develop the fifth year students' speaking ability, the English teacher at SDN Kepatihan IX Jember should be more creative in presenting the speaking lesson through picture series as teaching media in the classroom, because they will make the students more interested in speaking English. Then, the English teacher should give much opportunity to the students to practice telling stories with the help of a picture series, not only in the classroom but also outside of the classroom. Next, the English teacher should motivate the students to express ideas of the picture series orally. So that, they will be fluent in speaking English. Finally, the English teacher should give feedback to the students' errors about pronunciation, structure, vocabulary, fluency, and content, so that they will exactly know their errors while producing sentences orally. So, in the future, they will not make the same errors in speaking English.

5.2.2 The Students

Since the students' speaking ability was categorized as enough, the students are suggested to practice speaking English by using a picture series more frequently to increase their speaking skill.

5.2.3 Future Researchers

Knowing the results of speaking ability is in enough category, so future researchers are suggested to use the research results as a reference to do a further research dealing with a similar problem by using a different design, such as a

classroom action research or an experimental design to develop the students' speaking skill through a picture series with also looking at other different aspects were not investigated in this research

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Appendix 1

The Names of Respondents

No	Name	No	Name
1	Ach. Tarmizi	28	Panki Mahendra
2	Afan Gofur	29	Rahmad Riski
3	Afan Kurniadi Yusuf	30	Raffi Chandra N
4	Agustin Nur Fadila	31	Rita Sugianto
5	Andrean Wildan A	32	Riska Amalia
6	Atika Silmi	33	Riski Eka Perkasa
7	Ayu Natalia	33	Rohma Nurhayati
8	Dana Setiyadi	34	Riski Hadiatullah
9	Dani Setiyadi	35	Septanti Riski Lestari
10	Dasril Asman	36	Siti Rahmawati
11	Dian Aprilianti	37	Sri Eka Wulandari
12	Eka Apriyanti	38	Sugianto
13	Ema Tri Handayani	39	Teguh Dwi W
14	Erwin Panca K	40	Tri Septiana
15	Fathur Rozi	41	Ulva Amalia
16	Husnul Chotimah		
17	Indah Aisah Vika		
18	Indah Novita Sari		
19	Irma Cahyasari		
20	Joko Sontoso		
21	Megawati Asnanta		
22	M. Fahad		
23	M. Firmansyah		
24	M. Maulana Efendi		
25	M. Zaenal M		
26	M. Ibnu		
27	Novilia Aisyah		

(Source: SDN Kepatihan IX Jember in the 2004/2005 Academic Year)

Appendix 2

Rating Scale of Speaking Test through Picture Series

Pronunciation

a. Score 5 if the pronunciation of the words in sentences is like a native speaker

b. Score 4 if the pronunciation of sentences is clearly produced, the content of picture series is easy to be understood

c. Score 3 if mispronunciation of the words in sentences occasionally produced in telling the picture series

d. Score 2 if the pronunciation is influenced by the first language (Indonesian), required concentration on listening.

e. Score 1 if the pronunciation of the words in sentences is difficult to be understood, so it requires frequent repetition

Structure

a. Score 5 if no more than two errors during telling the picture series.

b. Score 4 if occasional errors showed imperfect control of structure but no weakness that cause misunderstanding.

c. Score 3 if frequent errors showed some uncorrect structures and occasionally make irritation and misunderstanding.

d. Score 2 if constant errors showed very few correct structures and frequently preventing telling the sequence of activities based on the picture series.

e. Score 1 if the structure in telling the picture series is almost entirely inaccurate

Vocabulary

a. Score 5 if vocabulary apparently as accurate and extensive as educated native speaker

b. Score 4 if adequate vocabulary made easy to tell various topics of picture series.

c. Score 3 if choices of words were sometimes inaccurate, limitations of vocabulary prevent some common of topics

d. Score 2 if limited vocabulary pursuit the process of telling picture series.

e. Score 1 if inadequate vocabulary made impossible for telling the simplest picture series

Fluency

a. Score 5 if the students' speech as fluent and effortless as that of a native speaker.

b. Score 4 if the students' speech was occasionally hesitant while telling picture series

c. Score 3 if the students' speech was hesitant while telling the picture series

d. Score 2 if the students' speech was very slow and uneven for telling the picture series.

e. Score 1 if the students' speech was so halting and almost impossible for telling the picture series

Content

a. Score 5 if the content of the speech was accurate and appropriate with the topic

b. Score 4 if the content of the speech kept a few tracks of the target

c. Score 3 if the content of the speech kept some tracks of the target

c. Score 2 if there few understanding and frequently producing incoherent statements

d. Score 1 if the content of the speech entirely inaccurate and vague.

(Adapted from Hughes,1996:112)

Appendix 3

Speaking Test

Subject   : English

Language Skill : Speaking

Theme   : Daily Activities

Class   : Fifth Class

Time   : : 7 minutes

Choose one of the picture series(A,B,C), and tell it minimally 4 sentences in 7 minutes.

A.

Examiner : Hari is a diligent students of SDN Kepatihan **IX** Jember. Everyday,.........(Now continue his activities)

a.

b.

c.

d.

B.
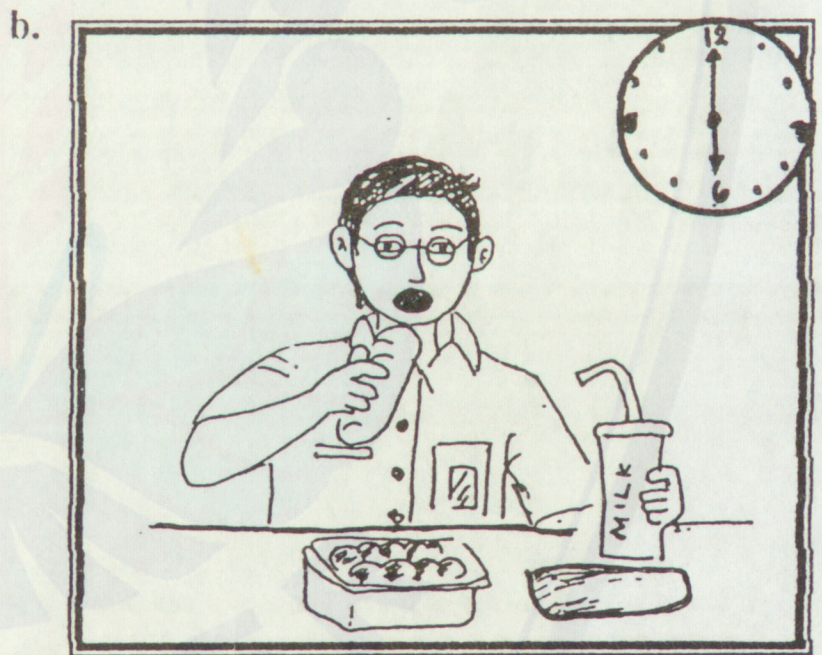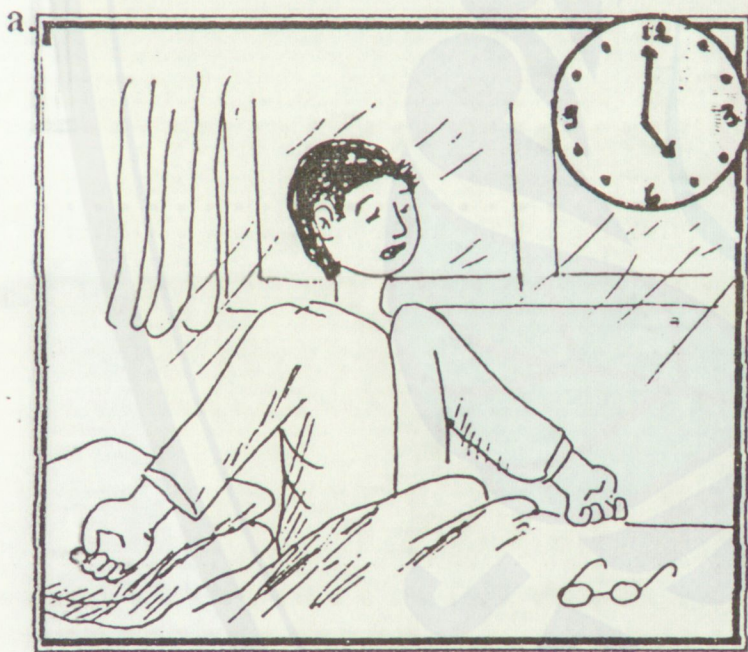
Examiner: Lucy is a diligent student. She arrives home at half past one in the afternoon and she feels hungry …………… (now you continue her activities)

C.
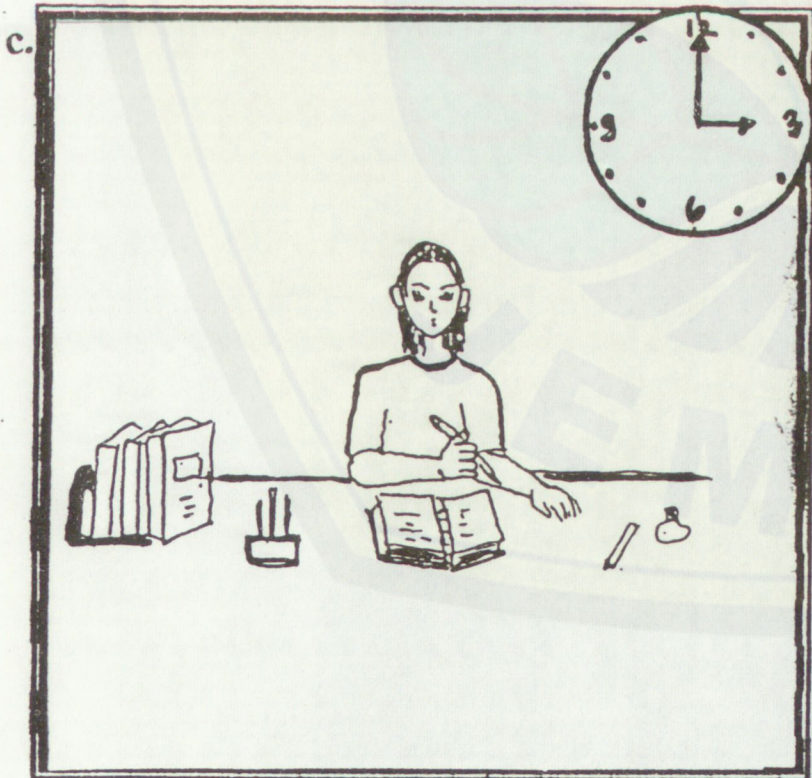
Examiner: Hasan and Haris are students of SDN Wringinagung II. Their hobby is playing football. ……………………… (now continue their activities)

Possible Answers

A. Examiner : Hari is a diligent students of SDN Kepatihan IX Jember. Everyday,.........(Now continue his activities)

1) He gets up at five o'clock. Then, he has breakfast at six o'clock. He has six loaves of breads and a glass of milk. Next, he goes to school at half past six. Finally, he goes home at half past twelve.

2) He gets up at five o'clock and has breakfast at six o'clock. He eats breads and drinks a glass of milk. After that, he goes to school at half past six. At half past twelve, he goes home.
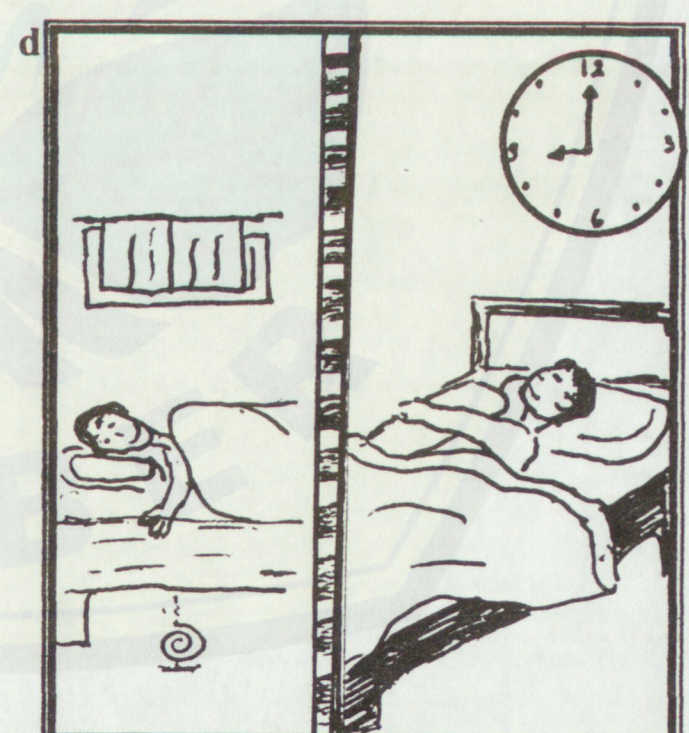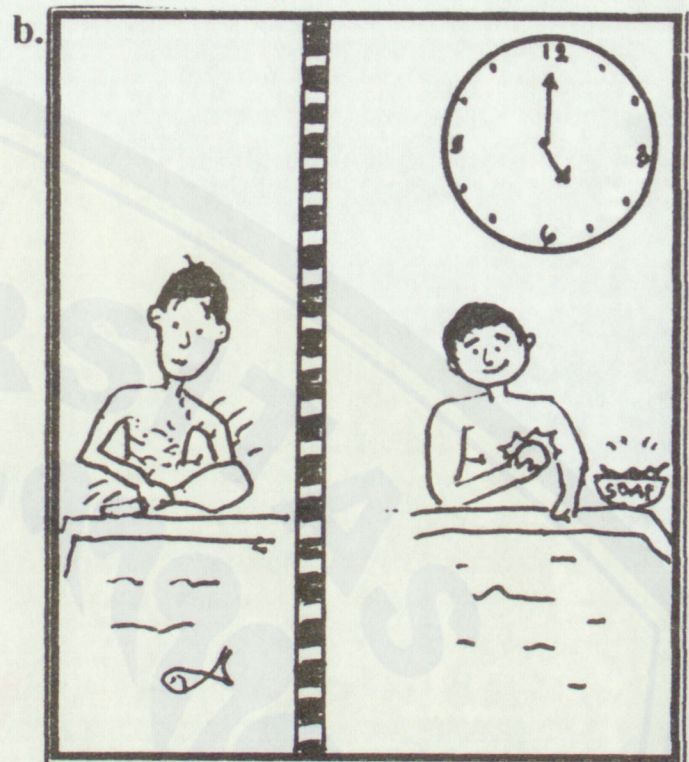
B. Examiner: Lucy is a diligent student. She arrives home at half past one in the afternoon and she feels hungry .... (now you continue her activities)

1) She has lunch at one o'clock. Then, she takes a nap at half past one. At three o'clock in the afternoon, she studies. She has four books and four pens on the table. Finally, at half past four she helps her mother cooking in the kitchen.

2) She has lunch and takes a nap at half past one. She studies at three o'clock in the afternoon. She has four pens and a pencil on the table. Then, she cooks in the kitchen with her mother.

C. Examiner: Hasan and Haris are students of SDN Wringinagung II. Their hobby is playing football. .... (now continue their activities)

1) They play football at half past three in the afternoon. Then, they go home and take a bath at five o'clock. After taking a bath, they study together. They have four books on the table. Finally, they go to sleep at nine o'clock at night.

2) Hasan and Haris play football at half past three p.m. After that, they take a bath and study in their room. They have a ruler and four books on the table. At nine o'clock p.m, they go to sleep.

Appendix 4

The Scoring Guide

B. Examiner: Lucy is a diligent student. She arrives home at half past one in the afternoon and she feels hungry .... (now you continue her activities)

1) She has lunch at one o'clock. Then, she takes a nap at half past one. At three o'clock in the afternoon, she studies. She has four books on the table. Finally, at half past four she helps her mother cooking in the kitchen.

Scoring System:	$E = \dfrac{n}{N} \times 100\%$

Pronunciation   : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Structure   : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Vocabulary   : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Fluency   : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Content   : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Speaking Ability   : $E = \dfrac{20}{25} x100\% = 80\%$ (good category)

A. Examiner: Hari is a diligent students of SDN Kepatihan XVI Jember. Everyday,.........(Now continue his activities)

He get up at five o'clock. He has breakfast at six o'clock. He has four loaves of breads and a glass of milk. After that, he go to school at a half past six. Finally, he go home at a half past twelve.

Pronunciation   : $E = \dfrac{3}{25} x100\% = 60\%$ (enough category)

Structure   : $E = \dfrac{3}{25} x100\% = 60\%$ (enough category)

Vocabulary : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Fluency : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Content : $E = \dfrac{4}{25} x100\% = 80\%$ (good category)

Speaking Ability : $E = \dfrac{18}{25} x100\% = 72\%$ (fairly enough)

C. **Examiner:** Hasan and Haris are students of SDN Wringinagung II. Their hobby is playing football. .... (now continue their activities)

1) Hasan and Hary playing football at a half past three o'clock. Hasan and Hary go home and taking a bath at five o'clock. They study together and sleeping at nine o'clock.

Pronunciation : $E = \dfrac{2}{25} x100\% = 40\%$ (very bad category)

Structure : $E = \dfrac{2}{25} x100\% = 40\%$ (very bad category)

Vocabulary : $E = \dfrac{3}{25} x100\% = 60\%$ (enough category)

Fluency : $E = \dfrac{2}{25} x100\% = 40\%$ (very bad category)

Content : $E = \dfrac{3}{25} x100\% = 60\%$ (enough category)

Speaking Ability : $E = \dfrac{12}{25} x100\% = 48\%$ (bad category)

The Supporting Data Instrument

Appendix 5

The Guide of Interview

No	Questions	Data Resource
1	Do you teach speaking to the students?	
2	How do you usually teach speaking?	
3	How often do you teach speaking?	The English teacher
4	What kinds of media do you usually use in teaching speaking?	
5	Do you use picture series in teaching speaking?	
6	What kinds of difficulties do the students usually have in speaking class?	
7	How do you overcome the students' difficulties in speaking?	
8	What English book do you use in teaching English?	

Appendix 6

The Guide of Documentation

No	The Data Taken	Data Resources
1	The list and the name of respondents	Document
2	The school facilities	Document

Title	Problems	Variables	Indicators	Data Source	Research Methods
... Year Students' Speaking Ability through Picture Series at SDN Kepatihan IX Jember in the 2004/2005 Academic Year	...speaking ability through picture series at SDN Kepatihan IX Jember in the 2004/2005 Academic Year? **b. Specific Problems** 1. How is the fifth year students' pronunciation ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year? 2. How is the fifth year students' structure ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year? 3. How is the fifth year students' vocabulary ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year? 4. How is the fifth year students' fluency ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year? 5. How is the fifth year students' content ability in speaking English through picture series at SDN Kepatihan IX Jember in the 2004/2005 academic year?	students' speaking ability through picture series	students' scores of speaking test through picture series that cover the score of: a. Pronunciation b. Structure c. Vocabulary d. Fluency e. Content	The fifth year students' of SDN Kepatihan IX Jember in the 2004/2005 academic year **b. Informant** The English teacher **c. Documents** - Names of respondents - School facilities	- Descriptive study **b. Research Area** - Purposive Method: SDN Kepatihan IX Jember **c. Research Determination Method** - Population method **d. Data Collection Methods** 1. Primary Data - Speaking Test through Picture Series 2. Supporting Data - Interview - Documentation **e. Data Analysis Methods** - Percentage Formula $E = \dfrac{n}{N} x100\%$ Note: E: The percentage of the students' speaking ability of each indicator through picture series n: The speaking score of each indicator obtained by the students N: The total score of the test items of each indicator (Adapted from Ali, 1993:184)

Appennndix 8 /1

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162
Telp/Fax (0331) 334 998 Jember 68121

Nommnor : 029.4/J.25.15./PP.7/2004   Jember, 5 Oktober 2004
Lampppiran : Proposal
Perihhhial : **Ijin Penelitian**

Kepaaada   : Yth. Bapak/Ibu Kepala SDN
              Kepatihan VII Jember
              di-
                  JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   : Hudi Santoso
NIM   : 990210401044
Jurusan/Program : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud
melaksanakan penelitian di lembaga yang Saudara pimpin dengan judul:

A Descriptive Study of the Fifth Year Students' Speaking Ability
through Picture Series At SDN Kepatihan IX Jember in the 2004/2005
Academic Year

Sehubungan dengan hal tersebut kami mohon berkenan Saudara agar
memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerja samanya kami mengucapkan terima
kasih

                                          a.n. Dekan
                                          Pembantu Dekan I

                                          Drs.H. MISNO A.L., M.Pd.
                                          NIP.130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162
Telp/Fax (0331) 334 998 Jember 68121

Nomnmaor 3294/J.25.1 5:/PP.7/2004   Jember, 5 Oktober 2004
Lampppiran : Proposal
Perihhihhal : **Ijin Penelitian**

Kepaaaada : Yth. Bapak/Ibu Kepala SDN
Kepatihan IX Jember
di-
JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   : Hudi Santoso
NIM   : 990210401044
Jurusan/Program : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga yang Saudara pimpin dengan judul:

A Descriptive Study of the Fifth Year Students' Speaking Ability through Picture Series At SDN Kepatihan IX Jember in the 2004/2005 Academic Year

Sehubungan dengan hal tersebut kami mohon berkenan Saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerja samanya kami mengucapkan terima kasih

a.n. Dekan
Pembantu Dekan I

Drs.H. MISNO A.L., M.Pd.
NIP.130 937 191

Appppppendix 9

DEPARTEMEN PENDIDIKAN NASIONAL
SEKOLAH DASAR NEGERI KEPATIHAN VII
KECAMATAN KALIWATES – KABUPATEN JEMBER
Jl. Kartini No.40 Jember

SURAT KETERANGAN
No. .A21./10./.43.6./.11./.07./05.........

YaYYYang bertanda tangan dibawah ini, Kepala SDN Kepatihan VII Jember menerangkan bababbahwa:

NiNNNama	: Hudi Santoso
NlNNNIIM	: 990210401044
PePdPPekerjaan	: Mahasiswa
JuJuJJurusan	: Pendidikan Bahasa dan Seni
PrPtPPrrogram	: Bahasa Inggris

bebdboemar-benar telah melaksanakan try out di SDN Kepatihan VII Jember pada tanggal 9 OlOOOiktober 2004 dengan judul skripsi :

"A"/"/A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' SPEAKING AhAAlBILITY THROUGH PICTURE SERIES AT SDN KEPATIHAN IX JEMBER INlNlNN THE 2004/ 2005 ACADEMIC YEAR".

DeOOOemikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 2 Pebruari 2005
Kepala SDN Kepatihan VII Jember

SUYATI, S.Pd
NIP. 130 582 822

DEPARTEMEN PENDIDIKAN NASIONAL
SEKOLAH DASAR NEGERI KEPATIHAN IX
KECCCCCAMATAN KALIWATES – KABUPATEN JEMBER
Jl. Kartini No.40 Jember

SURAT KETERANGAN
No: 800·07/24/436.318/09/2005 ·

ng berererererertanda tangan dibawah ini, Kepala SDN Kepatihan IX Jember menerangkan

nwa:

ma   : Hudi Santoso

M   : 990210401044

kerjaaraiaiaan   : Mahasiswa

rusan ı ı ı ı   : Pendidikan Bahasa dan Seni

ogram n nnn   : Bahasa Inggris

nar-berererenar telah melaksanakan penelitian di SDN Kepatihan IX Jember pada tanggal 14
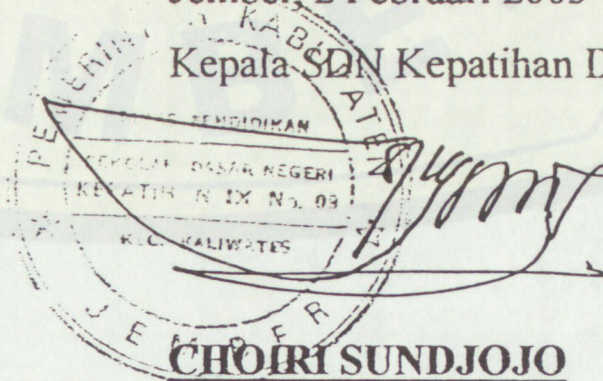
tober r r r r   2004 dengan judul skripsi :

 DESGSSSCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' SPEAKING

BILITTTTTY THROUGH PICTURE SERIES AT SDN KEPATIHAN IX JEMBER IN

E 2000000004/ 2005 ACADEMIC YEAR".

mikiaraiaiaan surat ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 2 Pebruari 2005
Kepala SDN Kepatihan IX Jember

CHOIRI SUNDJOJO

NIP.130 357 715

Appendix 11

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama	:	Hudi Santoso
NIM Angkatan	:	990210401044 1999
Jurusan/ Program	:	Pendidikan Bahasa dan Seni/ Bahasa Inggris
Judul Skripsi	:	"A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' SPEAKING ABILITY THROUGH PICTURE SERIES AT SDN KEPATIHAN IX JEMBER IN THE 2004/2005 ACADEMIC YEAR"
Pembimbing I	:	Dra. Siti Sundari, M.A
Pembimbing II	:	Dra. Zakiyah Tasnim, M.A

KEGIATAN KONSULTASI

No	Hari/tanggal	Materi Konsultasi	T.T Pembimbing
1	2-1-2004	Pengajuan Judul dan matrik	
2	13–5-2004	Pengajuan Bab I,II, dan III	
3	27-5-2004	Revisi Bab I,II,III	
4	12-6-2004	Revisi Bab I,II,III	
5	24-7-2004	Revisi Bab I,II,III	
6	27-9-2004	Seminar Proposal	
7	8-10-2004	Revisi Bab I,II,dan III	
8	8-10-2004	Revisi Bab I,II.III	
9	12-10-2004	Pengajuan Bab IV dan V	
10	7-12-2004	Revisi Bab IV dan V	
11	3-1-2005	Revisi Bab I,II,III,IV, dan V	
12	15-1-2005	Revisi Bab I,II,II,III,IV dan V	
13	12-2-2005	Ujian Skripsi	

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu seminar proposal skripsi dan ujian skripsi

Appendix 12

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Hudi Santoso

NIM/Angkatan : 990210401044/ 1999

Jurusan/ Program : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Judul Skripsi : "A DESCRIPTIVE STUDY OF THE FIFTH YEAR
STUDENTS' SPEAKING ABILITY THROUGH
PICTURE SERIES AT SDN KEPATIHAN IX JEMBER
IN THE 2004/2005 ACADEMIC YEAR"

Pembimbing I : Dra. Siti Sundari, M.A

Pembimbing II : Dra. Zakiyah Tasnim, M.A

KEGIATAN KONSULTASI

No	Hari/tanggal	Materi Konsultasi	T.T Pembimbing	
1	16-1-2004	Pengajuan Judul dan matrik		
2	26–5-2004	Pengajuan Bab I,II, dan III		
3	14-6-2004	Revisi Bab I,II,III		
4	27-9-2004	Seminar Proposal		
5	8-10-2004	Revisi Bab I,II,dan III		
6	8-10-2004	Revisi Bab I,II,III		
7	12-10-2004	Pengajuan Bab IV dan V		
8	3-1-2005	Revisi Bab I,II,III,IV, dan V		
9	15-1-2005	Revisi Bab I,II,II,III,IV dan V		
10	12-2-2005	Ujian Skripsi		

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu seminar proposal skripsi dan ujian
skripsi